



Cadette MEdia Journey Retreat Manual

We are thrilled that you will be sharing your skills and expertise to help Cadettes look for the ME in media and learn how they can shape media—for themselves, their community and the world. This manual contains information and resources to help you optimize the experience for you and your girls. If you have any additional questions, or need help at any time along the way, please contact customercare@girlscoutswv.org or 1 (800) 541-9852

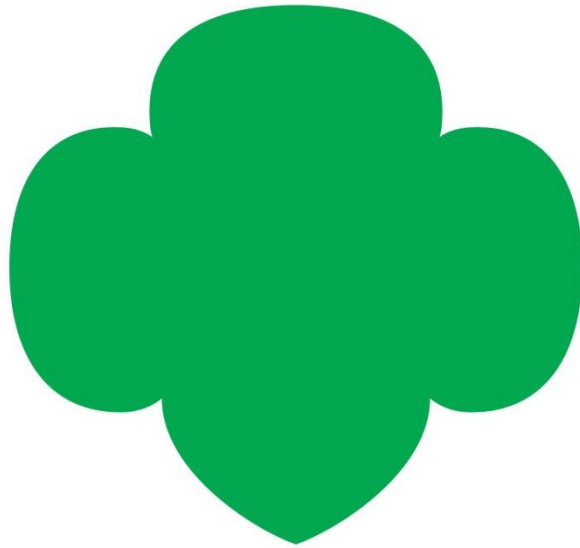
This manual is a work in progress and will be updated annually. If you have any suggestions for updates, please email customercare@girlscoutswv.org or 1 (800) 541-9852

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Introduction



When I was a Teen

Directions: Think back to your teen years and complete each of the following statements:

1. I was a teen in the 19___'s
2. My best friend was
3. My favorite song was
4. My favorite TV show was
5. When I grew up, I wanted to be
6. The meanest thing a friend did to me was
7. My favorite possession was
8. My greatest fear was
9. I told my family the truth about everything except
10. In my family it was absolutely taboo to
11. I will always remember
12. My most embarrassing moment was
13. The one person I trusted most was
14. The one event that had the biggest impact on me was

Program Overview

Using this Manual:

The Cadette MEdia Journey Retreat manual covers many specific areas such program planning, supplies, flyers and facilitation tools and resources etc. There are activity pages included in the manual that are used during the retreat.

Connecting the MEdia Journey to Cadette Skill-Building Badges:

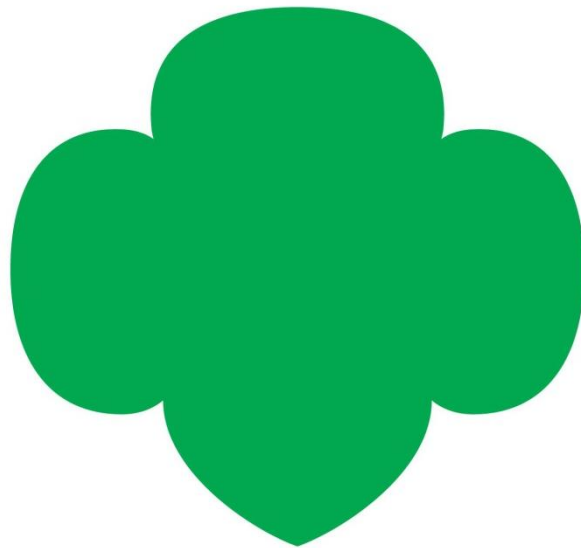
Night Owl	Animal Helpers	Field Day	Entrepreneur	Netiquette
Night has captured the imagination since the dawn of time. But with modern-day electricity, it's easy to overlook the mysteries and beauty of the world after the sun goes down. So grow your imagination and expand what you know (or think you know!). Turn out the lights, tune in your senses, and step out in to the night.	Animals have always provided clothing, and transportation, but today they're also trained to help people with disabilities, find people who are lost, and even discover tumors. And, of course, animals offer us companionship, love, and sheer joy. In this badge, look at how animals help humans. (Researchers say the love of an animal can improve our emotional health!)	From friends playing in the park to countries competing against one another at the Olympics, games unite us all. And Girl Scouts have been inventing their own games since 1912! In this badge, you'll experience this firsthand, by organizing teams and events for an exciting, do-it-yourself field day.	Animals have always provided clothing, and transportation, but today they're also trained to help people with disabilities, find people who are lost, and even discover tumors. And, of course, animals offer us companionship, love, and sheer joy. In this badge, look at how animals help humans. (Researchers say the love of an animal can improve our emotional health!)	Our digital world makes it easy to stay in touch and share friendships, memories, and ideas. But we've all heard embarrassing stories in which people wish they'd never hit the "send" button. Once you've put it out there, it never goes away. But you can use that to your benefit, too. This badge is all about knowing how to make positive choices in the online world.

Program Outcomes:

Discover	<input type="checkbox"/> Girls develop a strong sense of self. <input checked="" type="checkbox"/> Girls develop positive values. <input type="checkbox"/> Girls gain practical life skills. <input type="checkbox"/> Girls seek challenges in the world. <input checked="" type="checkbox"/> Girls develop critical thinking.
Connect	<input checked="" type="checkbox"/> Girls develop healthy relationships. <input checked="" type="checkbox"/> Girls promote cooperation and team building. <input type="checkbox"/> Girls can resolve conflicts. <input type="checkbox"/> Girls advance diversity in a multicultural world. <input checked="" type="checkbox"/> Girls feel connected to their communities, locally and globally.
Take Action	<input type="checkbox"/> Girls can identify community needs. <input type="checkbox"/> Girls are resourceful problem solvers. <input checked="" type="checkbox"/> Girls advocate for themselves and others, locally and globally. <input checked="" type="checkbox"/> Girls educate and inspire others to act. <input checked="" type="checkbox"/> Girls feel empowered to make a difference in the world.

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Facilitation Resources



Characteristics of 12-18 Year Old Girls

IMPORTANT NOTE: These are generalizations, all girls are unique and have values and experiences that influence where they are at developmentally (both emotionally and psychologically).

Girls in Sixth, Seventh and Eighth Grades (Girl Scout Cadettes):

1. Feel unique, as though no one else has ever felt the way they do
2. Display excellent planning skills, long attention spans and total absorption in their passions (they may discover a new passion frequently)
3. Are extremely concerned with and put a lot of energy and interest into their friends and peer relationships (may develop self-consciousness in front of peers)
4. Are interested in romantic relationships and crushes
5. Are into popular culture and knowing what is new and “important” in their field of interest/their group/their sphere/their circle of friends (i.e. a girl that is involved in geek culture would want to know what is “cool” and what is “not cool” in geek culture in an up to the minute way; many girls will be interested in and influenced by music, celebrities, fashion, etc.)
6. Are committed to communicating with and getting along with parents/guardians/caring adults
7. Feel a lot of pressure from the social scene at school and in whatever activities they are involved in; feel adults don’t understand how complicated and stressful navigating that world can be
8. Typically have good communication skills and with guidance and encouragement can present issues they care about effectively in front of groups (particularly with groups they are familiar with)
9. Likes to serve people directly – it’s in their social nature - rather than work on projects that may have an equally valuable but indirect impact on a population

Girls in Ninth and Tenth Grades (Girl Scout Seniors):

1. Like to be included in setting rules and expectations for their behavior
2. Are beginning to clarify their own values and what is truly important to them
3. Are beginning to promote individuality; thrive with acknowledgement of strengths, skills and talents
4. Can be in a “know-it-all” phase, important to acknowledge that they ARE experts on their own lives
5. Are developing stronger logic and problem-solving skills

Girls in Eleventh and Twelfth Grades (Girl Scout Ambassadors):

1. Are striving for a strong sense of self as they move into new roles and out into the world
2. Are working towards independence and freedom, they are seeking to make their own decisions and motivated to make their mark in the world
3. Crave friends to turn to and trust; eager to belong to trusted community where they feel emotionally safe and connected
4. Are exploring risks; can’t know good decisions and the way they want to live their lives without making mistakes and missteps
5. Learning to navigate new responsibilities and privileges (driving, curfew, etc.)
6. Are juggling life decisions and pressures (college, job, intimate relationships)

Retreat Preparation

You **must** prepare yourself in advance. With the exception of the questions posed, you should **know the content well enough** to say everything in your own words and be able to “go with the flow.”

Be sure you have gathered all the materials and equipment needed for the workshop.

If you are hosting this event for a large group, prepare name tags ahead; this lets everyone know they are expected. Have spares available in case anyone prefers a nickname.

It can be helpful to contact the participants registered for the program a day or two prior to the start of the program. This serves several purposes: 1) You can learn something about the participants you will be working with; 2) It helps to firm up the commitment of the participant to attend; 3) It helps you know how many people will actually be attending that are registered.

Room Set Up

The atmosphere you set at the workshop by the way the room is organized goes a long way towards establishing a sense of comfort and a learning tone for the participants. It is important to ensure the environment supports their ability to participate, ask questions and effectively take away what they are learning. It is important that tables are set so the participants can easily see what is happening at the front of the room (easel and charts you place on the walls), as well as have opportunities for small group discussions.

Set up your room arrangement, preprinted materials, and equipment *well in advance* of the arrival of the participants. Have your supplies easily accessible to you from your position in front of the room; and a table for the roster and nametags near the entry.

It is useful to prepare your nametags in advance for a couple of reasons: 1) It is a quick way to take attendance; 2) You can make them so you are sure you can read them from a distance.

A good form for nametags is to make the first name extra-large. If you’ll be working with a large group you might add a symbol to the nametag to easily divide into smaller groups.

Overall, be prepared. If you try to handle things at the last minute the participants may feel you are unprepared. They will not feel safe or comfortable, even if that lack of safety is unconscious on their part.

In addition, you need to be available to greet the participants as they arrive. Remember, you want each participant to feel welcome.



Retreat Partners

There needs to be at least two adults helping with the retreat. We recommend two Girl Scout trained adults. If this is not possible, ask another adult to be your assistant during the session to help with greeting and other logistics.

Be sure you have worked with your co-facilitator or assistant in advance of the program to determine what each of you will do throughout the program, and make agreements on how you will interact in front of the participants. Be clear about how you will handle it if one or the other of you wants to add to or correct information given, and so on.

It is a “no-no” to contradict each other or argue with each other in front of the participants. It is also important to pay attention to what is going on during the session, even if you are not leading a particular part of the program. Be aware, and be interested.

Cautions

Inappropriate Comments: PLEASE avoid making comments like: “This is the first time I have done this.” “I have done this a million times.” “We have 6 hours’ worth of material to cover in 2 hours.” “I am really rushed today!” “I don’t like this part of the program.” “Sorry I am a little disorganized. I got a late start.”

Personal Stories - Avoid telling too many personal stories. Sometimes they are useful to make a point or to share what you have experienced. However, too many personal stories take away from the goals of the program, take unnecessary time and often become distracting to the participants.

Tips for Facilitators

What	How
<p>The Learning Environment Create and maintain an inclusive learning environment.</p>	<ul style="list-style-type: none"> ★ Set up the room so it is appealing to visual, auditory and kinesthetic learners; visuals, music playing and space around the clusters for movement. ★ Welcome attendees ★ Treat them like adults, not children. ★ Conduct some sort of “check-in” so that everyone’s voice is heard. ★ Provide time at the beginning or throughout the course for attendees to get to know one another. ★ Deal with difficult behaviors
<p>Observation Studies show that communication is only 7% verbal, 38% tone, and 55% body language.</p>	<ul style="list-style-type: none"> ★ Be aware of and sensitive to all that is going on in the room. Watch carefully for the non-verbal signals as well as the verbal. ★ When a “red flag” goes up, address it, don’t ignore situations because it may get away from you. ★ Be ready to make changes based on your observations.
<p>Feed Forward Here is a new twist on feedback. Suggest how the individual or group can take what they said or did and move forward with it.</p>	<ul style="list-style-type: none"> ★ Listen carefully to what is being said so you can make an appropriate “feed forward” comment. ★ Whether you choose to call it feedback or feed forward, be specific. The more specific it is the more meaning and usability it has.
<p>Conducting experiential learning activities. Setting up an activity and giving directions for an activity requires practice. Not all learners hear or see the same thing. Confusion may occur resulting in pandemonium, especially if it is a movement activity.</p>	<ul style="list-style-type: none"> ★ With a movement activity, start by saying “in a moment I am going to ask you to move.....” Then tell them the directions and then say, “Now you may move to xyz.” And make the directions clear. ★ Give directions both verbally and visually. Remember not all learners like to process information audibly. Either put the directions on a PowerPoint slide, in a handout or on a flipchart as well as “say” them. ★ Before they start the learning activity ask them if there are any questions.

Tips for Facilitators

What	How
<p>Conflict handling</p> <p>Groups go through anticipated stages of development from forming, norming, storming and performing.</p>	<ul style="list-style-type: none"> ★ Include get-acquainted activities that encourage the group to “form.” ★ Don’t be shocked if there are strong differences of opinions which may lead to storming. Remind yourself that this is natural and something you actually want to encourage in order to surface multiple perspectives and challenge people’s thinking. Remind yourself that conflict is not necessarily “bad.” ★ Draw the participant’s attention back to your “group agreement.” Hopefully your group has included something about honoring or respecting different opinions. ★ If the discussion turns negative, encourage the dialogue to be healthy by suggesting that they use “from my experience” or some language that does not make assumptions. ★ And last....deal with it.
<p>Questioning</p> <p>Asking the right question at the right time is a real art.</p>	<ul style="list-style-type: none"> ★ Know where you want to end up so you know the question to ask. ★ Ask a variety of questions. If the goal is to generate a discussion ask open-ended questions that have more than one possible response. ★ Try using one to two word prompts to encourage more responses. Example: And... What else? Why? So????

Working with Challenging Behavior

As a facilitator we will all be challenged, at some point by challenging behaviors. Intervention may be required in order to maintain a nurturing learning environment for all participants.

The Bored

This type of person may cause disruption by the way in which this behavior is manifested. Others may become focused on this person's behavior causing them to become disconnected from the session.

Signs:

- Eyes open, but glazed over
- Over or under challenged
- Tired, or appears lethargic
- Lacking in self-confidence



What to do:

- ★ Speak with the individual to determine the cause of what you are seeing or feeling.
- ★ Provide extra assistance to the individual if the problem is a lack of understanding.
- ★ Supply a handout so learners can work at their own pace.
- ★ Provide an additional challenge if the person is waiting for others to “catch-up.”

The Confused

This individual doesn't appear to be grasping what is being covered and is falling further and further behind. Others may become distracted by the person's behavior.

Signs:

- Not on the same page as the rest
- The deer in the headlights look



What to do:

- ★ Present an agenda
- ★ Keep the group focused
- ★ Speak with the individual to identify the problem.
- ★ Provide extra help, if needed

The Skeptic & the Prisoner

This type of individual will find something to criticize with the content or the method in which it is being delivered. Being positive is not part of this person's persona.

Signs:

- The "naysayers"
- "This will never work"
- "No one talked to me."
- "This is not new."
- "I have to be here."



What to do:

- ★ Have a private discussion with the individual about the impact their negativity is having on the group.
- ★ Diffuse the negative energy. Use positive language and seek positive responses through questioning.
- ★ Use testimonials
- ★ Use hard data
- ★ Avoid heated arguments. Take the individual's grievances off-line.
- ★ WIIFM (What's in it for me) Be clear about the benefits and stay focused on the objectives.

Domineering

This type will try to monopolize the conversation, whether it is intentional or not. If the facilitator or coach does not intervene, this individual can derail the session and objectives will not be met.

Signs:

- They love to tell "war" stories
- Often ask meaningless questions just to hear themselves talk.

What to do:

- ★ Rotate group leadership.
- ★ Establish a group agreement (ground rules) at the beginning of the session and refer back to them.
- ★ Thank the person for their contribution and ask what another person has to say about the topic.
- ★ Remind the group as a whole we need to move on in order to accomplish our objectives.



The Introvert

This behavior may result from a number of reasons, so it is important for the facilitator or coach to carefully observe the person to help determine if the individual is shy or is withdrawn because of anger or fear. The facilitator or coach might engage the person in a private conversation to help confirm the cause.

Signs:

- Suppressed anger through passivity

What to do:

- ★ Use small group activities. Shy people are more apt to talk in a smaller group than a large one.
- ★ Ask for written responses.
- ★ Use group generated questioning.
- ★ Rotate small group leadership.
- ★ When doing a round robin, give people the option of passing.



The Know It All

The Know It All may either be a “pretender” or a genuine “egghead.” Regardless of whether they are really knowledgeable or not, this person may intimidate the facilitator or coach and some of the participants. If this behavior is not addressed the other participants may just shut down.

Signs:

- Has something to say about everything
- Sometimes shows signs of arrogance

What to do:

- ★ Acknowledge expertise.
- ★ Enlist the person’s help.
- ★ Have a private discussion with the person.
- ★ Intentionally avoid calling on the person. Draw out responses from other participants.



The Socializer

Sidebar conversations can be a great distraction and nuisance. Even though their conversations may or may not be relevant they need to be curtailed so there is only one conversation at a time and it can be heard by all participants.

Signs:

- Engages in frequent sidebars
- Sometimes communicates with other participants nonverbally



What to do:

- ★ Remind the group as a whole of the group agreement and the need to have one person talk at a time.
- ★ Stand behind the offender, in close proximity so she/he feels your presence.
- ★ Stop the general discussion and ask the offender if she/he has something to contribute.
- ★ Ask if there is a problem.
- ★ Switch to a small group activity.
- ★ Lower your voice.
- ★ STOP speaking.

Program Planning



Getting Organized Checklist

The following is a list of things you will need to do to have a successful Cadette MEdia Journey Retreat program. The order in which they are completed can vary.

- Determine your co-facilitator(s).
- Decide on your target audience (your troop, several troops, all Cadettes from your SU, etc.).
- Choose whether you would prefer a one day retreat, a one-night overnight, or a two-night overnight.
- Select date(s) at least three months in the future so there is time to prep and promote.
- Find a suitable site based on the type of retreat you want to host.
- Complete a Program Planning Worksheet and Program Budget Template.
- Plan your retreat agenda.
- Contact the girls and encourage their attendance.
- Be sure you have the appropriate girl/adult ratio. A co-facilitator is best, but a well-informed extra adult will be helpful.
- Purchase your supplies.
- Review your materials carefully. The more prepared you are, the more confident you will be.
- Enjoy your retreat!!!
- Ask the girls to fill in their evaluations (Attachment H)
- Fill out your evaluation and return to the Program Manager with participant evaluations.
- Celebrate!

My Retreat Plan

Use your Getting Organized Checklist to start planning for your retreat.

1. Who will you facilitate with? List some people who might be good to tap:
2. Will you choose to plan a one-day, one-night, or two-night program?
3. When would be a good time to do your program?
4. List some resources you'd be interested in incorporating into your program:
5. List possible sites to approach:
6. How will you get girls excited about your program? List some ideas:

Detailed Program Planning Steps

Step 1 – Determine the Facilitating Team

Determine who you will be working with to facilitate. Your team may be you and your co-leader, adult volunteer, community member, or partner from relevant community organization.

Incorporating Girl Led Processes – Girl Scouts is girl led, where girls cooperate and learn by doing. Girls should be given the chance to lead during the program, the Journey curriculum is structured in a way that gives the girls many opportunities to lead activities and discussions. Be sure to give them the space to do so.

Learning by doing supports the Girl Scout Leadership Experience by:

- Providing a leadership development opportunity for the girls.
- Giving girls an opportunity to share their thoughts and feelings in a safe environment.
- Helping girls build sustainable skills and knowledge.
- Teaching girls to be inquisitive and to question their experiences.
- Enabling girls to be more successful in the future by applying what they've learned.

Step 2 - Outline the Plan

Once the team is determined, begin outlining the following key components of the program. Take some time to get creative ideas flowing. Consult the [Safety Activity Checkpoints](#) and [Volunteer Essentials](#) for Girl Scouts of Western Washington to ensure you are using Girl Scout best practices.

Scope of the Program

Look over the retreat agenda samples. Decide what type of retreat you'd like to facilitate. Samples are customizable or they can be replicated as is.

Resources

List resources, (people, places or things*) you have in your area that could help you accomplish your goals.
*things can include online resources.

Audience

What size group can you accommodate? What size group do you want to include in the retreat?

Timeline

Determine the date and timing of the program. Consider the start time, end time, meals and programming blocks, where necessary. Keep in mind that the larger the group, the longer they will take to move, organize, etc. Important points to consider include:

- Selecting a Date:
 - What date will allow the maximum number of participants from your targeted audience to attend? Consider holidays, school and work schedules, and Girl Scouts calendars e.g. Cookie Sale is Jan-March.
 - How much time is necessary to plan and coordinate the program? Be careful not to select a date that will rush the planning process.
- Establishing the Time:

- How much set up time will you need?
- How long for introductions, getting into groups, late registrants, etc?
- When and how long should meals, snacks and breaks be?
- How long does that leave for sessions?
- How long will each activity or session be?

Location

Programs can be held in Girl Scouts of Western Washington regional offices, camps, meeting rooms at schools, libraries, houses of worship, community buildings, childcare facilities, and local businesses. Refer to [Volunteer Essentials](#), Chapter 3 for the specific requirements you need to follow when arranging a time and place for girl meetings.

- When choosing a location, you will want to consider:
 - Number of girls and adults participating.
 - What is the maximum capacity? How many rooms are needed? What sizes? What accommodations?
 - Facilities and equipment you might need:
 - White board
 - Chairs and tables
 - Kitchen facilities, cooking sites (optional)
 - Parking
 - Cost and responsibilities, including set-up and clean-up.
Is a contract required for facility use? If so, you should contact Girl Scouts of Western Washington to discuss this further. All contracts, facility use forms and hold harmless agreement forms need to be signed by a Program Manager.
 - If there are deposits, are they refundable? What is the cancellation deadline?
 - Sites may request proof of insurance. If requested, please submit a certificate of insurance request form for the appropriate documentation, form can be found on Girl Scouts of Western Washington [website](#)).
 - Will you need to pick up a key?
- A good site ideally meets the following criteria:
 - Is accessible to all including girls with disabilities
 - Is a safe, clean, well-ventilated, well-heated space, free from hazards
 - Is large enough for active games and small group meetings
 - Has bathrooms with hand washing facilities, and drinking water available
 - Has access to telephone/communication system to use in emergencies
 - Has adequate outdoor lighting if program extends to dark
 - Has emergency exits

Promotion

Will you be inviting others outside your troop/group to participate in the retreat? If so, you might consider promoting the program to increase attendance.

- When promoting your retreat, you want to include some key information:
 - A program overview
 - Date
 - Participant requirements (grade levels)
 - Cost
 - Sign up link

Activities

For any function to run smoothly, the program must be carefully planned. Consider:

- How will check-in be organized? What will happen as adults and girls arrive?
- What will the early arrivals do while waiting for the program to begin?
- Will the group be divided into smaller groups for activities? If so, how?
- Are the activities you're choosing age-appropriate?
- Have you scheduled time for each activity and for groups to move to the next activity?
- Will food or beverages be available? How will they be obtained and how will they be served? Be aware of food allergies. Food allergies will be noted on the participant roster and on health histories.

Guest Speakers & Other Partners

Often the co-facilitators will have all of the expertise necessary to make a program happen. However, a guest speaker can add value, cover sensitive materials, or provide a different perspective. If you decide to include a speaker, be sure to research potential speakers to ensure they are familiar with your audience and are prepared to deliver a quality presentation to the girls.

Insurance

A portion of Girl Scout's individual annual membership dues pays for supplementary insurance for the member only. This insurance provides up to a specified maximum for medical expenses incurred as a result of an accident while a member is participating in an approved, supervised Girl Scout activity, after the individual's primary insurance pays out. This is one reason that, whenever possible, all adults and girls participating in your program should be registered members. Non-registered parents and other persons are not covered by basic coverage.

A secondary activity insurance plan is available for non-members who participate in Girl Scout activities. If your program audience will include individuals not registered as members with Girl Scouts, advise your Program Manager so that you can discuss the cost and procedure for purchasing additional insurance.

Capacity and Costs

As potential program locations are investigated, begin outlining a program budget. The first step is to estimate the basic expenses and registration fee.

- Expenses are the costs of coordinating and implementing the program.
- Registration Fees should cover all planned expenses.
- To determine your planned expenses, consult the supply list and estimated cost per girl.
- Also consider what meals you will serve and the menu for those meals.
- Will you provide each girl with her own journey book? The MEdia Journey book costs \$7.00 plus tax
- Will you award each girl a patch at the end of the retreat? The MEdia Journey award costs \$5.00 plus tax

Step 3 – Complete a Program Planning Worksheet and Program Budget Template

Once you have a rough outline of the program basics, use those details to complete the Program Planning Worksheet (Attachment C) and Program Budget Template (Attachment D).

Step 4 – Finalize the Details

The Program Planning Worksheet should serve as a guide for determining the remaining details of the program. Once complete, use the key points outlined in the worksheet to determine the following details.

Registration Deadline

The standard registration deadline is 3 weeks prior to the program. This gives you enough time send confirmation emails to the participants. This deadline can be reduced to 2 weeks prior to the program or extended to a month ahead, depending on the number participants you are anticipating.

Confirmation Letter

When participants register for a program, it's nice to send an email that confirms their registration and informs them that they will receive a confirmation letter with complete program details closer to the program date. Refer to the standard message for both the initial email and final confirmation as a guide. (Attachment E) and begin thinking if additional content is needed for your participants.

Along with the confirmation letter a sensitive topic and health history form (Attachment F and G) should be collected from each participant. The sensitive topic and health history form should be collected during check-in. It's good to have additional copies available.

Safety and Risk Management

Event Directors are responsible for the safety of the girls and adults who participate in their programs. Therefore, the highest priority in planning and coordinating your programs is to ensure that the risks are considered and managed to the greatest degree possible. The following are the primary safety areas you must take into account when planning your program.

- **Girl/Adult Ratios** - Be sure that all attendees are aware of the girl/adult ratios required by the Safety Activity Checkpoints for the program you plan. If planning a large scale overnight at camp consider requiring guardians or troops to have enough adults to meet the ratio requirements for their attending girls. This will allow you and your co-facilitator(s) to focus on providing the program.
- **Check In/Check Out** - It is imperative that you know exactly which girls are in attendance at your program at any given time. To achieve this have them sign in and ensure that all girls have been picked up before leaving the program space. To ensure that each girl receives the maximum benefit from the experience, we encourage all participants to stay for the entirety of the program.
- **How to Handle an Emergency** - "Be Prepared," the Girl Scout motto, is the key to handling emergencies if they arise. It is important to prepare for potential emergencies and know in advance how to handle any accidents which may occur. Read the Safety section of [Volunteer Essentials](#)- pay special attention to the Responsibilities of the Volunteer: Girl Scout Safety Guidelines and Procedures for Accidents.
- **Contingency Planning** - Consider how you will address:
 - Girls with different abilities.
 - Dietary concerns.
 - Adequate bathroom facilities.
 - First aider (only if planning an overnight program) and first aid supplies (included in Power Up Kits).
 - Provisions for bad weather at an event.
 - Environmental impact (trash, recycling, noise, etc.).

- Emergency procedures.

Sensitive Topics

During this program, sensitive topics may come up. We are often taken in some amazing directions we can't anticipate. As a facilitator you need to honor the girls' truths and steer the conversation to productive solutions everyone can use. As a facilitator you should treat the subject matter with respect and dignity and give all participants the opportunity to process their experience and be challenged by choice.

Child Abuse and Neglect

If you have concerns about something a girl shares you are responsible for notifying a council staff person who will work with you to assess the situation and the program manager will report suspected abuse or neglect to DSHS, CPS or to the local law enforcement agencies.

Emergency and Incident Resources

Be prepared for an emergency by keeping copies of these handy during your program. Forms are located on the Girl Scouts of Western Washington website.

- Emergency Procedure Cards
Summary of Girl Scouts of Western Washington's emergency action plan. Please have these cards available for all volunteers and parents.
- Incident Report Form
Should there be a significant incident at your program including injuries, disputes, etc., please submit an Incident Report Form within 24 hours or the next business day to Girl Scouts of Western Washington.
- Girl Scout/Mutual of Omaha Accident Claim Form and Instructions
If you have an accident or incident at a Girl Scout event that requires that you make a claim to Girl Scouts' insurance, review our information on How to File A Mutual of Omaha Claim and complete the attached Claim Form.

Program Timeline

To ensure the success of your retreat, refer to the suggested planning and implementation timeline found on the following pages. Please note that the suggested timeline may vary depending on key factors, including:

- The experience level of the planner(s) (both with planning programs in general and with running this specific program).
- The intensity and duration of the program.
- Availability of resources.

After the major elements of the program are determined, review the timeline and determine how programs best fit into your planning period.

At Least Twelve (12) Weeks Prior to the Program

- Determine the scope of the program.
- Decide who you will be facilitating with and decide the responsibilities of each person.
- Determine the date(s) of the program.
- Make a list of possible facilities/locations. Remember to include yourself and any guest facilitators in the maximum capacity.
- Choose the specific activities for your program.
- Determine program logistics, such as: when the registration deadline is, and which phone number leaders/parents should call for information.
- Outline the budget for the program.
- Complete the Program Planning Worksheet and Program Budget Template.
- If necessary, reserve a facility for the chosen date.
- Plan a promotion strategy.
- Create a program planning timeline to help keep on task.

Eight (8) to Twelve (12) Weeks Prior to the Program

- Ensure you have reviewed the emergency procedures material and are prepared.
- If food will be prepared at the program, check with the county board/Department of Health for local food handler regulations.

Six (6) to Eight (8) Weeks Prior to the Program

- Review the program schedule and activities.
- Make a list of the materials needed to be purchased. Decide facility set up – chairs, tables, decorations, food, first aid station, and parking.
- Brainstorm possible problems and implement changes.
- Make a list of tasks that can be delegated to ensure both facilitators are helping out.
- If needed, contact Girl Scouts of Western Washington in regards to purchasing additional insurance for non-Girl Scout participants.
- Secure resource people and/or speakers.
- Confirm the location reservation.
- If a signed contract is required, submit it to Girl Scouts of Western Washington for review.
- Check the program budget and make any needed changes.

Two (2) to Six (6) Weeks Prior to the Program

- Confirm the program details.
- Confirm that all facilitators have begun to finalize their responsibilities.
- Confirm the total number of people expected to attend.
- Make final plans for activities and arrange for purchase of non-perishable items needed for the program.
- Develop a check-in system.
- Check the program budget and make any needed changes.
- Review participant roster, see if there are any special needs.

One (1) Week Prior to the Program

- Order food from the caterer or other food supplier.
- Confirm that all non-perishable materials needed for program are purchased.
- Confirm all speakers.
- Print copies of the Participant Roster and extra copies of the Sensitive Topics/Health Forms.
- Create nametags for the event, if applicable; include first names only.
- If possible, schedule a final planning meeting and walk-through at the location.

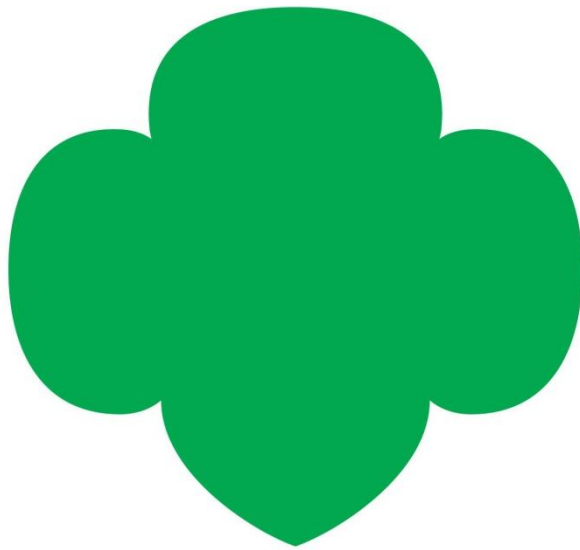
Day of or Prior to the Program

- Buy perishable supplies.
- Arrive early to set up for the program.
- Review emergency procedures plan.
- Set up check in station.
- Take photos of the participants during the activities.
- Thank resource people and/or speakers.
- Evaluate yourself.

Two (2) to four (4) weeks AFTER the program

- Send thank-you notes to all sponsors, resource people and/or speakers.
- Submit the Facilitator Evaluation (Attachment F) to your regional office.

Journey Activities



Animation Fun!

Objective

Girl Scout Cadettes will learn about one form of media used to tell stories—animation.

They will try their hand at creating “moving pictures” by completing activities found in the *MEdia* girl book.

Materials

- Unlined memo pad -- 2 pads for each girl
- Pencils, Colored pencils or markers
- Masking tape
- Index cards—2 per girl
- Strong clear tape
- Chopsticks or extra pencils—1 per girl

Steps to Complete Activity

1. Ask the girls to tell you what animation is:

Animation is the rapid display of a sequence of images of 2D or 3D artwork or model positions in order to create an illusion of movement.

Talk a little about how animation has changed over the years: compare the Rudolph cartoons they may have seen on TV recently to the newer cartoons the girls are more familiar with.

2. Using the instructions on page 21 of the girl books, try their hand at animation...

3. Then, have them turn to page 47 of their book to try their hand at making a thaumatrope.

4. If time permits, have them try the “morphing” technique on page 67 of their book.

Estimated Time: 15 minutes

Welcome

Objective

During the Opening Session, Girl Scout Cadettes will be introduced to the program, meet one another, and learn about the 3 Awards they will earn along their Journey, all of which build foundational leadership skills critical to moving up the Girl Scout Ladder of Leadership and becoming lifelong leaders.

Materials

- Journey Books for the girls
- Girl Scout Promise and Girl Scout Law written on large paper (or poster board)
- Masking tape or other means to post the Girl Scout Promise & Law posters
- Index Cards with Various forms of Media on them.

Steps to Complete Activity

1. As girls arrive, have them take a seat and read pages 4-13 in the girl book.

2. Once all of the girls have arrived and had a few minutes to read.

Pass out the index cards. Have each girl take a turn introducing herself, state the media on her card, naming one way it is used in her daily life. Collect the cards as each girl goes.

3. Introduce the Journey.

On this Journey, Girl Scout Cadettes will have the opportunity to earn three awards that move them up the ranks of Girl Scout Leadership! Along this journey you will learning about media, focusing on your interests and desires to make a positive change in the way you use media in your own lives.

4. Introduce the Journey's Awards. The Journey Award has three parts:

Let the girls know that on this Journey they will have a chance to earn three important leadership awards in Girl Scouts: the *Monitor* award, the *Influence* award, and the *Cultivate* award.

Each of these awards has a special meaning: The *Monitor* Award shows that you understand the role media plays in your life and the lives of those around you; The *Influence* Award shows that you can influence people in a positive way to change media for the better; and the *Cultivate* Award shows that you have the courage and confidence to Cultivate a new perspective on media. These awards are placed together on the front of your vest or sash.

Time Required: 30 minutes

What is Media?

Objective

During this Session, Girl Scout Cadettes will learn about the various forms of media.

Materials

- Paper
- Girl Books
- Pencils

Steps to Complete Activity

1. Discuss with the girls what media is and some examples of how they use it in their everyday lives. **Media is all the tools used to communicate with many people at once.** Some examples are: books, magazines, newspapers, websites, television, cell phones (text messages, tweets), blogs, social media, advertisements, etc...
2. If the girls have not filled in the quiz on page 13, give them a couple minutes to do so, then review their answers. Were any of the girls surprised by their media rating?
3. Have the girls complete pages 15-17 as a group, filling in their books as they discuss what they read.
4. Ask the girls share their answers to the questions found in the corners of pages 6, 10, and 46 of their book. We will revisit these questions later in the Journey, so record your answers in your book.
5. Give each girl one sheet of paper. Half them fold it in half to form two columns... In one column, have all of the girls list the activities they do each day, including websites they visit regularly. In the other column have the girls write all of the forms of media they use doing each activity. When they are finished, ask them if they are surprised by the amount of media they use every day. Have the girls use this information to create their MEdia Pie on page 11 of their book.

Time Required: 15 minutes

Your Unique Point of View

Objective

During this Session, Girl Scout Cadettes will gain an understanding that they and others have their own unique point of view—with respect to media and everything in life—that are truly worth sharing with the world.

Materials

- Photocopies of *Movie Camera Moves and Moods* Chart from p34 of Facilitator's Guide
- Materials for making *Director's Viewfinder*
- Girl book

Steps to Complete Activity

1. Have the girls read pages 22-23 of their book. Discuss how movies are a form of Media and they often depict media in their storylines: A few examples of movies that you may want to watch sometime to see how this occurs are:

Julie & Julie: A movie about media—but it also shows how one form of media feeds another. The movie is the story of a woman who writes a blog that turns into a best-selling novel, and then a popular movie!

Singing in the Rain: Shows how actors made the transition from silent movies to “talkies”.

His Girl Friday: A movie about newspaper reporters.

Desk Set: A movie about the introduction of computers into a research department of a television station. Again, not just a movie about media, but another example of one media feeding another—this time computers feeding into television.

2. Now, let the girls know that they will get to try their hand at being directors and finding their own “view”. **Demonstrate how the girls can use their hands to make an adjustable frame “viewfinder” - by forming right angles between thumb and forefinger, then overlapping the two L's to make a rectangular frame. They can slide the frame in for a close-up and out for a long shot.**

3. Pass out the *Movie Camera Moves and Moods* chart and have the girls walk around the room practicing the various camera moves.

4. Using the instructions provided, the girls are going to make their own viewfinder.

5. After they make their Director's viewfinder, have them take turns as director. When the director shouts “action!” the girls move around the room experimenting with point of view using their viewfinders. When she shouts “freeze frame!” everyone stops and studies what's in their viewfinder. When she shouts “Let's see it!” the girls who like what they see raise their hands to share their “good shots”.

Time Required: 30 Minutes

Director's Viewfinder Instructions

Description of Project

On the movie set, directors carry their own personal viewfinder, which looks like a small telescope—they use it to line up (or frame) a shot for the camera operator.

Materials

- Cardboard tube (from toilet paper or half a paper towel tube), one for each girl
- Black construction paper
- Clear tape
- Scissors
- Hole-punch
- String or yarn
- Markers and pencils

Steps to Make Viewfinder

1. Cut 2 identical black circles, with a radius $1/2$ " wider than the opening in the tube.
2. Trace the tube's opening at the center of the circle 1.
3. In pencil, mark a rectangle that is a bit wider than it is tall in the center of circle 1. Cut out the rectangle by folding the circle in half and snipping along the marked lines.
4. Cut 5 small V-shaped notches, spaced evenly around circle 1, cutting from the outer edge of the circle to the inner traced circle. Fold the resulting tabs at the line for the tube's opening.
5. Place this tabbed circle over the end of the tube, so that the pencil-lined circle matches the tube's opening and the rectangle "window" falls in the center.
6. Fold the tabs all around the circle. Tape them to the tube.
7. Circle 2 will be used to adjust the area viewed. Fold the circle in quarters and cut out a $1/4$ pie wedge so that a $3/4$ circle with an "L" remains. The "director" slides this "L" against the window in circle 1 to zoom in on the framed shot visible through the tube.
8. Punch a hole at the other end of the tube, and through circle 2. Loop the string through both holes, long enough to let them hang loosely around your neck.

When Reality Isn't Real

Objective

During this Session, Girl Scout Cadettes will learn that no person is entirely “objective” and that means no media is entirely objective either. They will learn about reality TV and other forms of media that appear to be real, but may, in fact, be slanted to produce a desired reaction from the audience.

Materials

- Girl Book
- Pens or pencils

Steps to Complete Activity

1. Have the girls read pages 38-42 in their book.
2. Do the activity on page 38 as a group.
3. Ask the girls, “*Would you ever consider appearing on a reality TV show? Why or why not?*”
If you were to appear on a reality TV show, what would it be about? Is there a show currently on TV that is similar to your idea? If you could create a new Reality TV show, what would it be about and how would you make it happen?
4. Once the girls to have had a chance to discuss their reality TV show, have them spend a few minutes sharing their thoughts about the stories on pages 40-42 of their book.
5. Now, have the girls look at page 34 of their book. As a group, see if they can find the 16 messages in the Girl Scout Law. Then find three examples of media that support the Girl Scout Law.

Time Required: 15 minutes

Your MEdia Story

Objective

During this Session, Girl Scout Cadettes will have a chance to reach out to others for ideas about media issues by taking part in a team activity of creating a MEdia survey.

Materials

- Girl Books
- Pens or Pencils
- Copies of Sample Survey from page 45 of Facilitator's Guide

Steps to Complete Activity

1. Let the girls know that as part of the Monitor Award, they will take part in a Team activity that considers media use in the community. In order to do this, they will create a survey. Let the girls decide if they want to do this as one large group or break into Teams (Form 2 Teams, if team format is chosen).
2. Pass out the sample survey. Tell the girls that the time allotted for conducting their survey is during lunchtime today. Then, ask the girls to consider who they are going to survey during that time: a) their peers—the other Cadettes on this Journey; b) the other Girl Scouts present at the Journey today; c) their friends and family via texting; d) the adult volunteers at the Journey today.
3. Next, it is time for the girls to brainstorm five questions to include on their survey. Ideas to consider: needs the community may have that are currently unmet by media; issues in the community that media may contribute to; aspects of media the community (and the girls) want to see changed. The girls may also want to ask questions about stereotypes in media. Have the girls try the “What Bothers You?” activity on page 72 of their book to help get them started.
4. Once the girls have their questions, they need to decide if their survey is going to be a questionnaire that the participants fill out, or if they are going to interview the participants. If it is going to be a questionnaire, then the girls need to spend some time writing the copies of their questionnaire to distribute. If it is going to be an interview, then they have to decide and prepare for how they are going to collect the answers.

Time Required: 1 hour

Do You Get the Message?

Objective

During this Session, Girl Scout Cadettes will learn about advertising in media.

Materials

Girl book

Pencils

Magazines, one for each girl (if possible)

Steps to Complete Activity

1. Have the girls read pages 24-35
2. Using the activity on pages 26–27 of their book, as a starting point, give the girls 1 minute to brainstorm about all the written messages they receive during a day—have one or two girls record the answers. At the end of one minute, stop their brainstorm and add anything to the girls’ list that they might have missed: text messages, signs on buses (or bus stops), billboards along the highway, messages painted on buildings, etc... Get them talking about the messages all around them.
3. Ask the girls how they respond to the advertisements they see: Do they get “hooked” as described on page 28? Do they Stop and take a closer look (page 29)? Are they aware of product placement in the movies, TV shows, music, etc the enjoy? Does seeing your favorite character in a show/movie using a product influence your decision to buy/use that product?
4. Now, Pass out the magazines (if there are not enough for each girl to have one, have the girls work in pairs). Give the girls three minutes. At “go” they rip out all the ads they can find that are for beauty products and fashion. After three minutes, call “time”. Now have each girl count up the number of ads she “blocked” and record the number on page 35 of their book. Start a discussion with the girls about the volume of advertisements they ripped out about beauty and fashion.
5. Collect the ads they found and hold them for a later activity.

Time Required: 30 minutes

Unmasking the Stereotype

Objective

During this Session, Girl Scout Cadettes will face stereotypes found in media head on and develop a plan to look beyond them in media and their everyday life.

Materials

- Ads they ripped out of magazines earlier
- Magazines
- Pencils or pens
- Paper
- Girl book
- Copies of the Media Watchdog Pledge (page 59 of facilitator's Guide)

Steps to Complete Activity

1. Have the girls read page 43-46 in their book. Ask them to complete the quiz on page 43, and discuss the results.
2. Remind the girls that a stereotype is usually based on a myth about a certain group of people. A myth is a kind of story, usually involving heroes or tales from long past, but it is also a word used to identify a false story.
3. Invite the girls to name any stereotypes they've noticed in books, TV shows, movies, advertisements, and in real life. Then ask the girls to select the stereotypes that they think limits girls and women. Are there any stereotypes that limit men and boys? Do you know someone who has broken out of one of these stereotypes—like a family where the woman works and the man stays home to take care of the children?
4. Challenge the girls to come up with ways to be “myth-busters” and help others break out of the roles stereotypes place them in. Then have them combine their ideas collectively into a group commitment for an ongoing practice of monitoring their media. Pass out copies of the Media Watchdog Pledge and have the girls complete the blanks together.

Time Required: 15 minutes

Conducting Our Survey

Objective

Girl Scout Cadettes will conduct their MEdia Survey as planned, collecting data to create their MEdia Remake.

Materials

- Surveys created earlier in the day
- Pencils or pens

Steps to Complete Activity

1. The girls should use whatever method they decided to conduct their survey. Each girl should interview at least 5 participants.

Time Required: Varies

Slicing the Media Pie

Objective

During this Session, Girl Scout Cadettes will compile their survey results and begin thinking about how to use the information to create their MEdia Remake.

Materials

- Surveys created earlier in the day
- Survey data collected
- Pencils or pens
- Paper
- Girl book

Steps to Complete Activity

1. On a sheet of paper, the girls should use the data they collected during their survey to create a community media pie. Have the girls compare this pie to the one they created in their book earlier.
2. Next, begin a discussion in which the girls look at each slice and talk about what needs it meets and what needs it's not meeting. Then ask the girls to decide which slices of the pie contain the most realistic portrayal of girls; which contain unrealistic portrayals of girls; and if any comments were made on the surveys about this.
3. Ask the girls to consider their media pie and determine where they see the greatest need to change the images; where they see the portrayals of girls they like the best; and where they see opportunities for media to address some of the unmet needs of the community that were turned up by your survey responses.
4. Let the girls know that they will be using this material later when choosing their Media Remake project. If they have time to do so, they can begin to talk about some of the ideas that may have come to mind during this discussion.

Time Required: 15 minutes

What's Your Inner Beauty?

Objective

During this Session, Girl Scout Cadettes will learn ways to look beyond the stereotypes, and imagery in media to discover the true beauty that lies within themselves and each other.

Materials

- Girl Book
- Pencils or pens
- Ads torn from magazines during *Do You Get the Message?* Session
- Scissors, glue, paper and other art materials that may be available

Steps to Complete Activity

1. Ask the girls to take turns stating their definition of beauty or to complete the sentence, "**Beauty is _____.**" Have them write their answer down on a piece of paper and put it aside.
2. Have the girls read pages 48-53 in the girl book. Have them complete the activities on pages 49 and 51. Discuss their answers as a way to get the girls talking about what it means to be beautiful.
3. Remember those ads the girls tore out of magazines earlier? Bring them out again, while you start a conversation about the story on page 52 of the girl book. Ask the girls: **When it comes to retouching—how much is too much? What is the result when you see retouched pictures and assume they are accurate?**
4. Now, have the girls rip those ads up! Then have them create a work of art from the torn up advertisements, using any of the art materials on hand.
5. Ask the girls to consider what they discussed and learned about beauty today to write their definition of beauty or to complete the sentence, "**Beauty is _____.**" Without looking or changing what they wrote earlier in the session. Now compare your new statement to the one you wrote earlier. How much has it changed? Are you surprised by the change?

Time Required: 30 minutes

Finding Your Frequency

Objective

During this Session, Girl Scout Cadettes will bring all they learned about media together to find out what drives them in life

Materials

- Girl book
- Pencils or pens

Steps to Complete Activity

1. Start by having the girls look at the activity on pages 18-19 of their book—The Media’s Seven Layer Dip. Discuss how the girls learned about all the various forms of media today—and now they are going to take a look at how they each are a small part of the bigger MEDIA. Have the girls name three examples of how the statements listed on page 18 are true:

examples that may come to mind— the movie, *Julie & Julia*; The recent story about a homeless man became a voice over celebrity because of a blog posting); and Newscasters and Meteorologists tells us every day that we can find more information on their blog, or to check their stations website for up-to-the-minute information...

2. Have the girls read pages 56-66 in their book. Have the girls fill in pages 60-65, then share their answers with each other.

3. Have the girls sit on the floor in a circle, with their legs crossed in front of them. Explain that sometimes you have to unwind and take care of yourself for a few minutes, and that is what we are going to do now. Have them practice the Yoga Breathing on page 55 while listening to quiet music—either played for everyone to hear or using their iPods & MP3 players. Have the girls sit quietly just listening to music for 5-10 minutes. After that time is up, have them all stand and stretch their arms as high as they can reach and then bend over to touch their fingertips to the floor (repeat 3 times).

Time Required: 30 minutes

Media Remake Work Session

Objective

During this Session, Girl Scout Cadettes will identify an issue they want to change and use their interests and talents to inspire and lead others to create a change in the way media is used in their everyday lives.

Materials

- Girl Book
- Paper
- Pen and Pencils
- Three Copies of MEdia Remake Project Ideas (page 64-65 of Facilitator’s Guide)
- Three Copies of MEdia Remake Planner (pages 68-74 of facilitator’s Guide)
- Art materials available for creating the project

Steps to Complete Activity

1. Have the girls read pages 68-81 of their book, which offers tips, ideas, and examples for their MEdia Remake project. Using this information along with their survey results, the girls can settle on an issue they want to tackle.
2. Pass out the MEdia Remake Project ideas and the MEdia Remake Planner to each Team and have them start planning their project.
3. Once the girls choose an issue, they need to figure out how they are going to get their message across—from t-shirts & bumper stickers with a logo or slogan to a song, skit, or play—the possibilities are endless.
4. Invite the girls to use the art materials available to get started on re-making their issue.

Time Required: 1 hour

What's Your Network?

Materials

- Girl book
- Pencils or pens

Steps to Complete Activity

1. Have the girls read pages 82-89, completing the activities as they read.
2. Have the girls share and discuss their answers.
3. Guide the discussion to help the girls learn that these things they are exploring about themselves will help them become better leaders—leaders who can get their message out and create a change.
4. Have the girls talk about the ways they are thinking about sharing their MEdia Remake project outside of this workshop. Do they know they can send photos and submit articles to Girl Scouts of Western Washington for them to use in publications? Do they know Girl Scouts of Western Washington is on Facebook and Twitter—and Girl Scouts USA is, too?
5. If the girls are creating works of art, clothing, music to get their message across, encourage them to make 'extra' to share with others (depending on the materials available) - that way their message will reach more people, faster.
6. Now, ask the girls how it feels to be leaders, standing up and leading the way for a positive change? Let them know it is okay to be scared or nervous. Encourage them to continue their work—even after this Journey ends...

Time Required: 15 minutes

Putting the ME in Media

Objective

During this session, Girl Scout Cadettes will make a commitment to using media in new, positive ways that involve their unique interests, perspectives, and experiences.

Materials

- Girl books
- Copies of Challenging commitment Samples (page 96 of Facilitator's Guide)
- Paper
- Pencils or pens

Steps to Complete Activity

1. Let the girls know that at the Closing Ceremony, they will each be asked to share a superhero name that she makes up for herself to show her newfound Media power.
2. Have the girls read pages 90-91 of their book. It's time to think about your MEdia Commitment to Cultivate change—a requirement for the Cultivate Award they are earning along this Journey.
3. Pass out the copies of the Challenging Commitment Samples, and try to get them thinking about what their personal commitment is going to say.
4. Challenge the girls to combine their commitment with a manner of creative expression that fits their style (love to sing? Write and song!)
5. Give the girls time to work on their commitments. Have them write or draw thie commitments neatly on a piece of paper so they can share them.
6. When there is 10 minutes left in the session, have the girls form a circle and take turns sharing their Commitment to Cultivate with the rest of the group.

Time Required: 30 minutes

Project Runway

Objective

During this session, Girl Scout Cadettes will have a chance to show off their MEdia Remake projects.

Materials

- MEdia Remake projects
- Any props or additional materials requested, if available

Steps to Complete Activity

1. Give the girls time to put their finishing touches on their projects.
2. Have each girl (not the whole team at once) take turns presenting her MEdia Remake Project to the group. Encourage them all to have fun with their presentations. This gives them practice for when they go out into their community to share their project...

Time Required: Varies

Closing Session

Objective

During this session, Girl Scout Cadettes will reflect on their Journey and receive the 3 Awards they earned along the way: the *Monitor Award*, the *Influence Award*, the *Cultivate Award*

Materials

- Cadette Awards, one for each Cadette

Steps to Complete Activity

1. Present each girl with the Three Awards she has earned along the Journey: the *Monitor Award*, the *Influence Award*, the *Cultivate Award*. These awards represent that you understand the role media plays in your life and the lives of those around you; that you can influence people in a positive way to change media for the better; and that you have the courage and confidence to Cultivate a new perspective on media.

Time Required: Varies

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Resources



Your Support Staff

We want your experience as a Journey facilitator to be great! If you need anything, don't hesitate to contact us. We have a Customer Care Team who can help you with any needs. Contact them at customercare@girlscoutsww.org or 1(800) 541-9852.

If you are specifically looking to reserve a Girl Scouts of Western Washington camp property for your event, visit our camp rental website for more details: www.girlscoutsww.org/en/camp/camp-properties/rent-our-camps.html

Supply List

The following list outlines what you'll need if you use the Journey curriculum exactly as outlined. You can definitely improvise if you think something else would work better, or you have a different idea! This is a comprehensive list of supplies. The supplies are listed separately as outlined on each activity page.

<p>Materials</p> <ul style="list-style-type: none">• Pencils• Colored Pencils• Markers• Pens• Chopsticks or extra pencils• Masking tape• Strong clear packing tape• Unlined memo pad (2 for each girl)• Index cards (2 for each girl)• Black construction paper• Computer or Notebook paper• Poster board• Scissors• Hole punch• Toilet paper tube (1 for each girl)• String or yarn• Magazines (1 for each girl)• Girl Scout Promise and Law posters• Index cards with various forms of media written on them (prepare this in advance)	<p>Adult Journey Guide: COPIES</p> <ul style="list-style-type: none">• Page 34: 1 copy per 5 girls• Page 45: 1 copy per 5 girls• Page 59: 1 copy for each girl• Pages 64 and 65: 1 copy per 5 girls• Pages 68 to 74: 1 copy per 5 girls• Page 96: 1 copy per 5 girls <p>Other Items needing to be copied:</p> <ul style="list-style-type: none">• Risk Management Paperwork (emergency procedure cards, incident and claims form, health forms)• Girl Evaluations• My Shield master copy <p>Equipment</p> <ul style="list-style-type: none">• Easel and pad• Video recorder• Digital camera• Laptop computers• Projector (to showcase projects)• Speakers• CD or tape player (optional)• Music tape or CD – (optional)• PA system – (optional) <p>Contact your Regional Office to get a full list of what might be available to check out.</p>
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**** copies can be made at your Regional Office (printer code: 02049)**

Volunteer Learning Support

Several workshops are available to help you prepare to lead the MEdia Journey retreat. Workshops marked with an * are required. To find out more, visit the [volunteer learning section of our website](#). NOTE: Workshops marked with an ** are required for all Girl Scout Overnights.

Title	Description	Date Completed
Girl Scouting 101*	This online presentation from GSUSA is your first step to Girl Scouting! Learn more about volunteering with Girl Scouts and the basics of the new Girl Scout Leadership Experience.	
First Aid**	This level 2 Sports Safety class allows you to become the First Aider for your program. Must be 18 or older. This role could be filled by another adult volunteer or the Power up Facilitator. (8 Hours)	
Day Trip Planning	Learn how to plan and implement outdoor programs based on age-specific progression, needs, desires and skills of the girls in your group as well as the administrative steps involved in planning on outdoor program. 3 hours. May also be taken by online learning module . Qualifies participants to take girls on an outdoor day (not overnight) trip of 4 or more hours.	
Outdoor Overnight	Learn to prepare and plan for an outdoor overnight event with girls. This is an overnight course. 16 hours of coursework plus 10 overnight hours. This class is offered on a variety of different Saturday-Sunday options throughout the year. Do you have tons of outdoor experience with girls? We do offer an equivalency option for those who qualify. Qualifies participants to take girls on an outdoor overnight of 2 nights or less and a propane stove is used for cooking, and campfire is used for programming purposes.	
Working with Teen Girls	Learn the strategies and knowledge that will help you work effectively with girls transitioning into adolescence, and help teens guide their own programs and activities with positive outcomes. (3 hours)	
Event Director Workshop	Comprehensive instruction for anyone who will be directing a large event for girls and/or adult. (3 hours)	

Girl Scouts of Western Washington Website Resources

Don't forget our great online tools and resources!

Girl Scout of Western Washington Website: www.GirlScoutsWW.org

Volunteer Essentials and the Safety Activity Checkpoints: www.girlscoutsww.org/en/for-volunteers/resources.html

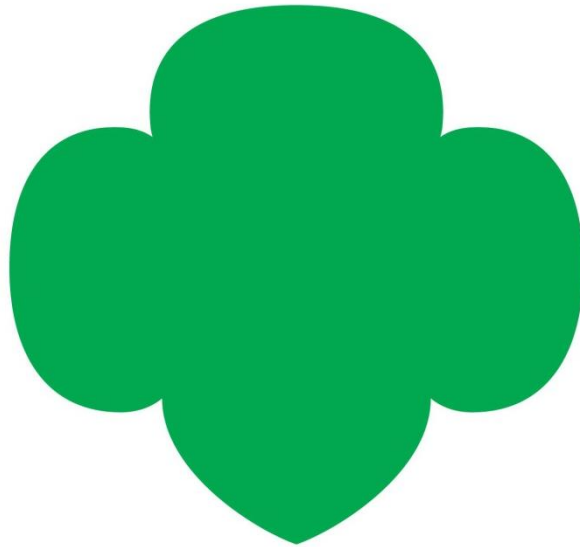
- Hosting a Girl-led Event
- Considerations for working with girls to plan and carry out an event
- Appendix: For Event Volunteers
- Information for volunteer applications, background checks etc.
- Providing Emergency Care

Branding Guidelines: Contains information on how to describe your event using the Girl Scout voice. Includes templates for flyers. *As well as Media and PR Guidelines*: Provides information on working with the media and creating good publicity for your event. <http://www.girlscoutsww.org/en/for-volunteers/rmedia---brand-guidelines.html>

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Attachments

The following pages include forms and attachments referenced in this manual. All attachments are intended to be used as samples only.



Attachment A – Flier Template



MEdia Journey Retreat Weekend



Cadette Girl Scouts are invited to tell their story, and learn how to shape the media for themselves, their communities, and the world

Monitor: Cadettes will take stock of the media in their world and the influence it has over their daily lives.

Influence: Cadettes will understand the importance of having media that reflects the realities of their world.

Cultivate: Cadettes will make a personal commitment to cultivate a new perspective on media.

Cadettes will complete all components of the MEdia Journey during the retreat weekend. Some additional action may be necessary to share their take action project work. The cost of the retreat includes food, lodging, Journey program materials, and the Journey award.

Register for the program online or download the paper registration form at www.girlscoutsww.org.

Interested in Volunteering?

Adult Journey Counselors are needed to help make the retreat weekend a success. Counselors will attend a training on Thursday, February 27. Counselors will support participants throughout the weekend, leading activities, and helping in the development of MEdia projects. Interested? Email juliekw@girlscoutsww.org.

Who:
Girls in Grades 6 through 8

When:
Friday, March 28 to Sunday,
March 30, 2014

Where: Camp River Ranch

Cost: \$40
*includes food, lodging, and
supplies for retreat weekend*

Registration deadline:
Friday, March 9, 2014

Interested in Volunteering?
Email
juliekw@girlscoutsww.org for
more information.

Attachment B - Program Budget Template

Use this template as a guide to help you budget for your program.

Facilitator Name:	Date(s) of Program:
Estimated Attendance (80% of capacity):	Program Capacity (Girls):

	Expenses	Income (Including Donations)
Location (Include incidentals: portable toilets, maintenance, etc.)	\$	\$
Equipment Rental (Audio Visual, LCD, Laptop)	\$	\$
Equipment Purchase	\$	\$
Insurance	\$	\$
Program - Curriculum, supplies, etc. Please list items below:	\$	\$
Food	\$	\$
Recognition of Girl Achievement	\$	\$
Consultants or Speakers for program	\$	\$
Printing costs (flyers, copying of programs, copies for girls)	\$	\$
Health supplies, first aid materials	\$	\$
Film (camera and videotaping, processing costs)	\$	\$
Other	\$	\$
SUBTOTAL	\$	\$
TOTAL PROGRAM EXPENSE (Expenses - Income)	\$	

Attachment C - Standard Email Confirmation

Greetings MEdia Journey Retreat Participants,

You are registered to attend the **MEdia Journey Retreat, date and time**. The attachments include directions to the center. Please plan to arrive 5-10 minutes early.

The emergency contact number for this event is _____. If you don't get an immediate answer, please leave a voice mail with a call-back number.

Please bring with you:

- Sensitive Topic Permission and Health Form, (attached)
- Lunch and beverage– a snack will be provided; we'll take time for a lunch and two smaller breaks through the day.

Please keep in mind; the facilitators that are running this retreat are volunteers. They have spent a considerable amount of time preparing for your workshop. If for some reason you cannot attend, please notify me as soon as possible so I can alert the facilitators and allow others into the program if there is a waiting list.

This confirmation email is sent to each registered participant. Your troop leader may have submitted the registration for this event. Troop leaders please note, in some instances we do not have email addresses for all the registrants attending with your troop. **Please make sure everyone you registered for this event gets the appropriate information.** Thank you.

If you have questions about program content you can contact _____. For registration or payment questions please contact _____.

We look forward to your participation!

Attachment D - Sensitive Topic Permission Form



Girl Scouts of Western Washington Parent/Guardian Permission

Overnights, High-Risk Activities and Sensitive Topics

Parent or Guardian please make a copy of this document for your records

Overnights: Overnight events include sleepovers, hotel or rustic camping trips, encamporee, extended travel, etc.

High-Risk Activities: High-risk activities are those that demands greater physical prowess, emotional stamina and skill. These activities may include specialized training, equipment and supervision. Please see the Safety Activity Checkpoints for details.

Sensitive Topics: In order to be contemporary and responsive to the girls' needs and interests, some Girl Scout activities focus on subjects that may be considered sensitive or controversial. In general, highly personal topics such as human sexuality, religious beliefs, and cultural or family values are considered sensitive topics. This is not a definitive list - please see Volunteer Essentials for details.

Basic Activity Details					
Departure: Date/Time/Location	Return: Date/Time/Location	Trip or Topic	Location:	Cost per girl	Group contact for activity
		Power Up Program			

Parent/Guardian Approval

As the parent or legal guardian of _____, I give permission for her to take part in:
girl's name

Activity _____ Power Up Event _____ Yes No
(description)

The child to be transported by a volunteer driver when applicable. Yes No

The adult in charge to arrange for emergency medical attention if I cannot be reached. Yes No

In case of emergency, please contact: _____
Name Phone # Alt Phone #

The child is in good health and able to participate: Yes No

Her restrictions on strenuous activities are: _____

She has the following allergies: _____

My child is taking the following medications - prescribed and/or over-the-counter (OTC): _____

I have reviewed the Girl Scouts of Western Washington policy on administering medication to a minor and submitted the appropriate permission forms to the adult in charge. Yes No N/A - My child is not currently taking any prescribed or OTC medications.

If this permission covers multiple activities, it is my responsibility to update all of the above information at the time of the trip.

Signature of parent or guardian: _____ Date: _____

Attachment E – Sample Schedule: Full Day Program

Activity	Start	End
Welcome and Introduction	800a	830a
What is media?	830a	850a
Journey Activities	900a	925a
	930a	955a
	1000a	1025a
	1030a	1055a
	1100a	1125a
Lunch	1130a	1200p
Journey Activities	1205p	1230p
	1235p	100p
	105p	130p
	135p	200p
	205p	230p
Break	235p	300p
Media Remake Project Work	305p	530p
Project Showcase + Dinner	535p	700p
Closing	700p	730p

Attachment F – Sample Schedule: One Night Overnight

Day One

Activity	Start	End
Welcome and Introduction	1030a	1100a
What is media?	1100a	1120a
Lunch	1130a	1230p
Journey Activities	1245p	110p
	115p	140p
	145p	210p
	215p	240p
	245p	310p
Break	310p	340p
Journey Activities	345p	410p
	415p	440p
	445p	510p
	515p	540p
	545p	610p
Dinner	630p	730p
Free Time	8p	10p
Lights Out	10p	

Day Two

Activity	Start	End
Wake Up + Breakfast	730a	900a
Media Remake Project Work	900aa	1130a
Project Showcase + Lunch	1130a	1p
Closing	1p	2p

Attachment G – Sample Schedule: Two Nights Overnight

Page 1 of 2

Day One

Activity	Start	End
Welcome and Introduction	700p	730p
Journey Activities	730p	830p
Free Time	830p	930p
Lights Out	10p	

Day Two

Activity	Start	End
Wake up + Breakfast	730a	900a
Journey Activities	905a	930a
	935a	1000a
	1005a	1030a
	1035a	1100a
	1105a	1130a
Lunch	1130a	1230p
Free Time	1230p	130p
Journey Activities	135p	200p
	205p	230p
	235p	300p
Media Remake Project Work	300p	600p
Dinner	600p	700p
Free Time	700p	930p
Lights Out	1000p	

Continued on next page...

Attachment G – Sample Schedule: Two Nights Overnight

Day Three

Activity	Start	End
Wake Up + Breakfast	730a	900a
Project Showcase	900a	1030a
Closing	1030a	1100a

Attachment H – Sample Girl Evaluation

*This survey can be delivered in several different ways.

A. Each girl is given her own copy to fill out

B. Adults talk with small groups of girls and transcribe the information as they ask the questions and then give the girls an opportunity to talk.

C. The questions are posted on large chart papers around the room. Each girl is given a marker/pen and the opportunity to walk around the room and write her answers on the paper.

D. What idea do you have??

With a checkmark in the column, please **rank** each of the following sessions and **indicate why** you give it that score:

Session	1: Poor	3: Okay	5: Great	Comments

1. What was your favorite Retreat activity from this weekend?

2. What was your least favorite Retreat activity from this weekend?

3. Would you come to an event like this again? Why or why not?

4. What suggestions do you have to make this retreat better?

5. Do you have any other comments not captured in the earlier questions (feel free to write on the back of this page)?

Facilitator Evaluation

Girl Scouts of Western Washington - Facilitator Evaluation

Your Name: _____ Co-Facilitators: _____

Date: _____ Location: _____ Circle Program Type: Day/One Night/Two Night

Number Registered: _____ Number Attended: _____ (note no-shows and drop-ins on roster)

Please take time to review the participant evaluations with your co-facilitator(s) before filling out this evaluation. Write additional comments on the back of this form. They will be read!

1. Evaluate the overall quality and success of the program from your point of view.

(Low) 1 2 3 4 5 6 7 8 9 10 (High)

2. Evaluate the quality of your individual performance, describing why you gave yourself this rating.

(Low) 1 2 3 4 5 6 7 8 9 10 (High)

3. What adjustments would you make (preparation, strategies, etc), if any?

4. Summarize feedback you gave to your co-facilitator(s), both positive points and areas for development.

5. Describe any significant problems that occurred during your course and potential solutions.

6. Are there any situations that occurred that the Program Manager should know about? If there was an incident during the program that you need to report, please be sure to fill out the incident report form, available online.

Thank you for sharing your thoughts!