

SENIOR GIRLTOPIA JOURNEY AWARD – MEETING 2

Award Purpose: When you’ve earned this award, you’ll have developed your own vision of an ideal world and acquired the skills to make that vision a reality.

Activity	Materials Needed
Holding Out for a (S)Hero <ul style="list-style-type: none"> Discover a women leader and the traits she uses to make the world a better place. 	<input type="checkbox"/> Computer with internet access <input type="checkbox"/> Paper <input type="checkbox"/> Pens
Masculine or Feminine? <ul style="list-style-type: none"> Learn about implicit bias and see how it impacts your views on what leadership looks like. 	<input type="checkbox"/> Chart paper or large paper <input type="checkbox"/> Tape <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes <input type="checkbox"/> Pens
Survey the News <ul style="list-style-type: none"> Read through the news to find an issue to address in your Take Action Project. 	<input type="checkbox"/> Newspaper or computer with internet access <input type="checkbox"/> Take Action Project planning sheet <input type="checkbox"/> Paper <input type="checkbox"/> Pens

Getting Started

- You’ll be planning and carrying out a Take Action Project as the final part of this Journey. As you work through the first two meetings, jot down issues or ideas that come up that you might be able to address in your project.

Activity #1: Holding Out for a (S)Hero

Award Connection: Step 2 – Guide It: Guide a mini-discussion or group activity that engages other girls in thinking about visionary leadership

Materials Needed: Computer with internet access; paper; pens

- Can you think of some women leaders (from the past or the present) who worked, or are working, to create this vision of utopia for girls?
- “I hope for women and girls of the next generation that we have a world in which our lives are not disposable, that we are not by virtue of being a woman or girl, denigrated, abused, assaulted, or rendered property. I hope for, and work towards, a world for the next generation in which every girl and woman is valued, and can live out her full potential free from violence.”* Malika Saada Saar, co-founder of Rights4Girls, a human rights organization working to end sex trafficking and gender-based violence in the U.S.



3. Individually, pick one woman leader whom you admire (it's okay if a few people choose the same, leader, but try to mix it up and pick different ones). What issues are they addressing? How are they taking action in their community or in the world to make it a better place? What qualities do they possess that make them a good leader?
4. Compile a biography and background about your leader. Then, regroup and have everyone present their leader and explain what they admire about that individual. For those who chose the same leader, were there different reasons for choosing that leader? Different qualities that they admire?
5. As you listen to these summaries about women leaders, think about the causes that they're championing. Do any of them resonate with you?

Activity #2: Masculine or Feminine?

Award Connection: Step 2 – Guide a mini-discussion or group activity that engages other girls in thinking about visionary leadership

Materials Needed: Chart paper or large paper; tape; markers; sticky notes; pens

1. In the previous activity, you learned about a bunch of women who tried or are trying to change the world. So, you know what a leader looks like, right?
2. While we might tell ourselves that women can (and should!) be leaders, we all experience implicit bias. Implicit bias happens when you consciously reject stereotypes, but still unconsciously evaluate or judge people based on stereotypes.
3. Get a sheet of chart paper or large piece of paper and tape it to the wall. Draw a line in the middle and on one side, write "Masculine," and on the other, write "Feminine." As a group, think of the qualities of a good leader (think back to the previous activity if you have trouble coming up with phrases or traits). Some phrases to get you started: compassionate, organized, honest, emotional, direct, empathetic, intelligent, ambitious, decisive, tough, multi-tasker, innovative.
4. After you've generated a few terms or phrases, pool your sticky notes into one pile. Then, taking turns, pick one sticky note, and quickly decide whether the term is a "masculine" trait or a "feminine" trait. If you think they apply to both categories, put it in the middle.
5. When you've divvied up the traits, reflect on your results. Do you think society expects different things from leaders depending on their gender? How do you think this impacts women who try to take on leadership positions? Do you think this is fair or right?

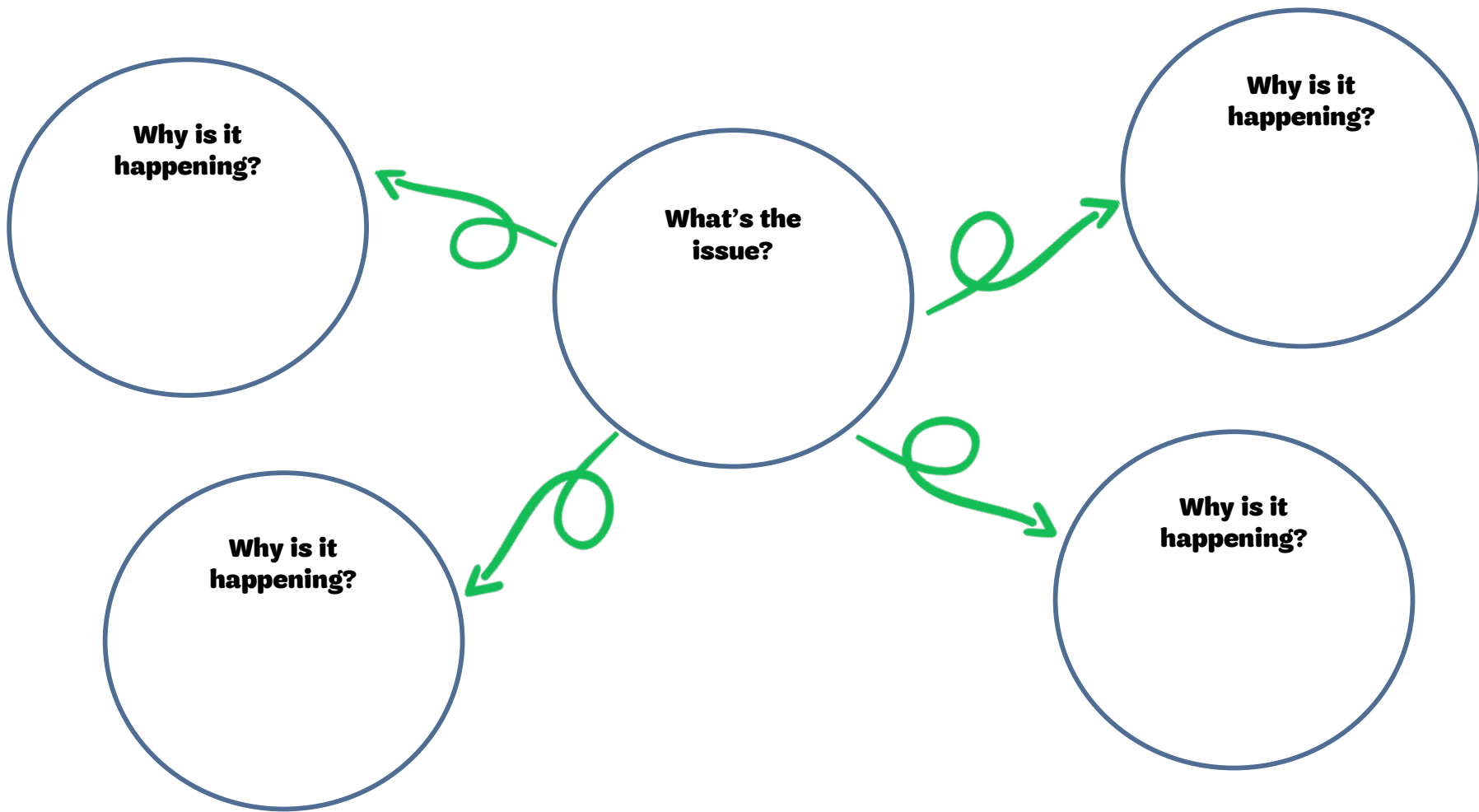
Activity #3: Survey the News

Award Connection: Step 3 – Change It: Do a Take Action Project that moves the world (or a community) one step closer to ideal

Materials Needed: Newspapers or computer with internet access; Take Action Project planning sheet (at the end of the activity plan); paper; pens

1. Grab a copy of your local daily or weekly newspaper (or go online if you can't find a print version) and read through the news. What's being covered in the day's paper?
2. Even though the stories might be about places and events that are far away (like war or famine in a foreign country), many of the topics are relevant to your local community. For example, reading about war could make you wonder about safety in your own community. Is violence an issue? Is food security an issue?
3. Once you've decided on an issue to focus on for your Take Action Project, use the planning worksheet to plot out your steps and divide roles and responsibilities.
4. In the next meeting, you'll be carrying out your Take Action Project. Prior to that, connect with the individuals/community members you've identified as possible partners for your project to enlist their help.





How can we solve or alleviate the cause of the problem? (Brainstorm different ideas; then, in the next step, synthesize your ideas and formulate a solution.)

Our solution:

Steps we need to take:

- 1.
- 2.
- 3.
- 4.
- 5.

Who can we involve/ask for help?

