

Jump To Journeys Patch It's Your World—Change It! Ambassador Your Voice, Your World Taster Activity

Eliminating Speakers Jitters

Materials for this activity: Pen, paper, chart paper and markers (for visuals).

Practicing persuasive public speaking is important for Ambassadors because girls their age frequently say that public speaking is scary. Incorporating short and simple ways for them to practice speaking in front of others can help them get over any initial jitters.

Public Speaking and the Girl Scout Law

1. Ask each girl to decide which line of the Girl Scout Law not only resonates with her but also best represents advocacy.
2. After 10 or 15 minutes of prep time, each girl (or in pairs) has one minute to speak to the group and present her case in a persuasive and professional manner.
3. Encourage the girls to get creative with visuals, statistics, or anything else they choose.

*The fun factor of this can be upped a few notches by writing the lines of the Girl Scout Law on slips of paper, placing them in a bag or bowl, and letting each girl (or pair) pick one.

A as in Acting—Improv that is...

Ask the girls to take turns being the “expert” on some made up topic. Each girl has exactly one minute to speak off-the-cuff about her topic, which she pulls from a hat/bag. Sample topics could be:

- The origin of the banana split
- Why unicorns' make great pets
- How to build an internal combustion engine from garbage
- How our hometown is the new fashion capital of the world!

Jump To Journeys Patch It's Your Planet—Love It! Ambassador Justice Taster Activity

Telling a Story from a Bird's-Eye View

Materials for this activity: Photos or magazine pictures, glue or tape, index cards, paper, pens.

Before your meeting ask a few girls to find and bring to the meeting 2 dozen photos glued or taped to large index cards to make story cards. Photos can be clipped from magazines, or from online sources. All should be from a specific historical period. Index cards should be numbered 1–24 on the back.

1. Have the girls divide into two teams.
2. Give one team the two dozen picture or story cards and 10 minutes to brainstorm together. Their goal is to choose 12 pictures and create a sequential story with them. This team of girls will dream up their story and order the picture cards in sequence, but not show the other team (the numbers on the back will help them remember the order).
3. The first team will then give the picture cards to the second team, along with two hints: the first and last photos of their story. The second team now has 10 minutes to try to lay out the first team's story.
4. When they're done, ask the girls questions like:
 - Did you expect the two story versions to match up better or worse than they did?
 - How many stories could be told with the same dozen photos?
 - What makes it hard to predict the other team's story?
 - What sort of stories would you expect from younger girls or women using the same 12 photos?
 - What stories would you expect from boys or men, girls from Africa or Asia or individuals from very poor or very wealthy communities?
5. Transition the team into a broader discussion about how easy it is to forget that we each see the world from a unique perspective—our own! You might say: Even when we agree on the basics of something simple, like a school trip, we will likely emphasize different things and have a different interpretation of people, places, and events. Human nature!
6. Wrap up by inviting the team to consider some of these questions:
 - Why is it so important to try to see situations from as many perspectives as possible?
 - How do we piece together stories when we don't have all the information?
 - How could seeing various sides of a story help resolve the injustice or avoid a future injustice?
 - How does taking a bird's-eye view of an environmental problem expand your view of justice?

Jump To Journeys It's Your Story—Tell It! Ambassador Bliss: Live It! Bliss: Give It! Taster Activity

Build Your Bubble

Materials for this activity: Bubble activity sheet (next page), colored pencils or markers

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

Then say:

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

Once the girls have filled their bubbles, ask them to talk about what they put in and outside the bubbles. Acknowledge that everyone feels pressure but it's how we handle that pressure that keeps us strong. Ask: *Do others have something in their bubbles that might keep you strong, too? Add it to your bubble!* You might say: *The more we remember these feelings, qualities, and actions, the easier it is for our confidence to shine! And that makes us feel blissful! So keep this bubble with you as a reminder of all your strength—and continue to feel the bliss!*