

# SEPTEMBER - DECEMBER 2019 PROGRAMME



**GIRLS FRIENDLY  
SOCIETY**

confidence • growth • friendship

# WELCOME

We want to make it as easy as possible for you to deliver amazing sessions that help develop the girls that attend your group. This pack has 12 weeks of session plans that you can use for the autumn/winter term.

GFS does not prescribe a set programme of activities, but we hope that whether you're a newer group, or you've been with us for years, these materials are a useful resource.

Many of the sessions can be done at any time or in any order, but where there is a need to complete a session by a certain time or date, we'll let you know. Just look out for the yellow date sticker on the session plans.

The activities are drawn from the six GFS themes:



This pack also contains sessions relating to two nationwide activities we will be running - our International Day of the Girl: Girls' Voices project, and the GFS National Challenge. If you want to know more about either of these initiatives, get in touch with [leigh@girlsfriendsociety.org.uk](mailto:leigh@girlsfriendsociety.org.uk).

If you have any questions or are unsure about any activities in this pack, your Regional Development Coordinator (RDC) will be happy to answer questions and give you any support that you need.

As always, we'd love your feedback on this pack and any suggestions that you have to further improve the guidance and support we offer groups. You can also share your progress via your group's Facebook page - we love to see girls enjoying the activities we've put together.

Good luck!

GFS Regional Team and Programme Staff

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# SESSION PLAN ONE - OUR GFS

Do me  
as a  
welcome  
back

## Themes covered this week:



Have fun



Get active



My Community




National Challenge

Date .....  Time ..... 

Leaders running this session:   
.....  
.....

### Session purpose

This session is a good one for the beginning of the year – it sets the tone and reminds the girls about the environment we want to create. It also focuses on what you want your group to grow into, hence the tree theme. Encourage discussions around making the group a safe space for girls, where they can make new friends and try new things.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	.....
10-15 mins	Starter activity	.....
30 mins	What we want our GFS to be tree	.....
10 mins	Refreshments	.....
20 mins	Hula hoop relay race	.....

### Notes and reminders

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# WHAT WE WANT OUR GFS TO BE TREE

 My Community

 Have Fun

 Age 5-12

 40 minutes

 Low

 Be Creative

## Resources

Large canvas/cardboard  
Felt tips  
Patterned and plain paper  
Glue  
Coloured pencils  
Flip chart paper to note the rules on

## Preparation

Before the girls arrive, draw a large tree on a canvas or cardboard – just the branches and roots

## Instructions

1. Once the girls arrive, ask them the following questions:
  - What type of environment would they want their group to be? For example, welcoming, friendly, happy.
  - What kinds of behaviour will they display? For example, kindness, friendliness, empathy, being on time, including everyone in activities.
  - What kinds of behaviour do they not want to see in the group? For example being unkind to others, offensive language, verbal or physical threatening behaviour. Use appropriate prompts given their age etc, to help them in this section.

When girls make responses, write them on flip chart paper and stick them around the roots. Explain that these will be the rules of the group. Also, discuss with the girls what will happen if girls don't behave in this way? Introduce the concept of sanctions/consequences and get them to agree some. Common examples include verbal warnings, five minute time out, speaking to a parent/guardian, missing a week. Again, it's really important to get these recorded so they can be referred to as needed.

2. After the discussion, ask the girls to write or draw elements of what they want their GFS group to be on leaves. Focus on asking them questions like what they would like to do in GFS, how they want their group to feel, etc. This section needs to be the ambitions they have for the group so should be lots of fun. Tip - lots of different colours looks great!

# HULA HOOP RELAY RACE

Activity  
guide



Get Active



Have Fun



Age 5-15



20 minutes



Low

## Resources

A hula hoop

## Instructions

1. Split the girls into two teams.
2. All girls hold hands to form a line.
3. The hula hoop starts at one end, then, without anyone breaking hands, has to move across all of the girls to the other end of the line.
4. The team that can get from one side to the other, the fastest, is the winner.

# SESSION PLAN TWO - CHALLENGING STEREOTYPES

Do me any time

## Themes covered this week:



Have fun



Get active



Happy to be me


Date .....  Time ..... 

Leaders running this session: 

.....  
.....

### Session purpose:

To get the girls thinking about, and questioning some of the gender stereotypes in society.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	.....
20 mins	Fluffer and Snowball	.....
10 mins	Refreshments	.....
20 mins	Human table football	.....

## Notes and reminders

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# FLUFFER AND SNOWBALL



Happy to be me



Age 10+



20 minutes



None

## Resources

Activity handout

## Instructions

1. Invite girls to work in groups of three or four. Try to make sure there's a little age variance in the groups, as they will need to read the simple text below.
2. Ask the girls to read the story of Fluffer and Snowball and answer the question at the end. The story explores how gender stereotypes affect how we understand gender and asks participants to define which character is a boy and which is a girl.
3. When time is up, ask the girls to raise their hand if they chose option one and then if they chose option two. Ask two or three girls to explain their position. Explain that this story shows how gender stereotypes work and how we are all influenced by them, even when we are not aware of it. The objective of this activity is to warm up to the discussion of stereotypes, not to establish which answer is correct. Don't let participants get caught up in determining which goat was a boy or girl.



# FLUFFER AND SNOWBALL

## **This is a story of two little goats, Fluffer and Snowball.**

Fluffer has two little brothers, Snowball has a big sister. Fluffer's mum works really hard so Fluffer has to help take care of their two brothers. Fluffer struggles to find time for homework. Snowball hates homework but does really well in school anyway.

One Saturday morning Fluffer and Snowball are playing together in the park. Snowball wants to go and knock for some other friends to come and play, but Fluffer just wants to play together. They have a bit of a fight and Fluffer starts to cry, so Snowball gives in and they just stay together by the hay.

On their way home a bully cow who is much bigger than both of them jumps out and tries to fight with Fluffer and Snowball. Snowball is really angry with the cow, and Fluffer is really scared. They somehow manage to escape and reach Fluffer's house and bang the door shut behind them. But then, they hear the cow knocking at the door! Fluffer hides inside a cupboard, but Snowball decides to open the door and deal with the cow.

Which of the goats is a boy and which is a girl, and why?

- Option one: Fluffer is a boy and Snowball is a girl
- Option two: Fluffer is a girl and Snowball is a boy

# HUMAN TABLE FOOTBALL



Have Fun



Get Active



Age 5-15



20 minutes



None

## Resources

Masking tape

Ball

Pen

Paper

Whistle

## Instructions

1. Split the girls into two groups of eight – four forward, three at the back and a goalkeeper.
2. Mark out the pitch with masking tape, including goal lines and sides, and also the lines the girls have to stand on. You could do this before the session if its easier.
3. One of the supervisors has a whistle and a pen and paper, to keep score and referee. Approximately 10 minutes each way, with the teams swapping ends midway through.
4. The lines of players join arms to make the rows, and the aim is to get the ball into the opposition's goal.

# SESSION PLAN THREE - WHAT IS THE MEDIA?

Do me  
before  
20 Sept

## Themes covered this week:

 **My Community**

 **Skills for Life**

 **International Day of the Girl - part one**

 **National Challenge**

**Date** .....  **Time** ..... 


**Leaders running this session:**

.....

.....

### Session purpose:

To learn about various types of media and what they are used for. To understand how we can communicate messages through different channels. Girls will also be familiarised with the concept of opinions and how everyone has a different point of view.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	.....
5 mins	The whisper game	.....
20 mins	Sending a message	.....
10 mins	Refreshments	.....
20 mins	The opinions game	.....

**Notes and reminders:** 

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# THE WHISPER GAME



## Resources

None

## Instructions

1. Ask the children to sit in a circle.
2. Explain that you are going to tell one child a message and you would like her to pass it along to the girl sitting next to her.
3. Then that girl must tell it to the next and so on, until the last girl receives the message.
4. The last girl must then share the message with everyone.
5. This must all be done in a whisper.
6. Girls are only allowed to say the message once – no repeating!
7. The leader then tells the girls that they were great at passing the message along.
8. The leader says aloud what the message was at the beginning.
9. Was this the same as the final message?
10. Explain how sometimes our messages can become different from the truth.
11. Do the girls think it is important to tell the truth?
12. Reiterate that we must always make sure that if we are repeating things we have heard, that we understand it to be truthful.

## The message

My Great Granny was in GFS as a girl and now she runs a group for girls in Gloucester.

(This can be adapted to suit the age and needs of the group).

# SENDING A MESSAGE

 My Community

 Skills for life

 Age 7-14

 20 minutes

 Low

## Resources

Images of different types of media

## Preparation

Images of various types of media can be cut out and laminated, ready to be stuck on a board/wall so girls can see something physical.

## Instructions

1. Tell the children that you need to send an important message to a friend.
  - If this person was sat next to you, how would you get the message to them?
  - What if they were in the room next door?
  - In the next building?
  - In another town or village?
  - Another country?
  - Another planet!
2. The girls might suggest talking, shouting, a letter, a text, phone call, an app, email etc. Explain that information can be sent and received in many different ways. This is because of modern technology and the media, now there are more ways than ever before to send information. The media is used every day to get messages to people all over the world.
3. Ask the girls if they know what the different kinds of media there are?
4. If you made images of the different media, pin them up as the girls get them correct.

## List of media (not exhaustive)

Newspapers	Magazines	Radio	Social Media	Television
Photography	Internet	Newsletter	Billboard	Books
Comics	CDs	DVDs	Video Games	Cinema
Blogs	Podcasts			



# THE OPINIONS GAME



My Community



Skills for life



Age 7-14



20 minutes



Low

## Resources

String or chalk

## 1. Instructions

1. Get the girls to divide into small groups. You will then go around and play each group a different song.

- Ask girls to chat about whether they like/dislike the song and their reasons why. Encourage different opinions to be shared.

- If opinions are much the same; offer an opposing viewpoint.

- Ask the group to say what their favourite song is.

- Again, if they all say the same, offer a different point of view.

- Explain that everyone has and is allowed a different point of view or opinion and we should respect that. For younger groups explain the meaning of 'point of view' and 'opinion'.

2. Use something such as a piece of string or chalk to split the area in two. All girls should be on one side of the line to start.

- Leader then reads a statement from the list below and ask the girls to stay on their current side if they agree with the statement, or move to the other side if they disagree.

- Ask a couple of girls from both sides to give a reason for their answer.

3. Explain to the children that they are all demonstrating a point of view based on what they like or dislike, and whether they agree or disagree with the statement. This is the same as the media; newspapers may have different points of view, as do people on social media.

## Suggested statements

Homework is a great idea

Sports are better than Arts

Football is for boys

Only girls should wear dresses

Children should not have mobile phones

Chocolate is good for you

Nobody should be allowed pets

Children should choose their own bedtime

# SESSION PLAN FOUR - GFS QUEENS

Do me  
any time  
before  
Feb

Themes covered this week:



Be Creative




National Challenge

Date .....  Time ..... 

Leaders running this session: 

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**Session purpose:**  
Get the girls to feel like royalty and encourage their creativity by making crowns. These can be traditional crowns or more modern flower crowns.

Time	Activity	Who is leading this activity?
5 mins	Welcome, register, subs	..... 
45 mins	Flower crowns	.....
10 mins	Refreshments	..... ..... .....

Notes and reminders 

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# FLOWER CROWNS



Be Creative



45 minutes



Age 7-10 and 10+



£20

## Resources

Ribbon

Floral tape

Scissors

Selection of colourful artificial flowers

Thick plastic headbands

Floral wire (for 10+)

## Instructions

1. Take a headband that will fit your head.
2. Or, for older girls, take some floral wire and shape it around your head to fit.
3. Trim the heads of your flowers, leaving a little of the stems, and attach the flower to your headband with floral tape. Tip – make sure all of your flowers are in one direction as you go around, so they'll all face forward when you're finished.
4. Fill the entire crown with flowers. Tip start with the bigger flowers then fill the gaps with smaller ones.
5. You are ready to be the flower queen!

# LIVELY FLOWERS



Have Fun



10 minutes



Age 5+



None

## Resources

None

## Instructions

1. Gather the girls into a circle.
2. Everyone starts off as a small seed in a ball on the floor.
3. Pretend it has started raining and they start to wriggle and grow.
4. There is a wind blowing them from side to side so they need to keep their feet firmly on the ground.
5. The flowers are growing and then the sun comes out.
6. Repeat getting faster and faster until eventually all the girls are jumping in the air together shouting "ahhs"

# SESSION PLAN FIVE - OUR VOICES IN THE MEDIA

Do me before 27 Sept

## Themes covered this week:



My Community



Skills for Life



International Day of the Girl - part two




National Challenge

Date .....  Time ..... 

Leaders running this session:   
 .....  
 .....

**Session purpose:**  
 Girls will be familiarised with the concept of gender differences and stereotypes within the media. They will understand what is important to them and how they would communicate their messages and points of view through different media channels.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	.....
10 mins	Act it out game	.....
30 mins	Female stereotypes in the media	.....
10 mins	Refreshments	.....
15 mins	Our media story	.....

**Notes and reminders** 

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# ACT IT OUT GAME



My Community



Skills for life



Age 7-14



10 minutes



None

## Resources

None

## Instructions

1. Ask the children to stand in a space.
2. Explain that you will call out a type of person or a type of job and you want the children to act out that person, or the person who does the job. Use the list below.

Busy Mother	Baby	Gamer	Teenager	Superhero
Office Worker	Footballer	Chef	Cleaner	Pop Star
Teacher	Gardener	Doctor	Scientist	Elderly Person
3. After the game, ask the children why they chose to act in that particular manner – where did they get their information from?
  - Children may suggest that they saw it on the television/in an advert/in a magazine/on a computer game or just in real life etc.
  - Comment how many of their characters were very similar (baby crying, superhero flying, cleaner sweeping etc).
  - Explain that labelling a group of people with a particular set of looks, personalities, or likes and dislikes is called stereotyping.
  - Explain how the media often use stereotypes, and their ideas and assumptions are not necessarily true or realistic.
4. Ask the children:
  - Are all teenagers moody or 'way too cool'?
  - Do all babies just cry and sleep?
  - Are all elderly people frail?
  - Do office workers only type?
5. Ask the children if they can think of ways when the media use stereotypes. Use prompts if they cannot think of ideas, for example:
  - Clever people wearing glasses
  - Mean step-parents
  - Old people can't use technology
  - A man cleaning the car

# FEMALE STEREOTYPES IN THE MEDIA

Activity Guide



My Community



Skills for life



Age 7-14



30 minutes



None

## Resources

Magazines and/or newspapers

## Instructions

1. In groups, ask the girls to list how women are stereotyped in the media, for example:
  - doing the cleaning
  - appearance (slim, perfect hair/nails/teeth etc)
  - interested in fashion
  - looking after the children
  - shown as emotional
2. Hand out a newspaper or magazine to each group and ask the girls to look through for images and descriptions of female stereotypes.
3. Girls are to create a poster with these images and words and write how it makes them feel next to each one.
4. Explain that we can break stereotypes by getting to know someone and learning to understand how people are all different, with different backgrounds, lifestyles, likes and dislikes and this is not determined by what job they do or where they come from.
5. As a group we want to break the female stereotypes in the media and have our voices heard for something we feel strongly about.

# OUR MEDIA STORY



My Community



Skills for life



Age 7-14



15 minutes



None

## Resources

Activity sheet

## Preparation

Make copies of the activity sheet on p18

## Instructions

1. In groups, pairs or individually ask the girls to pick a topic that relates to themselves or the area they live in. Examples might be: recycling, litter, play areas, healthy eating, internet safety, bullying online etc.
2. Or it could be a more specific piece about what it's like being a girl in your town or village. Do girls have the same opportunities as boys? etc.
3. All girls should consider: what information do they want to get across?
  - what is the main message?
  - who is the message targeted at?
  - do you need a slogan/headline?
  - what media should be used to create the story?
  - depending on the media used will you need music?
  - have you got all the details?
4. Use the five Ws to help you create your story. Who? What? Where? When? Why? Girls can use the news report worksheet on the next page to help them plan their story.
5. If you have arranged for a journalist to visit as part of International Day of the Girl: Explain to the girls that they will help them in the following week to structure their article/podcast/broadcast etc (depending on the medium) for publication/broadcast.

# NEWS REPORT WORKSHEET

**What is my message?**

**Who is my audience?**

**Which type of media will I use?**

**Do I need photos or images?**

**Do I need music?**

**Headline/slogan/title/name**

**Who is my story about?**

**Why did my story happen?**

**What is my story about?**

**Where did my story happen?**

**Who do I need to interview or talk to?**

# SESSION PLAN SIX - MEET THE JOURNALIST

Do me  
before 4  
Oct

## Themes covered this week:



Get Active



Have Fun



National Challenge

Date .....  Time ..... 

Leaders running this session: 

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### Session purpose:

This session will be tailored to each individual group depending on the media professional that they have been paired with.

### Notes and reminders

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# SESSION PLAN SEVEN - DAY OF THE DEAD

Do me close to 2 Nov

## Themes covered this week:



Have Fun



Be Creative

Date .....  Time ..... 

Leaders running this session: 


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### Session purpose:

This session is for girls to learn about Dia De los Muertos (Day of the Dead), which is a major annual holiday in Mexico.

This is a fun session with lots of celebrating, so is a great end of term activity.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	.....
15 mins	Introduction to the Day of the Dead	.....
1 hour 49 mins	Film : Coco	.....
10-15 mins each	Day of the Dead crafts	.....

## Notes and reminders

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# INTRODUCTION TO THE DAY OF THE DEAD

## The Day of the Dead

In Mexico, 2 November is a day for people to honour their loved ones who are no longer living.

Painted wooden skulls are seen in homes and shops. In fact, skulls are somewhat an unofficial symbol of the holiday. These skulls are not meant to be scary, like the ones you see on Halloween. If you look closely at the Day of the Dead skulls, you will notice they have smiles. This is because the memories of those that are gone are happy memories.

Elaborately decorated sweets shaped like skulls, called *calaveras de azúcar*, are very popular with children. There are even competitions for the most elaborate sugar skull created.

People who celebrate the Day of the Dead believe that for a small amount of time their dead loved ones can revisit Earth. They come back to participate in the events that have been prepared for them, and many also believe they come to give wisdom and guidance to those still living. It is common for people to visit the place their loved ones are buried to remember them. Often on the Day of the Dead, people will bring candles, marigold flowers and food to lay on the headstones of those they are honouring.

The activities in this session refer to the celebratory aspects of the Day of the Dead.

# COCO SLEEPOVER



Have Fun



Age 5+



1 hour 50 minutes



£15+

## Resources

Coco DVD/stream  
DVD player  
TV/laptop  
Cushions and blankets (girls can bring these)  
Snacks

## Preparation

Download a playlist from Youtube or Spotify  
Prepare Mexican themed snacks  
Put up any decorations you have bought (available on Amazon)

## Instructions

1. Have the girls come to the session in their pyjamas and bring a pillow and sleeping bag/blanket if they want to.
2. Arrange snacks.
3. Tell them a bit about The Day of the Dead from our activity sheet.
4. Enjoy watching Disney's Coco together.

# DAY OF THE DEAD BALLOONS



Have Fun



Be Creative



Age 5+



10-15 minutes

## Resources

Black felt tip pens

Black marker

White balloons

## Instructions

1. Blow up the balloons.
2. Give the girls the black markers/felt tips to make their own smiling Day of the Dead skull.
3. Show them examples of other sugar skulls to inspire them.

# SUGAR SKULL MASKS



Have Fun



Be Creative



Age 5+



10 minutes



Low

## Resources

Mask templates  
Glitter  
Felt tips or colouring pencils  
Ribbons  
Stapler  
Scissors

## Preparation

Make copies of the masks from the next page, and if your group has younger girls, cut them out in advance.

## Instructions

1. Get the girls to colour in their masks.
2. Staple a piece of ribbon to the black 'ear' parts on either side of the mask.
3. Cut out the eyes.
4. Use the ribbon to tie the mask around their head.



# TISSUE PAPER MARIGOLDS



Be Creative



Have Fun



Age 5+



10 minutes



Low

## Resources

One sheet of orange tissue paper per flower

One green pipe cleaner per flower

Scissors

## Instructions

1. Fold the long edge of your tissue paper in half, so that the short ends meet.
2. Fold it in half again, in the same direction. You should have a long, skinny rectangle.
3. Now, with one of the short ends facing you, accordion fold this rectangle into folds that are about  $\frac{1}{2}$ " to 1" wide.
4. Next, twist a pipe cleaner around the middle of your folded accordion, twisting the ends into a stem.
5. Cut about  $\frac{1}{4}$ " off each end, then cut a "V" shape into each of the ends.
6. Pull out your accordion so that it forms a circle.
7. Carefully pull up the first layer of tissue paper as far up as it will go, all around the circle.
8. Repeat with each layer until your flower is fluffy and full!

# DAY OF THE DEAD MASKS



# DAY OF THE DEAD MASKS



# SESSION PLAN EIGHT - MY ENVIRONMENT

Do me any time

Themes covered this week:



Have Fun



Skills for Life


Date .....  Time ..... 

Leaders running this session: 

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.....

**Session purpose:**

The benefit of this activity is that the girls can see the compost as it is changing. It's a good way to learn about recycling something which might have ended up in the bin.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	..... .....
30 mins	Drinks bottle composter	..... .....
10 mins	Refreshments	..... .....
20 mins	Bat and moth game	..... .....

Notes and reminders 

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# DRINKS BOTTLE COMPOSTER



Skills for life



Age 5-10



30 minutes



Low

## Resources

Two litre empty drinks bottle (one per girl)  
Soil, Leaves, Grass  
Newspaper  
Spoiled raw food  
Anything else from the home which can be composted

## Preparation

Collect old drinks bottles and rinse them out thoroughly  
Set aside and collect any food waste in your house

## Instructions

1. Cut the top off the drinks bottle. Remove the label so you can see inside the bottle. Younger girls will need help from older girls/leaders to cut the bottle.
2. Start the bottle with a layer of soil in the bottom, then a layer of compostable material. You can put any plant matter in there, including raw veg. Things which work well are dead leaves, grass (although not too much), pine cones, a little shredded newspaper.
3. Alternate between layers of brown matter, and green matter, until almost full.
4. At the end of the session, the girls will take their bottles home. They will need to add some water – not so much that it's sitting in water, but certainly enough so it's damp all the way through.
5. The girls will need to leave their composter for several weeks where it will get plenty of sun and won't get tipped over. Over time, they will be able to see the layers of compost change as it breaks down.



# BAT AND MOTH GAME



Have Fun



Age 5+



20 minutes



None

## Resources

None

## Instructions

1. Divide the girls into two groups. One group will form a circle; this will be the boundary. The others will be "bats" and "moths" inside the circle.
2. Blindfold one volunteer inside the circle; this girl will be the bat.
3. The other girls inside the circle are moths.
4. The bat will periodically yell "BAT!" and the moths will respond with "MOTH!" Using only the sense of hearing, the bat will have to capture (tag) the moths that are trying to avoid getting caught.
5. If either bat or moths go too near the edge of the circle, the kids tap them twice on their shoulder.
6. Once tagged by the bat, the moths join the circle. Girls can then take turns being bats, moths, and boundary markers.
7. This game teaches the girls about echo location.



# SESSION PLAN NINE - SUPER GIRLS!

Do me  
any time  
before  
Feb

Themes covered this week:



Have Fun



Happy to be Me



National Challenge

Date ..... Time .....

Leaders running this session:   
.....  
.....

**Session purpose:**

This session is supposed to get the girls thinking about the shero they want to be when they grow up – not just the outfit but who that woman is; what she cares about, what she does as a job and how she wants to make the world a better place.

Time	Activity	Who is leading this activity?
5 mins	Welcome, register, subs	.....
15 mins	A girl or boy thing?	.....
10 mins	Refreshments	.....
30 mins	Being my own shero	.....

Notes and reminders

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# A GIRL OR BOY THING?



Happy to be me



Age 7-11



20 minutes



Low

## Resources

A room that girls can run across  
 Boy and girl signs  
 A copy of the list below

## Preparation

Stick your 'boy' and 'girl' signs at either end of the room

## Instructions

- Split the group up into smaller groups of three or four.
- Explain that you are going to show the girls an item and they must take it in turns to send someone from their group to the side of the room (either girl or boy) they think that thing applies to
- Read out the following list and ask if it's a girl thing or a boy thing
 

Burping and farting	Rescuing	Dancing	Being a teacher
Cooking	Pink	Cars	Being a doctor
A six pack	Diet drinks	Red	Being a scientist
Being a nurse	Cleaning	Glitter	Being a lawyer
A set of tools	Maths	Blue	Being an engineer
Horses	Chocolate	Bravery	Computer programming
- Once you have read through the whole list ask the following questions:
  - Why do you think there was so much agreement?
  - Where do these ideas come from?
  - Is it true that these are just girl's or boy's things?
  - Can they think of things that everyone does but we sometimes we feel it's just girls or boys that do them?
- Discussion - spend a little time talking about whether we "fit totally" into stereotypes and discuss the diversity and uniqueness of each person.

# BEING MY OWN SHERO



Happy to be me



Age 5-15



30 minutes



Low

## Resources

Shero templates,  
Plain paper for girls who want to draw their own  
Shero  
Pens  
Pencils  
Erasers  
Felt tips  
Glitter

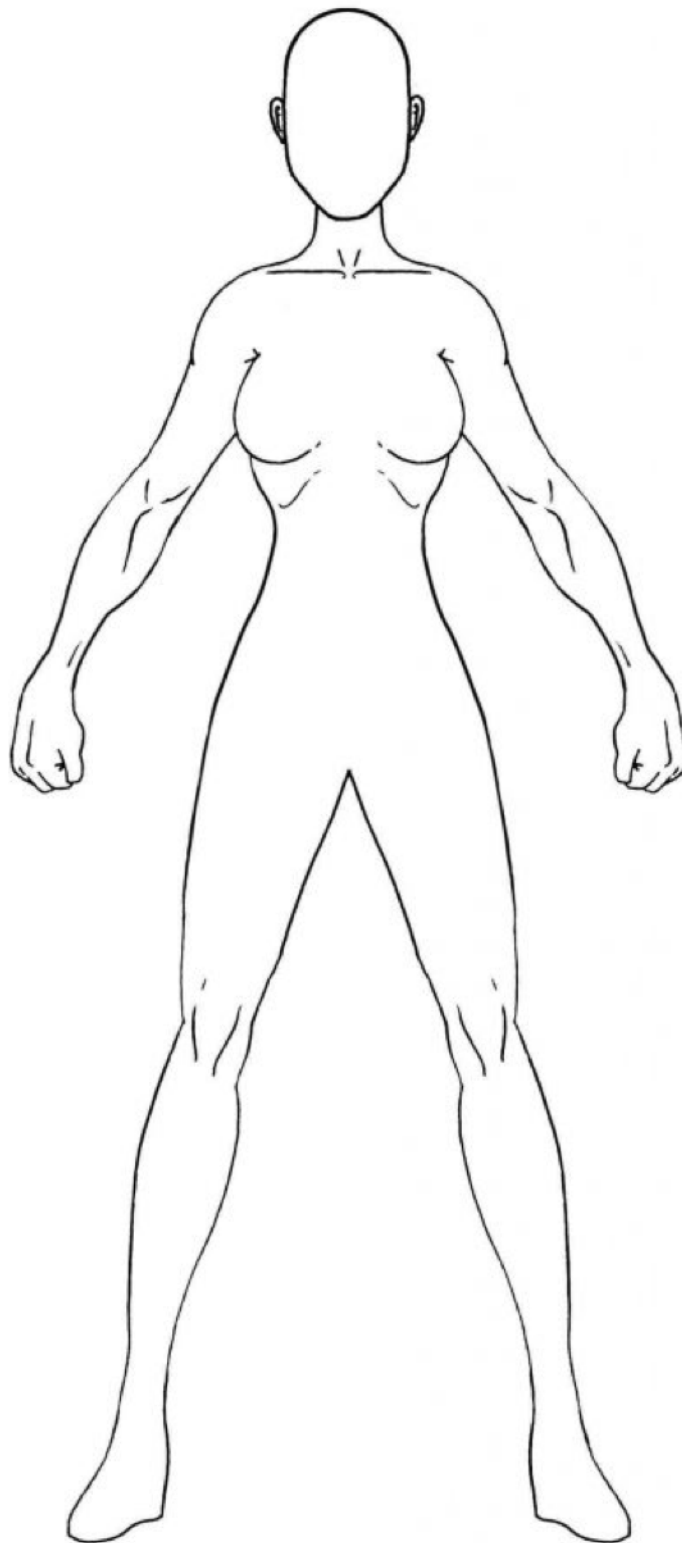
## Preparation

Print the shero templates on the next page

## Instructions

1. Following the 'a girl or a boy thing' activity, explain to the girls that we want to think about who we will be when we grow up – and given that they've just done a session exploring and (hopefully) smashing those gender stereotypes we want them to see themselves as the hero of their own lives.
2. Let the girls pick a template, or use plain paper, and ask the girls to think about:
  - What are their powers (they don't have to be extraordinary – it could be making friends with people etc).
  - How will they change the world?
3. Use felt tips, pens, and glitter to decorate the template, and also ensure the girls fill in the sections about her.

# SHERO TEMPLATES



# SESSION PLAN TEN - MAKING THE UNIVERSE

Do me  
any time

Themes covered this week:



Have Fun




Skills for Life

Date .....  Time ..... 

Leaders running this session: 

.....  
.....

**Session purpose:**  
Learning about the solar system, and planets, whilst making delicious biscuits

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	..... .....
1 hour 15 mins	Planet cookies	..... .....
10 mins	Refreshments	..... .....
10 mins	Musical planets	..... .....

Notes and reminders 

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# PLANET COOKIES



Have Fun



Age 5-12



1 hour 15mins



£15

## Resources

For 20 biscuits:

100g unsalted butter (softened)

100g caster sugar

One egg (lightly beaten)

One tsp vanilla extract

280g plain flour

250g royal icing sugar

Red, blue, yellow, orange, and black gel food colouring

Gold edible glitter (optional)

Cocktail sticks

Electric whisk

Large mixing bowl

Different sized circular biscuit cutters

Small bowls x6

Teaspoons

Piping bags

Baking sheet and parchment

## Instructions

1. Heat oven to 190C/170C fan/gas 5. Line a baking sheet with baking parchment. Using an electric whisk, beat the butter and sugar together in a large mixing bowl until pale and fluffy. Gradually beat in the egg and vanilla extract.
2. Stir in the flour, then knead the mixture briefly to make a dough. Divide the dough in half. One half can now be frozen or chilled to make another batch of biscuits. On a floured work surface, roll out the remaining dough to the thickness of a £1 coin. Using plain round biscuit cutters, cut out the following size biscuits: 1 x 8cm, 2x7cm, 4x6cm, 2x5cm and 1x3.5cm.
3. Carefully transfer the biscuits to the prepared baking sheet and bake for 10-12 mins until pale golden brown. Leave them on the baking sheet for 5 mins, then transfer to a wire rack to cool completely.
4. Mix the icing sugar with 2-3 tbsp water to make a smooth, spreadable icing – it shouldn't be too runny. Spoon 1 tsp of the icing into a small bowl and mix enough yellow food colouring to make it bright yellow, then use to cover the largest biscuit and set aside to dry.
5. Spoon 2 tsp of the white icing into another small bowl and mix in enough blue food colouring to make it a bright, light blue. Use a little of this icing to cover a 6cm biscuit to make Uranus. Set aside to dry.
6. Add a little more blue colour to the blue icing and use a little to cover another 6cm biscuit, to make the water on the Earth. Set aside to dry.
7. Add a little more colour to the blue icing and cover another 6cm biscuit. Using a cocktail stick, swirl a little extra blue food colour and white icing onto this iced biscuit to make Neptune. Set aside to dry.
8. Add a little more blue and a tiny bit of black food colouring to the blue icing and spread it over the 3.5 cm biscuit to make Pluto. Set aside to dry.
9. For Mercury, spoon 1 tbsp of the white icing into another bowl and add enough of the caramel flavouring to make a beige colour. Spread a little of it over a 5cm biscuit. Using a cocktail stick, swirl a little extra caramel flavouring into the icing on the biscuit. Set aside to dry.
10. Spread a little of the beige icing over a 7cm biscuit. Using a cocktail stick, swirl in a little red food colouring and white icing to make the patterns of Jupiter. Set aside to dry.

Continued overleaf



# PLANET COOKIES CONT.

## ...continued (2/2)

11. For Saturn, add a little yellow food colouring to the beige icing and spread it over the other 7cm biscuit, leaving a 1cm border around the edge. Use a cocktail stick to swirl a little yellow food colouring into the icing and set aside to dry.
12. For Venus, add a little orange food colouring to the beige icing and spread some over the remaining 6cm biscuit. Using a cocktail stick, swirl in a little orange. Set aside to dry.
13. To finish Earth, spoon 1tsp white icing into another small bowl and add enough green food colouring to make it bright green. Blob a little of the green icing over parts of the blue icing.
14. For Mars, spoon one teaspoon white icing into a small bowl and add enough red food colouring to make it bright red. Spread the red icing over a 5cm biscuit. Using a cocktail stick, swirl a little red food colouring into the icing. Set aside to dry.
15. Fit a plain nozzle to a piping bag and add the remaining white icing. Pipe two stripes around the middle of the Saturn biscuit to give it its rings. If you like, you can sprinkle the Mercury and Venus biscuits with a little edible gold glitter to make them sparkle.

# MUSICAL PLANETS



Have Fun



Age 5-12



10 minutes



Low

## Resources

Balls big enough for the girls to sit on

## Instructions

1. For an outer space version of the traditional party game, musical chairs - replace the chairs with "planets".
2. Use balls that are sturdy enough for the girls to sit on (ideally footballs or something like that).
3. Line up the balls and have girls circle these "planets" while the music plays. When the music stops, they must sit on a ball.
4. The player left standing is out of the game.
5. Any player who loses balance and falls off of a planet is also out of the game.
6. Keep playing until only one player is left.

# SESSION PLAN ELEVEN - SELF-ESTEEM

Do me  
by Feb

Themes covered this week:



Happy to be Me



Be Creative



National Challenge

Date ..... Time .....

Leaders running this session:

.....  
.....

**Session purpose:**

This session encourages girls to challenge the idea that everyone should try to look a certain way and encourages them to recognise their strengths that aren't tied up with appearance.

Time	Activity	Who is leading this activity?
5 mins	<b>Age 7-11</b> Welcome, register, subs	.....
10 mins		.....
15 mins		.....
10 mins		.....
10 mins		.....
10 mins		.....
5 mins	<b>Age 11-14</b> Welcome, register, subs	.....
15 mins		.....
5 mins		.....
10 mins		.....
5 mins		.....
20 mins		.....

Notes and reminders

.....  
.....

# POT OF GOLD - A GAME FROM IRELAND

Activity Guide



Happy to be me



Be Creative



Age 7-10



10 minutes



Low

## Resources

Circle of gold/yellow paper per participant/ pencils/ container to represent the pot of gold.

## Instruction

1. Sit everyone in a circle, with leaders dotted amongst the girls. Read them the following story
2. "In Ireland, there is a well-known legend about the leprechaun (a mischievous Irish fairy). He had lots of treasure that he kept locked inside an old pot, hidden at the end of the rainbow.
3. We are all special, a bit like the leprechaun's treasure. Except, what makes us really special comes from inside us. We can be kind and brave, loving and clever. Sometimes, we keep what is special about us hidden deep inside. Let's try to share it with each other!"

- Give each girl a piece of gold paper.

- They should write their name on one side of the paper, and on the other side they should write something they think is special about themselves; something they're good at, such as climbing, painting, or science.

- It could also be character qualities, such as being patient or curious, helpful or adventurous.

4. Leaders may need to help younger participants individually to understand what to write.
5. Collect the pieces of gold in the pot and shake them up.
6. Each participant picks out a piece of gold, reads out both sides of the coin, and gives it back to its writer, sharing a hug or high five.
7. Once everyone has their gold back, ask everyone to shout out all together, "We are all amazing!"
8. Tell the girls that everyone is special for different reasons, and our differences only make us more special.

**Top tip** - Encourage the girls to keep their treasure safe to remind them of the reasons they are so special.

# THE PRINCESS LIST

Activity  
Guide



Happy to be me



Be Creative



Age 7-11



10 minutes



Low

## Resources

Drawing materials/ one large sheet of paper for each small group plus one extra

## Instructions

1. Organize participants into small groups of mixed ages. Give each group a large piece of paper and drawing materials.
  2. Ask each group to choose a popular fairy-tale princess character they all know, and spend five minutes drawing a picture to show what their character looks like.
  3. Encourage group members to discuss the character's specific appearance features (e.g. long hair, blue eyes) as they draw. Focus on what the character looks like, rather than what she is wearing.
  4. Bring the groups into one circle and put all the drawings in the middle.
  5. On another sheet of paper, write at the top the 'perfect-looking' princess?' Ask the girls to identify similarities in the way each group's princess look.
  6. If the group gets stuck, help them with questions eg: "are they tall or short?" "What does her body look like?"
  7. When the group has finished creating the list, read the features back to them.
  8. Talk through the following questions, encouraging participants to shout out their answers:
    - Isn't it strange how similar all these princesses look? (Yes!)
    - Can you think of other places we see this princess look? (Media, TV, toys, celebrities etc)- In real life, do lots of girls have all these features
- Is there really only one way to be beautiful?
9. Explain to the girls that, sometimes, it feels like the world around us is telling us there's only one way to look beautiful, and we should all try to match that look. The way princesses are shown to us in films and on the television is one way we get sent the message that girls and women should look a certain way. The list they wrote describes the look that's shown a lot in our society. But there are lots of ways to be beautiful and there's no such thing as a perfect look.
  10. Cross out the words 'the perfect-looking princess' that you wrote at the top of your list and take down the drawings/list.

# BEAUTY AROUND THE WORLD

Activity Guide



Happy to be me



Be Creative



Age 7-11



10 minutes



Low

## Resources

Beauty Around the World activity handout/ signs saying 'true' and 'false'

## Instructions

1. Explain to the group that they will play a game to discover how ideas about beauty that come from society are different around the world and have changed over time.
2. Mark one side of the meeting space with the 'true' sign, and the other side with the 'false' sign.
3. Gather players in the middle and tell them to "freeze" – stand completely still.
4. Read out your favourite facts from the activity sheet. Players should listen to the whole statement without moving and decide individually whether they think the statement is true or false.
5. Give a few seconds for players to make a decision in their heads then shout "GO!"

Players should run to the sign they have chosen and freeze again. Once everyone has chosen a sign, read out the information under the fact.

6. Bring the players back to the middle and start again. Remind them not to follow what other people do – they should decide for themselves! If you think your group might find this hard, you could ask everyone to close their eyes so they can't see each other, and step forwards for 'true' or backwards for 'false'.
7. In fact, all of the statements are true. When the game is over, discuss with the girls whether or not this surprised them and which facts were the most surprising?



# BEAUTY AROUND THE WORLD

Somewhere in the world...

...it is considered that big women are beautiful.

True - In Mauritania in Africa, it's desirable for women to be as big as possible. Unfortunately sometimes girls are even force-fed to make them more attractive.

...people think it's beautiful to have a very long neck, and women make their necks longer with metal rings.

True: There are communities in Thailand and Myanmar where women and girls stretch their necks to be considered beautiful and show they belong to their community.

... very high hairlines and big foreheads were thought very attractive – and people would pluck their hairline to make it higher.

True: In 16th century England, the ideal beauty was the Queen, and she shaved her hairline to create a big forehead. Whatever she did, her people wanted to copy.

...people with tanned skin are considered more beautiful, so women and men will sit under big lamps, spray paint their bodies or rub lotion into their skin to tan it.

True: In countries like Australia, the UK and the USA, many people want to look like they have been in the sun and have tanned skin, so they tan themselves with lotion or sunbeds or spend a long time in the sun. This can be dangerous and bad for your skin.

...people feel it's more beautiful to have a lighter skin tone, and women and men will rub lotion into their skin to whiten it and avoid going in the sun.

True: In many places in Asia, such as India, China and Pakistan, lighter skin is often considered more attractive. Some people believe they will be more successful with whiter skin.

...tall is beautiful, and some people have surgery to make their legs made longer.

True: In some parts of Asia, such as South Korea, people have increased their height by having leg-lengthening surgery.

...people say a beautiful woman has a very curvy figure

True: In Brazil, curvy women are the most admired – though this is changing through being influenced by other countries, and people are starting to see beauty as being thin.

... people have thought it beautiful for women to have very tiny feet, and girls had their feet bandaged to stop them growing.

True: In China, foot binding was very popular until the early 20th century. The way it made women walk was seen as attractive.

...a uni-brow – where both eyebrows join in the middle – is seen as beautiful for women.

True: In Tajikistan, women feel very lucky if their eyebrows grow across their foreheads. If they don't, they use a herbal mixture to draw a line and join their eyebrows together.

...having a plump curvy bottom is the most beautiful way to be.

True: In Jamaica, dancing is very important. Women with bigger bottoms can wiggle them a lot when they're dancing, which people find beautiful.

... dyed black teeth were thought to be very beautiful in women.

True: This is called Ohaguro, and was done generally by married women, and sometimes men, in Japan, until the 1900s. It followed an ancient tradition that pitch black things were seen as beautiful. The dye actually protected their teeth from decay!

# FREE BEING ME GALLERY

Activity  
Guide



Happy to be me



Be Creative



Age 7-11



10 mins



Low

## Resources

Drawing materials and paper

## Instructions

1. Explain to the group that they are going to spend five minutes creating a picture of themselves doing something they love. The picture should show them doing something they love using their bodies, such as their favourite game or sport, making things, hugging their friends, etc.
2. When they have created their drawings, help them to write a positive message on the picture, showing what they are doing and what is special about their body because it enables them to do something. Some examples could be:
  - am riding my bike. I love how strong my legs are because I can ride my bike really fast.
  - I am playing with my sister. I love my arms because they let me hug her, showing that I'm a kind person.
3. Ask each child to show their picture to the group and read the positive message they've written about their bodies out loud. Pin the pictures up in the meeting place with a title like 'Amazing Me'.
4. Thank everyone for sharing their pictures and organize the group into pairs.
5. Tell the girls that the fact that there are so many amazing things that our bodies let us do and that there can't be just one way everyone should look is a great message to share with other people, so they can feel more confident to be themselves.
6. Then, ask them to practice how they could tell people that by turning to their partner and telling them that there isn't just one way to be beautiful, and what's inside matters most.
7. Leave the artwork up for the rest of the session.

# PRESSURE AT THE PARTY- DEFINING THE IMAGE MYTH

Activity  
Guide



Happy to be me



Age 11-14



15 minutes



Low

## Resources

At least one celebrity/fashion magazine per group, pens, paper

## Instructions

### 1. Who is the perfect Gloss guest? (5 mins maximum)

- Ask the girls to form small groups.

- Explain to each group that they are event organizers for a brand new high-fashion magazine called Gloss. Their boss has asked them to organize a glitzy launch party and to come up with the 'perfect-looking' guest list. She wants all her guests to fit your society's idea of the 'perfect' look for a girl.

- Your boss wants all of Gloss magazine's party guests to fit our society's idea of the so-called 'perfect' look for a girl.

- So that you can describe the 'perfect looking' guest to your boss, come up with the longest list of their appearance features you can (e.g. things about her hair, body, height and face). Give each group a selection of magazines to browse through to help them describe the "perfect" look.

### 2. Create the list of appearance features for the 'perfect-looking' girl? (7 mins)

- While your small groups are creating their lists, set up a large piece of paper where everyone can see it and write at the top of the page: The "perfect-looking' girl?"

- Bring the whole group together and invite participants to share the appearance features they came up with for the 'perfect' female guest. As they share, write all of the features up underneath the title on the page in as much detail as possible.

Top tip - This activity is more fun and effective for body confidence if you encourage girls to make the list as long as they can. A really long list shows just how narrow and ridiculous the Image Myth really is! It also helps girls to clearly understand that it's impossible for anyone to look like the Image Myth.

### 3. Define the Image Myth (3 mins)

- When you have finished creating a long list, read out every detail of every appearance feature on the list.

- Explain to the girls that, in reality, there is no such thing as the "perfect" looking girl. Instead, the looks this list describes is the Image Myth. Cross out the 'perfect looking Girl?' and write the 'the Image Myth' instead.

- Ask participants to tell you what a myth is. The definition is: an idea that is believed by lots of people but is actually false. The Image Myth is what society tells us the 'perfect-looking girl' looks like. But it's a myth, because it's impossible for anyone to look like this in reality. Nobody has all of these features naturally.

- If a participant says that it is possible for someone to look like the Image Myth, for example a celebrity or supermodel, remind them that even celebrities get airbrushed or have cosmetic surgery because they don't match the Image Myth entirely and you'll be talking about this more later in the session.

Top tip - To make this exercise really fun, read out the list of appearance features theatrically to emphasise how narrow, impossible and ridiculous the Image Myth really is.

# WHERE DOES THE IMAGE MYTH COME FROM?

Activity  
Guide



Happy to be me



Age 11-14



5 minutes



Low

## Resources

Questions sheet below

## Instructions

As a whole group, have a speed brain storming session. One leader reads out each question below in turn and encourages participants to shout out answers and ideas.

When you hear a winning answer (listed below), ring a bell, blow a whistle or make a funny noise.

When you feel participants have come up with the main points, move on promptly to the next question to keep the energy going.

## Questions

Q: Imagine the Gloss party was 200 years ago, would the 'perfect-looking' guest have looked the same and why or why not?"

A: No! Throughout history different looks have been considered beautiful. For example, in Renaissance times in Europe larger hips and stomachs were considered beautiful. In the 1800s corsets were popular with women to create really narrow waists and large bottoms. You could also refer back to some of the facts in the World Beauty Facts game.

Q: Would the 'perfect-looking' guest have looked the same if your Gloss party was in X country? (Pick a country that is very different to the UK)

A: No! For example, some women in Ethiopia stretch their lips with big plates as this is considered very beautiful. In North America having tanned skin is considered attractive, whereas in some Asian countries fairer skin is considered more attractive for women. Again, the World Beauty Facts game proves this point.

Q: Where do you think the Image Myth comes from?

A: The media; fashion industry; diet/weight-loss industry; make-up companies and so on.

Q: Where do you learn, hear and see the Image Myth?

A: Friends; family; media (television shows; films; magazines; internet; advertising); diet industry and so on.

Q: How do you think image myth messages make people your age feel about their appearance?

A: Under pressure to look a certain way, feeling like their bodies are not good enough, worrying and unhappy about the way they look.

Continued overleaf





# WHERE DOES THE IMAGE MYTH COME FROM? CONT

**...Continued 2/2**

Q: What do the media tell us will happen if we can make ourselves look like the Image Myth?

A: We'll be happy, loved, successful, rich, famous etc. If we conform to this image.

Q: Do you really think all these things will happen if you look like this? Another way to think about this is do celebrities, who often come closest to the Image Myth, have perfect lives?

A: No! It's unlikely that all of these things happen, especially as the Image Myth is impossible for anybody to achieve naturally in the first place. Even models and celebrities who come the closest to looking like the Image Myth don't have perfect lives. For example, they experience problems in their relationships and careers, and often experience problems with privacy.

# AIRBRUSHING SPOT THE DIFFERENCE

Activity  
Guide



Happy to be me



Be Creative



Age 11-14



5 minutes



Low

## Resources

One print off of the activity handout per group

## Preparation

Print the handout on following page

## Instructions

1. Explain to the girls that the pictures used in magazines and other types of media like Gloss magazine, are edited with computer techniques such as airbrushing. These techniques enable magazine to alter reality to fit with the 'perfect look' and keep the Image Myth going.
2. Divide the girls into small groups and get them to use the activity handout to compare the before and after airbrushing images, and find as many differences as you can.
3. Ask the girls to turn to a friend and discuss the following questions:
  - How does it make you feel to know that even models and celebrities are airbrushed, because they aren't considered beautiful enough?
  - Is the image myth really ideal, or are there other ways to be beautiful and special?
  - Why they think the Image Myth is impossible to achieve.



# AIRBRUSHING SPOT THE DIFFERENCE



Original



Retouched



Original



Retouched

# OUTSIDE INSIDE - THE COST OF IMAGE MYTH

Activity  
Guide



## Resources

Flipchart, paper and pens

## Instructions

1. Create your inside and outside costs (10 minutes)
2. Get the girls into small groups and give them a large piece of paper to draw the simple outline of a person
  - one outline per group. You could also pre prepare this if you are short on time.
3. Ask them to brainstorm the downsides for individuals of trying to look like the Image Myth, and write them inside the person outline. For example:
  - How might they feel?
  - What might they miss out on, not do as well at or not enjoy as much? For example, they could have low self-esteem or lack the confidence to go swimming. Challenge the girls to come up with as many costs or downsides as possible. Visit each group and encourage them to fill their outline person up as much as possible.
4. Now ask the girls to think about what the negative effects are for your local and global community if people try to look like the Image Myth, and write them around the outside of the person. For example:
  - How does it negatively affect how people treat each other at school and young people's confidence to take the lead to make their world a better place and speak out on issues that affect them?
  - What might the world miss out on if everyone is trying to be the same instead of expressing themselves?
5. Quitting the Image Myth! (10 minutes)
6. Ask participants to share a few of their Image Myth downsides with the whole group.
7. Now ask participants to shout out their answers to these questions
  - Who benefits from the Image Myth
  - Looking at all of the downsides we've come up with on our Inside/Outside picture, do you think that you, personally, are benefitting from the Image Myth?
8. Ask participants to imagine they're leaving their job at Gloss magazine to show publicly that they don't agree with the Image Myth. It's time to tell her why you think it doesn't make sense to follow the Image Myth.
9. Give them a few minutes own to come up with what they would say to her, thinking about the downsides that they just came up with in the Inside/Outside activity.
10. Ask girls who would like to act out their "I quit because I don't agree with the Image Myth" statement to the group. Encourage them to have fun with this - they can imagine they're storming out of the Gloss offices.

# SESSION PLAN TWELVE - CHRISTMAS GAMES


Do me in December

Themes covered this week:


 Have Fun

 Be Creative

Date .....  Time ..... 

Leaders running this session:   
 .....  
 .....

**Session purpose:**  
 Have fun at the end of term and create some lovely Christmas decorations to take home.

Time	Activity	Who is leading this activity? 
5 mins	Welcome, register, subs	.....
45 mins	Ho-ho-ho wall hangings	.....
	OR	.....
45 mins	Tissue paper wreathes	.....
10 mins	Refreshments	.....
10 minutes	Snowman mummies	.....

Notes and reminders 

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# HO-HO-HO WALL HANGINGS

Activity Guide



Have Fun



Be Creative



Age 10+



45 minutes



£20

## Resources

Thick cardboard (supermarket packing boxes are the best)  
Festive paper or fabric  
Spray adhesive (or other glue)  
Black adhesive paint  
Coloured paints  
Pencils  
Scissors  
Wide ribbon

## Preparation

Print ho-ho-ho in various, large fonts

## Instructions

1. Cut out three 15cm x 15cm squares of cardboard – if you haven't been able to find cardboard boxes, glue squares of cardboard together until you have something thick to work with.
2. Decide which paper will go on each cardboard square and, using the thick square as a template, draw around the cardboard square on the back of the paper. Tip – alternatively, you can also use fabric instead of paper.
3. Paint the edges of the cardboard squares and let it dry. You can use matching paint colours or contrasting ones – they will all look good!
4. Using a spray adhesive, or any other appropriate glue, attach the paper to one side of the cardboard and leave it to dry.
5. Print out ho-ho-ho in your favourite Christmas font and cut out the letters. Tip – leave a small piece of paper in place to keep the letters attached because it helps with spacing. Trace the letters onto the patterned paper and paint with black acrylic paint.
6. After the letters dry, work out how you would like your three blocks to be spaced and then trim your ribbon, so they fit.
7. Hot glue the squares onto the ribbon.
8. You can either attach a wall hanger on the back or just use a thumbtack to hang it on your wall.

# TISSUE PAPER WREATHS

**Be Creative****Have Fun****Age 5-9****45 minutes****£15**

## Resources

Recycled cereal box or a paper plate

Scissors

Lots of green tissue paper squares

PVA glue

Glue spreader

Pencil with eraser

Red pom poms

Ribbon or string for hanging

## Instructions

1. Cut out circular wreath from the cardboard.
2. Cut out lots of small green squares of tissue paper – each one should be around 6cm x 6cm. Tip – cut these out when the paper is folded, then you cut out lots at once!
3. Use the glue spreader to spread a small amount of PVA glue on to a section of the wreath (work on about 1/6 of the wreath at a time). Use the eraser end of the pencil to shape each square of tissue paper as shown below.
4. Use the eraser to help you place your tissue paper squares on to the wreath form, and continue to work section by section until the entire wreath form is full and covered.
5. Add holly berry pom poms. Tip - sequins and glitter add sparkle, and large buttons make nice ornaments.





# SNOWMAN MUMMIES



Have Fun



Age 5-15



10 minutes



Low

## Resources

Scarves

Gloves

Hats

Toilet paper

## Instructions

1. Ask the girls to bring lots of coats, jumpers, scarves, hats, gloves/mittens, and pile them up in the centre of the room
2. Divide the girls into groups of three or four.
3. Elect one girl in each group, or use one of the other leaders, to be the Snowman Mummy.
4. Explain the mummy needs to put on as many of the jumpers, or coats as possible so they're round like a snowman.
5. Then the mummy will stand there while the other girls have two minutes to wrap them up in the toilet roll (to make them look like a snowman).
6. Then they need to add scarves, gloves, and a hat.
7. Other leaders can decide who the winning snowman is.

Top Tip – to make it a bit more fun, and last a little longer, you could say that all the girls in the team must be a snowman mummy! However, you'll need lots of outdoor wear and loo roll if you do this!





# LEADERS' SESSION REVIEW

In addition to the usual review and actions, check where you are with your next term's planning. Is there any support you need from your RDC?

**What worked well?** 

**What didn't go as well as planned?** 

**What needs to change for next time?** 

**Any concerns or worries?** 

**Actions before the next session**

List here any actions needed before next session. Agree who will do these.  
Discuss within your team where you are with your next term's planning. What still needs to be done, what support do you need from your RDC?



**Leaders' signatures** 

**Date:**

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