



November 18-20, 2016

MOVING MOUNTAINS

Girls, create your future!

Moving Mountains – Your Future

Alps - A rugged landscape where survival can be impacted by your resources and experiences.

Bomb Shelter Activity -

Provide participants with an opportunity to look at their values and beliefs and to discuss how values/beliefs are developed.

Directions:

- 1) Tell a story (as elaborate or simple as you wish) about several nuclear bombs that were accidentally set off (not a terrorist attack... the bombs are old and malfunctioned, no need to frighten anyone) and one is heading somewhere near your current location. We are not sure where. We need to take shelter immediately.
- 2) The group is instructed to go to a nearby bomb shelter. It has the capacity to hold the entire group and 8 additional people.
- 3) 13 people come to the shelter seeking refuge. The list is below. You must choose only 8 people to enter the shelter. Selecting more or delaying your selection will put everyone in peril. The remaining 5 might be able to find shelter at another location.... no guarantees.
- 4) Distribute worksheets to everyone.
- 5) First individually choose the 8 people you want to stay (3 minutes). Circle these on your handout.
- 6) The group is then divided into smaller groups of 5-6 and they are asked to come to a consensus as to who get to stay, not just who has the highest number of votes, but to collectively agree on the person (10-15 minutes to come to consensus).
- 7) Put the character descriptions (number them to support facilitation) up on news print.
- 8) Survey the group for their individual choices.
- 9) Survey the small groups for their group decisions.

Questions and discussion points:

1. Which people were easy for you to select? What did you value about them?
2. Which people did you group have controversy over and why?
3. How did you resolve the controversy?
4. What is the gender of the U of T cheerleader, the nurse and the parolee? Why?
5. What qualities did the group determine certain people had?
6. Where do we get our beliefs about these people?
7. How are the two lists different?
8. Were there any people that you felt strongly about that didn't get on the group list and how did you feel?
9. Where do our values come from?
10. How does understanding our own values help us with understanding how we want to live our lives?
11. How does understanding other values impact relationships individually and in groups?



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Points to make.

- Our values, beliefs, experiences help determine what we think we know about people and things.
- Sometimes what we think to be truth or fact is based in our (limited) experiences.
- Those beliefs, truths and truisms are what drives us - everyone has them it is normal.
- When you understand yourself you can then determine more proactively what you want to do.
- Values change and get shaped when we discuss issues with each other.
- It can be difficult in groups when people have opposing values.

The following people come to the shelter:

1. 19 yr old mother and her 8 month baby (count as one spot)
2. 20 yr old husband and father of the above mother/child, he is unemployed, had been working at 7-11
3. 16 yr old female movie star
4. 44 yr old male expert plumber, carpenter, mason, welder mechanic who is disabled from an accident on the job
5. 33 yr old female high school science teacher
6. 77 yr old male Unitarian minister
7. 57 yr old female historian - expert on all history and languages
8. 39 yr old female medical student who flunked out of med school
9. 24 yr old male body builder who has won competitions
10. 67 yr old male retired police officer, now security guard (has a gun - can't separate gun from person)
11. 21 yr old U of T cheerleader
12. 48 year old nurse - has been working on cancer unit for 20 years
13. 31 yr old parolee just out of jail for growing marijuana



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| | Individual seeking refuge | Personal | Group |
|----|--|----------|-------|
| 1 | 19 yr old mother and her 8 month baby (count as one spot) | | |
| 2 | 20 yr old husband and father of the above mother/child, he is unemployed, had been working at 7-11 | | |
| 3 | 16 yr old female movie star | | |
| 4 | 44 yr old male expert plumber, carpenter, mason, welder mechanic who is disabled from an accident on the job | | |
| 5 | 33 yr old female high school science teacher | | |
| 6 | 77 yr old male Unitarian minister | | |
| 7 | 57 yr old female historian - expert on all history and languages | | |
| 8 | 39 yr old female medical student who flunked out of med school | | |
| 9 | 24 yr old male body builder who has won competitions | | |
| 10 | 67 yr old male retired police officer, now security guard (has a gun - can't separate gun from person) | | |
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Himalayas - A land of change, variety and diversity.

Non-traditional Occupations Circuit

Provide participants with an opportunity to look at non-traditional occupations and to consider their own potential interests.

Set up:

- 4 centres that will have participants rotate to each (create 4 groups).
- At each centre identify the non-traditional occupation with a sign and an incomplete poster.
- Participants rotate to each activity and complete the task described on the poster.
- Next week, have each girl bring the materials/items/resources for a station - repeat with occupations prepared by the girls

Sample poster content:

Architect

Discuss: What does an ARCHITECT do?

Do: Build a house of cards, which has at least 3 floors and 7 rooms. All rooms must be different sizes.

Materials: 4 decks of cards, flat workspace

Civil Engineer

Discuss: What does a CIVIL ENGINEER do?

Do: Design and test a domino structure that looks like a tree. Multiple "runs" must topple at the same time.

Materials: 6 sets of dominoes, open workspace

Stunt Person

Discuss: What does a STUNT PERSON do?

Do: Complete the obstacle course, while keep one hand on the string and while wearing your character's "baby belly".

Materials: yarn/string, chairs/tables/obstacles, pillow/hoodie tied around waist

Carpenter

Discuss: What does a CARPENTER do?

Do: Produce a working catapult using only another completed catapult as a reference.

Materials: 5 popsicle sticks, 3-5 small elastics, glue gun, water bottle cap, mini-marshmallows/cotton balls



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Rockies - Our Home and Native Land

Canada colouring pages

Providing participants with an opportunity to discuss their own learning strategies.

- People often enjoy doodling, colouring or “fiddling”.
- Provide colouring pages that are related to your topic of exploration.
- Have girls colour while you discuss other topics or complete other tasks.
- Let them share their art work after the session.
- You can discuss reasons for their colour choices, medium or picture selection.
- You can discuss their feelings or thoughts as they coloured.
- Discuss whether or not this strategy was beneficial or distracting.

Andes - A terrain that creates challenges and struggles for many of its inhabitants.

1st World Problems

Providing participants with the opportunity to evaluate their personal and societal struggles. To put challenges into perspective.

- Show YouTube video - [The First World Problems Rap](#) by funnyz.
- Provide lyrics so that group can easily follow along during second viewing.
- Brainstorm a personal list of today's first world problems and a personal list of this year's first world problems.
- Write a first world problem on a cue card, gather and shuffle the cards; distribute the cards to others.
- Read someone else's problem aloud and offer solutions that are timely, relevant and feasible.



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First World Problems Rap - Funnyz

People of the first world! Yeah!
We got these first world problems!
My fridge is so full, I have to reach way back,
And my sports car doesn't even have an audio jack.
My laptop's battery is low, but my charger is over there.
I can never find the right lid for my Tupperware.
I woke up at noon, do I eat breakfast or lunch?
I don't like organic milk and we don't have fruit punch.
My neighbours put a password on their high-speed wi-fi.
And the freezer makes my ice cream hard to scoop, why try?
My hot water ran out in the shower,
Which sucks cause I was only in there for half/hour.
The other side of my pillow is not much cooler.
There's no measure for inches or feet on this ruler.
Something just beeped and I don't know what it was.
Was it my Roomba, Convection oven or just Google Buzz?
There's some cereal left but not enough to make a bowl.
I hate replacing batteries on my Wii remote control.
People keep texting me when I'm playing Tiny Wings.
My cleaning lady is vacuuming; I can't hear anything.
I didn't read 'Shake Well' now I feel like I missed out,
And when I opened my birthday card no money fell out
I meant to turn on the light but it was the disposal.
My Vespa's in the shop, now how can I be mobile?
Netflix is suggesting things I've already seen,
And my suit is too fancy for the washing machine.
There's a pebble in my shoe, I have to stop and shake it.
I have to add water to this cup cake mix, then bake it?
My pillow is too soft and I have too many sheets,
And what the heck do I do with all these Starbucks receipts? (Organize.)
My walk-in closet door is kind of hard to close,
And my private school teacher calls my rap songs prose.
My fridge doesn't have a touch screen, first world issue.
Killed a spider with a dollar 'cause I didn't have a tissue.
We got these first world problems.
Yea-eah!



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Urals - A land of diverse people and politics. Where controversy and control are often hand in hand.

What Type of Leader are YOU?

Participants will explore four types of leadership and determine their own leanings and strengths.

Authoritative, democratic, bureaucratic, delegated

- 1) Hang leadership style signs around room.
- 2) Divide group into 4 and ask them to complete the poster at each station: definition, pros/cons, real situation.
- 3) Session leader then reviews one poster at a time and takes it to the centre of the room. Explaining, "I am (insert leadership style). Imagine a bullseye with myself at the centre. Locate yourself either close or at a distance from (insert leadership style) in terms of your comfort **using** this leadership style."
- 4) Repeat the above task with the change, "...in terms of your comfort **working with a leader who uses** this leadership style."
- 5) Repeat the bullseye analysis for each leadership style.
- 6) In small groups of 3-4, design a poster of the "ideal leader". Provide examples of drawing an individual with a "big heart" or "eyes in the back of their head". The poster can be creative, silly, serious...

Leadership Poster Sample:

| AUTHORITATIVE |
|---|
| Definition: Pros: Cons: An example in the real work: |