

Girls Only!

Second Edition 2016



A prevention education toolkit designed to promote self-esteem, develop life skills, and inspire positive motivation in young girls

Dedication

This toolkit is for all girls: may you love yourself, may you believe that your dreams can come true, and may you work to make your world a better place.

This toolkit is for all educators: may you seek to engage students with love and interactive lessons, may you seek to create community in the classroom, and may you work to make your world a better place.

May you be equally inspired by this program as you inspire through this program.

Acknowledgements

The following people and organizations have put time, effort, and passion into this project; it could not have been done without them!

- Lieutenant Debbie Farrar, Sergeant Sylvia Yepiz, and Officer Monica Laird, with the San Diego Police Department (SDPD).
- JJ Anderson and Grace Liu with Community Programs at the San Diego County District Attorney's Office.
- Marissa Cardwell, Bianca Morales-Egan, Uli Heine, Marshall Whiting and Janine Schooley with Project Concern International (PCI)
- Rahsaan Brown, Bettina Sandoval, Santisha Lemmons, and Lynn Sharp-Underwood with the San Diego Commission on Gang Prevention and Intervention.
- Michelle Darsey, Lena Schmidt, and Taylor Schooley, AmeriCorps VISTA (Volunteers in Service to America) members with Community Programs at the San Diego County District Attorney's Office.
- Brandon Horrocks, Angie Pulu, Sergio Mendez, Jessica Barajas, Adam Robinson, Malo Lutu and Irianna Sesma with the Encanto branch of the Boys and Girls Club, and all the staff at the Boys and Girls Club.
- Lisa Covington and Dante Duaz with the Alliance for Community Empowerment (ACE).
- Vangie Akridge with My Community Huddle, Inc.
- Jen Finkelstein with the Tariq Khamisa Foundation (TKF).
- Gabriela Baeza with the San Diego County Office of Education, Student Support Services Department.
- Lanae Gutierrez with Star/PAL and the Girl-E, leadership and empowerment program.
- Reggie Washington with Attitudes When Angry & Resolving Emotional Issues Non Violently (AWARE)
- San Diego County District Attorney Bonnie Dumanis.

Special thanks to the San Diego Commission on Gang Prevention and Intervention, the San Diego County District Attorney's Office, the San Diego Police Department, PCI, and the Encanto Boys and Girls Club.

ABSTRACT

Girls Only! is a gender-specific, prevention education program for girls ages 8 to 15 designed to:

- ❖ Inspire and promote self-love, self-esteem, and motivation
- ❖ Develop life skills, healthy coping skills, and decision-making skills
- ❖ Keep girls who are at risk out of the influence of gangs, drugs, and sex trafficking
- ❖ Inspire girls to further their education

Girls Only! was created to specifically attend to the needs of young girls in San Diego. Girls in San Diego live in a large, diverse county that faces border politics, racial disparity, gangs and drug activity, high unemployment rates, high sex trafficking rates, prisoners returning to communities, and disproportionate divisions of wealth. Girls in San Diego, following national trends, are increasingly involved with drugs, gangs, prostitution, and the criminal justice system. Girls Only! programming

Building Self-Esteem and Empowering to make healthy choices

intends to prevent young girls from getting involved with these elements by building self-esteem and empowering them to make healthy choices. The goal of working with girls at the critical ages of adolescence is to help them develop self-esteem, life skills, and positive motivations so that they are equipped

with the tools to help them achieve their goals and avoid getting into trouble as they physically and developmentally mature, especially before and as they are entering their teenage years and high school. Specifically addressing the needs of girls in this age range fills a need for prevention, youth empowerment in San Diego, as many existing programs target only teens or girls already in the juvenile justice system.

Girls Only! was created because there is a need to empower girls. Racism, sexism, classism, homophobia, and other oppressive forces persist at institutional and individual levels in American society and they disproportionately affect girls and women,

There is a need to empower girls!

especially women of color and women living in poverty. Girls today are exposed to sexual violence and abuse, domestic violence and abuse, relationship violence, unplanned pregnancies, drug use and abuse, prostitution, direct and indirect gang involvement, involvement with the criminal justice system, negative influential media exposure, unrealistic and unhealthy body expectations, inhibiting gender expectations, and poverty. Girls grow up in a world today where one out of every six women in America will be a victim of sexual assault sometime in her life, women earn approximately 78 cents for each dollar a man makes, women make up just 17% of government representation, and women and children

represent 74% of the total number of people living in poverty worldwide. These startling statistics are motivation enough to pay serious attention to girls. Efforts to empower girls must be based on the belief that every girl deserves to love herself mentally, physically, and spiritually, and to have opportunities that allow them to make choices that benefit themselves, their families, and their community.

The Girls Only! toolkit is intended as a contribution to efforts to empower and educate young girls through prevention education. The activities in Girls Only! programming are hands-on, engaging, and relevant to participants' own life

*Educate young girls through
prevention education*

experiences. Research shows that girls who are engaged in positive activities such as school, sports, or prevention/intervention programs are more likely to complete middle and high school, attend college, positively serve their communities, and reach their potential for future success than their peers who are not involved. Girls Only! uses reputedly effective approaches to prevention, including: consistent mentorship, positive role models, supportive peer groups, interactive teaching methods, culturally specific programming, gender specific programming, and experiential education.

Girls Only! began operating at the Boys and Girls Club of Greater San Diego Encanto Branch, in the Southeast region of San Diego County, in the summer of 2009. Girls Only! is now a highlighted program at the Boys and Girls Club of Greater San Diego Encanto, Linda Vista, Logan Heights, and National City Branches. Girls Only! operates under the facilitation of the Girls Only! Committee (GOC), a collaborative group formed from dedicated volunteer representatives from several law enforcement agencies and community organizations. The girls who were part of the inaugural years of the program were positively impacted by the program as they seemed more resilient in handling adverse situations and holding themselves in a higher esteem. The participants did not immediately get along with each other and often hung out in exclusive cliques. Similarly, many of the girls were not interested in listening to the session facilitators. As the sessions continued and participants got to know each other, they hugged facilitators and shared personal stories. Today, the staff continues to notice changes in participants' behavior outside of curriculum hours, including an increased willingness to discuss issues and help one another, as well as staff members, instead of fighting. Girls Only! is projected to expand programming to young girls and organizations throughout the county and beyond.



INTRODUCTION

Welcome! We're here because we care about girls. We care about what they think. We care about what they think about themselves. We care about what happens to them. If you're considering this toolkit, we hope that it means you do too.



Girls Only! is a preventative education program designed to:

- ❖ Inspire and promote self-love, self-esteem, and motivation
- ❖ Develop life skills, healthy coping skills, and decision-making skills
- ❖ Keep girls who are at risk out of the influence of gangs , drugs, and sex trafficking
- ❖ Inspire girls to further their education and prevent unplanned pregnancy

It is designed to use interactive educational segments and positive role models to attend to the serious issues facing young women in San Diego before they manifest as life-threatening problems.

Girls Only! is a research based program developed from the best practices and informed by evidence-based research.

This toolkit is intended to be relevant to all girls. But all girls are different! We know it. We love it. Therefore, this toolkit is not only gender specific, it is intentionally race and class conscious, culturally specific, and reflective of the particular geographic area served. The need for this type of engaging, adaptable, focused education is undeniable. It is our hope that this toolkit can function for you as either a guide or protocol for addressing this need. Every topic and every lesson plan can and should be appropriated to fit the specific needs of the girls with whom you're working.

This toolkit includes: research on the necessity for girl-specific programs, research on the necessity for preventative education in San Diego County, operational procedures for organizing a Girls Only! program, useful forms for operating a Girls Only! program, and detailed lesson plans to be used in applying a Girls Only! program.

Why we need this program: A Research Based Report

WHY GIRLS?

Before proposing ways to empower girls, it is important to acknowledge why there is a need to empower girls. This toolkit focuses on combating the effects that an environment of community violence has on girls and young women. This focus is based on the acknowledgement that racism, sexism, classism, homophobia, and other oppressive forces persist at institutional and individual levels in American society and that they disproportionately affect girls and women, especially women of color and women living in poverty. Focusing attention on the needs of girls does not dismiss the serious issues facing boys and men in the same communities, nor does it disregard the intersecting relationships between the experiences of women and men. This toolkit is limited in its scope to pointedly and effectively attend to the particular issues concerning girls and young women.

Being a GIRL:

It's hard to be a girl. Girls and boys deal with many of the same issues; however, there are certain issues unique to the experience of growing up as a girl in this society. Girls today are exposed to sexual violence and abuse, domestic violence and abuse, relationship violence, unplanned pregnancy, drug use and abuse, prostitution, direct and indirect gang involvement, involvement with the criminal justice system, influential media exposure, unrealistic and unhealthy body expectations, inhibiting gender expectations, and poverty. The startling statistic that one out of every six women in America will be a victim of sexual assault sometime in her life, as noted by the Rape, Abuse, and Incest National Network, is motivation enough to pay serious attention to girls.

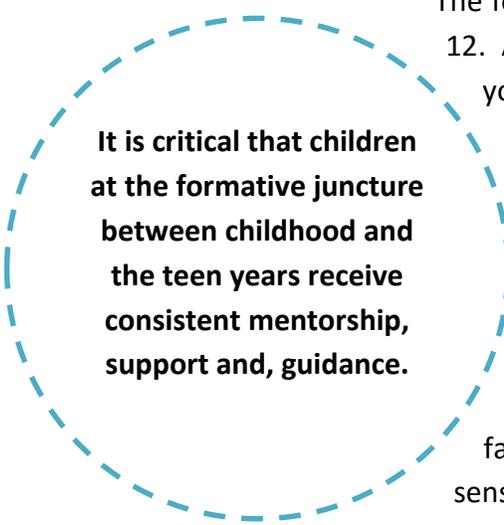
Efforts to empower girls must acknowledge the multiplicity of historically constructed identities combined to create life experiences; analyses of girls' experiences as girls cannot be done without considering the racial aspects that inform gender and, for example, the socioeconomic class aspects that inform a racialized experience. This means recognizing that a girl who is Mexican-American and comes from a middle-class background experiences

Efforts to empower girls must acknowledge the multiplicity of historically constructed identities combined to create life experiences

being a girl differently than a girl who is white and comes from a low-income neighborhood. Due to historical oppression and continued racism and sexism at institutional and individual levels, girls of color, especially girls living in poverty, are more "at risk" for the negative consequences of these many issues girls face than their white sisters, especially those living in

affluence. Each of the aforementioned topics affects any girl's ability to feel good about herself, make healthy choices throughout her life, and be a viable member of her community.

Girls ages 8 to 15:



It is critical that children at the formative juncture between childhood and the teen years receive consistent mentorship, support and, guidance.

The focus of this research, and of this program, is on girls ages 8 to 12. Although the lessons in this toolkit are adaptable for both younger and older participants and the research that follows demonstrates that girls of all ages are especially vulnerable to community violence, girls ages 8 to 12 are physically and developmentally changing as they mature and go through puberty. Girls and boys experience many of the same risk factors at this age, but, as pointed out by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), "they appear to differ in sensitivity to and rates of exposure to these factors" (Slowikowski 3). As young people begin to form their sense of self and their own opinions during their impressionable

pre-teen years, they are bombarded with messages from numerous cultural and social influences, including from their parents, family, siblings, friends, peers, teachers, extra-curricular activity leaders, and from the media. Also, child development research has revealed that children begin to conceptualize gender, racial, and ability differences and begin to show signs of influence by societal norms and biases within their third year of life (Derman-Sparks and the A.B.C. Task Force 2); therefore, it is crucial that children at the formative juncture between childhood and teen years receive consistent mentorship, support, and guidance. The goal of working with girls at the critical ages of 8 to 12 is to help them build self-esteem, develop life skills, and develop positive motivations so they are equipped with the tools to help them achieve their goals and avoid getting into trouble. This guidance is important especially before they enter their teenage years and high school as well as the adaptability of the toolkit to continue guidance throughout all of adolescence.

Furthermore, the second edition of the toolkit was adapted to also reach girls up to the age of 15 because we realize, even when a girl enters her "teenage" years at 13, she is still learning and developing while being exposed to more mature occurrences. Some of the updates in the second edition include more modules relevant to current issues, such as human trafficking and social media, more graphics, updated research, activities, and lesson plans. When adding new lesson plans, they were added to be more complex in content and more mature in nature to be adaptable to a wider age group. Just as it is important that girls 8-12 are learning preventative education, we want to continue to provide guidance as the girls are entering their teenage years and being newly exposed to older peers in middle school and more mature experiences.

Issues girls face:

Girls and women survive in a culture of **rape, violence, and abuse**. Girls and women are directly



The typical female juvenile offender is age 14 to 16; therefore prevention efforts are necessary beginning at younger ages.

or indirectly affected by sexual violence and abuse, physical violence and abuse, and/or emotional abuse sometime in their lives. The OJJDP says, “sexual assault is a risk factor for both boys and girls, but the rate of exposure to this risk factor is greater for girls” (Slowikowski 3). Children, girls and boys, who grow up in communities that face poverty, widespread drug use, and gang presence are also often exposed to general community violence. Community violence—defined by Mental Health Systems, Inc. of San Diego as frequent and continual exposure to the use of guns, knives, and drugs, and random violence—often leads to feelings of anxiety, low-self-esteem, fear, aggression, PTSD, depression, anger, distrust, alienation, betrayal, and impaired body image. These feelings often manifest as behaviors



such as learning difficulties, trouble paying attention, acting out or risk taking behaviors, suicide attempts, fighting, inappropriate sexual activities, involvement in prostitution, and involvement in drugs, making community violence a tragically cyclical problem (Hamblen 1). It is no surprise, then, that girls in the juvenile justice system have higher rates of histories of abuse than girls who are not involved in the system (Slowikowski 3), pointing to

One out of every six women in America will be sexually assaulted sometime in her life.

the lasting, negative effects of violence. Many occurrences of abuse of young women, especially at the hands of parents or random violence, are tragically unavoidable. However, if girls are able to build confidence, learn to respect themselves and their bodies, and to make responsible choices at a young age, some violence against them can be prevented despite the circumstances that they may face. The Center for Community Solutions, a domestic violence prevention organization in San Diego, notes that roughly 30% of teens nationwide are affected by relationship violence (Wager); therefore, if girls are taught how to make healthy choices before they grow older and enter into potentially harmful relationships, teen relationship violence, for example, can be prevented. The education of boys and men is equally, if not more, critical to preventing and ending violence against women and girls. Furthermore, girls are increasingly becoming perpetrators of violence themselves and must be taught healthy coping skills for anger and other emotions. The prevention of all forms of violence must be a priority for those interested in empowering girls.

Adolescent girls who are exposed to community violence, have experiences of trauma or abuse, or are involved with alcohol and drugs are in danger of becoming involved with the **juvenile**

criminal justice system. The OJJDP defines delinquency as “the involvement of a child younger than 18 in behaviors that violates the law.” Such behavior includes violent crime, property crime, burglary, drug and alcohol abuse, and status offenses (i.e., behaviors that would not be criminal if committed by an adult) such as running away, ungovernability, truancy, and possession of alcohol” (Slowikowski 2). Considering that “the typical female juvenile offender is age 14 to 16” (Baeza 1), prevention efforts are necessary beginning at younger ages. It is known that “girls in the juvenile justice system are more likely to have a history of abuse and neglect than nonjustice-involved girls” and “there is further evidence that girls more often experience certain types of trauma (e.g. sexual abuse and rape) than boys” (Slowikowski 3). Factors significantly correlated with girls’ delinquency are: negative and critical mothers, harsh discipline, inconsistent discipline, intense family conflict, frequent family moves, multiple caregivers, longer periods of time with a single parent, and growing up in socioeconomically disadvantaged families (Slowikowski 12). Young people who have parents involved in the criminal justice system are also more vulnerable to becoming involved in the justice system themselves. Girls Inc., an education program for girls, reports that the custody rate for African-American young women is more than three times that for white young women (Girls Inc. 2), pointing to racial inequalities within the justice system and with access to resources for young women of color. Educating young people about the consequences of becoming involved with drugs, gangs, violence, and therefore the criminal justice system, is recommended as a prevention strategy. Similarly, developing positive motivations in young people through exposure to alternative activities is recommended as a prevention strategy.

Girls even as young as ages 8 to 12 are vulnerable to the influences of direct and indirect **gang involvement**. Girls who live in low-income neighborhoods and have family members or friends involved in gang activity are most susceptible to the consequences of gang related activity. Gang involvement for females can include being a full member of a female gang or an integrated gang, being a “homegirl” associated with a gang, or being an alibi for crimes committed by gang members. The OJJDP reports, “though most females join gangs for friendship and self-affirmation, recent research has begun to shed some light on economic and family pressures motivating many young women to join gangs” (Moore 2). “Drug offenses [are] the most frequent cause for arrest” for female gang members and women associated with gangs. It appears that more females are dealing drugs, often those drugs to which they are addicted (Moore 5). Girls are being recruited by gangs and more young girls are involved than ever before. In addition, the trafficking of young girls, as sex workers, by male gang members is a growing problem. The National League of Cities Institute for Youth,

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Education, and Families states, “prevention efforts are particularly important given the young

The film Gangs: Awareness and Prevention, by the San Diego County Office of Education, CSU San Marcos, and the Vista Sheriff's station, suggests the following tactics for parents to help prevent gang involvement; these strategies are useful for educators as well.

Quote or delete?

spend time with your kids • ask questions • find out their interests • get involved in community activities • find community resources • show your love • create a routine • develop rules and consequences • know their friends • know who they communicate with • be a model of forgiveness

age at which many gang members join”: most gang affiliated youth join between ages 12 and 14 (National League 1). Providing girls with support, mentorship, and consistent care is essential in preventing gang involvement, as many seek the love of a family in the familial structure of a gang. Similarly, teaching young people about making responsible choices and motivating them to work towards accomplishing positive goals diverts them from potential gang activity. Educating girls about the negative consequences of being associated with gangs and gang members, such as serious physical harm, prostitution or death, jail and prison time, and drug abuse, also hinders participation in gang activity.

*U.S. Department of Justice
estimates: 100,000 child
victims*

Prevention efforts must focus on diverting girls from **using and abusing drugs and alcohol**. “A number of findings have shown that adolescent females display unique vulnerabilities that can lead to substance abuse. Furthermore, research reveals that drug abuse has a profound impact on teen girls, both physically and psychologically (Girls and Drugs 2). Court Appointed Special Advocates (CASA) reports that key risk factors for substance abuse, such as stress, depression, anxiety, physical or sexual abuse, and excessive concerns about weight and appearance, are also key elements by which girls and young women are affected (Girls and Drugs 4). According to several studies, young people begin experimenting with drugs at ages 12 to 17; considering this reality, drug and alcohol prevention efforts must target younger children to prevent them from ever using drugs in the first place. Effective drug prevention strategies include education about the harmful physiological, emotional, and social effects of drugs, engaging young people in school and positive extra-curricular activities, teaching young people healthy coping skills, how to resist peer pressure, to care for their bodies, to value their safety, and to make healthy choices for their future.

Recently, more girls of younger ages are being sexually exploited as victims of **human trafficking**. On average, a child who is trafficked is exploited initially between the ages 12-14. Human Trafficking is defined as the coercion, force, fraud or manipulation of people into labor

or commercial sex. On the contrary, if the person is under the age of 18, force, fraud or coercion is not required for sexual exploitation to be considered trafficking by law enforcement. Women and girls who are trafficked may be raped, abused, controlled by forced drug addiction, paid for sex strictly in money, often none of which they keep for themselves, or may engage in “survival sex” in which “sex is offered for food, shelter, protection, or money” (Slowikowski 12). According to Stirring the Fire, a global multimedia movement dedicated to empowering girls and women, it is estimated that one million girls are coerced into commercial sexual exploitation internationally each year and almost three million girls are modern day slaves in the sex industry (Borges). According to the documentary *Very Young Girls*, girls who come from homes where drugs, gangs, sexual and domestic abuse, low socioeconomic income, come from foster care or group homes, and runaway teens are at a higher risk for being involved in prostitution than other girls. Additionally, abusive coercion, low self-esteem, and the need for familial connection are the most common reasons for involvement in prostitution. Prostitution is illegal in most states, which means that women get arrested for selling their bodies even though it may be due to their own abuse and victimization that they are caught up in the first place (*Very Young Girls*). In San Diego, 2010, prostitution and sex trafficking of young girls was a growing problem. According to the FBI in 2014, San Diego is now listed in the top 10 cities as being a high intensity child prostitution area. As previously mentioned, young girls are often pimped out as prostitutes constituting their role in gang involvement. Investigative reporter, Ana Tintocalis, reported in a local newspaper that more gangs in San Diego are turning to “pimping” for profits, which means more young girls are being targeted for prostitution (Tintocalis 1). Suggested strategies to prevent young girls from becoming victims of human trafficking include keeping them out of the influence of gangs and drugs, learning the components of a healthy relationship, providing stable mentorship and encouraging familial support, and teaching girls’ self-esteem, to value and protect their sacred bodies, and to educate the girls about the realities of Sex Trafficking. While some parents, guardians, teachers or caretakers may falsely think not exposing children to bad things keeps them from getting involved with bad things, it is known that the *pimps*, or traffickers, prey on the innocent and naive. Girls who are trafficked are often unaware that human trafficking is a real issue and are coerced into “the life” by a false sense of security, a mutual consenting relationship, and sometimes gifts. By being aware, informed and resilient, the girls are learning how to keep themselves free from exploitation.

The average age that a child is trafficked is 12-14.

-Freedom from Exploitation

Although rates of teen pregnancy are going down overall, the number of **pregnancies** among young women is still too high. The National Latino Research Center (NLRC) reports, “the incidence of pregnancy among teenage girls is considered a serious societal problem in the United States due to the economic and health issues associated with early parenting” (NLRC 1).

Although rates of pregnancy among girls ages 8 to 12 are low in general, preventing girls from becoming pregnant as teenagers requires that preventative education efforts target younger girls. The United Nations Children’s Fund (UNICEF) states, “Medical complications from pregnancy are the leading cause of death among girls ages 15 to 19 worldwide. Compared with women ages 20 to 24, girls ages 10 to 14 are five times more likely to die from childbirth...worldwide” (The Girl Effect 2). Girls who have children as teenagers are less likely to complete high school or further their education and are more likely to live in poverty than their peers. Similarly, children of teen mothers have an increased risk of health complications and are more likely to live in poverty than other children (NLRC 1). Even if a young girl plans to become pregnant—as opposed to becoming pregnant by accident or as a result of being raped—she may be doing so to get attention, attempt to please an abusive partner, or feel loved by someone; considering the lifelong consequences of having a child, these are not encouraging rationales to risk the economic and health issues associated with early parenting. Comprehensive sex education is a key strategy to lowering rates of teen pregnancy and STDs, as well as providing girls with positive, pro-social alternatives to sexual activity. It is imperative that this education is presented to girls even as young as 8 to 12, which is ideally prior to their becoming sexually active.

Girls who have children as teenagers are less likely to complete high school or to further their education and are more likely to live in poverty than their peers.

For each of the issues previously highlighted, girls who live in **poverty** are at a higher risk.

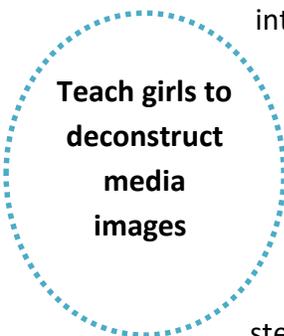
**“Empowering women with resources has proven to be the most effective means of getting a family, community, and country out of poverty”
-Stirring the Fire**

Poverty is defined as the lack of basic human resources such as food, shelter, clothing, and money; in the United States, most people living in poverty are relatively poor compared to other members of society in that some basic needs are met but they may possess fewer resources, opportunities, or goods (AmeriCorps 18). In the NWLC’s annual report, it’s stated that in 2013, “More than one in seven women, nearly 18.0 million, lived in poverty, and more than four in ten poor women lived in extreme poverty.”

(National Women’s Law Center 6) Girls living in poverty, like many people living in poverty, are faced with homelessness, unemployment, fewer educational opportunities, fewer health care options, and higher rates of illness and substance abuse issues; girls of color in the United States are more likely to live in poverty than girls who are white (AmeriCorps 26). The OJJDP

reports that “poverty and economic marginality” have long been associated with gang emergence and that gangs proliferate during periods of unemployment (Moore 2). Gabriela Baeza, a girls education specialist with the San Diego County Office of Education, explains that girls who run away from home to escape abuse or other circumstances, then, are often leaving one bad situation for another. Federal investigators say one out of three teenage girls living on the streets will be lured into prostitution or fall prey to street gangs within 48 hours of leaving home. Stirring the Fire states, “Empowering women with resources has proven to be the most effective means of getting a family, community, and country out of poverty” (Borges). Strategies that work for bringing girls and communities out of poverty include promoting literacy and education, providing skills training, improving health care, and meeting basic needs.

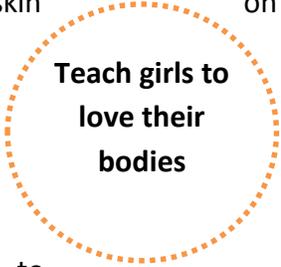
Influential **media** exposure infiltrates the minds of girl’s ages 8 to 12 at an alarmingly high degree. With the growing popularity of social networks such as Vine, Instagram, Twitter, and Snapchat amongst pre-teens and teens, social media plays a major role in how they perceive themselves, their life and the world in which they live. In addition to the influence of social networks, the inundation of media influences in our society such as television, movies, the internet, music, and magazines has real effects on our minds and bodies. “The average North American girl will watch 5,000 hours of television, including 80,000 ads, before she starts kindergarten” (Baeza 1). Despite the incredible benefits that the presence of advanced media technology has in our lives, especially the ever-increasing possibilities for communication and



interconnection of people around the world, media can be dangerous. The majority of the images seen in advertisements and in the media portray women (and men) in stereotypical roles: women are shown as sex objects and/or doing traditional female work. Many of the images we see have also been photo-shopped or altered to portray a different version of “reality” than we may believe. Women of color, when portrayed at all in the media, are often shown in negative and/or stereotypical roles. Additionally, variation of body type, size, and ability in mainstream media imagery is rare; variation of gender expression and sexuality in mainstream media imagery is rare; and safety on the internet is compromised by cyberbullying and online criminal activity. This media influence manifests in the minds and bodies of tween girls as unrealistic body expectations, stereotypic racial and gender ideas, and misguided notions of love, success, and career opportunities. Relating to the normalization of prostitution and exotic dancing, social media often allows women who are strippers or prostitutes to showcase their lavish lifestyles and expensive possessions, relations with celebrities and surgical body enhancements. The glamorization of these lifestyles misconstrues the exploitative nature that this lifestyle really entails. Effective strategies for teaching girls about the realities of media exposure include: discussing the role of media, doing activities that critically analyze and

deconstruct images shown in the media, teaching girls about internet credibility, safety, and manners, and teaching girls how to create their own media through arts education and technology education.

Unrealistic and unhealthy **body expectations**, including “ideal” sizes, weights, abilities, and physical attributes, influence girls ages 9 to 15. Body image, or how one views one’s own body, is an essential element of self-esteem: in general, those who view their own bodies positively have higher self-esteem than those who view their own bodies negatively. Girls ages 9 to 15 are at an age in which their minds and bodies are changing and developing: body hair begins to grow, menstrual cycles begin to flow, and hormones influence emotions. Standards of “normal” and “beautiful” put forward by the media, parents, peers, and society at large (i.e. thin body, small clothing size, large breasts, no hair except on your head, smooth skin on your face) mean that girls at this age often feel pressured to look a certain way. This pressure, however unrealistic, unhealthy, or at odds with one’s abilities or body, sometimes sadly manifests as low self-esteem, eating disorders, desire for plastic surgery, self-mutilation, and bullying or aggression. The average age at which girls begin dieting, Baeza notes, is nine years old (Baeza 1). Escape from the pressure to attempt to conform to these bodily expectations is challenging, however, there are several effective strategies for combating mainstream society’s pressures and encouraging girls to have healthy bodies and positive body image. Some strategies include teaching girls to accept and appreciate their bodies as they are, providing opportunities for a variety of physical activities, discussing healthy eating habits, providing healthy snacks and meals, teaching girls how to give and receive compliments, deconstructing media images, and presenting positive role models who embody a variety of sizes, weights, abilities, and appearances.



**Teach girls to
love their
bodies**

Considering the issues illuminated in the previous paragraphs, it is clear that **educating and engaging girls is critical**. Girls everywhere are deserving of specific attention with regards to these issues. The Girls Only! Program in San Diego was started based on these motivating



**Offer girls
opportunities to
express themselves,
be heard, and explore
their world in a safe
environment.**

factors. Girls Inc. states, “In a world where gender expectations still play a significant role in defining young people’s lives and their aspirations for the future, girls’ communities [girls’ groups] help girls build their sense of self and develop their confidence by offering them opportunities to express themselves, be heard, and explore their world in a safe environment” (Girls Inc. 19). And investing energy into girls is not a fruitless endeavor. Educating and empowering girls ripples out into the community and benefits everyone (The Girl Effect). Phil Borges of *Stirring the Fire* claims, “The world empowerment of women and

girls is essential to our prosperity and peace.” When girls are empowered, peace and nonviolence are possible; it is imperative that we work to empower girls.

WHY PREVENTATIVE EDUCATION?

Education comes in many forms and is any site where people learn; education can be formal schooling, personal experiences, specialized training in vocations, physical and creative endeavors, and spiritual practices. In the United States, quantity and quality of education can help determine a person’s ability to contribute as a responsible citizen and earn enough money to make a living. Preventative education is education that is specifically designed to stop something from happening, usually intended to prevent people from getting involved with elements that are harmful. In this case, preventative education intends to prevent young girls from getting involved with gangs, drugs, prostitution, violence, and unplanned pregnancy by building self-esteem and empowering girls to make healthy choices. Preventative education differs from intervention education in that it attempts to address an issue before it develops into a problem, whereas intervention attempts to intervene in some way once an issue has already become a problem. Both prevention and intervention are relevant and effective forms of education and they are often and necessarily utilized simultaneously. Girls Only! is designed as a preventative education program, but can be employed to intervene in the lives of girls who are already in need of help.



**Preventative
education
approaches
that are
comprehensive
and holistic are
most
sustainable
and effective.**

Girls who are engaged in positive activities such as school or sports or prevention or intervention programs are more likely to complete school, attend college, positively serve their communities, and reach their potential for future success than their peers who get caught up and get into trouble.

PREVENTION CAN LOOK LIKE MANY THINGS

10 different strategies for working with girls, from the Office of Juvenile Justice and Delinquency Prevention (OJJDP):

- 1) staff training on adolescent development, risk and resiliency, and cultural sensitivity
- 2) education that addresses girls' academic and social life
- 3) skills training that helps girls discover their strengths and adopt pro-social skills, which may include self-defense training, self-esteem enhancement, empowerment training, and assertiveness training
- 4) culturally relevant activities such as cultural fairs and lessons on diversity
- 5) career opportunities that include not only exposure to role models from career fields women have not traditionally pursued, but also internship and job shadow opportunities
- 6) health services offered to girls through referrals to community
- 7) mentoring opportunities between students and positive female role models
- 8) recreational and peer activities
- 9) community involvement through service-learning experiences

Preventative education approaches that are able to address the particular needs of the participants served in a comprehensive, holistic manner are the most sustainable and effective. The Prevention Institute states, "successful violence prevention integrates an understanding of complex issues, policies and systems that affect children, families, and communities into an action plan that strategically coordinates, supports, and strengthens multiple efforts" (Prevention Institute V). The National League of Cities Institute for Youth, Education, and Families states, "partnerships are crucial to this work, bringing knowledge, relationships and resources to the table and yielding broad community support for sustained efforts" (National League 17). It is evidenced that education curriculums that engage students for 16 weeks have the highest success rates, although prevention education courses can range from short, one-time presentations to day-long workshops to a multiple week course.

Preventative education that is interactive, experiential, engaging, and relevant to the students is shown to be especially effective. In *Schooling Young Children: A Feminist Pedagogy for Liberatory Learning*, Jeanne Brady explains, "curriculum must be made relevant so that it not only strengthens intellectual development, but makes the connection between knowledge and the everyday to expand our capacity to live more fully in the world" (Brady 83). Talking with and listening to girls talk about their lives as they live them, then, is an especially valuable strategy for preventing violence, drug use, unsafe sex, and delinquency. Recalling that she was often

bored in class, Bell Hooks, in the introduction to *Teaching to Transgress: Education as the Practice of Freedom*, explains that a paradigm that shaped her ideas of radical pedagogy is the notion that the classroom should be and can be an exciting place. She continues that the excitement can “co-exist with and even stimulate serious intellectual and/or academic engagement” (Hooks 7). Experiential education that includes hands-on, creative, exploratory learning relevant to students’ own life experiences is a holistic approach to education and can be a stimulating way to engage and excite learners.

Why Girls Only!:

Why is it useful for interactive, preventative education efforts to take place in single gender spaces? Education that attends to the specific needs of girls in a girls-only space can be powerful: single gender groups can function as safe spaces where girls feel they can say what they feel and what they want

In girls-only spaces, girls can discover commonalities and celebrate differences.

without judgment. It is and where they can share life experiences with peers who have similar experiences. The single gender approach to girl groups has roots in the consciousness raising group tradition of the feminist movement, during which women met to talk about their lives *as women* (Baxandall and Gordon). Although this toolkit makes the case for gender specific education, co-ed preventative education is both necessary and effective; single gender groups ideally operate as components of comprehensive prevention programs. Gabriela Baeza, a girls’ education specialist with the San Diego County Office of Education, explains that it is important to have girls-only spaces so that girls can discover commonalities with each other, instead of resorting to the cattiness and aggression often found amongst girls. In single gender spaces, girls can appreciate their racial, cultural, religious, body size, and ability differences while also celebrating their similarities. Girls Inc. research explains, “girls’ communities offer girls the opportunity to say what they really feel, to be listened to, to try new things, and to be leaders” (Girls Inc.). Baeza also notes that single gender spaces are especially helpful for girls who have experienced trauma since abuse is often at the hands of men and boys. Also, for girls ages 8 to 12, single gender education is useful as they begin feeling changes within their bodies, discovering sexuality, and constructing their sense of self. Girls Inc. also reports that girls who are current participants of girls’ communities are significantly more likely to expect to go to college than girls who have never participated. It is for these reasons that the Girls Only! toolkit is intended to focus on the needs of girls in single gender spaces.

Noteworthy Organizations:

A review of organizations with similar missions and structures as Girls Only! demonstrates the validity of the proposed efforts and provides further rationality for the use of engaging

preventative education for girls. The following organizations are nationally recognized as organizations working to empower girls through gender-specific education. Each of the programs highlighted local facilitators to operate groups in local communities. There are countless grassroots groups, programs, and classes that operate independently around the country. Although it is not in the scope of this research to highlight every grassroots effort, this research acknowledges the unending support of girls and girl groups by mentors, teachers, and activity facilitators. All efforts to empower girls serve as inspiration for Girls Only!. For in-depth descriptions of these organizations, refer to the appendix.



Girls Circle is a nationally recognized, research-based curriculum program for girl groups. The Girls Circle model is, “a structured support group for girls from 9 to 18 years integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls. It aims to counteract social and interpersonal forces that impede girls’ growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices” (Girls Circle).



Girls Inc. develops “research-based informal education programs that encourage girls to take risks and master physical, intellectual and emotional challenges. Major programs address math and science education, pregnancy and drug abuse prevention, media literacy, economic literacy, adolescent health, violence prevention, and sports participation” (Girls Inc.).

The **Girl Scouts of America** is a national organization developed from the tradition of Boy Scouts of America. Girls can begin scouting at elementary school ages and continue through their teen years. Girl Scouting aims to build “girls of courage, confidence, and character, who make the world a better place through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships” (Girl Scouts).



WHY SAN DIEGO?

General San Diego information:

San Diego is the southernmost county in the state of California and is bordered by Riverside County to the north, Imperial County to the east, and Mexico to the south. San Diego is home to approximately three million people, a quarter of whom are under 18. San Diego's population is incredibly diverse, made up of native San Diegans, immigrants, refugees, indigenous peoples, and people from different regions and states that move to San Diego for the military, school, jobs, and climate. San Diego has a visible military presence and hosts bases and ports for many branches of the military. State, private, and community colleges educate thousands of students each year, and attractions such as the San Diego Zoo and world renowned beaches and surf make San Diego an international tourist destination. Forty-two public school districts educating students from kindergarten to 12th grade, 10 tribal gaming casinos, seven county jails, and a state prison serve the population of San Diego County.



San Diego statistics:

San Diego faces several historical and modern social challenges. Although San Diego is a large area made up of many boroughs, each that face various and different issues, several affect the San Diego community as a whole. California's border with Mexico is cause for much debate about immigration, drug trafficking, labor relations, and environmental policy. San Diego is home to people of extreme wealth, with some residents qualifying as billionaires, and to people living in relative poverty, with 209,405 county residents living below the federal poverty line in 2013 (CPI 1). San Diego is racially diverse and is home to over 20 ethnic groups, with over 60 languages spoken (SDUSD). There are over 100 gangs in the City of San Diego and many more in the county. Border politics, racial divides, gangs and drug activity, high unemployment rates, prisoners returning to the community, and general community violence provide grounds for enhanced prevention efforts.

Filling a need:

Girls Only!, a gender-specific, race-conscious, and engaging preventative education program, is targeted for girls ages 8 to 12 and modified in the second edition to continue prevention and education for girls up to 15. Girls Only! is a unique program and fills a need to empower a specific demographic of our youth in San Diego. That being said, Girls Only! is not the only prevention program for girls in San Diego. Local approaches proven effective to preventing kids

from getting into trouble include mentoring, tutoring, education-based, faith-based, and comprehensive wrap-around services. A review of programs in San Diego with the targeted mission of empowering girls demonstrates the validity of the proposed efforts and provides further rationality for the use of engaging preventative education for girls ages 8 to 15. Similarly, coed violence prevention and intervention programs in San Diego serve as models for Girls Only!. Programs, locally renown include the Tariq Khamisa Foundation (TKF), From the Inside Out, Turning the Heart Center, Difference Makers/Blue Ribbons, Reality Changers, Inner City Youth (ICY), Mental Health Systems (MHS) Inc., STAR/PAL, Mid-City Community Action Network (Mid-City CAN), Boys and Girls Clubs, YMCA programs, Big Brothers, Big Sisters, other organizations that have youth oriented prevention programming, and various programs within the local schools. The following organizations, STAR/PAL's GirL-E program, Girls United to Succeed (GUTS), and the Jessie Aftercare Program, are programs in San Diego that seek to empower girls through gender-specific education. For in-depth descriptions of these organizations, refer to the appendix.

STAR/PAL's GirL-E Program is a leadership and empowerment program for girls in juvenile detention facilities. The program's mission statement states, "Girl-E was created by STAR/PAL in response to a period of rising violence against and/or involving young females. The program offers a 6-week curriculum designed to empower participating teenage girls by developing their leadership and decision-making skills. Girl-E is a life-changing, educational program which focuses on building self-esteem and making healthy life choices. Girl-E strives to prevent young females from getting involved in substance abuse, eating disorders, early onset of sexual activity, a sedentary lifestyle with bad nutritional choices, and other negative conduct...which often lead to depression, suicide attempts, violence, or becoming a part of the juvenile justice system. Lessons provide girls with the tools to make positive decisions and to avoid risky adolescent behaviors" (STAR/PAL 1).



GUTS, or Girls United to Succeed, is a gender-specific intervention program for middle and high school girls ages 12 to 18 years run by the San Diego County Office of Education. The goals of the GUTS program are: 1) to outreach and build positive mentoring relationships with girls, 2) to utilize girls' "real life" experiences to teach them alternative behaviors for positive results, 3) to affect personal change and emerge as peer facilitators (leaders) to future GUTS groups, 4) to positively connect with school and recognize academic achievement as a key to success and happiness" (GUTS brochure).



The **Jessie Aftercare Program** is an intensive mentoring program for girls ages 15 to 17 to ensure successful transition (re-entry) to their homes, schools, and communities from the juvenile justice system. The mission statement reads: “The Jessie Program works to empower young women involved in the juvenile justice system by increasing their opportunity for a hopeful future through mentorship” (Jessie Program).



The **Young Women’s Studies Club, YWSC**, is a multi-tiered, feminist mentoring program for girls ages 15 to 19 at Hoover High School in San Diego. The YWSC is a joint effort between Hoover High School and the Women’s Studies Department at San Diego State University (SDSU), bridging the academy and the community. The club’s mission is to empower young women and to “encourage self-esteem, goal setting, pursuit of education, healthy relationships, and cultural competency” through “distinct activities, speakers, films, artistic creations and writing projects accomplish the goals stated above” (Cayleff).



Though every group could not be highlighted in this research, girl groups operating at San Diego schools, through local chapters of Girls Scouts and Girls Inc., and through community organizations empower girls every day and serve as models for Girls Only!. Similarly, the local co-ed programs previously mentioned engage young people daily and are powerful inspirations for Girls Only!.

Girls Only!:

The Girls Only! program is designed as a preventative education program to inspire and promote self-love, self-esteem and motivation, to support the development of life skills, and to ultimately keep at-risk girls out of the influence of gangs, drugs, and sex trafficking, and to prevent unplanned pregnancy. Girls Only! is specifically targeted towards girls ages 8 to 15. Girls Only! began operating at the Boys and Girls Club in Encanto in the Southeast region of San Diego County in the summer of 2009. Girls Only! is now a highlighted program at the Boys and Girls Club in Encanto. Under the facilitation of the Girls Only! Committee, a collaborative group formed from dedicated representatives from several county agencies and community organizations, Girls Only! operated once a

“I learned how easy it is to be whoever you want to be. Never give up on your dreams. It’s never too late to accomplish your dreams.”

-Girls Only! Participant

week for four, approximately 10-week sessions for a year and a half in 2009. Currently Girls Only! still meets once a week in congruence with the traditional school year. The Girls Only! Committee (GOC) met approximately once every month during this time. Girls Only! is projected to expand programming to young girls and organizations throughout the county. Because Girls Only! is a relatively new program, official data regarding the success of the program, that is, measuring whether girls who have been involved in the program have higher self-esteem, stay in school, and have lower rates of gang involvement, drug use, and unplanned pregnancy than their peers, is not yet available. Information based on assessments and evaluations from the past year of Girls Only!, however, is available and encouraging.

The girls who attend Girls Only! programming at the Boys and Girls Club in Encanto are predominantly African-American, some Latina and white, and have an average family income of under \$20,000 per year. All of the participants attend Boys and Girls Club programming during the after school hours. Some of the girls have family members who are incarcerated or involved with the criminal justice system. Many of the girls are in danger of being influenced by gangs and drugs and of engaging in risky sexual behavior solely because of the intersecting elements of their identity: their gender, race, age, nationality, and locality put them at risk for the negative issues discussed in the previous sections.

The girls who were part of the inaugural year of the program were positively impacted by the program. The participants did not immediately get along with each other and often hung out in exclusive cliques. Similarly, many of the girls were not interested in listening to the session facilitators. As the sessions continued and the girls got to



“I learned that there are many different ways to be responsible and respectful”

-Girls Only! participant

know each other, they were more willing to share personal stories and create relationships. Marissa Cardwell, the program coordinator, facilitator trainer, and member of the GOC notes that the consistency of the expectations, new activities and games, a personal bond and respect amongst all participants, and creative, innovative methods of teaching has proven to be effective in keeping the girls interested and engaged. Girls and Boys Club staff have pointed out changes in Girls Only! participants’ behavior outside of Girls Only! hours, including willingness to discuss issues with each other and with staff members and willingness to help others instead of fight. The kids in Girls Only! are interested, smart, resilient, talented, creative and have truly began to shine these qualities.

When asked in the summer and fall sessions of 2014 **what they learned** overall at Girls Only!, girls participating in the program said: “I have learned that you should always have great self-respect,” “In the future, I will use this information to overcome obstacles”, “I’m building my life and becoming a stronger person”, “Through Girls Only! I have developed a better

understanding of life in different stages,” “I know to be good even when nobody is listening,” “I learned to stop bullying because that hurts people’s feelings,” “Girls Only! is fun because Ms. Marissa makes teaching fun,” “You learn stuff about your personality and self you never knew a person had.”

When asked **how being in Girls Only! has changed them**, girls said: “to be nice,” “In Girls Only! I have more self-control and...have more confidence,” “I try to fight less,” “I started to do my laundry without being asked,” “it changed me a lot and I think I’m a very strong girl,” “it helped me choose better choices,” “if I feel upset or down I know how to calm myself down,” “if I’m stressed, I can handle it,” “At first my goal was to be on the Bad Girls Club, now I want to go to school and pursue something that I’m good at,” “I do not let people get to me, I do less crying,” “it helped me with my manners,” “it made me feel good about myself,” “I learned a bunch of things but my favorite thing was to be respectful to each other,” and “I changed a lot because we all girls worked together.”

When asked what their **favorite Girls Only! activities** were the girls said: “Hygiene day because we learned how to take care of our bodies and look nice,” “life and how to handle challenges,” “how to stay relaxed,” “hair and hygiene,” “Shop with a cop because I got presents for myself and family,” “movie day because we learned how to relate to others,” “my body,” “career day because it helped me learn new things I could be,” “my most favorite Girls Only! activity was [the] field trip...[I learned to] get along,” “healthy lifestyles,” “how other people might feel,” “the talent show was my favorite and I learned how to build up confidence,” “I learned in yoga class to be healthy,” “Sex trafficking because I learned how to be safe,” and “I think the talent show was my favorite because I learned that everyone has talent.”

**“Have good hygiene
and be the best that
you can be.”**
-Girls Only! participant

Conclusion:

The research cited provides a theoretical foundation for the creation of a gender specific, culturally specific, experiential, and relevant preventative education that attends to the practical needs of young girls. The serious issues that girls face, from physical violence to unrealistic body expectations, are acknowledged with a heavy heart; the strategies for prevention and the opportunities available for helping girls become their highest potential are identified with hope. The preceding research presents an overview of general issues girls face, preventative education strategies, and San Diego’s potential to address these needs effectively. This research should be taken as only a beginning examination, as each of these subjects warrant pages and hours more of research and discussion. The Girls Only! toolkit is intended as

a contribution to the efforts to empower and educate young girls. What follows is an overview of Girls Only!, operational procedures for implementing and running a Girls Only! program, and lesson plans for conducting Girls Only! sessions.

GIRLS ONLY!: Overview

Intended service providers: teachers, counselors, and staff involved in existent youth organizations (ex: Boys and Girls Club); volunteers and staff from local community organizations and colleges/universities

What: This toolkit is an interactive, fun, preventative education program for girls. Race, class, and cultural awareness are intentionally interwoven into the framework and lessons. Hands-on activities, art, and technology are employed as engaging teaching methods.

Where: at youth organizations, after-school program facilities, school classrooms, churches, juvenile detention facilities

Who: Intended participants: girls ages 8 to 15 (can be modified to include both younger and older participants)

When: 4 to 16 week programs, ~1 day a week, ~1 hour/day, during existent program operating hours

How to use this toolkit: There is no right or wrong way to implement this toolkit! The Girls Only! toolkit is a guideline for implementing a gender-specific, race and class conscious, interactive, critical education program for girls. The lessons and operational procedures of Girls Only! are adaptable; it is imperative that modifications be made to the activities to best reflect the population served. You may follow the lesson plans verbatim or personalize the program for your area and change lessons to better suit the needs of your participants. This toolkit can be modified for 16, 12, 8, 6, and 4 week programs and according to the needs of your participants and organization. Also, if desired, each lesson can stand alone. The lesson plans are arranged by topic and will be effective in any order; the order given is only a suggested progression. There are 1 to 5 lesson plans to accompany each topic; lesson plans range from 15 minutes to 2 hours; each lesson plan can and should be appropriately modified for age levels, length of program, and length of Girls Only! day. Several of the activities teach about more than one theme; you can mix and match or combine lessons according to your time constraints to best fit the needs of your participants.

Daily Components: Overview

- ✓ Greetings, check-in
- ✓ Transition (Game or Icebreaker)
- ✓ Discussion
- ✓ Activity (Lesson Plan)

Reminder! Lessons take planning. Read the plans ahead of time so you can prepare materials and make any necessary arrangements

Lesson plans for a 16 week program: As previously noted, this toolkit can be modified for 16, 12, 8, 6, and 4 week programs according to the needs of your students and your organization. The lesson plans that follow are arranged by topic. The lessons will be effective in any order; the order given is only a suggested order. There are several lesson plans to accompany each topic; lesson plans range from 15 minutes to 2 hours. Each lesson plan can and should be appropriately modified for age levels, length of program, and length of Girls Only! day. Several of the activities teach about more than one theme; you can mix and match or combine lessons according to your time constraints to best fit the needs of your students. Each lesson plan contains the following elements:

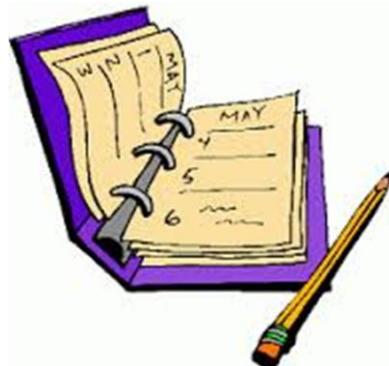
DISCUSSION SUMMARY: A brief synopsis of the issue or history upon which the lesson is based (for the facilitator's benefit).

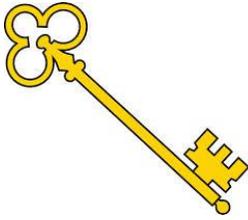
DISCUSSION QUESTION(S): The main theme or topic of the lesson to be discussed with the girls.

MATERIALS: Supplies or equipment needed for participation in the lesson.

LENGTH OF LESSON: The duration it takes to complete this activity.

PROCEDURE: The steps taken to conduct and participate in the lesson including teacher preparation, guiding questions, and closure for student reflection. You will recognize the procedure of each lesson plan by the numbered steps, starting with **1**.





Girls Only! Key Components

In this section, you will find a simple “go-to” guide explaining the elements of Girls Only!. All of the components that make up this amazing program are explained in further detail.

Permission Slips: A permission slip handed out at the initial session will communicate to parents and guardians the goals and schedule for the program. Provide incentives to ensure permission slips are returned at the next session! Permission slips are also recommended, if not legally required, for field trip participation. A sample permission slip is provided in the appendix; use it as is, or modify it to fit the specificities of your program. It is recommended to provide permission slips in the language spoken by the parents or guardians in the home.

Sign-in: Sign-in sheets are recommended for each session to keep track of attendance. A generic sign-in sheet is provided in the appendix; use it as is, or modify it to fit the specificities of your program.



Assessments: Pre-Assessments measure what participants already understand or feel before they begin the program; Mid-Assessments measure what participants understand or feel after having completed half of the activities; Post-Assessments measure what participants understand or feel after having completed all of the activities. Assessments of individual participants’ needs are also essential to address how best to work with that participant and determine if referrals for outside services are needed. Sample assessments are provided in Appendix A.

Evaluations: Evaluations measure the effectiveness of the activities in the lesson plans. Are the participants learning what you want them to be learning? Are the topics you cover relevant for the participants in your program? Are the activities and strategies communicating the intended message of your lesson? Opportunities for formal and informal program evaluation, such as suggestion boxes and end-of-program questionnaires, should be offered to program participants throughout the session. Ideally, formal evaluation of all components of the program will be conducted by an outside agency to provide objective and constructive critiques. Sample evaluations are provided in the appendix.

Rules: The rules are the Girls Only! community guidelines that the girls will come up with together. Rules are important for the structure of group sessions. It's important for the facilitator to set a few ground rules and then allow participants to collectively create rules for



the group. Allowing the participants to create the rules conveys the expectation that the class will operate as a community and makes them more willing to abide by the rules. Rules can be both general ("be respectful") and specific ("raise your hand to speak in Girls Only!") and should be brief and positive (stay away from rules starting with "no..."). Once established, post the rules where they are visible and go over them often (Frey 15, 16). Here are some sample rules: 1) What is said in Girls Only!, stays in

Girls Only!. 2) Be respectful. 3) Make eye contact when talking. 4) Clean up after yourself. 5) Keep your hands to yourself. 6) One person talks at a time.

Safe Space: It is imperative that Girls Only! facilitators create physically and emotionally safe environments where the participants feel safe to share their feeling and ideas. Maintaining confidentiality, trust, and openness between participants and facilitators through dedication, consistency, and active listening will help establish this environment. Creating rules such as "what happens in Girls Only! stays in Girls Only!" or "what is said in here stays in here" can also help establish this safe space. Posters and room decorations including encouraging quotes, student produced art, and depicting women of various colors, sizes, and ability performing a variety of jobs help create an environment of possibility.

Journals: Journals provide a space for written reflection. Allow the girls to express themselves freely in their own Girls Only! journal. Offer the girls support by giving them the option of the facilitator reading certain journal entries that they might not feel comfortable saying aloud. While the journal is very helpful in helping the girl's reflect, journaling should more than often be a take-home assignment opportunity. With the limited amount of time in each session and efforts to keep the girls engaged and interactive, activities and crafts are more appealing during the sessions.



Motto/Mantra: A motto is a phrase or saying that is repeated as an affirmation or a reminder. A Girls Only! motto can be a guiding principle for your group, a way to get the participant's attention during a lesson, and an empowering affirmation for participants. Some examples of mottos or mantras include:

- I am strong. I am beautiful. I am perfect just the way I am.
- I believe in myself. I believe that I can do anything I put my mind to.
- I am powerful. I can change my life. I can change the world.
- When I say girls, you say ONLY! Girls, ONLY! Girls, ONLY!

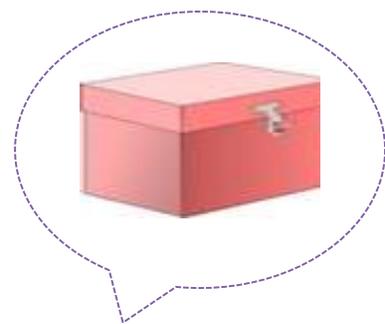
Themes: Having an overarching theme for Girls Only! sessions can be a useful addition to the lesson plans. Themes that are carried through a 12 or 16 week session can help connect seemingly unrelated topics and can help incorporate creativity into the lessons. Themes can be broad, such as “courage,” “compassion,” or “respect,” and facilitators can intentionally connect lessons to the theme, ask participants to do so, or simply introduce the theme at the outset of the session and come back to it at the end.



Interactive Lessons: Experiential education that includes hands-on, creative, exploratory learning relevant to students’ own life experiences is a holistic approach to education and can be a stimulating way to engage and excite learners. This means reading, writing, and discussing poetry and other arts, using educational videos throughout lessons, and getting participants up out of their seats and into their communities as often as possible. Though some suggestions for incorporating arts and technology are integrated into lesson plans, specific videos and online activities should be current, previously researched and included as necessary.

Sister Bucks: Sister Bucks are part of an incentive program designed to reward Girls Only! participants for positive behavior. The protocol for Sister Bucks, how participants can earn Sister Bucks and what they can be used for, should be introduced at orientation. Sister Bucks can be earned through active participation during Girls Only! sessions, for being helpful to others, earning certain grades in school, demonstrating progress in a personal goal, and for special occasions. Once participants have earned a specified number of Sister Bucks, they can be used to “purchase” items from a Girls Only! store (treats, clothes, books, movies, etc.), donated to a friend, or donated to the facilitator to be traded for actual money that will be donated to a charity that promotes women’s rights. Sister Bucks can be incorporated into lessons about financial literacy, teaching participants to save and spend money responsibly.

Secret Box: The secret box allows no concern or question to go unanswered due to a girl feeling too ashamed or afraid to ask. There are some questions or concerns that many girls may feel uncomfortable asking in front of a large group. These questions or concerns could be something that has happened to them personally, a question they might not want the group to know they have experienced or have thought about, an anonymous thought or feeling about Girls Only! and so forth. As we know, no question is a bad question, so answer and discuss them all! The secret box can be a recycled shoe box or card box that is decorated to be enticing and Girls Only! specific. It is recommended to bring the secret box to every session and locate it near the sign in sheet so that questions can be put into the box discreetly. Prepare small pieces of cut paper on which to write the questions and provide pens or pencils. Make sure that the box is wrapped or taped shut so that the facilitator is the only person who can access the questions, aligning with the “safe space” standard. After each session, gather all of the submissions and prepare to answer or discuss the questions and



concerns at the following session. Keep in mind that the questions admitted into the secret box are often sensitive so be cautious in the way you are presenting or reading the question. Answer the questions during the announcement portion of the day or if the question is related to the discussion for that day, you may also consider answering the related questions then.

BE A POSITIVE ROLE MODEL!

Guest speakers: Guest speakers and guest activity leaders can be great additions to Girls Only!. Guest speakers add expertise and new perspectives and are often engaging for students. Screen your guest speakers before they come to ensure their professionalism, age appropriateness, and relevance for your program. Find suggestions on appropriate dialogue and follow up for a potential guest speaker in the *Guest Speaker* module.

Field Trips: Field trips can be educational and socially engaging additions to Girls Only!; destinations and purposes should be aligned with goals of Girls Only!. Field trips must be planned ahead of time, with attention to budget, transportation needs, and other logistics. Additional permission slips may be necessary for field trips. Find suggestions for field trips in the *Field Trip* module.

Graduation: The purpose of a graduation celebration or ceremony is to acknowledge the completion of a Girls Only! session and the work put in by the participants throughout the session. A graduation ceremony should take place on the final day of the session and program participants should receive a graduation certificate. Graduation eligibility may be determined at your discretion; it is recommended that girls who have attended a majority of the Girls Only! classes during that session should receive a certificate. A lesson plan for graduation and a template for a graduation certificate and agenda are included in the *Graduation* module.

Participant's Roles: The participants are the girls who attend Girls Only!. The activities in this toolkit are participant centered and should be representative of and tailored to the needs of the participants. It is the participant's role to attend Girls Only! sessions, participate in sessions, follow rules, and have fun! This toolkit is designed to serve groups of approximately 5 to 30 participants per group.



Facilitator's Roles: It is the facilitator's role to prepare, lead, participate and plan Girls Only! sessions. The facilitator should also commit to being a part of the program consistently, creating a safe space, and acting as a role model and mentor to the participants. Furthermore, the facilitator should maintain records, maintain relationships with parents/guardians, and make referrals to community organizations when necessary. Aligning with the goals of Girls Only!, it is recommended that the majority of facilitators be women who can act as positive role models. It is at your discretion whether or not to have men as facilitators; male facilitators can

act as much needed positive male role models in the lives of the participants. It is recommended that facilitators be passionate about social justice, trained to work with youth, and committed to continuing their own relevant education and training.

Planning/ Steering Committee: The lessons in this toolkit are designed to be operated and facilitated by staff members/volunteers at an existing program facility or host agency. It may be useful to create a planning committee who will oversee prepping for lessons and organizing Girls Only! logistics, such as field trips. This planning committee can include the Girls Only! facilitator(s), host agency staff members, volunteers, and parents/guardians. The original Girls Only! program was operated by a unique collaborative of representatives from government agencies, including the San Diego County District Attorney's office, the City of San Diego's Commission on Gang Prevention and Intervention, San Diego Police Department, the Boys and Girls Club in Encanto, and representatives from community based organizations. It will be at your discretion how often to meet, how to best communicate, and how roles and responsibilities will be divided.



Mentorship: If Girls Only! participants vary in age, it is beneficial for older participants to act as peer mentors for younger participants. Positive peer-to-peer mentorship helps build social and communication skills, empathy, and motivation in both mentor and mentee. Mentors and mentees should be paired based on assessments of each participant, noting compatibility and shared interests. Mentors should be volunteers who

are trained and given clear expectations. Mentors can work with mentees for portions of lessons, on special projects, or outside of Girls Only!. It is also beneficial to recruit volunteers from local high schools or colleges to act as mentors or assist facilitators.

Parent/Guardian Involvement: Involvement of and support from parents/guardians sets the tone for Girls Only! as a holistic approach to prevention education. Having parents/guardians involved promotes healthy interaction between children and parents/guardians and the content in which they learn in Girls Only!, provides insight into the home lives of participants, and provides opportunities to refer participants and parents/guardians to outside services if necessary. Parent/Guardian involvement however should be limited to specific sessions so that the "safe space" amongst the group is maintained. A participant's parent's attendance in every session may hinder the willingness to share or participate from their child or other participants. Create opportunities for parents/guardians to volunteer at Girls Only! functions, but do not require participation in all sessions. A lesson plan for a parent/guardian orientation appears following the "Getting Started" lesson plan in this toolkit.

Records: Keeping a portfolio for each participant is a useful way to maintain records. Keep track of permission slips, assessments, work done during the Girls Only! program, copies of grades, evaluations, referrals, and disciplinary action. Records will be useful for getting to know your participants, measuring progress throughout the program, referring participants to outside services as necessary, and speaking with parents/guardians.

Referrals: It is beneficial to have partnerships with local organizations and service to refer Girls Only! participants and their families to services as necessary. You will be working closely with the participants and assessing their needs (emotional, social, physical, mental, academic); although you may be able to address some of their needs, it is integral for you to refer them to social services such as free or low-cost meals, health care, or mental health counseling if the need arises. If your position designates you as a mandatory reporter, you are required by law to report any abuse or neglect you become aware of. Representatives from these community organizations can be invited to Girls Only! as guest speakers.



Disciplinary Action: Before beginning a Girls Only! program, decide what will be cause for disciplinary action. How many absences will you allow? Will you tolerate participants talking out of turn? Will you tolerate fighting in the Girls Only! space? How many chances will you give? Be sure to lay out your expectations for the girls in the Introduction Session. Furthermore, as Girls Only! is a unique space, it is recommended you retain structure while being flexible based on the needs of your participants and staying true to the goals of the program. In case there is a need for serious disciplinary action, follow the procedures of the host agency and remove the participant from Girls Only! if necessary.



Money: There are no specific costs for operating a Girls Only! program. Girls Only! is operated by volunteers and in-kind services. The host agency may incur regular programming costs for general supplies and staffing. Some lessons and activities require materials that may need to be purchased. Similarly, it may be useful to have money for field trips, transportation for field trips, and unforeseen expenses for celebrations and treats. Fundraising and applying for grants is recommended.

Teaching Tips: Be encouraging and positive. Use positive reinforcement. Be someone participants can talk to. Express enthusiasm for the topics presented. Be creative. Demonstrate your care for each participant as an individual. Expect your participants to do well. Be prepared for lesson plans. Incorporate arts and technology into lesson plans. Ask open-ended questions.

Getting Started!

With all of the excitement and flurry of ideas to personalize and tailor Girls Only! to specifically meet the needs of the girls participating in your group, it is important to get organized and plan ahead. Before starting, make sure that you outline a plan of the lessons in which you will be teaching, program goals, budget and materials needed. An effective way to stay organized is by having a planner or calendar dedicated specifically to Girls Only!. Staying organized ensures that the topics will be adequately prepared and widely covered so that you are able to effectively teach all components of the program. Once there is a clear plan of action for the lessons, activities, field trips and events, make sure that the permission slips, pre-tests and evaluations are copied and ready to hand out for the first day.

Let's walk through a very important session, The Introduction.

Purpose/Objective:

The purpose of the Introduction session is to give all of the new and returning girls a standardized understanding of the club, its expectations and guidelines, and content. The first day should be an orientation of the club in which the girls are aware of the dynamics of the group and activities that they will be learning through participating in Girls Only!.

Once the girls feel comfortable in their understanding of the program, then the girls should have an opportunity to meet the facilitator and volunteers, as well as one another, to develop a safe space in Girls Only! that will be withheld throughout the semester.

What to Expect:

There will be many girls who may have never attended or been a part of a program like Girls Only!; be prepared to answer many questions. Keep in mind that not all girls will immediately feel comfortable to share and open up so it is important



to be considerate of each girl's temperament by allowing them to share and join in on the discussion as they feel comfortable.

Setting:

Create an environment in which all of the participants can be included and see each other. A practical way to do this is by having all of the girls sit in a large circle. If the space permits, allow the girls to sit on the floor or take off their shoes to make the tone more inviting. The circle is an effective way for the girls to be able to see one another's facial expressions and body language as well as those of the volunteers and facilitator. In addition, the more the girls can relate to the facilitator, the greater the ability the facilitator will have to make the environment safe and comfortable. Furthermore, try getting to the girls' level by joining the circle for the majority of the time to make the tone more personal. The space should be clean and free of distractions; backpacks and other personal items should be neatly organized away from the group. There should be ample space to sit on the floor in a circle with a large group as well as free space for movement within the room. The setting and expectations should be standard throughout all of the sessions.

It is the facilitator's responsibility to make sure everyone feels safe and included; this should be taken into consideration if some girls are uneasy about jumping right in.

Materials:

While the materials may vary throughout each session, there are a few basic materials that are recommended to be helpful in each session. These materials can be kept in a rolling storage container or a backpack:

- Markers
- Large butcher paper
- Sign In binder
- A binder containing permission slips and other important forms
- Pencils/Pens
- The Rules
- Secret Box
- Small squares of paper for the Secret Box admissions

For all other sessions, plan ahead to have the supplies needed for each lesson. Materials for each specific lesson plan are noted within the lesson plan.



Introduction Agenda:

Promote sisterhood, trust, and a safe place to be yourself!

Attention Getter

- ❖ Start with a silly, inviting attention getter. It is also enticing to have a sweet treat or fun snack for the girls to munch on while they are meeting each other and finding their seat.

Introduction and Announcements

- ❖ Allow the girls to sign in.
- ❖ Explain to the girls why you are all here.
- ❖ Introduce yourself and allow the volunteers to do the same. The girls are more likely to feel comfortable opening up to the facilitator as well as the volunteers when they first know some information about who they are opening up to.

Try to decrease the gap between the facilitator and student. The facilitator should maintain respect as the instructor but ultimately be relatable to the students.

Transition

- ❖ Enable the girls to share information about themselves that they feel comfortable sharing in a fun way. The more creative and engaging that the games are, the less stressful it can be for the girls to participate. Some ideas for these games can be found in the Ice Breaker section.

Discussion

- ❖ Be specific about the daily schedule of events. Explain the logistics of the club, such as the time and place that the club will be meeting. In addition, assert your expectations for the club as well as your expectations for its members. Consider and ask what the girls would like to gain or learn from the club to keep them engaged and to improve ownership within their Girls Only! group.
- ❖ Open up the floor for any questions, comments or concerns that the girls may have. The goal is for the girls to feel empowered. One way they can feel empowered is by knowing their opinions are heard and they are able voice their opinion of what they wish to learn and their most desired way for them to learn this information. Take suggestions and ideas and implement these ideas into future sessions to keep the girls engaged.

Activity

- ❖ *Create Rules:* One of the most important factors contributing to the success in the dynamics of the club is allowing the group to collectively create 10-15 rules. These rules, created by the girls, will hold the girls accountable for their actions and ensure that the rules that they set are achievable for them. Guide the girls to create rules that enable respect, fun, individuality, and trust amongst each other and write them down on poster or butcher paper to be displayed in future sessions. Furthermore, the facilitator should

also create a few rules. The nature of the rules set by the facilitator should be logistical and practical because it is important that the facilitator establishes respect within the group so that the facilitator can effectively deliver information in a healthy learning environment.

Closing

- ❖ As the Girls Only! day closes, pass out permission slips and other important forms. Talk to parents as they pick up their children. It is imperative to establish an open line of communication and trust amongst the parents. Additionally, make sure to keep parents informed and get them involved and excited. Parents are a big factor of the girl's attendance and contribution to the program. It is beneficial to the program to work as a team to build enthusiasm between the parents, facilitator and student. In addition, explaining any handouts or assignments to be completed, should also be discussed at the end of the session. This allows the information that needs to be relayed to the parents to be easiest recalled. It also lessens the chance of the girls misplacing forms or handouts during the course of the active session.

Quick Tips to Consider:

- Prepare all materials and research topics to present information clearly and effectively prior to each session.
- Some girls may have already participated in this program, always find ways to reestablish a new understanding with new and returning girls, this will give everyone equal ownership of the club each year.
- Incorporate new activities and new ways to teach the material each session so that everyone is engaged.
- The club is what you make of it, if you are excited about the club and passionate about what you are teaching, the girls will be also.
- Keep important information and notes organized and easy to access for further use.
- Designate a space to keep tools and materials for Girls Only!.
- Keep the girls engaged by giving them something to look forward to at each session.
- Get as many guest speakers and community members involved as possible, it takes an army!
- Leave room for spontaneity!

"A great program can only be as effective as the facilitator teaching the program. The drive and passion that lead you to be a part of Girls Only! should be the same drive and passion that fuels the execution of the program. Be understanding, be patient, be creative, and most of all be loving!"
-Marissa Cardwell

Parent/ Guardian Orientation

Welcome participant's parents and guardians to the program! Allow parents, guardians and facilitators to get to know each other and give them the opportunity to ask questions about Girls Only!!



Purpose/Objective:

Involvement of and support from parents or guardians sets the tone for Girls Only! as a holistic approach to prevention education. Having parents/guardians involved promotes healthy interaction between children and parents/guardians, provides insight into the home lives of participants, and provides opportunities to refer participants and parents/guardians to outside services if necessary. The parent/guardian orientation ideally happens prior to the first session of Girls Only!. Concluding the orientation, allow parents to complete necessary forms and permissions slips for their child to participate in the Girls Only! Program.

Materials:

- Permission Slips
- Sign-in Sheet
- Pens or pencils
- Outline of Planned Topics and Content
- Calendar of Special Events
- Resource packets—directory of local community organizations and service agencies
- Light Refreshments and Snacks

Duration of Orientation:

Keep in mind that many of the parents will be coming to the orientation after a long day of work. Try and keep the orientation short, yet informative so that the parents have a clear understanding of the program and ample time to complete the necessary forms. Aim to keep the parent orientation between 20 to 30 minutes long.

Setting:

The orientation should take place in a quiet setting where parents can comfortably receive information about Girls Only! and sit down in an area conducive to completing the necessary

paperwork. An acceptable facility for the parent orientation would be a lunch or snack area with picnic tables or an auditorium with chairs and tables.

PROCEDURE

1. Briefly introduce yourself. Include information such as why you wanted to teach Girls Only! or why you like the program, your goals and expectations over the Girls Only! year, and exciting Girls Only! plans for the year. Try to avoid sharing information that may be too personal in order to keep the focus on the program.

2. Discuss the purpose and goals of Girls Only!. Review rules, motto, themes, Sister Bucks, disciplinary policy, and referral process. Be sure to keep in mind the intent of the program, why the program was started, and brief logistics of the program such as the time, meeting place, and daily overview.

3. Quickly go over the modules and the content in the toolkit. Be sure to explain why topics, that may initially seem risky, are being taught and the purpose of discussing such topics.



5. Share the Girls Only! schedule with parents/guardians, emphasizing events such as field trips, talent show, and family day dates.

6. Discuss the open-door policy for parents/guardians. Explain that parent/guardian involvement is welcomed and encouraged: parents/guardians are welcome at all Girls Only! sessions and activities.

7. Distribute and explain resource packets. These packets should be a directory of local community organizations and service agencies.

8. Open the floor for questions and comments. Let parents/guardians know you are available at any time they may have questions or comments.

9. Distribute permission slips—to be returned by the first Girls Only! session.

10. Dismiss parents/guardians and invite them to come back to subsequent sessions.

GIRLS ONLY!: The Recipe

While these are the ingredients of a typical day in Girls Only!, just as every chef has different methods of cooking while still managing to produce something delicious, so does the facilitator. You may even have a secret ingredient. This recipe is a guide to how it's done, yet it can be altered to meet the needs of the girls sitting at your table. Enjoy!



[The Appetizer]

Attention Getter! (3-5 minutes)

Always start with a “call to order” to let the girls know that the session is beginning. This can be a fun chant, hand clap, song, or game to get the girls seated, focused, excited and ready to learn. There are many ways to personalize and tailor the attention getter to best fit the group of girls in each individual program. Gauging the girls’ interests and focus, be creative in developing an appealing way to kick off the Girls Only! day. While it is desired the attention getters vary in different sessions, the methods should be something recognizable to the girls as being the start of the session.

Introduction and Announcements (3-5 minutes)

Before jumping right into the material, take some time to assess the tone of the group and add your own genuine tone by talking to the girls freely. Use this time to ask the girls about their day and tell them about yours. You may also use this time to update the girls with any new information or announcements pertaining to the group. Finish the announcements by recapping the material learned in the previous session. You may even consider taking this portion of the session a step further by getting feedback from the girls and to find out how the girls have applied the previously learned material into their lives. Consider using this feedback to come up with ways to continuously improve each session. The entire session topic may shift based on various factors. Furthermore, sometimes the day’s plan might be changed based on the tone of the girls. Perhaps something significant happened earlier in the day that may take the whole Girls Only! time to discuss. Sometimes there may even be a majority of the girls wanting to talk about a relevant issue.

Announcement examples:

- *Upcoming events*
- *Permission slip reminders*
- *Special shout outs*

Remember that the group is for their benefit, so it is important to leave a little wiggle room in the schedule to allow time for free and natural learning.

Transition (8-10 minutes)

Keep the group engaged by having multiple transitions throughout the session. In between discussion and activity, allow an ample amount of time for a quick game to let the girls stretch and refocus. In addition, these transitional games can be found in the “Ice Breaker” section. It is imperative that fun is incorporated into each session.

Tip: After the announcements, you may consider using a transition relative to the topic to help the girls’ better digest the material by putting the theme into context. For example, if the lesson is going to be about communication, start with a game of “Telephone”. After the transition, introduce the daily topic.

The Entrée

Discussion (20 minutes)

This is the core of the session. The *discussion* portion of each session is the key piece to the impact of the lesson, the understanding and thought put into the activities, as well as the remaining tone of the day. Ensure that the discussion is interesting and engaging so that the girls are more receptive to the material. One way that you can do this is by keeping the discussion less wordy and more interactive. Consider using a visual aid such as a white board, butcher paper, demonstrations or oversized post-it paper to illustrate the material. Occasionally, allow the girls to come up and write or share as well. The girls should feel that their thoughts and opinions are equally as important as those of the facilitator. Additionally, make sure to plan ahead and use notes to reference so that the material is well organized and clear. Also, take time to research the material further and define any key terms prior to each session.

Activity (30 minutes)

The activity should be fun and related to the discussion. Think of the activity portion as a hands-on way of learning the material. The activities should be diverse and interesting to the vast majority of the group. Stray away from regular journaling or worksheets as the activity should be peer interactive. The girls should be able to get up, move, and talk to each other while applying what they have learned during the discussion. The activities can be found as the *lesson*

When using this recipe, insert 1-3 different lesson plans in your current module to be used as the “activity.” Depending on the lesson plan, its length and complexity, you may have time for more or less.

plans within the themed module at the time. For example, if the group is learning about healthy relationships, the activities for this topic are found are labeled as the “lesson plans” found in the *Healthy Relationships* module.

The Dessert



Closing (8-10 minutes)

Always come back together to debrief the girls on what they have learned. Explain why the material was important and how it can be used to improve their everyday life. Receive feedback from the girls on what they enjoyed and, most importantly, what they have learned. If the activity produced a visual product, allow volunteer participants to display and explain the work they have created. Closing remarks should include any final reminders pertaining to the next session, as well as a preview of what to look forward to for the next week. Remember that it is the facilitator’s duty to make sure the girls are having fun, excited and engaged from start to finish.

Ice Breaker Activities!



These activities can be used as getting-to-know-you activities, as in-between activities to redirect participant's energy and attention, or as an attention getter prior to starting the Girls Only! day. There are hundreds more of these kinds of engaging activities for young people; find activities that will best suit your participants and the dynamics of your group.

Special Interviews: Ask the girls to partner up with someone who is not sitting next to them. Prior to the game, prepare a list of interesting questions to be asked in the interview to make the interviews more engaging and print them onto a small index card. Each set of partners will take their interview questions, spread out into their own space within the room, and ask each other each the interview questions. Once the girls return to the circle, choose a couple at a time to stand up and introduce their partner as well as their responses.

Would You Rather? : Split the room in half by sticking painters tape across the floor. Start by having the group stand in a neutral spot, (e.g. Against the wall, where there is no clear side being taken). The facilitator will then think of gross or funny questions with only two possibilities for an answer. For example, "Would you rather be stranded on a desert or on an island?" Explain which side of the room corresponds to the two options. Once the girls choose a response, ask them to run to the side in which they'd rather. Once all of the girls have made a choice for the specific question, call on a couple of girls from each side to explain their decision.

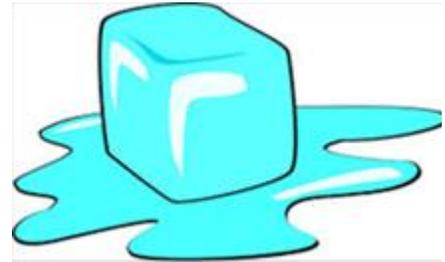
Famous People: Use markers and paper to write the name of a famous person on as many sheets of paper as there are participants. Discreetly, tape the name of the famous person on the back of each girl, making sure the girl who the name is being taped on doesn't see the name. Ask the girls to go around and try to describe to each other who the famous name on their back is through acting, impersonating, or by using key words.

Shoe Pile: Upon entering the room, allow all of the girls to remove their shoes and put them into a pile. Choose one girl, in socks, to stand up in front of the shoe pile and ask the other girls to guess which pair of shoes belongs to her. The guessing will continue until a girl guesses the right pair of shoes. The girl who guesses correctly will be the next to stand up in her socks and have her pair of shoes be guessed by the crowd.

Cold Potatoes: This game is great outside on a hot day! Ask the girls to sit in a circle as music is playing. Have multiple ice cubes ready. As the music starts, prompt the girls to pass around the ice cube in the circle. When the music stops, the girl left holding the ice cube is out. The final person not holding the ice cube wins.

Baby Do You Love Me? : Prompt all of the girls sit in a circle. Start by having one girl get on one knee in front of the person sitting next to her. The kneeling girl then asks, “Baby do you love me?” The girl that she is talking to must respond by saying, “Baby I love you, I just can’t smile.” If the girl responding cracks a smile, then she is out and the next person asks, “Baby do you love me?” The last girl who can respond without smiling, laughing or giggling is the winner.

Never have I ever: All of the girls sit in a circle with 10-15 jellybeans. In each turn, one girl will tell the group something that she has never done. Any of the girls who have done whatever the speaker at the time says they haven’t done will add a jelly bean into the “pot”. After going around the circle 2-3 times the girl with the most jelly beans wins and takes the pot. The winner may also choose a friend to share the jelly bean “pot” with. (Make sure that the girls are in complete control of the information that they choose or choose not to share in respect to any topic that may be sensitive.)



Skittle a little Info: Prompt the girls to get into small groups of 2-3. Each group will receive a handful of skittles. On the board there will be corresponding questions to each color skittle, the girls will pick a skittle and answer the corresponding question before eating the skittle. (Make sure that the girls are in complete control of the information that they choose or choose not to share in respect to any topic that may be sensitive.)

Faith Trust Walk: In a wide, open space, use large objects to create a cluttered course. For example, a pool “noodle”, a text book, or a backpack. Make sure that the objects are nothing that the girls can be hurt tripping over. Pair up all of the girls and ask one partner to blindfold the other. Then explain that they will try to be the first to reach the destination by only listening to the guidance from their partner. The first pair of girls that arrives at the destination without walking into any of the objects in the cluttered path wins.

Chubby Bunny Toss: Line all of the participants in two lines with the girls facing each other. On one side, the girls will be trying to toss the marshmallows into their partner’s mouth. The receiving end

will try and catch the most marshmallows in their mouth before the time is up. The girl who catches the most marshmallows in her mouth, wins. Continue the game by switching who throws and who catches. Try using various sized marshmallows for a twist.

Human Bingo: On a premade bingo sheet, each square will contain generic information that could apply to the girls within the group. For example, one square might contain the statement, I wear glasses. The girls will have to ask multiple girls in the room questions about themselves in order to find a girl whose name fits in each box. The first girl to get a straight or diagonal line completely filled out with a different name to make each square true, wins.

Question Ball: Bring a large beach ball with multi colored panels. Use a permanent marker to write a question in each panel. These questions can be informative about the girls or fun, silly questions. Have the girls form a circle, they can be either seated or standing. Explain that whatever color that your right thumb lands on when you catch the ball will be corresponded with the question inside the panel of that color. After the catcher answers the question, she will throw the ball to the next girl. (Make sure that the girls are in complete control of the information that they choose or choose not to share in respect to any topic that may be sensitive, for the sake of the game, the questions should be general and light.)

Play!
Talk!
Laugh!

Two Truths and a Lie: Ask each participant to take a turn coming to the front to tell three statements that would seem to be believable; however one of the statements must be false. Challenge the girls to guess which two statements were true and which statement was a lie. The girl who guesses correctly will be the next to go to the front and make three statements. (Make sure that the girls are in complete control of the information that they choose or choose not to share in respect to any topic that may be sensitive.)

Mummy Roll: Pair up the participants giving each of the couples a roll of toilet paper. Play music or set a timer to see which couple can use the whole toilet paper roll to cover their partner completely, the fastest.

Bubble Pop: This game is messy fun and is best if played outside! Picnic tables or a grassy area would be an ideal setting to play this game. Each girl will sit in front of a paper plate topped with whipped cream. Under the whipped cream there will be a hidden piece of unwrapped bubble gum. The girls will race to find the bubble gum and compete to be the first girl to blow their piece of gum into a bubble to be the winner. For a group of about 20 girls you will need at least three bottles of whipped cream.

Who's that? : This game is the funniest when it's played with comical characters or celebrities with very distinguishable characteristics. For example, a celebrity such as Michael Jackson or a cartoon character, like SpongeBob. Print out large pictures of about 5-7 celebrities. Prior to the game, prepare by cutting out a feature on each picture. For example, in a lesson about healthy hair you can cut off

Beyoncé's hair. Using the cutout of your choice, number each cut out to the corresponding picture and hide the rest of the face from the participants. The participants will be shown each cut out and use notecards to jot down who they guess the cut out belongs to. At the end of the game reveal the rest of the faces and the girl with the most correct guesses, wins.

Throwing on egg shells: This game is super fun and super messy, this game is great for outdoors! Partner up the girls and have them introduce each other and get to know each other. The partners will be separated in parallel lines facing each other. Hand out one egg to each pair. The parallel lines will start close together, with each successful toss and catch of the eggs, the girls will move further apart. Once the eggs breaks, the couple is out. The last couple standing wins. This game can also be played with water balloons on a hot day.

Telephone: This game is the perfect example of how rumors can be spread accidentally by the original "story" simply being altered a little by each person that hears and tells it. To play this game, start by having all of the girls sit in a circle. One girl will start with a phrase that she will only whisper to the girl sitting next to her. That girl will then take her initial perception of the whispered message and whisper to the next girl. This will go on, without any message being repeated more than once by each individual girl, all the way around the circle. At the end of the circle, the last girl will say out loud the message that she heard. More than likely this message will be completely different than the message spoken by the initial "whisperer".

As well as using transitional games, Girl Talk topics can also be used as a fun way for the girls to interact and get to know each other in between topics or activities. It is often as fun as playing a game for the girls to openly talk about themselves or their experiences. Some of these topics are as follows:

What are your favorites? (Ex. Color, Food, Music)

Name a place you would love to travel to?

What are qualities that you want to have in a relationship/friendship?

What's the scariest thing that has ever happened to you?

What's the most embarrassing thing that's ever happened to you?

As a younger kid, what was your biggest fear that you no longer have?

If you have a million dollars to spend in a year, how would you spend it?

What celebrity could you see yourself being friends with?

What happened on the best day of your life?

If you could invent anything, what would you invent?

If you could have any super power, what would it be?

What's the scariest/funniest movie that you've ever seen?

What is the most important thing that you have ever done or participated in?

What super hero do you think is the best and why?

If you could travel in time and meet anyone, who would it be?

If you could travel in time, what year would you visit?

What do you like most about being a girl?

What place do you fall in your sibling's birth order, what are the advantages and disadvantages of being the only, oldest, youngest, or the middle child?

If you could plan the perfect date for your best friend or boyfriend where would you go?

Which of the world's mysteries are most interesting to you?

Why do you think people use drugs and alcohol?

What are three ways that you could make the world a better place?

What is the biggest obstacle you have overcome so far?



Self-Esteem

***A confidence and satisfaction
in oneself.***

SELF-RESPECT

**Lesson:
Beauty
(Adapted from SDCOE)**

**Length of lesson:
30-45 Minutes**

Materials:

- Pens and pencils
- Small pieces of paper, 3 per participant
- Small bowl
- Pictures of examples of plastic surgery or “Photo shopped” images

Discussion Summary:

Unrealistic and unhealthy body expectations, including “ideal” sizes, weights, abilities, and physical attributes, influence girls’ understandings of what is beautiful. Body image, or how one views one’s own body, is an essential element of self-esteem: in general, those who view their bodies positively have higher self-esteem than those who view their bodies negatively. Girls ages 8 to 15 are at an age in which their minds and bodies are changing and developing: body hair begins to grow, menstrual cycles begin to flow, and hormones influence emotions. Standards of “normal” and “beautiful” put forward by the media, parents, peers, and society at large (i.e. thin body, small clothing size, large breasts, no hair except on your head) mean that girls at this age often feel pressured to look a certain way. This pressure sadly manifests as low self-esteem, eating disorders, desire for plastic surgery, self-mutilation, and bullying or aggression. The average age at which girls begin dieting, Baeza notes, is nine-years-old (Baeza 1). Although beauty is ultimately subjective, escape from the pressure to attempt to conform to these bodily expectations is challenging. Encouraging girls to accept and appreciate their bodies as they are, expanding the definition of beauty and recognizing beauty everywhere, providing opportunities for a variety of physical activities, discussing healthy eating habits, providing healthy snacks and meals, teaching girls how to give and receive compliments, deconstructing media images, and presenting positive role models who embody a variety of sizes, weights, abilities, and appearances are effective strategies for promoting self-esteem and positive body-image.

Discussion Question:

- **What is beauty?**

1. Pass out three small pieces of paper to each participant. Ask participants, without discussing, to write down their answer to this question: what do you see or feel about your body when you look in the mirror? Tell them their answers are anonymous.

2. Have them fold their papers in half and drop them in the bowl.

3. Explain that you will draw each paper out of the bowl, read it out loud, and then they will have to decide if the comment on the paper is positive, negative, or somewhere in the middle. For example, if a paper says, “fat thighs” or “ugly face” you would put it in the negative pile. If a paper says, “strong arms” or “pretty face” you would put it in the positive pile. If a paper says, “tall” or “long hair” you would put it in the neutral pile.

4. When all the papers are sorted, ask participants to check and see which pile

is the biggest. Was it the negative pile? Ask participants why they are so critical of themselves and where they think that comes from.

5. Now ask participants to name things that are beautiful. Ask them to explain what makes that thing or person beautiful. Examples include: sunset, [name of celebrity], my mom, the clouds in the sky, a necklace, the ocean, someone being kind to someone else, and someone singing.

6. Remind participants of the variety of things they just identified as beautiful. Lead a discussion based on the following questions: What makes someone or something beautiful? Who decides what or who is beautiful? Does everyone see the same things as beautiful (is beauty objective or subjective)? Ask them why they might not have included themselves on that list of things that are beautiful. Do you really believe you are not beautiful? Is beauty on the inside or the outside or both? Is there a difference between bragging and being proud of yourself? Is looking “perfect” the same as being beautiful? Ask for examples of ways people can be beautiful. Ask them to expand their definition of beauty beyond how something looks and if it is popular.

7. After the discussion, have participants turned to a neighbor and say three things they think are beautiful about themselves. Then have them turn to another neighbor and tell that neighbor three things they think are beautiful about that person. They can say elements of inner beauty or outer beauty or a combination of both.

8. Finish the lesson by telling all participants that they are beautiful! Remind them that you see how smart, unique, and creative they all are and that that makes them beautiful to you. Remind them to be confident in themselves and that loving yourself for exactly who you are at this moment is what is beautiful.

Lesson:
**Qualities I Love (Adapted
from TKF)**

Length of lesson:
30 minutes

Materials:

- Colored paper
- Scissors
- Glue
- Stickers or other decorative craft supplies
- Pens, pencils, crayons

Discussion Summary:

Self-esteem is defined as how you see yourself, how much you value yourself, how important you think you are, and how you feel about your accomplishments, based on your own standards. Recognizing and being proud of your strengths is different from bragging or believing you are perfect. Having self-esteem means knowing you are worthy of being loved and accepted. Even if there are many things you may want to change about yourself, focusing on your positive qualities or those that you don't want to change is a powerful exercise in building confidence. Teaching young people to love themselves and value their bodies, especially as they mature through puberty, helps them navigate pressures and difficulties they face as they enter adulthood.

Discussion Question:

- **What characteristics do you love about**

1. Begin by explaining that today participants will be thinking about themselves and all the qualities they are proud of or love about themselves. These qualities can be physical (ex: I love my hair, eyes, strong arms, feet that allow me to walk and dance) or otherwise (ex: I love that I am loyal to my friends, I love that I try hard in school, I love that I treat people with respect).

2. Remind participants this project is not about bragging, we are not trying to make anyone feel bad if they do not have the same quality. Tell them this project is about being proud your own strengths and loving yourself. Tell them that even though there may be some things we want to change about ourselves; it is also very important to recognize the things we would not want to change. Reminding ourselves about the great

qualities we possess can help change our self-thinking from positive to negative

3. Direct participants to write 5 to 10 qualities they possess in their journals. Assist as necessary. Give 5 to 10 minutes for them to brainstorm.

4. When participants have finished writing in their journals, pass out the scissors, paper, glue, pens, pencils, and crayons, and other craft supplies.

5. Explain that they will be making flowers out of paper. On each petal of the flower, they will write a quality they love about themselves.

- 6.** Demonstrate cutting out flower petals and remind participants their petals can look however they want them to. Participants should cut out 5 to 7 petals. Demonstrate cutting out one small/medium sized circle to be the center of the flower. Participants can use any color paper they wish.
- 7.** Direct participants to write their top qualities from their journal onto each flower petal. They can write their name in the center.
- 8.** When participants have finished writing their qualities on the petals, demonstrate putting glue on the back of center piece and gluing each petal to the back. Direct participants to glue their petals to the back of the center piece of the flower. Assist as necessary.
- 9.** When participants have completed their craft, invite them to share the qualities they love about themselves with the group.
- 10.** Hang the “Qualities I Love” flowers around the Girls Only! space or allow participants to take them home.

**Lesson:
Compliments for free**

**Length of lesson:
15 minutes**

Materials:

- Pens or pencils
- Pre-cut squares of paper
- Music source

Discussion Summary:

Think about how good it feels to hear someone say something nice about you, about how you look, about something you did, or something you created. That's the power of compliments! Young women sometimes have trouble giving compliments to each other for fear that the object of their admiration will find them jealous or insincere. Similarly young women sometimes have trouble accepting compliments, often thinking the giver of the compliment is making fun of them, is jealous or insincere. Teaching young women not to be afraid to give a compliment and how to accept a compliment can help them maintain healthy friendships and be proud of their own strengths, thereby resisting peer pressure, avoiding friends who don't treat them with respect and helping build self-esteem.

Discussion Questions:

- **How do you feel when you receive/give a compliment?**
- **How might a compliment affect someone's day?**
- **How can a compliment that you receive/give relate to self-esteem?**

1. Begin by asking all of the participants to sit together in a circle. Each participant will receive one square of paper to write their name on.
2. After writing their name on the square of paper, ask participants to crumple the piece of paper and throw it into the middle of the circle when the music starts.
3. When the music stops, each girl will quickly grab a different square of paper than the one that she initially threw into the circle.
4. When the music stops playing, participants unravel the ball of paper revealing a name of another girl in the circle.
5. The girls will then write something positive about the person named on the paper. For example, "I love your smile."
6. When the music starts again the girls will re-crumple the square and throw it back into the circle.

7. Repeat until each girl has given 5-8 compliments.

8. At the end of the activity, have each girl grab a ball, and allow participants to take turns reading aloud the name on the paper and all of the compliments.

9. Conclude the activity by following up with the discussion questions.

10. Explain that in order to love others we must also love ourselves. Loving yourself means being able to see the good in yourself and one way that you can reflect your self-love is by also showing love to others.

Lesson:
"I am... Poem"

Length of lesson:
30 Minutes

Materials:

- Paper
- Pens
- Markers
- Stickers
- Glitter
- Cardboard Frames
- Mirrors

Discussion Questions:

- How do you identify yourself?
- How does the way you identify yourself affect your life?
- How do you see yourself?
- How can you see yourself in a more positive light?

1. Prepare pre-cut paper to fit inside of the cardboard frames. Prepare craft supplies to be shared between 3-4 girls to decorate their picture frame.

2. Participants will take some time to reflect upon some positive qualities about themselves, explain that they will be using these qualities to create their poem.

3. Participants will have the opportunity to share how they feel, how they see themselves, what they like to do, what they are good at, and what they wish for.

4. The poems will be about 10 lines and each stanza will begin or end with "I am participant's name"

5. Give an example of your own "I am..." poem.

I am a teacher. I am a woman.

I am a dancer.

I am Gabriela.

I am a child of divorce.

I am worried sometimes.

I am happy when I am cooking.

I am Gabriela.

I am a volunteer.

I am hopeful.

I am grateful for my friends.

I am Gabriela.

- 6.** Give each participant paper and a pen or pencil. Direct them to write 10 to 15 “I am...” statements on their paper. If they need help thinking of statements, provide them with suggestions of adjectives, feelings, or descriptions of themselves based on what you know about them. Give participants 10 to 15 minutes to write their statements.
- 7.** When each participant has written 10 to 15 “I am...” statements, direct them to get into pairs. Have participants choose which partner will go first. This partner will read their “I am...” statements first.
- 8.** Pass out a mirror to each pair.
- 9.** Have one partner be the listener and hold up the mirror so that the partner who is reading can see themselves in the mirror. When you say to begin, have all of the readers read their poems out loud while looking directly at themselves in the mirror. When everyone is finished, have them read their poem again, this time looking directly at their partner, not at themselves in the mirror. Remind the participants who are listening that it is ok to look into someone’s eyes; it shows that you are interested in what they are saying, even if it feels a little uncomfortable.
- 10.** Switch partners and repeat the activity.
- 11.** When all participants have read their poems aloud, collect the mirrors. Ask participants to quickly share: How did it feel to read your poem while looking at yourself in the mirror? How did it feel to read it while looking at your partner?
- 12.** Direct participants to choose their favorite “I am...” statements to include in their finished “I am...” poem. They can choose them all or only a few. Their poem should be about 3 stanzas. Have them write out a draft of their poem, including the “I am participant’s name” lines.
- 13.** Give participants time to write out a final copy of their poem on paper that will fit into the frames. Allow them to decorate their poems and their frames creatively! Clean up supplies when finished.
- 14.** Display the “I am...” poems throughout the Girls Only! space. Have participants walk around to look at each other’s poems and creativity or give time to do this another day. Allow participants to take their poems home at the end of the Girls Only! session.

Lesson:
Silhouette Reflection

Length of lesson:
20-30 Minutes

Materials:

- Large pieces of butcher paper
- Crayons or markers

Discussion Summary:

Girls ages 8 to 12 are physically and developmentally changing as they mature and go through puberty. As young people begin to form their sense of self and their own opinions during their impressionable pre-teen years, they are bombarded with messages from numerous cultural and social influences, including their parents, family, siblings, friends, peers, teachers, extra-curricular activity leaders, and the media. Teaching young women to recognize admirable qualities in others, give compliments, and accept compliments helps them maintain healthy friendships and can help them be proud of their own strengths, thereby resisting peer pressure, avoiding friends who don't treat them with respect, and helping build self-esteem. Recognizing and being proud of your strengths is different from bragging or believing you are perfect. Even if there are many things you may want to change about yourself, focusing on your positive qualities or those you don't want to change is a powerful exercise in building confidence. Teaching young people to love themselves and value their bodies, especially as they mature through puberty, helps them navigate pressures and difficulties they face as they enter adulthood.

Discussion Question:

- **What do you admire about your friends?**

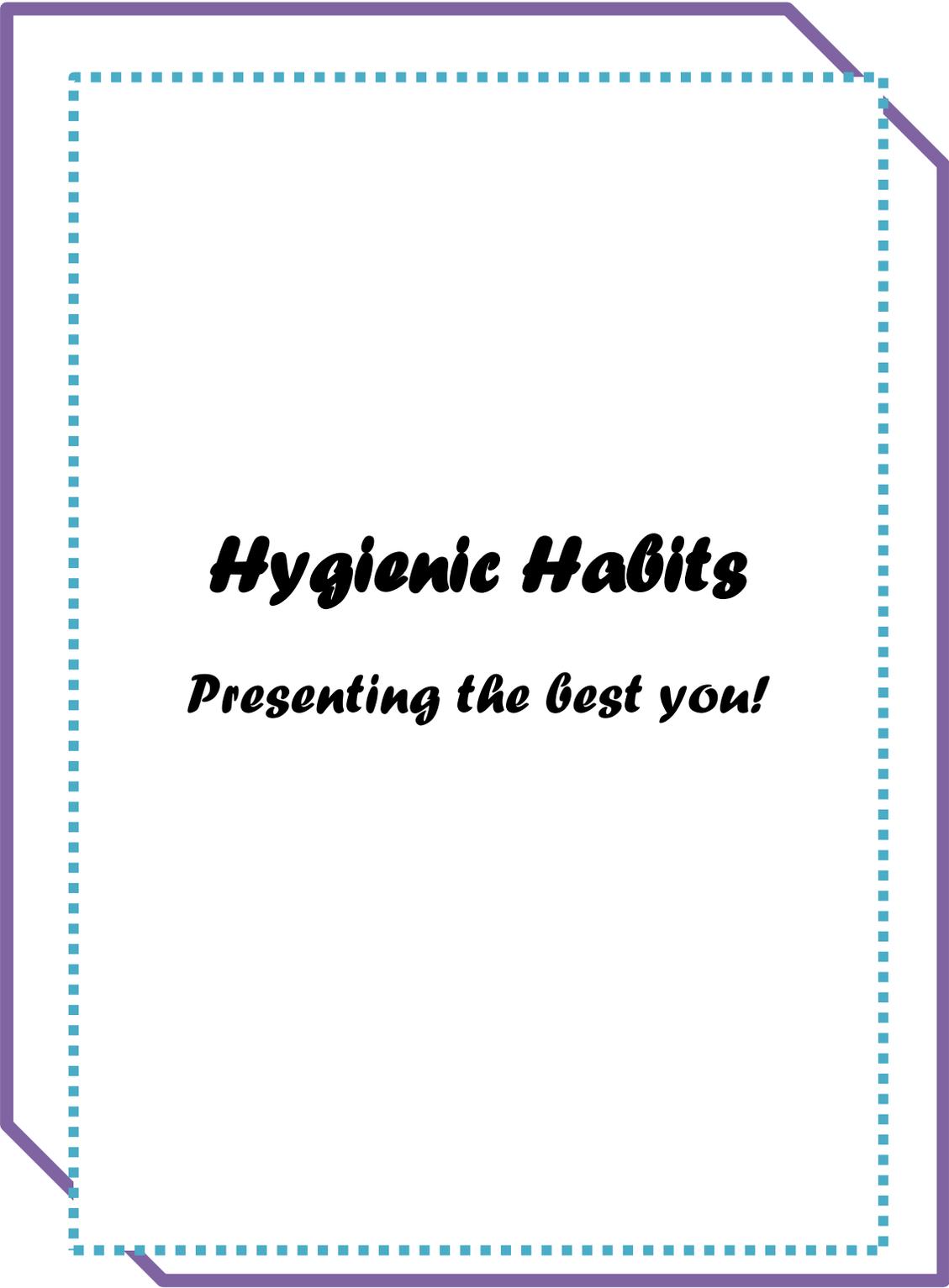
1. Prepare large pieces of butcher paper long enough to fit participant's bodies.

2. Begin by explaining that today participants will be thinking about all the good things they think and see about each other. Remind them that sometimes it is difficult to remember all the great things about you, especially if people sometimes say mean things to you or about you. But sometimes other people can see positive things about you even if you have trouble seeing them or remembering them.

Give an example: "Theresa may not know it, but I think she is brave and smart for asking questions during Girls Only!." Explain that today they will be giving each other compliments or saying nice things about each other. Remind them that telling someone something nice about how they look, something they did, or something they created makes them feel good. Just think about the last time someone gave you a compliment and how it made you feel! Tell them it also makes you feel good to give a compliment because it makes someone else feel good! Explain they will

be getting and giving compliments today; they will see how they look reflected in someone else's eyes.

- 3.** Explain the activity. Participants will trace an outline, or a silhouette, of each other and then write positive words about each other on the silhouette.
- 4.** Divide participants into pairs or small groups. Pass out butcher paper, crayons, and markers.
- 5.** Direct participants to have the first model lie on the floor on top of the butcher paper. Have the other partner trace an outline of their partner's body using a crayon or marker. After the person is traced, have all members of the group decorated the silhouette to look like the person and write positive words about that person (examples: kind, helpful, funny, smart, enthusiastic, etc.).
- 6.** Repeat until all participants have been traced and have positive words written about them.
- 7.** When everyone has been traced, ask participants to share: How did it feel to describe your friend? How did it feel to hear the positive things your friend said about you?
- 8.** Participants can take their silhouettes home and hang them up to remind them of all the wonderful things other people see in them.



Hygienic Habits

Presenting the best you!

**Lesson:
Day of Beauty**

**Length of lesson:
1 Hour**

Materials:

- **Multiple Guest Speakers from different beauty professions**
- **Visual Props**

Discussion Summary:

Practicing good hygiene can be fun when you're doing things to make yourself feel good about the way you look and feel about yourself. With positive role models, hands on lessons, and new beauty tips, the hygiene session is a fun and positive experience in beauty practices for the girls. Instead of hygiene being an embarrassing or awkward subject to talk about, turn it into a glamorous day in beauty with take away items, fun snacks, and guest speakers!

Discussion Questions:

- **How does the way you feel on the outside affect the way that you feel on the inside?**
- **What are your favorite beauty techniques?**

1. Begin by explaining why hygiene is so important. Elaborate that feeling your best is great for self-esteem and has a positive impact on how you feel throughout the day. Practicing good hygiene also contributes to keeping your body healthy. Make sure and remind the girls that being beautiful doesn't always have to include fancy make up or press on nails, it can also be as simple as the way you are taking care of your natural self in order to keep yourself healthy.

2. Invite 5-6 guest speakers to make this session the most effective. Each guest speaker can be a specialist or have knowledge in hair styling, face washing, nail upkeep, skin or makeup and dental care. Introduce each speaker briefly and let them take turns teaching different techniques to maintain a healthy, clean appearance.

3. Let each guest speaker take turns explaining the proper practice of each hygienic method as well as give tips and teach the girls more about the subject. Provide volunteers with visuals to show the girls as well as plenty of examples.

4. Handout the hygiene worksheet for the girls to take notes and remember a few tips.

5. If possible find donations or buy some take away items for the girls such as travel sized deodorants, lotions, toothbrushes, floss, etc.

6. In between guest speakers allow the girls to stay engaged by running quick games, stretches or raffles.

Girls Only! Hygiene Practices

Remember it's about feeling your best!

1. Shower: With our young active lifestyles, it is essential to shower daily. Keep in mind that even if you don't feel so "dirty" there are oils and dead skin cells along with other dirt and bacteria that are not easily seen that need to be washed.

- Remember to always use a wash cloth or exfoliate to clean your body.
- Don't forget your hot spots!
- Shaving is optional. If you prefer to shave, avoid shaving every day to prevent razor burn. Don't forget to use a shaving gel.
- Depending on your hair type, hair washing should occur 1-3 times per week. For course, thick hair, less often to avoid losing too much moisture. For thin, straight hair, shampoo more often to avoid oils building up.
- Always follow shampooing with a moisturizer or a conditioner.

2. After Shower:

- Moisturize! To prevent dry, itchy skin put lotion all over your body. Keeping your skin moisturized should happen regardless if your arms or legs are showing.
- Deodorize: Always use deodorant or powder. If needed, keep a small deodorant in your backpack to use throughout the day as needed.

3. Teeth Brushing and Flossing:

- Brush and floss every morning before leaving the house and every night before going to bed.
- Floss in between your gums at least once every day!

4. Face Washing:

- Remember your t-zone!
- Exfoliate to control blemishes

5. Hair:

- Hair should be thoroughly combed daily to prevent too many tangles
- If you have course hair, apply moisture every day.
- NO matter the hairstyle, hair should be clean.

6. Nails:

- Nails should be clear of dirt and neatly filed.
- If nails are polished and the polish chips, remove or repair.

Before I leave the house checklist:

- Did I shower?
- Do I have on deodorant?
- Do I have lotion on my legs and arms?
- Is my hair neat?
- Is my face clean?
- Is there any dirt under my fingernails?
- Do I feel good when I look at myself in the mirror?

Lesson:
Hygienic Practices

Length of lesson:
20 Minutes

Materials:

- Large Butcher Paper
- Markers
- Pictures of examples of good and bad hygiene
- Display of hygienic products

Discussion Summary:

Because of puberty, many girls, ages 8-13, are experiencing significant changes within their body. Some of these changes include growth of pubic and under arm hair, growth of breast, menstruation or the development of acne. It is important that they are aware of how to properly cleanse and adjust to their developing, changing bodies.

Discussion Questions:

- **What are some ways that you practice good hygiene?**
- **How does hygiene affect your everyday interactions?**
- **Why is good hygiene so important?**

1. Allow the girls to take turns reading different facts on the handout.
2. Explain the meaning of hygiene and follow up by asking the discussion questions.
3. Prepare hygienic products to be on display and passed around.
4. As each product is passed around, explain the proper use of each product and why it is important. You may even share hygienic tips about practices or products that are personally beneficial in working or improving your own hygiene. For example, "Deodorant should be applied after taking a shower; you may find it useful to bring a travel size deodorant to keep in your backpack if you notice that you may need to apply more throughout the day."
5. Once the girls understand more about the meaning of hygiene and hygienic practices, use the large butcher paper to illustrate what this looks like. Label one poster *Good Hygiene* and the other, *Bad Hygiene*.

6. Pass around the various pictures that depict the two descriptions along with a couple sticks of tape.
7. Call on each participant to tape their picture on the poster in which they feel the picture best depicts.
8. Once the participants have decided where to stick each picture, continue the activity by asking the girls to give examples of why the picture displays bad or good hygiene.

**Lesson:
My Clean Body**

**Length of lesson:
15 Minutes**

Materials:

- Large Butcher Paper
- Markers/ Crayons
- Pens or Pencils
- Yarn
- Buttons

Discussion Questions:

- What hygiene practices are mandatory each day, which are optional?
- What is your morning routine?

1. Prepare a deck of cards so that each card has only one matching number or suite. Prepare enough matches in the deck for each participant to have one partner.
2. After introducing the topic and engaging the girls in the discussion, ask each girl to find the girl with the same card number as them.

3. Once each partner is united, give the girls each a body sized piece of butcher paper.

4. The girls will take turns tracing the silhouette of their partner.

5. Allow the girls to add hair, clothes, or other features to personalize their silhouette.

6. After the silhouette is created and decorated instruct the girls to draw arrows to different areas of the body and explain what types of hygienic practices or products are essential to the cleanliness of that area. For example, the girls may draw an arrow pointing to the leg of the silhouette with a description of how to properly lotion the skin by spreading an ample amount of lotion all over the leg, being sure not to miss any parts!

7. Once the girls have completed the activity, allow the partners to share with the group their work. Allow the opportunity for volunteer participants to come up and teach the group specific hygienic practices that are useful or work for them. For example, a special hair style or home remedies for facial scrub.

8. Tape all of the silhouettes around the room and conclude by asking the girls what they learned from each other about hygiene.

**Lesson:
Healthy Hair**

**Length of lesson:
30 Minutes**

Materials:

- **Visual examples to be displayed**
- **Handouts with healthy hair facts and tips**
- **Guest Hair Stylists (optional)**

Discussion Summary:

Hair is a big factor in the appearance of a young girl and can be a controversial subject regarding different hair types amongst ethnicities and expectations from the media of what “good hair” is considered to look like. It’s important to remind the girls that all hair types are “good” and equally as beautiful.

While unique styling and hair types should all be praised and appreciated, it’s essential to teach the girls that no matter the hair type or style it’s important that the hair is clean and healthy. This lesson is most useful with a volunteer hairstylist who is a professional as they may have more insight about different textures and proper management of hair.

Discussion Questions:

- **What do you consider qualities’ of healthy hair?**
- **What are simple steps that can be taken to make your hair healthier?**

1. Begin by showing pictures of multiple different hair types and textures. Explain to the girls that genetics account for your hair type and regardless of the texture or length, all hair is beautiful when it is clean and healthy.

2. Using pictures and poster boards compare and explain the differences between healthy vs. unhealthy hair and clean vs. dirty hair.

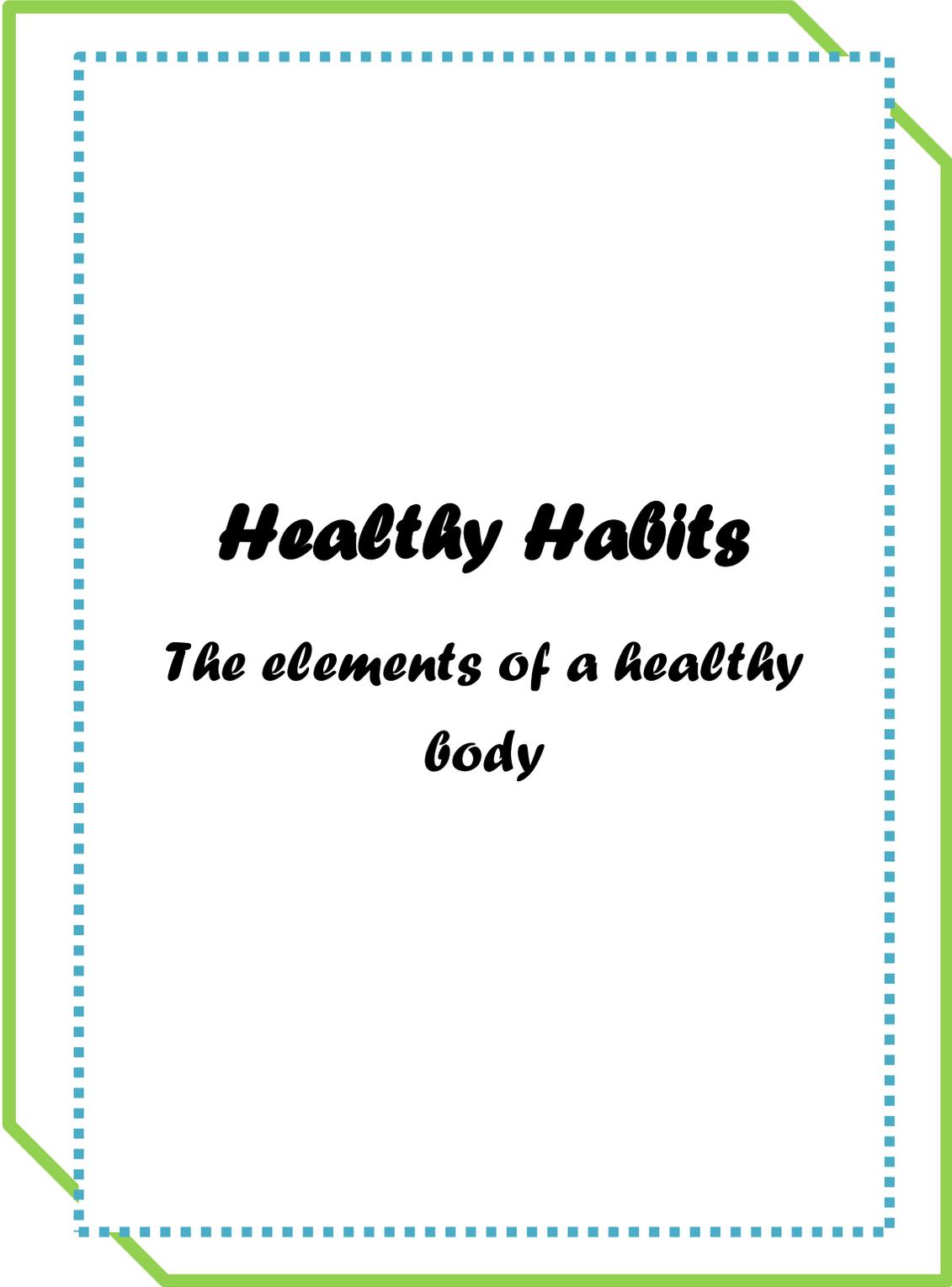
3. Using a large piece of butcher paper label Healthy/Clean hair and on the other Unhealthy/Dirty hair. Search for multiple pictures to portray each label and handle out pictures to the girls.

4. Allow the girls to assess what category each picture belongs to and ask them to explain why they chose that category.

5. Allow the guest speaker to explain healthy practices for hair and the effects of having unhealthy hair.

6. The guest speaker can explain topics such as proper styling with heated hair tools, proper shampoo methods, picking the correct hair products for your hair etc.

7. Conclude the session by allowing the girls to ask questions and passing around the visuals.



Healthy Habits

***The elements of a healthy
body***

**Lesson:
Nutrition and Food**

**Length of lesson:
45 Minutes**

Materials:

- **Variety of food: fruits, vegetables, breads/grains, nuts, dairy, meat, drinks, desserts, junk food, processed foods (or pictures of a variety of food)**
- **Food packages: cereal boxes, frozen food bags and boxes, chip bags, drink cartons**
- **Diagrams of the human body**
- **Paper**
- **Pens and pencils**

Discussion Summary:

Food is necessary to keep the human body functioning. What you eat affects how your body functions, looks, and feels. Healthy foods, or food rich in vitamins, minerals, and other nutrients, help the body grow and maintain well-being. Healthy food choices are essential components of human health and can prevent unwanted weight gain, diabetes, heart disease, and other health problems, which are becoming increasingly common in youth.

Facilitating a relationship between young people and their food is an elemental necessity especially when access to fresh food is limited and reliance on processed foods and fast foods is increasing. Also, teaching young girls to have healthy eating habits can help them maintain self-esteem, positive body image, and bodies they are proud of as they confront the challenges of peer judgment and media advertising as they grow up.

Discussion Question:

- **What foods can help maintain a healthy body and mind?**

1. Begin by asking

participants what they need to stay alive (ex: breath, sleep, food, water). Record their ideas as they give them. Explain your body needs all of these things to stay alive and grow just as a plant or flower needs water, sunlight, and nutrient rich soil to grow.

2. Explain today you will be talking about food. Ask

participants to raise their hands if they like food (all hands should be raised!). Explain our bodies need food and the right combination of nutrients to work properly, grow, and have energy. Put simply, putting food into your body is like putting gas into a car. Explain that today you will especially be thinking about how what you eat affects how your body works and feels.

3. Show diagrams of the human body, pointing out or asking participants to identify muscle, bones, blood,

organs, and other body parts. Explain each part of your body is made up of small units called cells; the cells in your body can do their jobs when you give them the vitamins, minerals, and other nutrients they need. The food you put into your body affects your hair and nail growth,

teeth, breath, how well your brain works, and your bones and muscles. Food gives you energy to run, play, dance, go to school, talk with your friends, and do all the things you like to do.

4. Remind participants this lesson is not about dieting or making your body look a certain way, but that you are thinking about what kinds of foods will help your body grow and feel strong.

5. Begin a discussion about healthy foods. Hold up a food (or picture of food) and ask participants to tell you if it is healthy or not. Make three piles: healthy, unhealthy, not sure. For example if you held up an avocado or an apple or a loaf of bread, it would go into the healthy pile. If you held up a MacDonald's burger or a Twinkie or a soda, it would go into the unhealthy pile. If you held up an oatmeal cookie or a burrito or tortilla chips, it might go in the "not sure" pile since it has both healthy and unhealthy qualities. Allow discussion if participants don't agree on which pile a food should go in.

6. Ask participants to look at the piles. Point out there are lots of healthy foods, lots of unhealthy foods, and lots of food that is somewhere in between. Remind participants you are not simply saying that some foods are good and some foods are bad, but you are thinking about what foods will help your body grow and feel strong. Explain that different foods affect your body differently. If you put fresh fruits and vegetables, whole grains, and nuts, or food filled with lots of vitamins and nutrients into your body, your body will grow, thrive, and feel strong. If you put in fast food and food that is highly processed, or changed so it looks a certain way or so it can stay on the shelf in the store longer, your body can feel sick and weak, even if you feel full. Remind participants this does not mean you should ONLY eat fruits and vegetables and you should NEVER eat junk food, it just means that you should pick healthy options when you can and try to avoid foods that are highly processed and contain hardly any nutrients for your body.

7. Teach participants to read food package labels. Pass around some food packages and have participants find the nutrition label. Explain that the nutrition label gives you information about what nutrients are in the food. Examples of nutrients are vitamins, fat, protein, carbohydrates, and fiber.

8. Ask: "what does the nutrition label tell you?" Have participants read from the labels and discuss what each element means. Most labels gives information about serving size, servings per container, percent daily value, and a list of nutrients. Explain that looking at a nutrition label can help you figure out if the food is healthy or not. Explain that if a food is whole and fresh, like a piece of fruit, it probably won't have a nutrition label.

**Lesson:
Zumba/Yoga/Dance
Session**

**Length of lesson:
30 Minutes**

Materials:

- **Appropriate music for activity**
- **Room with mirrors and clear space**

Discussion Summary:

Physical activity promotes healthy bodies and minds, building strength and producing endorphins, which make you naturally feel good. Additionally, “the sports environment provides girls with experiences of teamwork, goal-setting, positive adult mentoring and leadership training, as well as a ready-made social support system (Women’s Sports Foundation I). Ideas for physical exercise activities include: walking, dance, gymnastics, karate, hiking, Frisbee, basketball, softball/baseball, kickball, football, soccer, volleyball, badminton, weight lifting, bike riding, kayaking, surfing, canoeing, running, tennis, swimming, horseback riding, yoga, golf, boxing/kick-boxing, wrestling, roller skating, ice-skating, skiing/snowboarding, jump-roping, or anything you can think of that gets the body moving! Make proper arrangements to include all participants in all physical activities, being especially attentive to the needs of participants with disabilities.

Discussion Questions:

- **How does exercising make you feel about yourself?**
- **In what ways can you make exercising fun?**

Participants participate in a physical activity such as a dance class, self-defense class, an outdoor physical activity, or circuit training exercise.

❖ It’s beneficial to find a professional yoga or dance teacher from a local recreation center or gym to volunteer, however a chosen exercise can also be led by the facilitator.

❖ Start the session by allowing the instructor to introduce him/herself. Follow up by asking the instructor to explain some background information about the particular exercise, what they enjoy about that exercise and in what ways the exercise benefits them personally.

❖ Leave sometime for regular announcements and an ice breaker activity so that the instructor can become better acquainted with the girls.

❖ If the budget permits, provide a healthy snack option for the girls such as fresh oranges or apples, or celery. Make the healthy snacks fun by creating trail mix or adding peanut butter and raisins.

**Lesson:
Girls Only! Field Day**

**Length of lesson:
1 Hour**

Materials:

- **Balls**
- **Ropes**
- **Picnic Food**
- **Plates**
- **Napkins**
- **Water bottles**

Discussion Questions:

- **How can you make being healthy fun?**
- **What is your favorite way to exercise?**
- **How do you feel when you're doing something healthy for your body?**

1. Plan ahead of time and collect the necessary permission slips to travel to a local park or grassy field if needed.
2. Prepare ingredients to make sandwiches, chips and fruit, along with the necessary supplies to have a picnic.
3. If traveling, make sure to plan safe means of transportation for girls as well as the volunteers.

3. Play various games field games with the girls before enjoying a picnic together.

4. The field games should be highly active and very fun.

Possible Field day games can include:

- ❖ Tug of War
- ❖ Water Balloon Toss
- ❖ Relay Races
- ❖ Softball
- ❖ Soccer
- ❖ Kickball
- ❖ Flag Football
- ❖ Potato Sack Races
- ❖ Wheel Barrel Races

5. Conclude by working together to pick up trash and equipment. Remind the girls that staying healthy can also be extremely fun!

**Lesson:
Cooking Together**

**Length of lesson:
1 Hour**

Materials:

- **Necessary Ingredients for meal**
- **Paper Plates**
- **Napkins**
- **Forks**
- **Spoons**
- **Table Clothes**
- **Decoration**

Discussion Summary:

Being able to cook healthy food is essential to independent living. With the influx of developing fast food chains and restaurants, and easy access to junk food, teaching the girls how to make simple, healthy, cooked at home meals is a fun way to build team work and be healthy together. This lesson can be modified to the meal most accessible to the group and facilitator.

Discussion Questions:

- **What are some dishes that you like to eat?**
- **What kind of foods do you consider healthy and delicious?**

1. Explain to the girls the importance of having healthy eating habits. Elaborate that learning and developing these practices at a young age will carry out into lifelong healthy living.

2. Discuss some healthy food choices and delicious ideas of foods that can be made with healthy foods. For example turkey taco salad or snacks like apples and peanut butter.

3. After discussing healthy food and healthy snack options, have the girls split into small groups of 2-4 girls.

4. Explain the healthy food or snack that the group will be making.

5. Prepare multiple stations for the girls to work on creating the dish. Give every girl a task in making the meal

to also support socialization and teamwork. It's helpful to have multiple volunteers to help the girls at each station.

6. Once all of the girls have completed their responsibilities for their contribution of the meal, allow all of the girls to come together to eat.

7. As the girls eat, ask them what they learned from cooking and working together. Find out what parts they enjoyed most and something's they would start cooking at their own homes.

8. Conclude the session by having a group clean up their areas.

Lesson:
**Stress Balloon (adapted
from TKF)**

Length of lesson:
25 Minutes

Materials:

- **Balloons, at least one per participant**
- **“Joleen’s day” story**

Discussion Summary:

Stress is necessary, often helping us escape danger, perform under pressure, and motivating us to do our best. But too much stress, that feeling of being overloaded with too many things to do and not enough time to do them, can cause us to feel angry or agitated, withdrawn or depressed. Stress is both a mental and physical condition, commonly leading to a headache, heart beating fast, tense muscles, stomach ache or indigestion, and sweaty palms. Along with their rapidly changing bodies, minds, and emotions, young people deal with stress due to school, friendships, parents/guardians, siblings, home life, relationships, money, extracurricular activities, and uncertainty about the future. Noting the range of stressors acting upon them, it is important to teach young people how to manage stress in healthy ways. Teaching stress relief skills can help them avoid conflicts with others, self-harming behaviors, and violence.

Discussion Questions:

- **What are some things that stress you out?**
- **How can you handle those stressful situations?**

1. Explain that stress is a normal emotion and is part of being human. Tell participants that we may feel stressed if we are tired, have a test coming up, have a lot of things to do, or if we are having an argument with a friend. Stress can make us feel worried, nervous, angry, sad, or a combination of emotions. Being stressed out can cause us to be unfocused, out of control, or can lead us to make decisions such as giving up, ditching responsibility, or doing something dangerous like taking drugs or acting violent. Tell participants that everyone has different things that make them feel stressed, these are called stressors.

2. Have each participant say one thing that makes them stressed.

3. Explain that many things in life are stressful and that it is OK to be stressed. What matters is how we deal with our stress or anger or frustration.

4. Explain that the balloons represent their hearts and all the pain, hurt, anger, and stress that can be found inside of them. Explain that when we

feel stressed our hearts are filling up like this balloon. Demonstrate by blowing into the balloon a little bit.

5. Each added stressor, or thing that stresses us out, is more air into our balloon. Blow into the balloon again.
6. Ask: as things happen to us that are difficult for us or make us feel bad (blow into the balloon a little more), what is happening to the balloon? (it is getting bigger)
7. Ask: what happens when our balloon is full and we try to add more air? (it pops)
8. Explain that we need to release some stress or anger from our lives so we don't pop or respond in an unhealthy way. Release air from the balloon.
9. Tell students: Listen to the story about Joleen's day. Joleen's day is full of stress; however she has found ways to relieve her stress so she does not "pop." As you listen to the story, blow air into your balloon when Joleen feels stress and release air as Joleen relieves her stress."
10. Hand out a balloon to each student. Read "Joleen's Day."
11. Ask students to discuss: What kinds of things filled Joleen's balloon? What did Joleen do to release air out of her a balloon? What else could Joleen could have done to release air out of her balloon? What do you do to release air out of your balloon?
12. Have students do the balloon activity with their own stress. This can be done one at a time with the whole group, in pairs, or in small groups.
13. Ask students to discuss: What kinds of things did you put inside your balloon? How did it feel to put those in your balloon? How are you affected by the feelings you keep inside? What kinds of things helped you release your balloon? How did it feel to release your balloon? How can you better take care of yourself so you will have less stress?
14. Explain that sometimes our stress is too difficult to manage by ourselves. Ask: "who can we go to that can help us to relieve our stress? (ex: teacher, counselor, parent). Remind students this should be someone they can trust with their feelings and emotions.
15. Ask the students to give their balloon to someone they can trust, like giving their heart to someone, in exchange for that person being there for them when they need them.

Stress balloon: "JOLEEN'S DAY"

Joleen woke up in the morning to her mother yelling at her* to get out of bed. She was very tired and not ready to get up, so she ignored her and stayed in bed. Her mother came into the room and pulled her covers off. She felt very angry*. When Joleen's mother left the room, she sat up and took three slow, deep breaths~. Then she got dressed and headed to the kitchen for breakfast. Her little brother was eating the last of her favorite cereal*. She saw a box of a new kind of cereal she had never tried. She decided to try it and really liked it~. Now she had a new favorite cereal. After breakfast, Joleen finished getting ready for school and started to walk to school. Her friends had already left and she had to walk with the new girl in school that she did not know very well*. Then Joleen began to talk to the girl and she was nice~. Joleen got to school early so she got to play before school~. But then a mean boy came up to Joleen and began to tease her and laugh at her*. Once again, Joleen took three deep breaths~. She then asked the boy to leave her alone, but the boy would not *. So Joleen walked away and found some other kids to play with~. Then the bell rang and school started. In class, Joleen realized she forgot to do her homework*. She had to stay in at recess to finish her work*. Then the teacher gave her a snack for being good and finishing everything~. After school, Joleen's mom was late to pick her up*. Then when they got home she had lots of chores to do before she was allowed to play*. Then her mom was yelling at her because she did not finish her homework from earlier*. She was feeling frustrated so she went outside when she was allowed and went for a walk around her block~. Once she was calmer, she came in and finished her homework. She felt good that she completed it~. Then Joleen had a very good dinner~. After dinner, she got ready for bed and went to sleep, ready for her next day.

*Stressful situations (blow air into the balloon)

~Coping skills used/positive things (let air out of the balloon)

Lesson:
Relaxing my Body Meditation

Length of lesson:
15 Minutes

Materials:

- Relaxing sounds on a CD or video
- Paper and Pens

Discussion Summary:

“Health is bringing balance to our body, mind, spirit and emotions...The concept that anything in our lives can become stressful and that stress management involves learning how to manage our response to situations in our lives so that the demands placed on us don’t stress us out to the point of breaking.”

Relaxation of the body is important to maintaining wellness. When your body is tense or tired, problems appear to be magnified and decisions can be made without proper thought. Relaxation enhances clear thinking. Brainstorm with the girls stressful situations that may make relaxation breaks useful. Come up with multiple quick ways to relax.

Discussion Questions:

- **What are some methods that you use to relax?**
- **What is the importance of having a clear mind?**

1. Start by explaining how crucial a clear mind is to decision making, problem solving, and learning throughout the school day. Although we get busy or there are times when our minds are all over, it’s important that we take time out of our day to relax and refocus. This time can be as quick as 2 minutes and can be practiced in various methods. Today we will be listening to calming music to reflect and clear our minds.

2. Prompt the girls to find a comfortable space in the room to sit with their eye closed. Provide water or calming scents to relax the girls.

3. Play the relaxing recording and read the prompt silently:

Sit back and make yourself comfortable. Allow your eyelids to close. Become conscious of your body’s growing relaxation. Imagine yourself as a leaf floating peacefully to Earth. Feel the muscles relaxing in your scalp...your face...your neck...shoulders...arms...and hands. Continue floating to Earth. Breathe easily, with each breath becoming relaxed and free of tension. Relax your chest...stomach...abdomen. Be calm and comfortable. Let go of all your problems. Continue floating to the ground. Relax your legs and feet. Drift comfortably...deeper...deeper...until you rest gently on the ground. Enjoy the calmness...enjoy the quiet... enjoy the peace.
Allow the song to finish playing.

4. When the girls arise from reflection, ask them to jot down some things that they thought about, how they felt, empowering words, or other relaxation methods that might be helpful to them.

5. Conclude by hole-punching or allowing the girls to glue each response somewhere that it could be displayed in places where they might need to be reminded to take a relaxation break. For example, in a binder or inside their desk or locker.



Communication

***Conveying your ideas, feelings,
and opinions successfully***

Lesson:
Ways to Communicate

Length of lesson:
30 Minutes

Materials:

- Paper
- Pens and pencils

Discussion Summary:

Communication is what we do to give and get understanding; it is the process of sending and receiving messages. Successful communication occurs when there is understanding.

Communication can be verbal, using oral language to convey a message, or non-verbal, including facial expressions, body language, text or written based language. Sometimes a message's original meaning gets lost in the translation between thought and the act of communicating it. Teaching young people how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.

Discussion Questions:

- **What are some ways humans communicate?**
- **In what aspects of life can good communication be beneficial?**

1. Begin by playing the game

“Telephone.” (Instructions for this game can also be found in the Ice Breaker Module) Have participants sit in a circle. Ask one participant to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them. Each participant whispers what they think they heard to the next participant next to them. The last participant says the phrase or sentence out loud. Ask the first participant if that was their phrase. Did anything change? Did the message get lost or changed in translation? This is an example of verbal communication.

2. Now play the game “Charades.”

Have participants get up one at a time to act out a phrase or sentence without using any words or sounds while the others guess the phrase or sentence. Ask participants to explain what they did to communicate their message when they were unable to use words (ex: facial expressions, body language, gestures). Were others able to guess the

phrase or sentence? Was the message delivered effectively? This is an example of non-verbal communication. Explain that we all communicate all day long, whether or not we are using words. Explain that others pick up messages from our facial expressions, body language, gestures, and general demeanor.

3. Have partners get in pairs. Direct them to communicate “hello” to their partner three different ways. If they need help, remind them that they can use verbal words, written text, their body or a gesture, or even do something creative.

4. Next have them communicate a feeling to their partner. Give examples of feelings: sad, angry, happy, excited, jealous, confused, or worried. The other partner will guess what feeling they are portraying. For example if their feeling was “sad” they could say or write “I feel sad”, make a facial expression, or show with their body how they feel.

5. Give examples from “telephone” and “charades” to demonstrate that what you want to communicate is not always what others understand. Explain this is how rumors and gossip spread: someone tells someone a secret and it gets passed on and it gets changed and distorted along the way, just as the message did in “telephone.”

6. Remind participants that being clear and concise in their verbal and non-verbal communication is an important life skill that needs to be practiced.

7. Finish by using non-verbal communication to ask participants to take out their journals or that you’ll see them later or that you love them! Have participants guess your message and then do the action.

Lesson:
Emotions
(adapted from Vangie
Akridge and My Community
Huddle, Inc.)

Length of lesson:
45 Minutes

Materials:

- Pens or pencils
- Large posted list of emotions

Discussion Summary:

Emotions or feelings are complex psychological and physiological reactions involving a person's state of mind and their surrounding environment. Emotions include feeling angry, jealous, happy, sad, scared, and guilty, grief, and joy, trust, nervous, annoyed, shy, envious, desirous, disappointed, worried, furious, proud, and regretful. People often feel more than one emotion at a time and there are often multiple causes for someone's emotional state.

Emotions, feeling them, expressing them, or not expressing them, influence behaviors and actions; it is imperative to learn how to cope with emotions and how to express emotions in productive and positive ways so our actions can be aligned with how we wish to behave.

Discussion Questions:

- **What is a feeling or emotion?**
- **How does our emotion affect our daily lives?**

1. Ask the group to think about their bodies. Ask the group to raise their hands and say some body parts that can move (examples: arms, legs, eyes, mouth).
2. Explain there are some things that go on in our bodies that make us human that we cannot move or see. Ask for examples from the group (ex: problems, feelings, emotions).
5. Ask the group, "what is a feeling or an emotion?" Ask the group to give some definitions. Explain what a feeling or an emotion is and give some examples.
6. Within the small groups at their table, have each student describe one feeling they had today. The volunteer or teacher at the table can further guide the students to describe another feeling they had that day, a feeling they had on another day, or ask why they felt that way (this is where it is suitable to direct the conversation based on age appropriateness).

7. After having shared at their small groups, have the students share with the whole group some feelings that came up in their small group.

8. Have the girls volunteer to silently act out an emotion one at a time in front of the whole group. Have the group guess what emotion is being acted out.

9. Have the girl stand in a line from shortest to tallest, facing the back of the person who is standing in front of them. Have the participants put their right hand on the shoulder of the

person in front of them. Have them keep their hand on the shoulder and stretch out the line so that their arm is almost straight so that they have enough room to move.

10. Explain that for this activity, when a scenario is described that makes you feel good, stay standing up. When a scenario is described that doesn't make you feel good, squat down. Explain that there is an in between, that they can squat slightly if they don't feel all the way good or all the way not good, as emotions are rarely completely good or completely bad. State various scenarios and have the girls react. Do about 10 scenarios. Sample scenarios: How do you feel when you get a good grade on a test and the teacher tells you that you did a good job? How do you feel when you don't get a good grade on a test? How do you feel when your best friend doesn't want to play with you at recess? How do you feel when you don't get to spend the night at a friend's house? How do you feel when you get to eat your favorite meal for dinner? How do you feel when your sister or brother gets to go somewhere that you want to go and you don't get to go? How do you feel when you win the talent show? How do you feel when you don't win the talent show? How do you feel when you get to pick what movie you and your friends will watch?

11. Explain that as they could see from this activity, we all have ups and downs and that we should treat each other as sisters.

12. Have participants turn to a neighbor in the line and tell them how they are feeling right now. Direct participants to say the motto of Girls Only! to their neighbor.

13. Remind participants that emotions are an important part of life and are what make us human! Ask the participants to think about their emotions throughout the next week and notice what different emotions they have.

Lesson:
Conflict Resolution

Length of lesson:
30 Minutes

Materials:

- **Role playing scenarios**
- **Large paper or board to write feelings and ideas**

Discussion Summary:

Conflict resolution means working out a problem or disagreement without fighting, running away or going against your feelings. Knowing how to handle conflicts in a positive way can help people stay safe from violence, feel good about themselves, and learn to respect others. Physical violence, name-calling, threats, bullying, teasing, and other forms of negative communication often escalate conflicts and leads to serious consequences, including physical injury, lowered self-esteem, and punishment. Good communication involves being a good listener, considering and respecting the other person's point of view, working together to think of solutions, and learning to relax the body and calm the mind during high-tension situations. Practicing these positive communication skills can help people make responsible choices during high-tension situations and avoid violence and further problems.

Discussion Questions:

- **How can conflicts be resolved peacefully?**

1. Begin by asking the participants to raise their hands if they've ever been involved in a conflict (ex: a disagreement or a fight with someone). Brainstorm what might cause a conflict (ex: bullying, teasing, gossip, jealousy, prejudice, broken friendships, broken romances, possessions, different points of view, wanting a different outcome to a problem).

2. Ask them to brainstorm some feelings that might go along with being in a conflict (ex: angry, jealous, lonely, scared, confused, disappointed, worried, and sad). Write these feelings on the board or large paper as the students say them.

3. Explain that when we are involved in a disagreement or any conflict, there are choices we can make; every choice we make has a consequence. Explain that learning about conflict resolution, or learning about how to work things out peacefully without fighting, running away, or going against your own beliefs, can keep you safe from violence, make you feel good about yourself, and help you learn to respect others.

4. Explain the role playing activity. For every scenario, watch the set-up scene, have a volunteer come and help resolve the conflict, and then brainstorm ideas together about what choices can be made and what the consequences are of those choices. Demonstrate a

scenario and the conflict resolution. Ask if there are any questions.

5. Ask for volunteers or choose participants to be the actors.

6. Read the scenario and then have participants act out the scenario (see sample scenarios below, or come up with your own). Have someone come in to help resolve the conflict. Step in as needed to give suggestions. Have the participants actually say the words of the peaceful conflict resolution to practice.

7. Have the group identify the problem, the feelings that may be involved, and then have the group come up with a list of choices and their corresponding consequences. Ask: What choices can be made to escalate this incident or make it worse? What choices can be made to resolve this conflict peacefully or make it better? What choices could have been made to avoid this incident altogether? When is it helpful to ask someone (a teacher, a friend, and a parent, a trusted adult) to mediate/step in and help solve a conflict?

8. Finish by asking the participants if they have an example of a positive conflict resolution situation they were part of and would like to share.

Scenarios with scripting:

Scenario #1: “I was sitting here first” (problem: stealing)—Sarah was sitting in a chair. She got up to use the bathroom. When she came back, Dana was sitting in that seat. The person who was sitting there first wants their seat back and the other person doesn’t want to give the seat up. (Choices: hit each other and get into a fight→someone gets hurt, they both get in trouble, no one gets the chair. OR Discuss and explain calmly, both people compromise, get another chair→everyone has a chair, no one gets hurt OR Ask a teacher for help→the teacher assists them discussing and explaining calmly, everyone gets a chair, no one gets hurt.)

Scenario #2: “That’s mine” (problem: stealing)—Jolie and Carrie are sitting next to each other eating a snack. When Jolie turns to talk to another friend, Carrie grabs Jolie’s snack and hides it in her lap. Jolie turns back and notices her snack is gone and suspects that Carrie stole it. (Choices: call names, yell to give back the snack, threaten to slap her if she doesn’t give it back, grab the snack back out of her lap→someone gets hurt, both get in trouble, they stay mad at each other OR discuss and explain calmly or get a teacher, Jolie gives the snack back and apologizes, Carrie accepts the apology→they both get to eat the snack, no one gets hurt or in trouble, they stay friends)

Scenario #3: “I heard you said you didn’t like me”

Lesson:
Crinkle Heart

Materials:

- Large paper cut-out of a heart
- Paper heart cut-outs for each participant

Length of lesson:
20 Minutes

Discussion Summary:

Words are powerful. Teasing, bullying, cattiness, name calling, gossiping, and discriminatory language can lead to depression, low self-esteem, drug and alcohol abuse, and even suicide. Similarly, compliments and kind language can build self-esteem and boost confidence. Teaching young people to use alternatives to language that hurts others and use language they are proud of helps facilitate effective communication and can help them avoid conflict.

Discussion Question:

- **How powerful are words?**

1. Begin by asking the participants to raise their hands if they've ever had their feelings hurt by something someone said. Notice that most of us have had our feelings hurt by words.

2. Ask them to raise their hands if they have ever hurt someone's feelings using words.

3. Explain that this activity is going to show how powerful words are—they can make someone feel really great or really terrible.

4. Show the large paper cut-out heart. Pass out a paper heart cut-out for each participant. Explain that this is a symbol of our own heart.

5. Explain that we're going to talk about words and actions that hurt us and make our hearts hurt. Give direction that for each word or action that makes us feel bad, crumple the heart a little bit.

6. Ask for examples of words or actions that hurt (ex: someone calls you stupid, ugly, other examples of calling names, someone tells you that you aren't good at something, someone leaves you out, silent treatment, etc.). For each negative thing, crumple up the shape a little more.

7. Ask the participants to explain what they notice about the heart. What effect did all of those mean words have on your heart? Remind them no one likes to feel sad or angry or hurt, just like they don't.

8. Now explain we're going to talk about words and actions that make us feel nice and make our hearts feel better. Give direction that for each word or action that makes us feel good, un-crumple the heart a little bit.

9. Ask for examples of words or actions that feel nice (ex: someone tells you they like you, someone tells you they think you look nice today, kind words, compliments, making new friends, being included with others, working out problems kindly, etc.). For each positive thing, smooth out the shape a little more.

10. Ask the participants to explain what they notice about the heart now. What effect did the kind words have on your heart? Remind them everyone deserves to feel happy, confident and good about themselves, just like they do.

11. Show that when the shape is unfolded, there are still wrinkles. Cruel words and acts remain inside a person for a long time. Ask the participants to remember the power of their words before they say something that might hurt someone else's feelings or the next time they hear a mean name being called.

12. Ask the participants to go around the room and say one thing they'll remember from this activity.

13. Students can tape or glue their crinkled hearts into their journals or take them home to remember the lasting power of words. The large heart can be hung in the front of the room as a visual reminder of the power of words.

Lesson:
Being Assertive
(Adapted from
Education.com)

Length of lesson:
30 Minutes

Materials:

- **Handouts**
- **Markers**
- **Poster Paper**

Discussion Summary:

Assertiveness is an honest and relatively direct expression of your feelings, both positive and negative, your beliefs, and your opinions in a manner which is socially acceptable. Many people, especially women, are taught to ignore their own rights in order to be accepted by others. Femininity, for example, is equated with: loving nurturing, supporting, anticipating others wishes and deferring to them. We learn to avoid conflicts by submitting to others. We learned to be loved by becoming more proficient in meeting others need than our own. In fact, we often allow other to violate our rights unintentionally, by failing to communicate our wants and ideas to them. Teaching girls to be assertive helps them get in touch with our own rights and to learn a variety of ways to protect them, while not hurting other.

Discussion Question:

- **When someone who doing or saying something that you don't like, how do you handle it?**

1. Begin by explaining to the girls what it means to be assertive. Continue by comparing the differences of being aggressive, passive, or assertive, accompanied by the handout.

2. Using a large poster paper jot some ideas for sample conflicts from the girls. For example, a friend cuts you in the lunch line or someone touches your bra strap and it made you feel uncomfortable.

3. Explain that conflicts don't always have to end in violence and that using "I Messages" can be an assertive way to intervene when there is a problem in a relationship or friendship. I messages are simple statements that say exactly how the person feels in a respectable way. For example, I didn't like that you cut me in line, please go back to your place in the line. Jot down multiple "I Messages" from the girls.

4. Ask the girls to get into small groups of about 3-4. Using the examples from the handouts, role play some of the scenario conflicts on the poster paper. Leave up the conflict and I message examples as references for the role play.

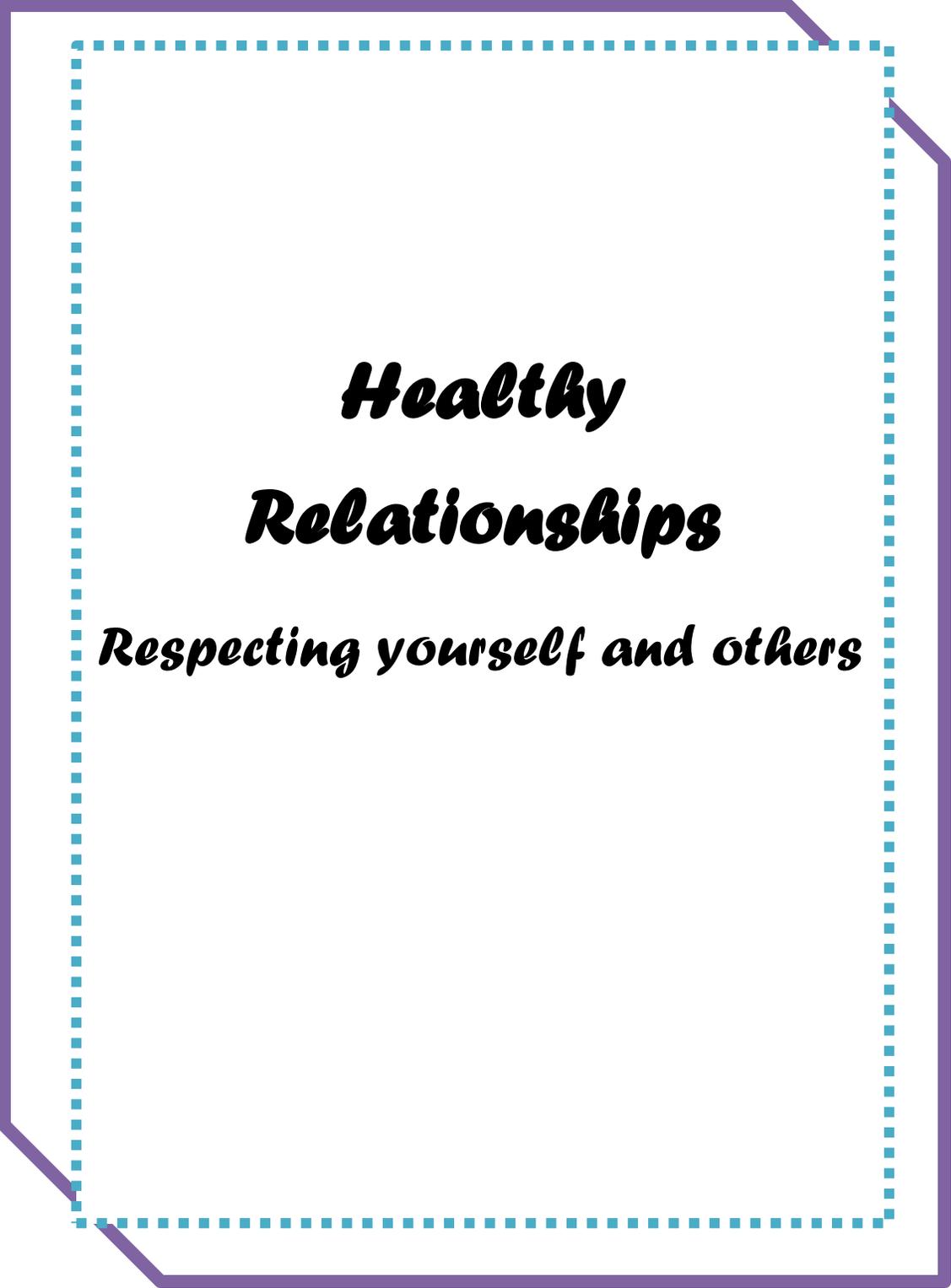
5. Prompt each group to choose a participant to act out the conflict in an aggressive, passive and assertive way. Ask one participant to respond to each conflict using I messages.

6. After the girls have recognized the incorrect behaviors and practiced the proper way to intervene with "I messages" allow volunteer groups to act out their skits for the group.

Types Of Behavior	What does this look or sound like?
Aggressive Behavior	<ul style="list-style-type: none"> • Verbal or physical threats or actions • Fighting • Bullying • Gossip • Engaging in hurtful behavior
Passive Behavior	<ul style="list-style-type: none"> • Ignoring • Not saying anything • Letting the other person get what he or she wants • Letting others disrespect you
Assertive Behavior	<ul style="list-style-type: none"> • Letting others know about your needs and wants • Considering the needs and wants of other people • Standing up for your rights while respecting others.

Assertive Communication Means Being an Active Listener

Traits of an Active Listener	What does it sound or look like?
Encouraging	Use neutral words to help the other person say more about the situation and how they feel.
Reflective	State in your own words what you hear the other person saying, including their feelings and needs.
Understanding	<ul style="list-style-type: none">• Listen carefully and clarify anything that is not clear.• Ask nonjudgmental questions.• Use eye contact.• Your body language and gestures need to show that you are listening and interested.• Give the person time to speak, if you ask a question or make a statement, wait for the response.• Focus on what the person is saying without interrupting, correcting, advising, or telling your own story.• Give the person your complete and undivided attention.



Healthy

Relationships

Respecting yourself and others

Lesson:
**He Loves Me, He Loves Me
Not**

Length of lesson:
20 Minutes

Materials:

- **Markers**
- **Pre-cut Large Flower Pedals**
- **Tape or Thumbtacks**
- **Optional: Flower seeds, soil, planting cups**

Discussion Summary:

To a young, impressionable mind, love can look like many things. In order to keep the girls safe and healthy, it is important to explain how love should look. It shouldn't be possessive or controlling but kind and understanding. Guide the girls into recognizing and understanding the components of a healthy relationship.

Discussion Questions:

- **What are some qualities of a healthy relationship?**
- **What are some warning signs that a relationship is not healthy?**

1. Tell the group we are talking about healthy relationships. Ask the girls to raise their hand and suggest a quality that is important to a healthy relationship. For example, trust and communication.

2. Ask the group what a sunflower or a daisy would look like without the petals? The facilitator can then explain that when all of the petals are intact, the flower is whole and that like a daisy, positive situations/qualities in our relationships help to keep our relationships healthy and also to make us feel good about ourselves.

3. Re-direct the girl's attention back to the petals of the daisy. Ask the group to give their opinion of what each petal should bring to the relationship to make the flower flourish.

4. Conclude by returning to the flower analogy that similar to a daisy that is strong when all of its petals are intact, a healthy relationship is strong and intact when it is made up of positive qualities and situations that make us feel good about ourselves.

Optional

5. To take this activity a step further, bring flower seed, soil, and small cups for the girls to plant and grow their own flower. Explain that any relationships take care, work, and love to grow.

Lesson:
Red Light, Green Light
(Adapted from
youngwomanshealth.org)

Length of Lesson
20 Minutes

Materials:

- Prepared Red Light, Green Light Paddles, and yellow light paddles
- Large Butcher paper and markers

Discussion Summary:

Prompt a discussion about the criteria the participants used to categorize the qualities or behaviors that are healthy or desired in a relationship. Talk about the qualities that participants feel fall into definite categories as well as behaviors that are worrisome. This activity is an interactive way to discuss what can be acceptable and unacceptable in various circumstances.

Discussion Questions:

- **Why do some behaviors depend on the situation?**
- **How can the “red light” behaviors be dangerous?**

1. Begin by handing out a red, green and yellow light paddles to be held up by each girl.

2. Explain:

Green light= Acceptable/Healthy Behaviors

Yellow light= Sometimes acceptable or based on circumstances

Red light= Completely unacceptable

Note: It’s helpful to prepare these definitions on a large butcher paper for the girls to refer to.

3. Following the discussion of healthy relationships ask the girls some scenarios from each category and ask the girls to raise their paddle to which they think each situation belongs.

4. If there are any outlying answers ask the girl to explain why they feel the action belongs in that category.

5. Conclude by reviewing healthy relationships and answering any remaining questions.

Green Light	Yellow Light	Red Light
Talk to each other/ Good communication	Embarrasses you	Is clingy
Trust each other	Is annoying sometimes	Is jealous
Support each other	Shows off	Feel unsafe
Feel happy around the other person	Calls you on the phone often	Feel like they are a pain or a nuisance
Share feelings	Is competitive with you	Have limited trust
Have freedom within the relationship	Makes plans and then breaks them	Tries to control and manipulate
Have more good times than bad	Tries to make you more like them	Makes you feel bad about yourself
Have fun together	Uses sarcasm	Does not make time for you
Do things together	Disagrees from time to time	Discourages you from being close to anyone else
Encourage other friendships	Have unequal power	Criticizes you
Trust and honesty between each other	Ask you to change things about yourself	Uses you

Lesson:
Relationship Violence- Take a Stand
(adapted from multiple sources)

Length of lesson:
45 Minutes

Materials:

- “Take a stand” statements
- “YES” and “NO” signs

Discussion Summary:

Relationships are connections between parents and children, friends, and people who choose to be romantic with each other. Relationship violence occurs when power, control, and abuse are at the center of a relationship. Violent relationships are characterized by emotional/verbal abuse, sexual coercion, financial/economic abuse, sexism, blaming or shaming, isolation and extreme jealousy, and intimidation and threats. Relationship violence prevention is particularly important for girls ages 8 to 12 because they may already be having romantic relationships and because they will be having them as they enter their teen years. Teaching girls about healthy relationships, characterized by equality, trust and support, non-threatening behavior, sexual safety, financial/economic independence, negotiation and fairness, honesty and accountability, and continuing connections with others, empowers them to make choices that keep them safe and happy.

Discussion Questions:

- **What is relationship violence?**
- **What are the causes and effects of relationship violence?**
- **How can relationship violence be avoided?**
- **How can relationship violence be ended?**
- **What is a healthy relationship?**

1. Set up the sign that says “YES” on one side of the room and the sign that says “NO” on the other.

2. Explain that in this exercise, participants must “take a stand” or choose an opinion about statements you read. In each case, they must choose “yes” or “no,” there is no “in between” or “it depends.”

3. Read a statement and pause as participants move to the “yes” or “no” side. After they are in place, call on a few participants from each side to defend their stance. Remind participants not to pass judgment but to allow them to explain their thinking. Participants can move to the other side if they decide to.

4. The following is a list of sample “Take a Stand!” statements.

- It is ok for a boy to hit a girl.
- It is ok for a girl to hit a boy.
- It is ok for a girl to hit a girl.
- It is ok for a boy to hit a boy.
- Sometimes a girl deserves to be hit.
- It is ok to be jealous.

- It is ok to start rumors because you are jealous.
- It is ok for someone to make you do something you don't want to do.
- If someone you are dating "accidentally" slaps you during an argument, you should forgive them—no one is perfect.
- If you love someone, it is ok to say "no."
- If someone loves you, it is ok for them to ask you to do something that makes you uncomfortable.

5. Direct participants to return to their seats and ask if there are any questions about any of the issues that came up during the game.

6. Lead a discussion about healthy relationships. Ask participants to brainstorm elements of a healthy relationship. Remind them this includes relationships with parents, friends, and romantic partners. Prompt them by asking: How would you like to feel in a relationship? (Examples: excited, safe, happy, equal, smart, beautiful, not afraid) What kind of boundaries will you set to protect yourself in a relationship? (Examples: I will not tolerate being called names, I will not tolerate physical abuse, I will not tolerate feeling afraid, I will only stay in the relationship if I feel happy and safe, I will differentiate between cute behavior and obsessive/jealous behavior, I will talk to a teacher or a counselor if I feel afraid in my relationship)

7. Remind participants you are someone they can talk to if they ever have a problem in a relationship. As the facilitator, if someone comes to talk to you, remember to thank them for trusting you, to ask questions, to validate their feelings, to remind them it is not their fault, and remind them there is help.

Lesson:

Understanding Others

(Movie and worksheet can be adapted for different movie choices)

Length of lesson:
1 and 15 Minutes

Materials:

- Movie
- Television
- DVD player
- Worksheets
- Pop Corn
- Napkins
- Plates
- Drinks
- Cups

Discussion Summary:

Having empathy and understanding is significant to any good relationship. Being able to put yourself into someone else shoes allows you to trust, support, and understand that person. While we are all very different, there are always some unique way that we can connect to all people. Being able to connect is crucial to the growth and progression of mankind. While someone may not be anything like you it is important to treat all people with respect and dignity which seems less complicated when you can find a way to relate to them.

Discussion Questions:

- **How does being relatable benefit your social and communication skills?**
- **How can “being relatable” help you to understand someone you may not even know?**

1. Briefly explain some background information about the movie that you have chosen for the girls to watch. Give a quick summary of the plot of the movie and why you have chosen the girls to watch the movie.
2. Explain the importance of relating with others and communicating and follow through with the discussion questions.
3. Pass out the worksheets and pencils and guide the girls through the instructions for the worksheet.
4. Allow the girls to get comfortable, start the movie, and pass out snacks and drinks.
5. At the end of the movie ask a few girls to share what they thought of the movie and their notes of how they related to each character.

Name _____

The Secret Life of Bees

Although every single person is unique in their own way, there are always ways that you can relate and understand another person. Being able to understand others is useful for communication, social skills and your own personal growth and understanding of yourself and your life. While watching the movie, notice the different personalities amongst the 5 main characters. **Reflect** on your-self and your own life experiences and record the ways in which you can relate to each character.



I can relate to Lily because...



I can relate to Rosaline because...



I can relate to June because...



I can relate to May because...



I can relate to August because...

**Lesson:
Forgiveness**

**Length of lesson:
45 Minutes**

Materials:

- Board or large paper
- Videos or online videos
- Stories of forgiveness
- Writing paper
- Pens and pencils

Discussion Summary:

Forgiveness is letting go of anger and resentment you feel towards somebody who has done something to you. Forgiving someone for something they have done to you, no matter how big or small, requires compassion, empathy, and courage. Recognizing the power of forgiveness helps young people maintain healthy relationships, build strong friendships, and think before they act.

Discussion Questions:

- **What is forgiveness?**
- **What can forgiveness look like?**

1. Ask participants what forgiveness means. Record their ideas as they give them.

2. Explain that forgiveness is letting go of anger and resentment you feel towards somebody who has done something to you. You may forgive someone for something minor like bumping into you or taking your seat at Girls Only!. You may forgive someone for something like leaving you out at recess or forgetting to call you on your birthday. You may forgive someone for something major like breaking up with you or physically hurting someone in your family. Forgiveness is not easy and it might take a long time to forgive someone or for someone to forgive you.

3. Show videos, online videos, and stories of examples of

forgiveness. Share stories such as:

- Elizabeth Eckford was a 15-year old African-American student who attended Little Rock High School in Arkansas in 1957. She is known as one of the Little Rock Nine because she is one of the nine young African-American students who went to the all-white high school after the Brown vs. Board of education decision in 1954. This law made segregation, or separation, of blacks and whites illegal in education; before this, black children and white children could not attend the same school. Many white students were not supportive of this decision and did not treat the black students as equals. On her very first day of high school, Elizabeth had to walk through a mob of white students and grown-ups who were yelling and threatening to hurt her. She was brave but very afraid. During her time at Little Rock High, Elizabeth was threatened and harassed and

even had to have the National Guard come to protect her and the other black students. Elizabeth suffered from nightmares and paranoia for a long time because of her experience at Little Rock High. There is a famous picture of Elizabeth walking to school bravely while the white mob follows her. 34 years after the picture was taken, Hazel Massery, one of the white women shown in the picture yelling, apologized to Elizabeth. They started talking more and Elizabeth forgave her and they are now friends.



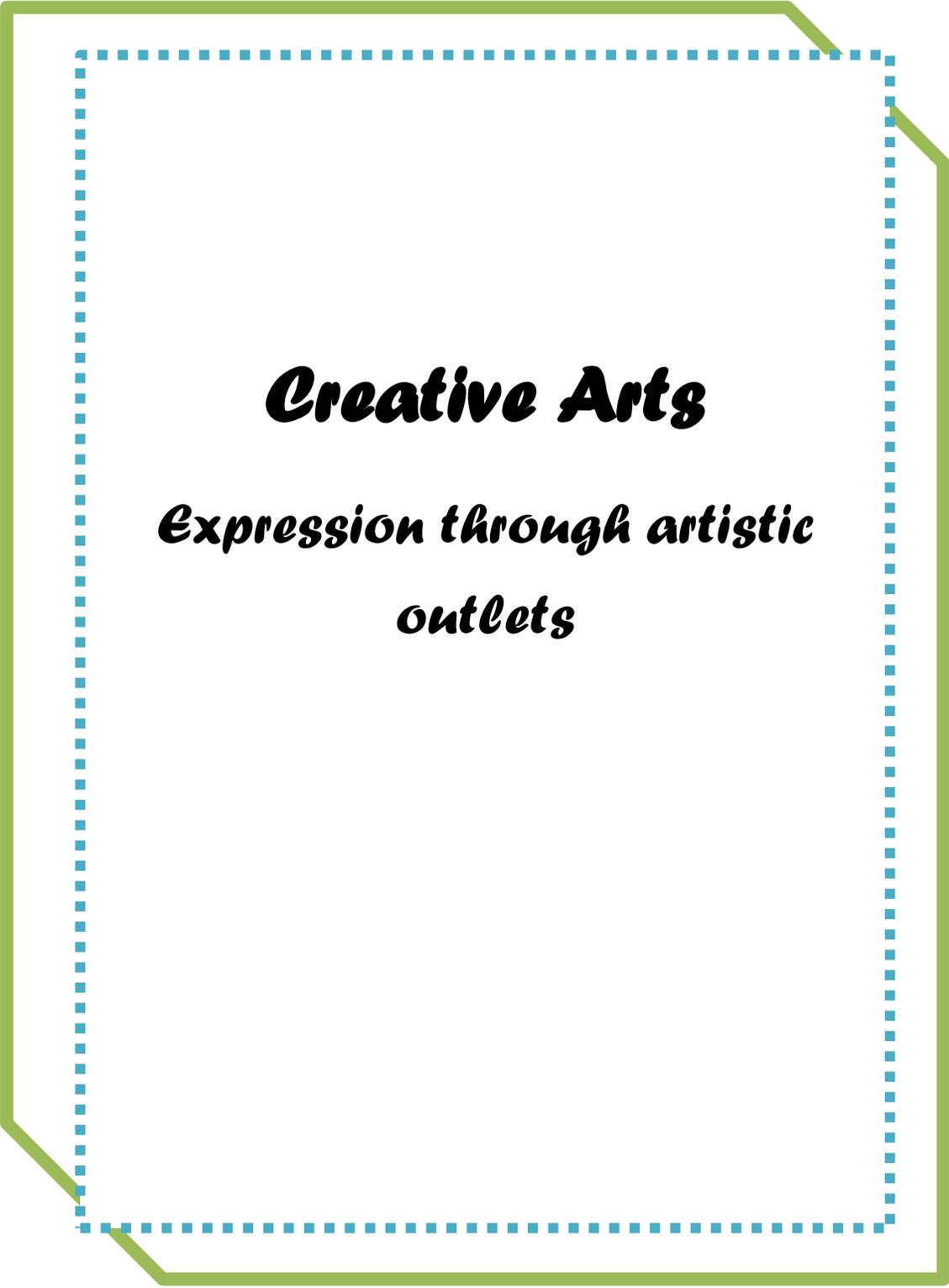
- Tariq Khamisa was 20-years-old when he was killed while delivering a pizza. His assailant was 14-year-old Tony Hicks who shot him on orders from an 18-year-old gang leader. After his son's murder, Tariq's dad, Azim Khamisa, didn't seek revenge, but saw two children lost, one forever and one to the state prison system. Azim established the Tariq Khamisa Foundation (TKF) to honor his son and to "stop kids from killing kids." He reached out to Ples Felix, Tony Hicks' grandfather and guardian. Together, they have spoken to thousands of children about the "power of forgiveness" in order to break the cycle of youth violence. Tony Hicks pled guilty to murder in 1996 and delivered a remorseful speech at his sentencing, accepting responsibility for his actions and praying for Tariq's dad's forgiveness. Tony was sentenced to prison for 25 years to life. The foundation continues to change the lives of young people by empowering them to make positive and nonviolent choices (TKF).

4. Ask participants what they would have done in each situation. Could they have forgiven the person? Why or why not? There is no right or wrong answer!

5. Begin a discussion about forgiveness by asking: Why might you want to forgive someone? (ex: they asked for forgiveness; they said they were sorry; they made it up to me; I think they paid enough; I wanted to let go of my own anger; I was over it; it made me feel good to forgive

them) Why might you want someone to forgive you? (ex: you know what you did hurt them; you said you were sorry; you have changed) Who are you hurting if you don't forgive someone? (ex: yourself because the anger and resentment live inside of you) Who benefits from forgiveness? (if it is genuine, everyone!)





Creative Arts

***Expression through artistic
outlets***

**Lesson:
Just Because**

**Length of lesson:
30 Minutes**

Materials:

- Pens or pencils
- Pictures or videos promoting common stereotypes
- “Just Because” worksheet

Discussion Summary:

Stereotypes are commonly held beliefs, assumptions, or oversimplifications about groups or types of people. We all learn stereotypes about gender, race, class, ethnicity, religion, and age from the media, our peers, and families. Stereotypes, whether supported by evidence or not, make it difficult to see people as individuals. Some stereotypes, both positive and negative, get translated into expectations from parents/guardians, teachers, friends, and society as a whole: if, for example, you believe that blondes are not smart, you may not recognize the abilities of a blonde student or push her to succeed since you already believe she won't. Some stereotypes also get internalized: if a blonde student is constantly teased that blondes are not smart, she may begin to believe it and be less motivated in school. Teaching participants about the historical origins of stereotypes, how to think critically, and the importance of seeing people as individuals will help them challenge stereotypes.

Discussion Question:

- **What are some examples of stereotypes?**

1. Begin by asking participants to brainstorm things people think about them based on how they look or because they are part of a certain group, especially things that are not necessarily true. Give examples: “people think I am a trouble-maker because I skateboard” or “people think I am good at math because I am Asian” or “people think I like pink because I am a girl.” If participants say what people think about them without attaching it to a reason, ask them why they think people think that (to get them to say the group it is associated with). Ask participants to share how it makes them feel that people may think that about them if it is not true or even if it is.

2. Explain that the ideas they just brainstormed are stereotypes. Explain that stereotypes are beliefs or oversimplifications about groups or types of people. Give examples of common stereotypes: “blondes are not smart,” “Muslims are terrorists,” “African-Americans like chicken,” “people who are fat are lazy,” “girls can't throw balls,” “people who are gay try to hurt children.” Explain some stereotypes may have evidence to support them, but that does not mean they should be applied to the whole group—it is not true, for example, that ALL blondes are not smart. Remind participants of how they felt when others projected stereotypes onto them—even

though they may be part of that group, they are not how some people assume they are.

3. Explain we learn stereotypes from our families, friends, and the media. Show pictures or videos depicting common stereotypes.

4. Tell participants they will write a poem based on stereotypes about their own identities. In the poem, they will also get to debunk the stereotypes by stating positive traits about themselves.

5. Read example “Just Because” poems.

6. Pass out the “Just Because” worksheets. Give participants ~15 minutes to work on their poems. Assist as necessary.

7. When participants have completed their poems, have them read them aloud. Remind them to practice being confident as they claim their identities.

8. Ask participants what they learned today. Ask them to tell you what they know about stereotypes.

9. Participants can take home their poems or they can be posted in the Girls Only! space.

Just Because

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

**Lesson:
Talent Show**

Length of lesson:

Materials:

- **Flyers to promote the talent show**
- **Microphone**
- **Stereo for music**
- **Table for judges**
- **Stage area**
- **Chairs or seating area for audience**
- **Positive feedback posters**

Discussion Summary:

Talent shows provide arenas for people of all ages to demonstrate a skill or talent of their choice. Although talent shows are often competitive and the winner sometimes receives a prize, the goals of this talent show are solely to practice performing, have fun, and encourage positive feedback and therefore it should not be a competition. Young people who receive regular praise and encouragement feel better about themselves and are generally motivated to succeed; a talent show is a fun, engaging way for participants to show off something they are good at and to receive praise for their efforts.

Discussion Questions:

- **What are some of your talents?**
- **How can we improve our talents?**

1. Prepare by introducing the idea to participants. Explain that the talent show will be a showcase of talents including dancing, singing, poetry, music, and anything else they can think of. The talent show will not be competitive, it will not be about winning or losing, but about showing off something you are proud of. Remind participants they will practice being supportive of each other and encouraging each other.

2. Give participants time to brainstorm about their acts. Advise as necessary. Performing in the talent show should not be required. Provide an alternative for those who do not wish to perform, such as being in charge of music, being the MC/announcer, making programs, or welcoming guests. Performers can work alone, in pairs, or in groups and can be in more than one act.

3. Have participants sign up for their acts and begin to rehearse. Give ample time for participants to rehearse. Suggest that they rehearse outside of Girls Only! if possible.

Assist as necessary. Prepare music and props as necessary. Set rules regarding appropriate costumes as necessary.

4. Have participants make posters with positive encouragement for the talent show. Sign suggestions: "Great job!" "Awesome!" "You rock!" "Excellent performance!" "You've got talent!"

- 5.** Invite parents/guardians and other community members, as appropriate, to come watch the performance. Give at least a week's notice.
- 6.** On the day of the performance, set up chairs or a seating area for the audience. Set up music and staging area. Have performers sit in a "reserved for performers" area of the audience.
- 7.** Have audience members and performers hold the posters up during the show.
- 8.** After everyone is seated, welcome the audience to the show. Tell them that every performer has worked very hard on their act and to show how much you enjoy their hard work through applause. Remind them to be a respectful audience and practice giving positive feedback and support.
- 9.** Introduce each act and the performers by name before they come onto the stage. If there is a student acting as the announcer, assist them as necessary.
- 10.** Enjoy the talent show! Support the participants! Remember how scary it is to perform in front of people.
- 11.** At the end of the show, invite all performers to the stage to take a final bow. Dismiss the audience.
- 12.** Prepare for a follow up discussion with participants at the next meeting: How did it feel to perform? What went well? What could have been better? What about the talent show made you feel good? What did not make you feel good? What would you do differently next time? Would you perform again?

Lesson:
Multi- Cultural Exhibition

Length of lesson:
1 Hour

Materials:

- Plates
- Napkins
- Forks
- Cups
- Beverages
- Tables
- Table Clothes
- Cultural Visuals
- Diverse Guest Speakers

Discussion Summary:

In a world filled with so many cultures and traditions, it's a great learning experience to step outside of your custom foods and traditions to learn about someone else's culture. Learning other cultures can help the girls be tolerant, cultured and more accepting and understanding towards all people.

Discussion Questions:

- **What are some cultural practices with in your family that make you unique?**
- **What kinds of things interest you about other cultures? For example, clothing, music, food.**

1. Remind the girls that no matter the culture or background of a person we are all alike and deserve to be treated equally. Although there is only one race and that's the Human Race, the world is full of unique practices and cultures that should be appreciated and acknowledged. Begin talking to the girls about different cultural practices in other countries. Prior to the session, research some facts about other cultures that you can share with the girls.

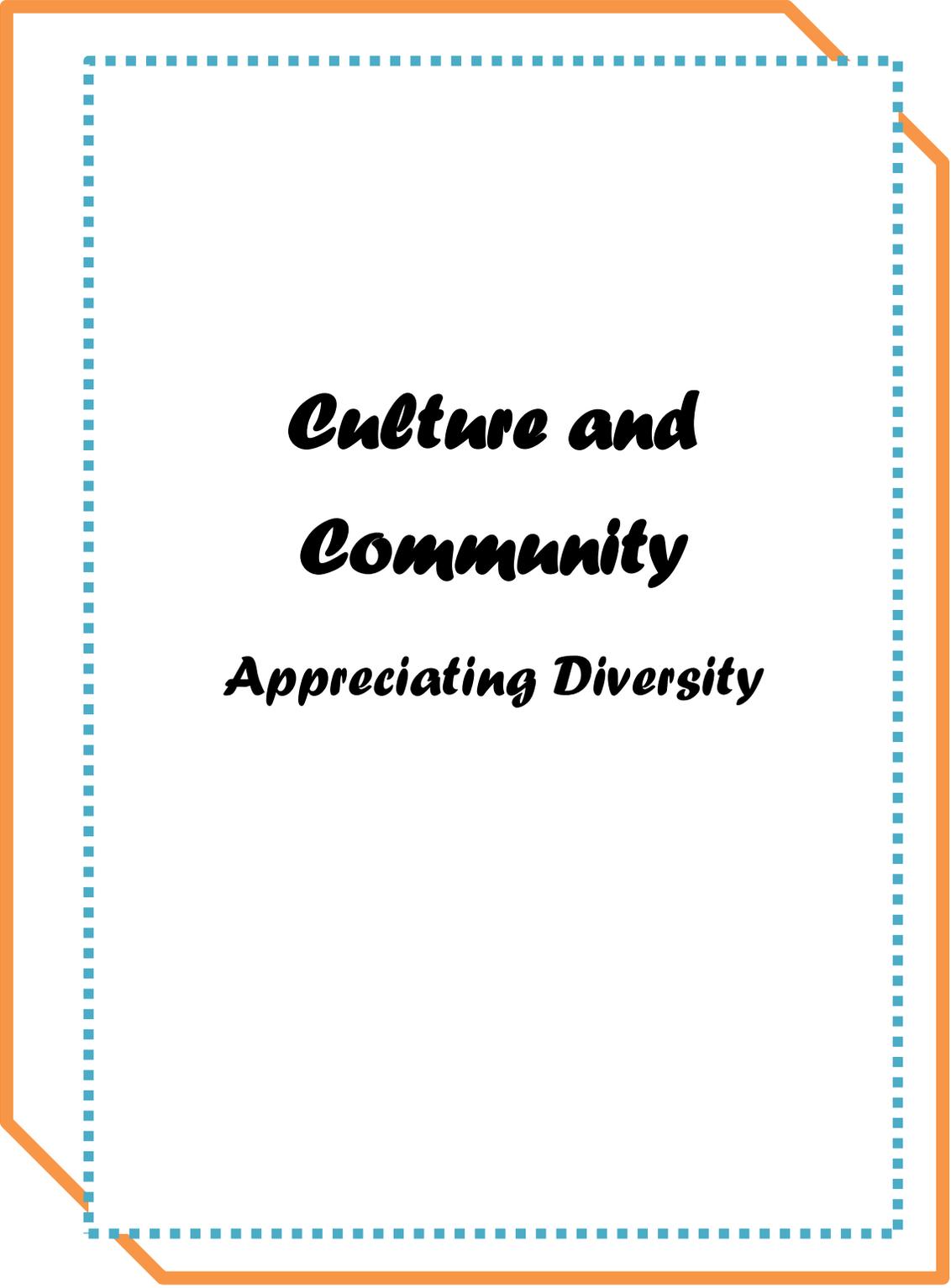
2. Pass out handouts relevant to the guest speakers, explaining geography and other quick facts about where they are from.

3. Each guest speaker should have time to explain a few traditions in their culture such as the type of foods they eat, the custom types of clothing, or other unique practices such as cultural dances or music.

4. If the time permits allow the girls to ask a few respectful questions to each speaker.

5. Include the girls and their culture by asking them ahead of time to bring food or share an object that is specific to their culture.

6. Conclude the session by allowing the girls to share their culture with the group as well as their food and goodies!



***Culture and
Community
Appreciating Diversity***

**Lesson:
Spider Web**

Materials:

- **Thick string (at least a yard long per participant)**
- **Scissors**

**Length of lesson:
15 Minutes**

Discussion Summary:

This activity is a simple and creative way to help participants recognize that everyone contributes something valuable as individuals to a community.

Discussion Questions:

- **What characteristics do all people have in common no matter the appearance, location or culture?**
- **What can we do to improve our connections amongst one another?**

1. Begin by explaining this activity will help us see that we are all connected. Individuals make up a community and everyone plays a unique role in that community. Remind participants that even though we are all different, when we appreciate those differences, recognize our similarities, and work together, we can make something beautiful. Give examples of ways individuals contribute to communities: sharing resources, respecting others, helping others, sharing their expertise, challenging inequality and injustice, and working together.

2. Have participants sit in a circle on the floor or in chairs.

3. Explain the activity. In this activity participants will create a spider-web out of string. When the ball of string is passed to

them, they will pinch a piece of the string and hold onto it. As the facilitator, start the activity by pinching the end of the string, stating your name, stating how you contribute to the Girls Only! community, and how you contribute to your family, neighborhood, or world. For example: "My name is Miss Gonzalez. I contribute to the Girls Only! community by preparing activities for you all because you are so special to me. I contribute to my family by helping to cook dinner on special occasions." Then continue to hold onto the end of the string and pass the ball of string to a participant across from you.

4. When someone has the ball of string in their hands they will state 1) their name, 2) how they contribute to/play a part in the Girls Only! community, 3) how they contribute to/play a part in their family, school, neighborhood, or world. For example: "My name is Gina. I contribute to the Girls Only! community by sharing my experiences with the group. I contribute to my neighborhood community by picking up trash on the sidewalk" or "My name is Rose. I contribute to the Girls Only! community by helping the teacher pass out papers. I contribute to my school community by volunteering as a reading tutor to younger students."

- 5.** After they have shared, the participant will keep pinching their section of string and pass the roll of string to someone across from them. As the spider-web gets formed, participants will have to throw the ball of string, walk it over or under other parts of the web. It is ok if the web gets tangled, allow participants to figure out the best way to communicate to create the web. Assist as necessary.
- 6.** After all participants have shared, pass the ball of string back to the facilitator.
- 7.** Each participant should be holding a piece of string and the effect should look like a spider-web. Encourage participants to look at the beautiful piece of art they have created by working together. They each played a part as individuals to create a communal piece of art.
- 8.** Ask participants to share what they learned from the spider-web activity.
- 9.** To finish the activity, have each participant place their piece of the spider-web gently down so that the shape remains even as it is set on the floor.

**Lesson:
Human Knot**

Materials:

- **Excited Participants**

**Length of lesson:
15 Minutes**

Discussion Summary:

This is a fun, physical and visual way for students to see that we are all connected and practice various communication and problem solving skills.

Discussion Questions:

- **In what ways are we all connected?**
- **What does it mean to work as a team?**

1. Clear a space so there is enough room for groups of 10 to stand comfortably in a circle.
2. Have participants stand shoulder to shoulder facing each other in the circle.
3. Explain that this game is about working together and seeing how we can communicate to untangle ourselves. Remind participants they will try to untangle themselves without letting go of their hands.
4. Direct participants to reach across the circle with one hand and shake hands with another participant. If this is used as an ice breaker, have participants introduce themselves and then continue holding hands.
5. Now direct participants to reach their other hand across and hold hands with someone else.
6. Explain that you'd like them to untangle themselves, without letting go of hands, into a circle.
7. Have group work for 10 minutes.
8. Remind students that by making small adjustments with their hands, arms, legs, feet, and whole bodies, as well as by maintaining a positive attitude (ex: "we can untangle ourselves"), they can make a big difference for their team.
9. If there is too much of a struggle, offer the group one unclasp and re-clasp of hands. The group must discuss and decide which unclasp and re-clasp would be most useful.
10. If a group untangles into a circle quickly, have them try the exercise again. It is okay if some group members are facing backwards when the circle is finished.
11. Congratulate a group when it untangles itself, though it is unnecessary to make this into a race or competition since the process of untangling is the focus of this exercise.

Lesson:
Cross the Line

Materials:

- “Cross the line if...” questions
- Tape or string to make a line on the floor

Length of lesson:
45 Minutes

Discussion Summary:

This exercise is a visually powerful way for participants to see they are not alone and that others may share their life experiences. Knowing they have an ally amongst their peers may save someone’s life as feeling isolated or outcast is a common cause for gang and drug involvement and suicide.

Discussion Question:

- **How can you help a friend in need?**

1. Create a line on the floor.
2. Have all participants stand on one side of “the line.”
3. Explain that you will read a question starting with, “Cross the line if...” and that if it applies to them, they should step to the other side of the line. Remind the students to be as honest as they are comfortable with and that the space is non-judgmental and safe. Explain there should be no talking during the game, except for the person asking the question and that there will be a discussion afterwards. Ask if there are any questions.
4. Begin the game. Read a question beginning with, “Cross the line if...(you have brown hair; you have blue eyes; you have a brother).” Participants step across the line if it applies to them and remain on the starting side of the line if it does not. Pause and ask the students to silently look around to see who is standing with them. Then ask them to go back to the starting side of the line.
5. The following is a list of sample questions. The questions should be tailored to the needs of the age and populations you are working with.
6. Continue asking questions. Pause briefly before saying “next question.” After each question the students return to the starting side of the line.
7. After asking several questions, ask if anyone else has a question they would like to ask. Have volunteers ask their questions.
8. After several rounds of questions and crossing the line, have participants sit comfortably. Debrief/discuss. Ask the participants to share: How did it feel to cross the line? How did it feel

when you didn't cross the line? What surprised you the most during this game? What did you learn? What lessons can you take away from this game?

"Cross the line if..."

- *You have brown hair.*
- *Your favorite color is purple*
- *You have a sister.*
- *You have a brother.*
- *You have a lot of chores to do at home.*
- *You are African American.*
- *Your parents speak another language.*
- *You speak another language.*
- *Your parents do not speak English.*
- *You are Mexican-American.*
- *You are Asian.*
- *You are Jewish.*
- *You are Muslim.*
- *You have ever been discriminated against/put down because of your race or ethnicity.*
- *You have ever been told that you were ugly.*
- *You have ever been teased.*
- *You have ever made fun of someone because of how they look.*
- *You have ever been bullied.*
- *You have ever been put down by another girl.*
- *You have ever travelled outside of California.*

- *You have to help raise your younger siblings.*
- *You live with your grandparents.*
- *You live with your aunt or uncle.*
- *One parent does not live with you.*
- *You live with both of your parents.*

- *You are in foster care.*
- *You wish you could change something about your body.*
- *You have ever been told you couldn't do something because you are a girl.*
- *You are expected to succeed at everything you do.*
- *You have ever been told that you were not going to make it in life.*
- *You know anyone who has been to jail.*
- *You have ever seen a fight.*
- *You ever heard gunshots.*
- *You never got to be a kid.*
- *You made a bad decision because of peer pressure or fear.*
- *You have any regrets.*
- *You have ever had someone you did not know help you.*
- *You have ever helped someone you did not know.*
- *You have ever been mean to someone you care about.*
- *Someone you care about has been mean to you.*
- *You don't get the attention you need.*

Lesson:
Culture is Everywhere

Length of lesson:
45 Minutes

Materials:

- Pens and pencils
- Paper
- String
- Hole punch
- Index cards or small squares of paper
- Crayons, markers, or colored pencils

Discussion Summary:

Culture is a shared set of practices and traditions that characterize a society or group of people. Culture can include clothing, food, traditions, ceremonies, spiritual practices and beliefs, language, family structure, and communication styles. Culture is often, though not necessarily, correlated with ethnicity and racial identity. Culture plays a large role in individual identities. Helping young people recognize cultural influences all around them helps them understand themselves.

Discussion Questions:

- **What is culture?**
- **What does culture look like?**
- **What is the purpose of culture?**

1. Begin by explaining culture is a shared set of practices and traditions that characterize a society or group of people. Culture can include clothing, food, traditions, rituals, ceremonies, spiritual practices and beliefs, language, family structure, and communication styles. Explain that culture can influence what and who we are, just like our parents and personalities.

2. Have participants brainstorm a few examples of culture (ex: speaking English, speaking Spanish, wearing a blue and white school uniform, saying “please” and “thank you,” giving your teacher a hug at the end of the day, wearing your hair in braids, using American money, wearing flip flop shoes). Record their ideas on a board or large paper.

3. Explain that today they will be having a cultural scavenger hunt: they will find evidence of culture in their lives and all around. Explain that they will write their examples of culture on the index cards or small squares of paper and draw a picture of it. They should find at least six examples of culture around them. Participants can work alone, in pairs, or in groups.

4. Pass out index cards or squares of paper, pens and pencils, crayons, markers, or colored pencils. Direct participants to get up out of their seats to search for evidence of culture all around them. Assist as necessary.

5. Have participants write their examples of culture on the index cards or small squares of paper and draw a picture of each example. An example of six cards: 1) “speaking English” with a picture of the A, B, C’s, 2) “using American money” with a picture of a dollar bill, 3) “going to

church on Sunday” with a picture of a cross, 4) “watching cartoons on Saturday morning” with a picture of a TV or a cartoon character, 5) “bringing lunch in a brown paper bag” with a picture of a brown paper bag or lunch foods, 6) “wearing friendship bracelets” with a picture of a friendship bracelet.

6. When participants have finished at least six cards, punch two holes on the top of each card and string them together.

7. Have participants share what they found on their scavenger hunts. Ask participants to discuss what each example of culture means and the role it plays in their lives.

8. Hang cultural scavenger hunt art projects throughout the room.

**Lesson:
Diversity**

**Length of lesson:
45 Minutes**

Materials:

- **Board or Large Paper**
- **Pictures of people of varying ages, races, sizes, abilities, religions, etc.**
- **Pictures and stories of discriminatory treatment**
- **Paper**
- **Pens and Pencils**
- **Poster Paper**
- **General Craft Supplies**

Discussion Summary:

Diversity means difference. There is great diversity amongst human beings that enriches our societies, communities, and lives as individuals. Child development research has revealed children begin to conceptualize gender, racial, and ability differences and begin to show signs of influence by societal norms and biases within their third year of life (Derman-Sparks and the A.B.C. Task Force 2); it is essential that anti-bias lessons begin at young ages so young people grow up to be accepting, respectful, and compassionate. Teaching young people to appreciate diversity in race, ethnicity, class, gender, age, religion, ability, sexual orientation, and size reduces prejudice and hate and promotes tolerance, respect, and peace.

1. Ask participants to sit in a circle. Explain that today you will be talking about diversity, or things that make everyone different and unique.

2. Begin a discussion about diversity. Go around the circle and ask participants to give examples of ways people are different. Record their ideas as they give them. Encourage them to look for examples of diversity in the Girls Only! space, as well as think about examples of diversity at their schools, homes, and in the world. Remind them to think in general terms: if they say, "I am 10 years old and she is 12 years old" that would be a diversity of age. Categories of diversity include: appearance, age, race, gender, social class, religion/beliefs,

language, physical and mental ability, height, weight, size, nationality, educational background, family structure, sexual orientation, personal qualities/personalities, likes and dislikes, and feelings.

3. Remind participants that although people differ in many ways, all people have feelings, can think and learn, want to feel wanted, enjoy life, and have friends.

4. Go around the circle and ask participants to give examples of how they are similar to each other. Categories of similarities can be the same as categories of diversity, as well as more

specific things unique to the participants. Examples include: “we’re in Girls Only!,” “we go to the same school,” “we both have moms who are nurses,” “the three of us play basketball.”

5. Continue the discussion about diversity. Ask participants: What does it mean to you that we live in a diverse world? Do you think our differences should separate us? How do we all benefit from diversity? Record their ideas as they give them.

6. Explain that living in a diverse world means we get to learn new ways of doing things, develop friendships, and use everyone’s unique knowledge and talents.

7. Begin a discussion about discrimination. Explain that sometimes people are discriminated against, or treated unfairly, because of their differences. Give examples and show pictures of discrimination. For each example, ask participants if they think this different treatment is fair and why or why not. Examples include:

- Segregation of blacks and whites in education, housing, buses, voting, drinking fountains, restaurants, etc. until the 1960s
- Banning women from voting until 1920s
- Banning gays and lesbians from getting married
- Airlines making someone purchase two airplane seats because of their body size
- At the airport security checkpoint, only searching people who wear head scarves
- Hurting or killing someone because they are Asian, black, Hispanic, white, a woman, gay or lesbian, a certain religion, etc.
- Only putting stairs in a building so someone in a wheelchair cannot go in
- Telling jokes about another race
- Calling someone a name that puts down their race, gender, sexual orientation, etc.

8. Ask participants: Have you ever been discriminated against? How do you think it makes someone feel to be discriminated against? Explain that being discriminated against makes people feel angry, sad, or lonely.

9. Remind participants of all the similarities they found amongst each other and all the benefits they get from diversity. Remind them how it feels to be discriminated against.

10. Introduce the Diversity Action Project. Explain that participants will have a chance to think of and brainstorm creative ways to promote diversity, inclusion, tolerance, and peace and challenge discriminatory behavior. Participants can work by themselves or in groups.

11. Have participants think of what aspect of diversity their project will be about. Topics can be as general or specific as participants want. Examples include

- *Age*
- *Race*
- *Gender*
- *Social class*
- *Religion/beliefs*
- *Language*
- *Physical and mental ability*
- *Height*
- *Weight*
- *Size*
- *Nationality*
- *Educational background*
- *Family structure*
- *Sexual orientation*
- *Personal qualities/personalities*
- *Likes and dislikes*
- *Feelings*
- *Animals*
- *The Environment*
- *Children*
- *Senior citizens*

12. Have participants think of what their Diversity Action Project will be. Examples include:

- *Write a poem*
- *Write a song*
- *Write and illustrate a children's book*
- *Make a poster*
- *Make a painting*
- *Make a collage*
- *Make a sculpture*
- *Make a skit*
- *Dress in a different culture's clothes for the day*
- *Teach a class about diversity*
- *Organize a volunteer service project*
- *Learn a new language*
- *Write five possible responses to discriminatory language*
- *Learn how to cook a meal from another culture*
- *Make up a game to teach people about diversity*

13. Give participants time to create their diversity action project. Assist as necessary.

14. Have participants present their Diversity Action Project to the whole group. For each presentation they should tell the purpose of their project, what it is, and how it promotes diversity, inclusion, tolerance, and peace. An example of a Diversity Action Project could be a poem about being told “you _____ like a girl” (in a negative sense) and how it made the person feel to be told that in an insulting way when they are a girl. Another example of a Diversity Action Project could be making a skit about a group of kids who don’t let a girl who is Asian play on their team at recess because they don’t think she is good at sports, how it makes her feel, and how they all become great friends and a strong team after deciding to give her a chance.



Social Media Smart

Being safe on the internet

**Lesson:
Internet Safety**

**Length of lesson:
45 Minutes**

Materials:

- Computer with internet access
- Videos or online videos about online safety
- Paper
- Pens and pencils

Discussion Summary:

The internet has created new ways for people to communicate and be connected. Through the internet and other computer technology, young people have the opportunity to gain media literacy, become technically savvy, construct identities, socialize, and be connected to people all over the world. Despite the benefits of computer innovation, cyber-bullying and the spread of rumors and gossip on social networking sites such as Facebook, Twitter, and Myspace, as well as through chat room, instant messaging, and email, are growing problems. The FBI reports that by the age of 14, 77% of teens have been contacted by a predator online, 12% of teenage girls admitted to eventually meeting strangers they first met online in person, and chat room strangers are implicated in nearly 20% of cases of missing teens aged 15 to 17 each year (Baeza 6). Teaching young people about online safety is as important as teaching them about the benefits of computer technology.

Discussion Question:

- **How can you stay safe on the internet?**

1. Begin a discussion about internet use. Ask participants: Have you ever used the internet before? What do YOU use the internet for? What CAN the internet be used for? (ex: research/learn about things, get/share news, chat with friends, look up the bus/train/airplane schedule, watch movies/TV shows, play computer games, listen to music, look up books at the library, check the weather, look up sports scores, find a job, etc.)
2. Explain that although the internet can be used for all of these amazing purposes, sometimes it is used to hurt others. Explain it is important to learn about the potential dangers of the internet so you can use it for all its benefits while staying safe.
3. Show videos or online videos about online safety. Show public service announcements about cyber-bullying, stories of spreading gossip or photos that have led to suicide, and stories about kidnapping or someone getting hurt that happened as a result of meeting someone online.
4. Ask participants to think about the videos they saw and answer: What do you need to be careful about on the internet? Explain they need to be careful about: Predators—people aren't always who they say they are, people might lie to you, people might try to entice you with something they know you like and then trick you into meeting them; Bullying—if you

wouldn't say it out loud, why say it online?; Website content—if you see something that makes you uncomfortable, report it to a trusted adult.

5. Help participants understand the Internet is forever: everything they post online is tracked and stored and will follow them to future job interviews and college entrance interviews. Also, explain that victims/targets of bullying should not respond to the messages, but should print out the messages or pictures as evidence and report it to a trusted adult.

6. Ask if there are any questions about anything they have heard or seen today.

7. Pass out paper and pens. Have participants create a rule sheet about internet safety to post by a computer. Assist as necessary. Have participants write 5 to 10 rules to remind them how to be safe when using the internet. Use the “Online Safety Rules for Kids” by the National Center for Missing and Exploited Children and ikeepSAFE.org as examples:

- I will not give out personal information such as my address, telephone numbers, parent's work address/telephone number, or the name and location of my school to anyone online.
- I will tell my parent/guardian right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I “meet” online. If my parents/guardians agree to a meeting, I will be sure that it is in a public place and bring my parent/guardian along.
- I will never send someone my picture or anything else without first checking with my parents/guardians.
- I will not respond to any messages that are mean or in any way makes me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will print out the messages or pictures as evidence and report it to a trusted adult.
- I will talk with my parents/guardians so that we can set up rules for going online. We will decide upon a time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

8. Have participants post their rules next to computers in the Girls Only! space, at school, or at home.

**Lesson:
Influence of Media**

**Length of lesson:
20 Minutes**

Materials:

- **Butcher Paper**
- **Markers**
- **Video Clip Examples**

Discussion Summary:

Music, movies, and television stars can have a profound influence on your attitudes and values. It is important that the girls are aware of the right influences to take from media and recognize the negatives.

Discussion Questions:

- **How can you decide what positive aspects you can take from someone in the media, what are some examples?**
- **What are some negative qualities that you notice from some celebrities?**

1. Start by explaining that while shows we watch may be funny or entertaining, they don't always have a positive influence in our lives.

2. Give the girls examples of people in the media with positive influences as well as those who can have a negative or harmful influence. Explain your reasoning for each.

3. Show a few video clips with various examples of negative and positive influences in the media.

4. Ask the girls to record what they observed.

5. Follow up by asking the girls to share and explain positive and negative influences that they watched in the media.

6. Discuss the different impact that positive and negative influence can have on each girl's lives.

7. Brainstorm ideas, on a white board or large butcher paper, on how you can make negative scenes or words heard in the media positive or unrelated to your actual life. For example, after recognizing a bad influence from the media, you can use it as an example of what not to do instead of mimicking the behavior. Record the girls' ideas.

Lesson:
Sharing the Right Information

Materials:

- Fake Facebook Profiles as Visual Examples
- Butcher Paper
- Markers

Length of lesson:
30 Minutes

Discussion Summary:

Being safe on the internet has a lot to do with the information that you share on websites and more particularly, social media. Social media is used to connect and chat with friends, however there are predators that use social media as a way to get to know personal information. With the easy access to online pictures and profiles, a predator making a fake profile is just as simple as anyone creating a real one. While it may not always be a simple task deciding which profiles are real and fake, you can still protect yourself by protecting the information that you choose to share on social media sites.

Discussion Questions:

- **Why should you keep your page private to only be viewed by your friends?**
- **What can be some indicators that a profile is portraying a person who is made up?**

1. Begin by explaining to the girls that there are people who do not go on to social media to be friendly or chat. Some people specifically create profiles with negative intentions such as kidnapping, burglary, sex trafficking or as an adult male or female trying to connect inappropriately with a minor.

2. Split the girls up into 5 “W” groups. Each group will have a large piece of butcher paper labeled who, what, where, when, why as well as a simulated Facebook profile with examples of excessive displayed personal information. Have the girls work together in groups to think of common things they might ask their friends or their friends may ask them in each category and things that they noted in the fake Facebook profile. For example, “When do you get out of class?”

3. Explain to the girls to be cautious of whose asking these questions and why they may be asking. While friends may ask these simple questions daily, it can be dangerous if a stranger is asking these questions and even more dangerous if you answer.

4. Discuss some safety tips with the girls of the do’s and don’ts of the personal information shared on social media with the emphasis on the dangers of a predator finding this information.

For example:

- a. Tell parents not to post when going on vacation
- b. Discuss posting about where you’re going to go eat, when you’re home alone, if you’re alone and need a ride home, etc.

- c. Don't post information about your friends.
 - d. Follow your parents' rules about going online! They know a lot about your safety.
 - e. Even be careful posting about personal issues online such as depression or eating disorders. It is great to let your friends know what's going on in your life and to raise public awareness about such serious topics, but you are opening yourself up for people to use it against you. Mean people might tease you about your issues. Just be careful and think twice when posting information online. Consider everything that could happen as a result.
 - f. Think of unique passwords that will be hard to guess. Many people's passwords are something simple such as a birthday, anniversary, address, or phone number. Try to think of something or some type of pattern that is unique to you that strangers would not be able to guess even while knowing a little bit of personal information about you. Don't say it out loud though!
 - g. Don't be afraid to admit mistakes! Tell your parents if you think you accidentally downloaded a virus. Trust me, they would rather you be honest with them than let the virus continue to corrupt the computer.
- 5.** Conclude by allowing the girls to fill in the "Fake Facebook Profile" worksheet being cautious of the information they should or not share. Allow them to share their example of a safe Facebook profile.



Information

Friends

Likes

Wall Info Photos +

Attach **Share**

options

Create an Ad

Lesson:
Instant Messenger

Materials:

- Role Play Scripts

Length of lesson:
30 Minutes

Discussion Summary:

Being able to chat online at any hour of the day with someone you may never see or meet can be dangerous. While online chatting is a growing trend, it's important to teach girls the dangers associated with online chatting with strangers and safe practices when chatting with their friends.

Discussion Questions:

- **What is some information that should not be shared online?**
- **What are some ways that you can be safer when using social media?**

1. Begin by reviewing safe practices and the internet rules created by the girls.
2. Set up for script: (*name*) has just broken up with her boyfriend. She's devastated and looking for some support from her friends, so she updated her Facebook page explaining what happened. Unfortunately, she does not have her privacy settings enabled and anyone can see what she typed.
3. Choose two volunteers, preferably older girls, to read the scripts. Ask one participant to play the "girl" and the other to play "Andrew."
4. After the girls are finished acting out the scenario, follow up by discussing:
 - h. What would you do in her situation?
 - i. It turns out; Andrew is actually 35 years old. He looks nothing like the pictures on his Facebook, which are actually pictures of his nephew.
 - j. In what ways did Andrew deceive her?
 - k. What is some personal information that ___(*girl's name*)___ should not have given out?
 - l. What would you have done differently?
 - m. What are some other things Andrew could have been looking for?
5. Reassure the girls that people who really love and respect you will not pressure you to do things you don't want to and things you know you shouldn't do. The people who are truly looking out for you want you to succeed in school. Predators will take time and invest in

learning about the person they are stalking. They will tell them they have similar interests and tell them to keep their relationship a secret. Even if you have been talking to this person online for months or even years, you cannot know for sure who they are.

6. Conclude by involving all participants in recapping the material:

Q: I'm online and I meet someone fun to talk to. Is it OK to give him or her address or phone number so we can get together?

A: No! Predators create fake accounts on social media site, including fake pictures to get people to trust them. Only add and contact people you know offline, and get parents' approval before doing so.

Q: I have a digital picture of myself and someone I met online wants to see it. Is it OK to send it to that person?

A: No! You even have to be careful of pictures you put on your private social media sites. A team jersey or your school or a recognizable park in the background can help predators locate you.

Q: I'm visiting a site from a company or organization that I've heard of. They want my name and phone number so I can enter a contest. Is it OK to enter?

A: Even if you have heard of the company, NO! Scammers frequently set up fake contests and will hide under the name of a familiar company just to get your personal information!

Q: I'm online and I get a message from my Internet service provider asking for my password. They say they need it to fix my account. Should I give it to them?

A: No! Internet service providers rarely ask for your password, but scammers almost always do. Also, no one should be trying to fix your computer if you haven't noticed anything wrong with it.

Girl: Oh cool, I have a new message! And it's from a guy too. He's cute! I wonder what he said.

Andrew: Hi there! My name is Andrew. I saw your Facebook update through a friend's page. That sucks about the breakup. I can relate to that – I just got broken up with recently too. If you ever want to talk about it with someone who understands, just message me back!

Girl: Aww, he sounds so sweet! I should message him back. *(typing)* Yeah, we were together for a long time. It just sucks because he knew so much about me and we were really close.

Andrew: I know what you mean. It's hard for me to open up to people, so that makes the breakup harder. But you sound so nice, I bet I can trust you!

Girl: Of course you can! I can tell we're going to be good friends!

*****2 months later*****

Girl: Hi Andrew! How are you?

Andrew: I'm alright. School was pretty tough today though, so I'm glad it's almost Christmas break!

Girl: Me too. I can't wait to see all my family next week! My grandma is flying in from San Francisco. I haven't seen her in so long, and she's wanted to see my soccer trophy.

Andrew: I saw the pictures you posted from the tournament. What team are you on?

Girl: The San Diego Tigers. We're celebrating tonight at the Pizza Hut in La Mesa. It's going to be a lot of fun. I should actually go get ready now. I'll talk to you later!

*****2 more months later*****

Andrew: How was your birthday party last week? Sorry I couldn't make it. I was busy.

Girl: That's alright. It was a lot of fun! My friend Amanda posted the pictures but I haven't gotten around to looking at them yet.

Andrew: I would love to see those pictures! Oh, it looks like her profile is on a private setting. Could I sign in on your profile to see them?

Girl: If you want to wait a bit, I'll show you some later.

Andrew: I just want to see one of my closest friends having fun! I won't do anything weird, I promise!

Girl: Alright. You have my email, and my password is just my last name with my birthdate on the end.

*****2 more months later*****

Andrew: It's been so great getting to know you over these last few months. But now that we've been officially dating for a week, I want to finally meet you in person! Are you free tonight?

Girl: I would love to, but I have a test tomorrow that I really need to study for.

Andrew: Aww that sucks! You mean so much to me now and I was really looking forward to seeing you tonight.

Girl: I know, but my parents would never let me out on a school night anyways.

Andrew: You could always sneak out of the house.

Girl: What? No, I don't want to upset them if they find me gone!

Andrew: They'll never know. Just climb out your window.

Girl: I've never done that before. Besides, Amanda just got caught trying to sneak out and she got in a ton of trouble with her parents. They aren't even letting her go to her softball practices this week.

Andrew: Well that's just because she got caught. You won't get caught. Don't you want to see me?

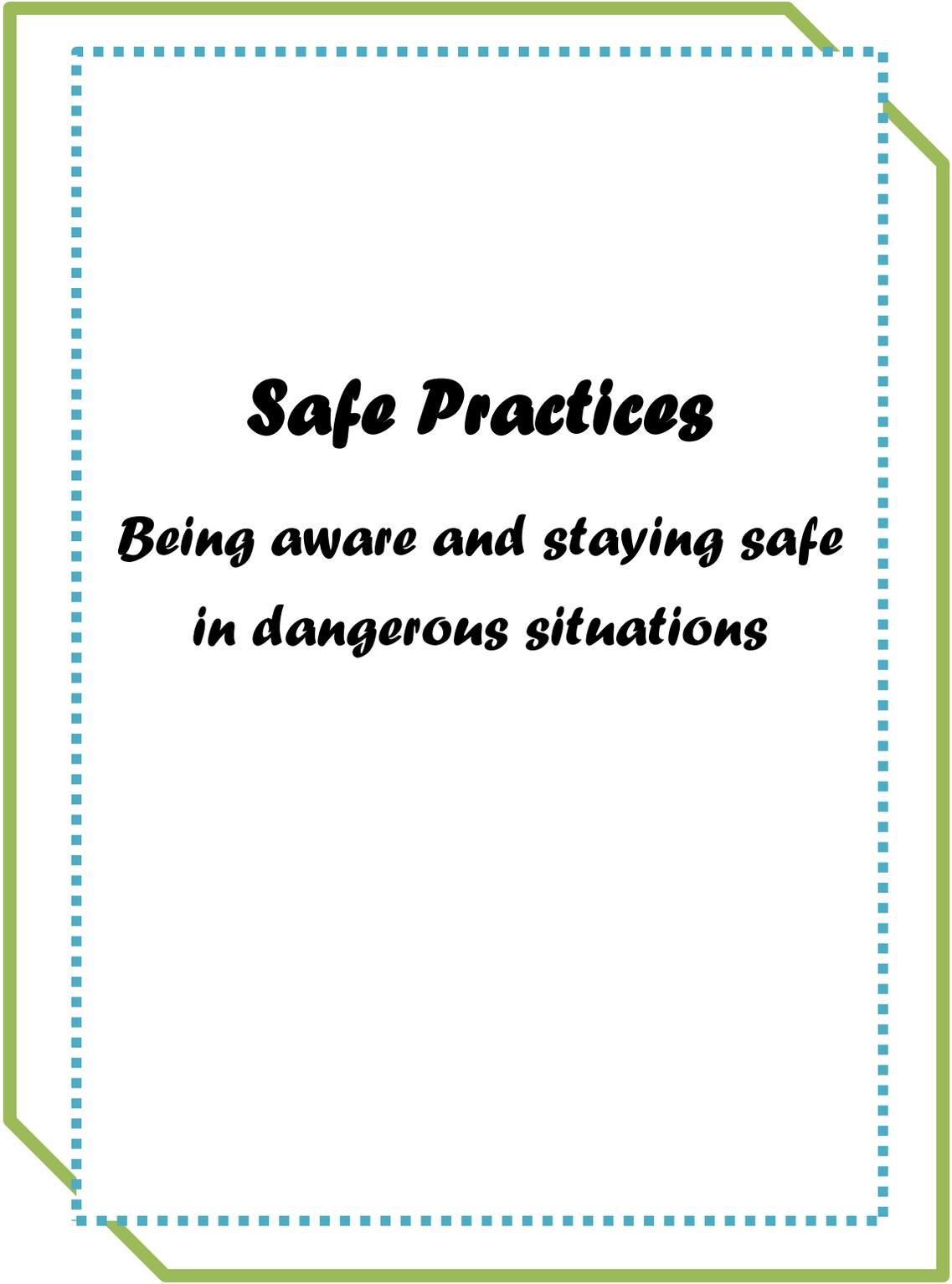
Girl: Yeah, but tonight's not good. Can we do it next week?

Andrew: I thought you cared about me more than that.

Girl: I do, but I want to get an A in this class. I want to get into a good college after high school.

Andrew: You'll still pass the class. That's all that at you really need to do you know. Colleges don't care all that much about grades. Just come see me please? For me? For our relationship?

Girl: I don't know...



Safe Practices

***Being aware and staying safe
in dangerous situations***

**Lesson:
Balloon Questions**

**Length of lesson:
20 Minutes**

Materials:

- **Small cut outs of paper labeled with the different topics**
- **Balloons**

Discussion Summary:

Sometimes it could be uneasy prompting discussion on things such as sex, drugs, alcohol, or sex trafficking. Balloon questions are a silly way to get the girls more comfortable about learning and talking about these subjects. This game is a great introduction into the risky topics following in this module. It allows the girls to ask questions and talk freely about what they may know regarding these subjects. It's also essential for the facilitator to dispel any myths within this time that the girls may have heard, also to gauge and prioritize certain topics that they find will be most useful to the group as a whole.

- 1.** Prepare the question balloons ahead of time by writing on 5 separate pieces of paper the words: sex, sex trafficking, drugs, bullying and alcohol. Drop each slip of paper into 5 separate balloons, blow up the balloons and tie them.
- 2.** Start the discussion by explaining that some topics may be a little more difficult to discuss than other topics, however it is very important to be informed and educated about these topics.
- 3.** Choose two volunteers to get into the middle of the circle with a balloon. The two girls will have to work together to pop the balloon by squeezing the balloon between their backs or hips.
- 4.** Once the balloon pops, the girls will compete to find the topic amongst the remnants of the popped balloon and read it aloud.

5. Once the topic is read to the group, prompt questions, thoughts or let the girls share any information they may have on each topic.

**Lesson:
Violence**

**Length of lesson:
45 Minutes**

Materials:

- White board or chalk board
- “Very Violent or Very Peaceful?” Statements
- Poster paper
- Pens and pencils

Discussion Summary:

Violence can range from extreme physical violence such as murder and rape to verbal or emotional abuse such as name calling and constant criticism to institutional violence such as racism and homophobia. All types of violence are used to exert power and control and have profound effects on personal health and well-being. Girls and women are directly or indirectly affected by sexual violence and abuse, physical violence and abuse, and/or emotional abuse sometime in their lives. The OJJDP says, “sexual assault is a risk factor for both boys and girls, but the rate of exposure to this risk factor is greater for girls” (Slowikowski 3). Children, girls and boys, who grow up in communities that face poverty, widespread drug use, and gang presence are also often exposed to general community violence. Community violence—defined by Mental Health Systems, Inc. of San Diego as frequent and continual exposure to the use of guns, knives, and drugs, and random violence—often leads to feelings of anxiety, low-self-esteem, fear, aggression, PTSD, depression, anger, distrust, alienation, betrayal, and impaired body image. These feelings often manifest as behaviors such as learning difficulties, difficulty paying attention, acting out or risk taking behaviors, suicide attempts, fighting, inappropriate sexual activities, involvement in prostitution, and involvement in drugs, making community violence a tragically cyclical problem (Hamblen 1). It is no surprise, then, that girls in the juvenile justice system have higher rates of histories of abuse than girls who are not involved in the system (Slowikowski 3), pointing to the lasting, negative effects of violence. Much abuse of young women especially at the hands of parents or random violence is tragically unavoidable. However, if girls are able to build confidence, learn to respect themselves and their bodies, and make responsible choices at a young age, some violence against them can be prevented. Girls are increasingly becoming perpetrators of violence themselves and must be taught healthy coping skills for anger and other emotions. It is important to teach young people that acting violent is always a choice and it always has consequences. It is also important to teach young people that if they are victims of violence, it is not their fault.

1. Begin by explaining that today you will be talking about different kinds of violence.

2. Write “very violent” on one end of the board and “very peaceful” on the other end. Draw a long line in between the two statements. Explain that you will read statements and the participants will move to whichever side they think goes with the statement. There is not a right or wrong answer and participants can stand anywhere in between the two extremes.

3. Read 5 to 10 examples and have participants move to either side or anywhere in between. Allow participants to discuss as issues come up. Prompt them with questions: Why do you think that is very violent? Why are you not sure? Why do you think that is very peaceful? Does it depend on

the situation? Do you need more information? Why would someone act that way?

Very Violent or Very Peaceful?

- *A boy hits a girl*
- *A girl hits a boy*
- *You get spanked*
- *Your friend gives you a hug when you feel sad*
- *A family lives in poverty*
- *Parents yelling at each other*
- *Someone spreads a rumor about you*
- *Someone calls you "stupid"*
- *The teacher tells the whole class you got an "F" on your test*
- *Someone kisses you when you don't want them to*
- *Your mentor helps you with your homework*
- *Someone touches your hair after you have asked them not to*
- *A friend shares their lunch with you*
- *Your brother steals all the money you've saved in your piggy bank*
- *Your brother calls you "fat"*
- *A boy shows you his butt and it makes you feel uncomfortable*
- *Murder*
- *Your mom tells you she will leave you unless you behave*
- *Someone you don't know follows you home every day*
- *A group of girls give you the silent treatment*
- *Your sister breaks your favorite necklace*
- *Someone threatens to choke you if you don't let them cheat off your homework*
- *Your brother or sister locks you in the closet*
- *You lock the dog out of the house without dinner*
- *Your friend gives you a birthday present*
- *Your teacher tells you that you aren't going to succeed*
- *You wish your friend good luck at their basketball game*

- 4.** After discussing 5 to 10 circumstances, have participants return to their seats.
- 5.** Explain that there are many different types of violence. Physical violence occurs when someone uses their body or a weapon to hurt your body. Verbal or emotional abuse occurs when someone uses words (written or said out loud) to hurt your feelings or scare you. Sexual violence occurs when someone makes you do some kind of sexual activity when you don't want to. Neglect is when someone who is supposed to be taking care of you does not take care of you. Institutional violence occurs when organizations or institutions discriminate against a group of people because of their skin color, gender, or how much money they have. All of these kinds of violence affect our health in many ways.
- 6.** Explain that participants will make a poster showing different kinds of violence, the consequences of the violence, and how to challenge the violence.
- 7.** Divide participants into pairs or small groups. Pass out poster paper, pens, and pencils.
- 8.** Direct participants to draw a picture of at least three different examples of consequences of violence. They can use words too. For each example of violence (ex: 1) teasing, 2) pushing, 3) silent treatment) they should draw a representation of the consequences of that violence (ex: 1) hurt feelings, 2) broken arm, 3) hurt feelings), and what can be done to challenge that violence (ex: 1) tell them how it makes you feel, 2) run away, 3) tell a teacher or counselor).
- 9.** Have participants share their posters and ideas for avoiding violence.
- 10.** Remind participants you are there to talk to in case they ever experience violence or need help avoiding violence.

**Lesson:
Bullying**

**Length of lesson:
45 Minutes**

Materials:

- **Board or large paper**
- **Videos or online videos about bullying**

Discussion Summary:

According to the US Department of Health and Human Services, Office of Women's Health, "bullying is when one person or a group of people repeatedly hurts someone else." Bullying can include hitting, gossiping, name calling, teasing, spreading gossip or rumors, telling lies, excluding, threatening, telling secrets, giving the silent treatment, betrayal, or harassment. Bullying is often done on purpose and happens "at school, in the park, on a sports team, or even at home." Though boys and girls bully each other, bullying amongst girls is uniquely nasty. Bullying hurts both the victim and the bully and leads to depression, low self-esteem, drug and alcohol abuse, and even suicide. Teaching girls that other girls are not enemies, to be assertive but not aggressive, to resist peer pressure, to report bullying, and to stand up to bullying can save their lives.

Discussion Questions:

- **Have you ever been bullied?**
- **What are the causes and effects of bullying?**
- **How can bullying be avoided or stopped?**

1. Begin by explaining that today you will be talking about bullying. Ask participants to raise their hands if they have ever been bullied.
2. Now ask participants, "What is bullying?" Record their ideas as they give them. Explain that bullying is when one person or a group of people repeatedly hurt someone else. Explain there are four kinds of bullying: physical, verbal, social, and intimidation.
3. Write each kind of bullying on the board. Going through each one, ask participants to think about what that kind of bullying looks like, feels like, sounds like, and why someone might bully someone that way. (Examples included following the lesson plan.)
4. Ask participants to think about why someone might bully someone else. Some reasons include: to get attention, insecurity, they feel bad about themselves, jealousy, to look tough, or because they are being bullied themselves.
5. Remind participants that different kinds of bullying often happen at the same time (calling someone a name while hitting them) and bullying often gets worse if it is not stopped right away (ex: a look or gesture could turn into shoving or hitting). Point out that all bullying causes pain, hurt, and fear. Explain that being bullied can play a role in sadness, loneliness, feeling bad about your body, skipping school, getting bad grades, headaches, stomach aches, trouble sleeping, and thinking about or trying to kill

yourself. Explain that choosing to be a bully can play a role in the same things, as well as fighting, using and abusing drugs and alcohol, and being a bully when you're an adult.

6. Ask participants to think about what they can do if they are being bullied. Examples include: tell a trusted adult, tell the bully to stop and calmly walk away, don't blame yourself, be strong and believe in yourself.

7. Explain that learning to be assertive and not be a bystander can help stop bullying. Explain that being assertive means saying something with confidence, but without anger in your voice, with steady breathing, and with sentences that start with "I." Remind participants that by being assertive you are not being passive or letting someone walk all over you, but you are also not being aggressive or starting to be violent or a bully too. Explain that a bystander is someone who watches an event like someone being bullied or someone getting hurt and doesn't do anything to try to help.

8. Explain that participants will now have a chance to practice standing up to a bully. Have participants get into pairs. Have one participant play the role of the bully and the other play the role of the person being bullied. Have them switch roles so they both practice being assertive.

9. Have participants get into groups of three or four. Have one participant play the role of the bully, one play the role of the person being bullied, and the others practice being assertive bystanders who stick up for the bully. Remind participants they are not to be aggressive, as that could make the situation worse.

10. Have a debrief discussion about bullying. Ask participants: What did you learn from the role playing activity? What choices can you make if you are being a bully? What are some consequences to bullying? What choices can you make if you are being bullied? Remind participants that putting someone else down is not the way to build yourself up.

11. Ask participants to share stories of bullying if they want to.

12. Remind participants they always have choices and to think before they call someone a name, tease someone, or spread a rumor.

- *Physical bullying*
 - *Looks like: shoving, hitting, pinching, punching, kicking, slapping, bruises, scratches*
 - *Feels like: pain, hurt, injury, sadness, anger, fear*
 - *Sounds like: yelling, slapping, broken bones*

- *Verbal bullying*
 - *Looks like: name calling, teasing, gossiping, spreading rumors, telling lies, telling secrets, sexual harassment, threats*
 - *Feels like: pain, hurt, sadness, anger, fear*
 - *Sounds like: “stupid, nosey, nerd, geek” (remind participants that saying “just kidding” after calling someone a name is still bullying)*

- *Social bullying*
 - *Looks like: verbal or physical bullying in front of others, betrayal, silent treatment, spreading rumors, excluding, ditching*
 - *Feels like: pain, hurt, sadness, anger, fear*
 - *Sounds like: silent treatment, “stupid, nosey, nerd, geek”*

- *Intimidation*
 - *Looks like: a look, gesture, physical bullying, threats*
 - *Feels like: pain, hurt, sadness, anger, fear*
 - *Sounds like: verbal bullying, “I’m going to get you;” “you better watch out”*

- *Cyber Bullying*
 - *Looks like: mean comments or posts about someone else on social media, starting an argument or spreading rumors in messages or online videos, posting incriminating pictures or videos against the will of the person being shown*

- *Feels like: pain, hurt, embarrassment, sadness, anger, fear*
- *Sounds like: hurtful words in videos, yelling in video chats*

Lesson:
Alcohol and Drugs

Length of lesson:
45 Minutes

Materials:

- **Fact sheets about alcohol and drugs**
- **Photos, videos, and other visuals showing the effects of alcohol and drugs**
- **Role playing scenarios**

Discussion Summary:

According to several studies, young people begin experimenting with drugs at ages 12 to 17; considering this reality, drug and alcohol prevention efforts must target younger children to prevent them from ever using drugs in the first place. "A number of findings have shown that adolescent females display unique vulnerabilities that can lead to substance abuse. Furthermore, research reveals that drug abuse has a profound impact on teen girls, both physically and psychologically" (Girls and Drugs 2). Court Appointed Special Advocates (CASA) reports that key risk factors for substance abuse, such as stress, depression, anxiety, physical or sexual abuse, and excessive concerns about weight and appearance, are also key elements by which girls and young women are affected (Girls and Drugs 4). Drug prevention strategies that are effective include education about the harmful physiological, emotional, and social effects of drugs, engaging young people in school and positive extra-curricular activities, teaching young people healthy coping skills, how to resist peer pressure, to care for their bodies, to value their safety, and to make healthy choices for their future.

Discussion Questions:

- **How do alcohol and drugs affect our bodies?**
- **How can you keep your mind body and safe from alcohol and drugs?**

- 1. Prepare fact sheets about the effects of alcohol and drugs. These fact sheets should include specific effects of specific drugs (examples: alcohol depresses the central nervous system and affects memory ability; tobacco turns the lungs black and causes cancerous cells to grow). Facts and statistics on various drugs are available from many sources and websites.**
- 2. Prepare photos, videos, and other visuals showing the effects of alcohol and drugs. This can include "The Downward Spiral," photos of lungs before and after tobacco use, and videos describing the consequences of drug use. These visual aids are available from many sources and websites. You may want to show a bottle of alcohol, a package of cigarettes, and some prescription drugs.**
- 3. Explain to participants that there are many different kinds of drugs and they can hurt their mind and body. Pass out the fact sheets about the drugs. Lead a discussion about the physical and emotional effects of each drug. Tell participants that both short-term use (trying a drug one time) and long-term use (using a drug a lot of times or becoming addicted) are harmful. Show visuals as aids.**

Remind participants that their bodies are the only one they get and it is their job to take special care of them.

4. After discussing the negative physiological effects of alcohol and drugs, discuss some social effects. Remind participants that most drugs are illegal and therefore using them, selling them, or making them will lead them to jail or prison. Tell them that even drugs that are not illegal, like tobacco, alcohol, or prescription drugs, have harmful effects. Using and abusing any kind of substance that alters your mind or your bodily functions can change your behavior so you don't have control over yourself and your body, you don't care about things you used to care about (ex: family, friends, school, sports), and you may do regretful things you know you would not do if you were not on drugs (ex: hit someone, hurt yourself, hang out with people you know are dangerous, lose friends, stop doing your homework).

5. Now explain that even though they know these negative effects of drugs, some people will try to get them to try drugs or get hooked on drugs. Tell participants that when your friends try to persuade you to do something, even something you feel uncomfortable with, it is called peer pressure. Ask participants to share a time when they have been peer pressured.

6. Tell them that sometimes it is hard to say "no," even when you know doing drugs will hurt you or get you in trouble. Some reasons it is difficult to say "no": you want to "be cool" like your friends, your parents, siblings, or cousins do drugs so it must be okay, you feel sad or mad and you want to cover up those feelings, or you think it will be fun. Tell them that today they will practice resisting peer pressure so they won't be as likely to fall into the traps, especially now that they know how harmful drugs are to their health.

7. Explain the role playing activity. For every scenario (see sample scenarios below, or come up with your own) have some people peer pressuring someone and others being pressured. Have the whole group brainstorm ideas about what choices can be made and the consequences of those choices. Step in as needed to give suggestions. Have the participants actually say the words to resist the peer pressure to practice. Explain every choice has a consequence (something that happens because of something else), which means that something good could happen or something bad could happen depending on what choice you choose. Ask if there are any questions.

8. Ask for volunteers or choose participants to be the actors.

9. After role-playing, have participants brainstorm alternative activities to doing drugs. Ideas include: play sports, write a story, read a book, listen to music, make music, dance, talk on the phone, talk on the internet, learn a new hobby, spend time with your family, do your homework, play a board game, take a walk, do work in your community, draw or do an art

project, go see a movie, clean your room, learn how to cook your favorite meal, and tons more! Record participants' ideas as they brainstorm.

Scenarios with scripting:

Scenario #1: "be cool"—Joseph and Sam offer you a cigarette. They tell you it will make you look cool and it will make Jeremy, the boy you have a crush on, like you. (Choices: take the cigarette→you feel sick, you feel scared, you get in trouble because it is illegal to smoke if you are under 18 years old, your friends get in trouble, you forget to do your homework OR you say "no thank you, I know cigarettes will make me smell bad and will give me a bad cough. If Jeremy doesn't like me because I don't smoke then I don't want to hang out with him anyways" →you go hang with different friends and have a good time, you finish your homework and get a good grade, you eat dinner with your family, you feel healthy and you don't get in trouble)

Scenario #2: "it will help you forget"—Your sister offers you a beer and tells you it will help you forget how sad you feel that dad called you a mean name. (Choices: drink the beer→you feel sick, you don't forget how sad you feel, you get in trouble because it is illegal to drink if you are under 21, you forget to do your homework, you get in a fight with your sister because you are both not thinking straight OR you say "no thank you, I know alcohol will not help me feel better" →you write in your journal about your feelings, you go for a walk outside, you talk to someone about how you feel, you don't feel sick, you don't get in trouble, you and your sister hang out together)

Scenario #3: "it will be fun"—You are hanging out with your soccer team after a game. The team captain offers everyone in the group some pills that will help the team relax after the big game. The team captain says that everyone should take the pill so they can all have fun together. (Choices: take the pill→you feel sick, you fall asleep and forget to call your parents to pick you up, you get in trouble because the pills were stolen from someone's parent's medicine cabinet, you don't have fun OR you say "no thank you, I don't know what that pill will do to me, maybe we can all get some ice cream or watch a movie to relax as a team" →you feel proud of how you played in the game, you call your parents to pick you up and you have a delicious family meal, you don't feel sick, you don't get in trouble)

**Lesson:
Puberty and Human
Sexuality**

**Length of lesson:
45 Minutes**

Discussion Summary:

Comprehensive sex education is a key strategy to lowering rates of teen pregnancy and STDs, as well as providing girls with positive, pro-social alternatives to sexual activity. It is imperative this education is presented to girls even as young as 8 to 12, which is ideally prior to their becoming sexually active. For girls ages 8 to 12, knowing what is going on in their bodies can help them face the challenges of puberty and help them retain self-esteem, lowering the risk of drug use, gang involvement, and unsafe sex practices. Remember, young people learn about it from their peers and the media and what they learn may not be accurate. Although rates of teen pregnancy are going down overall, the number of pregnancies among young women is still too high. The National Latino Research Center (NLRC) reports, “the incidence of pregnancy among teenage girls is considered a serious societal problem in the United States due to the economic and health issues associated with early parenting” (NLRC 1). Although rates of pregnancy among girls ages 8 to 12 are low in general, preventing girls from becoming pregnant as teenagers requires that preventative education efforts target younger girls. Girls who have children as teenagers are less likely to complete high school or further their education and are more likely to live in poverty than their peers. Similarly, children of teen mothers have an increased risk of health complications and are more likely to live in poverty than other children (NLRC 1). Even if a young girl plans to become pregnant—as opposed to becoming pregnant by accident or as a result of being raped—a girl who becomes pregnant at a young age may do so to get attention, to please an abusive partner, or to feel loved by someone; considering the lifelong consequences of having a child, these are not encouraging rationales to risk the economic and health issues associated with early parenting. Also, pimping and commercial sexual exploitation are continuing problems and can be prevented with education. For this lesson, age appropriateness is key. NOTE: For this lesson, it may be necessary to supply additional permission slips. Divide participants according to age to best address their maturity level and tailor the lesson to be age appropriate. Invite parents/guardians to join Girls Only! for this lesson.

1. Begin by explaining that today participants will be learning about their bodies and how their bodies and minds change as they grow up. Have participants sit in a circle.

2. Set some ground rules. Remind participants to respect each other so everyone feels comfortable. Explain that participants should not share personal stories or questions in class, but they can always ask questions after class. Explain that they are not in class to discuss how to have sex; if a participant wants

to ask a question about how to put on a condom or how people get STDs that is okay. Explain that this lesson will be about human sexual behavior, not animal behavior and they should not ask about animals. Tell participants that they will have a chance to ask questions and if they have questions about anything you have talked about to ask their parents/guardians, teachers, or a school nurse.

3. Begin a discussion about puberty by asking participants: Have you noticed anything different about your body? How are you different than when you were 5 years old? Do you feel any different? Explain that puberty is the time in a person's life when a child develops into an adult. Explain that maturing takes many years and although everyone goes through puberty, some people can begin the process early and some can begin later. Ask for examples of what takes place during puberty. Record ideas as participants give them. Some examples include: growth spurts, increase in sweat and oil glands sometimes causing pimples and body odor, breast development, hips widen, more body fat, voice deepens, and more body hair grows, including underarms and pubic hair. Show charts, diagrams, and models as appropriate.

4. Begin a discussion about hygiene by asking participants: What does hygiene mean? How do we practice good hygiene? Record ideas as participants give them. Some examples include: shower or bathe, brush teeth, wash hair, change pad/tampon regularly, remove sweaty or wet clothing promptly, wear clean clothes, change underwear and socks daily, wear deodorant, and wash face. Ask participants: why is it important to practice good hygiene? Stress the importance of understanding what your body feels and looks like when it is healthy, so you can know what unhealthy might feel or look like. Show charts, diagrams, and models as appropriate.

5. Begin a discussion about menstruation by asking participants: What is menstruation? What are other terms you have heard for menstruation (ex: period, flow, etc.)? Explain that a female gets her first period about two to two-and-a-half years after breasts begin to develop; this can

Materials:

- **White board or large paper**
- **Charts, diagrams, and models about puberty, hygiene, and menstruation**
- **Pads, tampons, panty liners, and other menstruation products**
- **Diagrams and models of human sexual organs**
- **Small pieces of paper**
- **Pens and pencils**

happen as early as 9 or 10 but usually around 12 or 13. About six months before a girl gets her period she might notice a clear discharge. Show charts, diagrams, and models as appropriate to explain menstruation. Explain that usually once a month, a female releases an egg from one of her ovaries. This is called ovulation. Ovulation happens about 2 weeks before a woman gets her period (if a sperm does not fertilize the egg). The egg will release into the fallopian tube. If sperm is present, it could fertilize the egg, and the fertilized egg could implant in the uterus and continue into a pregnancy. If the egg is not fertilized, it is absorbed into the body and the body will shed (release) the lining of the uterus; this is menstruation or “getting a period.” The lining of the uterus was building up in case a fertilized egg was going to implant there, but since it is not needed, the body releases the fluid and tissue. Sometimes this looks like blood, and sometimes it can just look like discharge, fluids, and tissue. This is normal. The uterus contracts like a muscle to release the lining, which is why females can experience cramps or pain in the abdomen. Cramps may feel like a stomachache, but the uterus and the stomach are completely separate organs. Remind participants that it’s very important to know how their body and fluids smell and look on a regular basis so if something seems strange or out of the ordinary, they can get it checked at a health center or doctor’s office. Explain that a complete cycle is 21 to 36 days but that for the first few years it may be irregular and usually skip in the beginning. A period can last from two to seven days and there will be four to six tablespoons of flow over the two to seven day span. Describe some other elements that may come along with the period. Women may experience cramps, or dull, achy, sometimes sharp pain in lower abdomen, back, or thighs; PMS, or feeling irritated, sad, or emotional during the days before your period starts; and pimples due to an increase in sweat and oil glands and hormone changes.

6. Give a demonstration of pads, tampons, panty liners, and other menstrual products, explaining that once you begin menstruating you will need something to absorb the blood. Remind participants that periods do not make them gross or weird and that periods should not get in the way of enjoying life and having fun.

7. If parents/guardians are present, ask them to share their experience having their period for the first time.

8. Hand out small pieces of paper. Give time for participants to write anonymous questions about anything related to what they learned today. Read the questions aloud and respond the best you can.

9. Remind participants that growing up is an exciting time but it can be confusing. Remind participants you are there to answer any questions they may have.

PROCEDURE

Day 2

10. Begin by explaining that today you will be talking about sexuality. Write “sexuality” on the board. Ask participants what they know about sexuality. Elicit responses from the class before giving the definition below. Explain that sexuality is a natural, lifelong part of every human. Explain that all people have sexuality and express it differently throughout their lives. Human sexuality includes the way people express their gender and sexual orientation and the physical and emotional ways that people express love and affection.

11. Explain there are four parts of sexuality: bodies, feelings, values, and behaviors. Write each part on the board.

12. Explain that one part of sexuality involves our bodies. Our biological sex includes the physical characteristics that make someone male and female. For example, a female is typically born with a vagina and ovaries and a male is typically born with a penis and testicles. Show diagrams and models of sexual organs.

13. Explain that another part of sexuality includes our feelings. Explain that we have feelings towards ourselves, such as our self-esteem, which means having pride in yourself, and our body image, which means how you feel about your body. Explain that we also might have feelings toward other people.

14. Ask participants: “What are some reasons why people like other people?” Examples include: the person is funny, cute, smart, etc. Explain that sexual orientation means which sex a person is attracted to: heterosexual means you are attracted to the opposite sex, gay/lesbian means you are attracted to the same sex, bisexual means you are attracted to both sexes. Remind participants that people can also be unsure about or questioning their sexuality and that is okay.

15. Explain that another part of sexuality includes our values. Explain that values are our beliefs and they help us make decisions according to what we think is right. An example might be a person values honesty, or always telling the truth. Explain that like the rest of our life, how we express sexuality is influenced by our values.

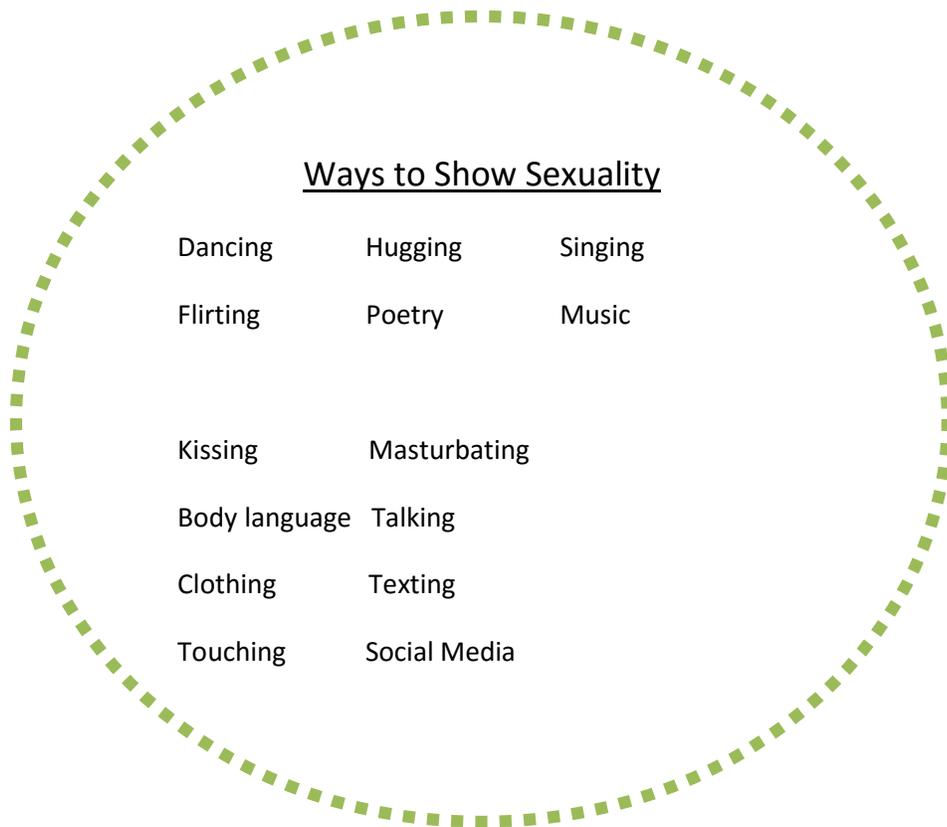
16. Ask participants: “Where do people get their values?” People get their values from family, religion, and personal experiences.

17. Explain that the fourth part of sexuality involves behaviors. On the board, draw an arrow from “Bodies,” “Feelings,” and “Values” to “Behaviors.” Explain that a person’s values, body, and feelings influence his/her behavior. Behaviors are actions and decisions. For example, if a

person values honesty, they will behave by trying to be honest with others in their relationships. Explain there are actions and decisions we make to express our sexuality.

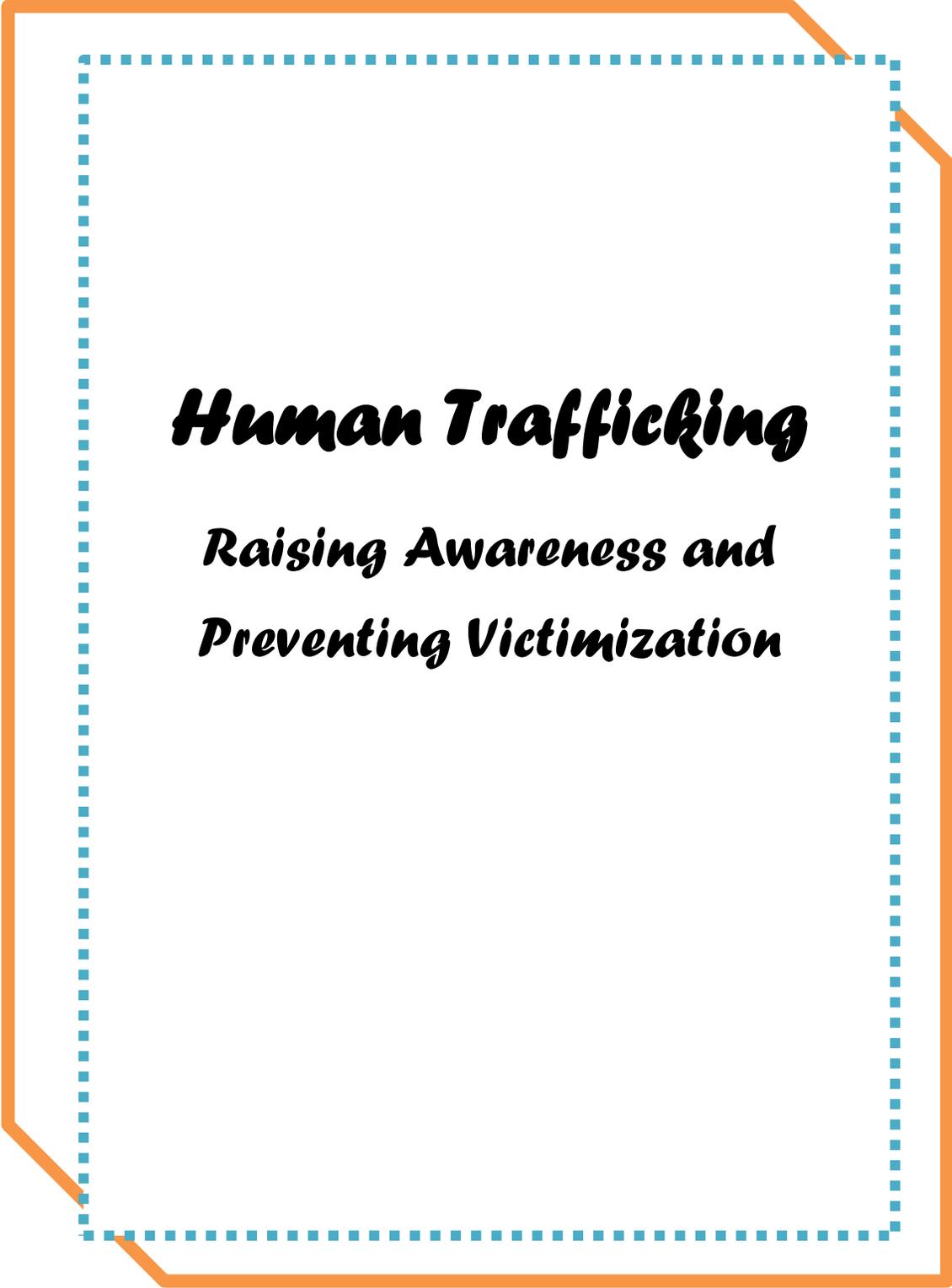
18. Begin a discussion about ways to express sexuality. Record responses as participants give them. Answer questions as necessary.

- How might people choose to show romantic feelings for someone?
- What are some ways people can express their sexuality?
- If two people like each other, how might they show it?
- How do people express how they feel about their bodies?
- How do people know they are attracted to someone?



19. Define masturbation as “touching one’s body for sexual pleasure.” If a participant mentions “sexting,” define it as “when a person sends a nude or semi-nude photo over a phone or instant message.” When “sex” is mentioned as a way of expressing sexuality, separate it from the list, and wait to discuss it. After listing the many ways a person can express their sexuality, draw a

large circle around the entire brainstorm and a smaller circle around “sex.” Explain that sex is one way to express sexuality. Ask: “Do people have to have sex to express their sexuality?” Remind participants there are many different ways to express sexuality, that sexuality is something that every person has all their life, and that having sex is just one way to express sexuality.



Human Trafficking

***Raising Awareness and
Preventing Victimization***

Introduction to Sex Trafficking:

Begin by explaining that today you will be talking about something very serious that requires maturity, and that the participants are there because they have demonstrated that they are capable of handling such a mature and sensitive discussion. Make sure to explain to the girls, thoroughly, that although this topic may seem scary, the purpose is not to scare them, but instead to educate them. Human Traffickers or pimps, prey upon the most vulnerable, oblivious or naïve by methods of force, coercion or fraud. By being informed, you are empowering yourself to be more resilient against becoming a victim of Sex Trafficking.

There is a common misconception that “prostitution” is a choice made by a woman or girl strictly to make money. However if a child is sexually exploited before the age of 18, it is automatically defined by the law as trafficking. Sex Trafficking is exploitative, it is real, and it is happening in this country. San Diego is noted by the FBI as a top 10 city in the highest intensity child prostitution areas. Most victims of trafficking come from a low socioeconomic background, have had a history of sexual abuse or domestic abuse in the family, live in foster care or group homes, or are runaway teens. However, anyone can be a victim of trafficking! By teaching young girls to be resilient and aware of Human Trafficking along with the various life skills, positive self-esteem and motivational themes taught throughout Girls Only!, we are empowering the participants of this program to rise above falling victim to exploitation.

Resources:

- National Human Trafficking Resource Center: 1-888-373-7888
- Asian Anti-Trafficking Collaborative: General # (415) 567-6255 endtrafficking.wordpress.com (San Francisco)
- Bilateral Safety Corridor Coalition (BSCC): General # (619) 336-0770 Hotline# (619) 666-2757 (San Diego)
- California Against Slavery (CAS): General# (510)473-7283 www.californiaagainstsavery.org
- Standing Against Global Exploitation (SAGE): General# (415)905-5050 (San Francisco)
- National Center for Missing and Exploited Children: 1-800-THE-LOST (1-800-843-5678)

Lesson:

The Words We Use

Use (Adapted from (4) Ending Sexual Exploitation: Activities and Resources for Educators of High School Students, Chicago Alliance Against Sexual Exploitation, 2011)

Length of lesson:
45 Minutes

Materials:

- Poster Paper
- Markers
- Guest Speaker (Survivor testimonial optional)

Discussion Summary:

Similar to slavery that existed in the US before the Civil War, human trafficking involves forcing other people to work for the perpetrators own financial gain. It is often referred to as a form of modern-day slavery. There are approximately 27 million victims of human trafficking/modern day slavery in the world today. This means that more slaves exist today than at any other time in human history.

Discussion Questions:

- **Why is it important to learn about trafficking?**
- **Where does Sex Trafficking occur and who are the victims?**

Present the following vocabulary words, each one written on its own piece of poster paper for the participants to see. Ask, "Who has heard of..." each word, and request the meanings or examples while writing down the various answers on the page.

1. Offer the actual definitions of the words to use as prompt for further discussion. Use examples or analogies to make the definitions more relatable.

- Exploitation – The abuse of power or position to make money by harming someone else.
- Sexual Exploitation – When the abuse of power or position to make money is done by harming someone sexually. May include pimping, sex trafficking, pornography, or other activities.
- Prostitution – Engaging in or offering to engage in a sexual act in exchange for something of value, such as money, drugs, shelter, clothing, and etc. It is important to remember that most people in prostitution are exploited by someone else; controlled by threats or abuse.
- Human Trafficking – Forcing, coercing, or deceiving people into labor or sex work. A victim of human trafficking believes their safety would be in serious danger if they tried to leave.
 - Note: Anyone under age 18 engaging in commercial sex is considered a trafficking victim
- Pimping – Using power, control, trust, threats, force, or deception to prostitute someone else for personal financial gain.

- Illegal and a violation of human rights
- Pimps keep 100% of the money
- Coercion – The practice of persuading someone to do something by using force or threats.
 - Sex Traffickers use coercion to lure girls into sexually exploiting their body for money.

2. Explain that sex trafficking happens all over the world to men, women, boys and girls. While the dangers of sex trafficking may seem to only occur in movies or overseas, unfortunately it even happens locally. Many people are at risk for becoming a victim of sex trafficking so it is important that we are aware of the terms behind trafficking as well as the meaning of the terms. The more aware you are about the dangers and realities of sex trafficking, the more resilient you can be to the risks.

3. Conclude by showing the following video to the girls:

Human Trafficking- Modern Day Slavery

http://www.youtube.com/watch?v=VZTN0TbsRYA&feature=player_embedded

4. Allow the girls to jot down their thoughts about the video for 3-5 minutes.

5. Follow up by discussing what was happening in the video using the newly learned terms. Ask volunteer participants how they felt about the video and what they learned about sex trafficking.

Optional (Can be completed in a follow up session)

3. If a survivor speaker is available to explain his or her story to the girls, this can be an effective way for the girls to understand sex trafficking on an even more complex level. Seeing and hearing a real person that has experienced being sex trafficked can be compelling and reinforce the girl's knowledge of sex trafficking. If a speaker is available, ask the speaker to share her story in a way that is realistic yet age appropriate for the girls. Beforehand, make sure that the speaker is comfortable answering questions from the girls and that the language and stories are age appropriate. If he or she is, conclude by letting the speaker answer questions about the issue.

Lesson:
Who are the Victims?

Materials:

- **Butcher Paper**
- **Markers**

Length of lesson:
20 Minutes

Discussion Summary:

Begin by telling participants that sex trafficking is a real and growing problem not only globally, but here in America. Explain that the group will be focusing on how to avoid becoming a victim as well as learning who is at risk for being victimized. Mention that by imagining yourself in someone else's shoes, you may be able to understand which behaviors to avoid and how to recognize "red flags". In most occurrences, recognizing these red flags can keep you safe.

Discussion Questions:

- **Who is at high risk to be sex trafficked?**
- **What are some ways you can prevent yourself from being a victim of sex trafficking?**

1. Ask the group, "What kind of people do you think are most likely to be sexually exploited or trafficked into prostitution?" Write the question on a piece of poster paper and jot down the participants' answers. If prompting is needed, ask "Are they boys? Girls? Young? Old? Students?"

2. Show the girls the videos as found on youtube.com – *America's Daughters* adapted from Polaris with the link: <https://www.youtube.com/watch?v=aTAVZChvLR4>

You may also use the PSA from Gems-girls.org - *The Makings of a Girl*.

(Both are very effective videos, however you may choose to use different videos, the purpose of the video is to explain that it can happen to anyone, even locally.)

3. After the girls have reviewed the videos, give them a couple of minutes to reflect. After the minutes have passed, ask the girls again who the victims were in these videos? What were some common themes that they noticed amongst the victims? For example, both girls were sexually abused, both girls wanted love, both girls were American, both girls were 12 years old.

4. Now redefine who can be a victim.

5. Inform the participants that exploitation can happen to ANYONE. It can happen to both boys and girls of any age, race, religion, or city. However, these are important facts to understand:

- Many more girls than boys are trafficked
- Most are under 18. The average age of entering to prostitution is 12-14.
- Traffickers and pimps often target children who run away from home or are in foster care
- Traffickers may target children who drop out of school
- Trafficking is likely to happen in neighborhoods where gang activities, prostitution, and sex crimes already take place. Keep your eyes and ears open!

Discussion: Has anyone heard of something like this happening in their own community or school? Does anyone have friends who have been in situations where they may be exploited?

6. Before the lesson, write down a list of risks or dangers associated with being prostituted or exploited. Call on one girl at a time to read one item from the list. Pause to answer questions throughout the reading. The list may include the following:

- Loss of freedom
- Loss of contact with family and friends
- Unwanted pregnancies
- HIV/AIDS and other STDs
- Severe violence, or even worse
- Threatened or actual violence against family and friends
- Others

Discussion: How to avoid these dangers? Note that any of the qualities in item five, describing vulnerabilities of a victim, may be the realities in any or all of the participants lives, explain that there are ways that you can still be resilient to being a victim of sex trafficking. Tell the participants that some of the best things they can do avoid exploitation is to continue many of the things they are already doing, such as doing well in school and participating in clubs like Girls Only!, as well as practicing many of the skills they have been learning in Girls Only!. These include:

- **Getting good grades in school**
- **Joining after-school sports teams**
- **Not letting boys come before your education**

- **Respecting yourself and your right to say “no”**
- **Refusing to do drugs**
- **Practicing positive communication skills**

7. Concluding the discussion allow the girls to complete the, *I am Poem*, this poem is adapted from the original “I am Poem” found in the self-esteem module. The difference with this poem is after the girls learn about who the victims are and their vulnerabilities, they are able to use poetry as a pact to themselves that even though they may possess some of these vulnerabilities, such as being a young girl, there are more qualities that they possess that will allow them to be resilient, such as what they have learned in Girls Only!. (Ex. Self-esteem, healthy relationships, goal setting, career day)

8. Give an example of your own “I am...” poem just as before, however, this time, the second to last line will end with *I will not be exploited*.

I am motivated.
I am a woman.
I am a big sister.
I am Marissa

I am smart.
I am inspired.
I am goofy.
I am Marissa

I am worthy.
I am grateful.
I will not be exploited.
I am Marissa

**Lesson:
Gangs**

**Length of lesson:
45 Minutes**

Discussion Summary:

Girls as young as ages 8 to 12 are vulnerable to the influences of direct and indirect gang involvement. Girls who live in low-income neighborhoods and have family members or friends involved in gang activity are most susceptible to the consequences of gang related activity. Gang involvement for females can include being a full member of a female gang or an integrated gang, being a “homegirl” associated with a gang, being a prostitute to make money for a gang, a recruit to find other prostitutes for a gang or being an alibi for crimes committed by gang members. The OJJDP reports, “though most females join gangs for friendship and self-affirmation, recent research has begun to shed some light on economic and family pressures motivating many young women to join gangs” (Moore 2). “Drug offenses [are] the most frequent cause for arrest” for female gang members and for women associated with gangs. It appears that more females are dealing drugs, often those drugs to which they are addicted (Moore 5). Girls are being recruited by gangs or involved younger than before; the pimping out of young girls as sex workers by male gang members is a growing problem. The National League of Cities Institute for Youth, Education, and Families states, “prevention efforts are particularly important given the young age at which many gang members join”: most gang affiliated youth join between ages 12 and 14 (National League 1). Providing girls with support, mentorship, and consistent care is essential in preventing gang involvement, as many seek the love of a family in the familial structure a gang. Similarly, teaching young people about making responsible choices and motivating them to work towards their goals diverts them from potential gang activity. Educating girls about the negative consequences of being associated with gangs and gang members, such as serious physical harm or death, jail and prison time, and drug abuse, also hinders participation in gang activity.

1. Begin by explaining that today participants will be talking about values, choices, and consequences. Ask participants to define each word. Record their ideas as they give them. Explain that values are our beliefs and they help us make decisions according to what we think is right. An example might be that a person values honesty or always telling the truth. We learn values from our families, religion, and our experiences. Explain that choices are decisions we make based on our values. An example might be someone who values honesty chooses to tell the truth instead of lie about something. Explain that every choice has a consequence or something that happens because of something else, which means something good could happen or something bad could happen depending on what choice you choose.

Materials:

- **Board or large paper**
- **Videos or online videos about choices and/or gang involvement**
- **Fact sheets about gang involvement**
- **“My Most Important Values” worksheet**
- **“Road of Life” handout**
- **Scissors**
- **Pens and pencils**

2. Pass out the “My Most Important Values” worksheet, scissors, and pens and pencils.

3. Explain that for this activity participants will think about the things most important to them personally and not by the standards of anyone else. Explain that when you know what is important to you, you can make better choices. Read the values listed around the worksheet.

4. Ask participants to think really hard about what is important to them. Direct participants to begin cutting out the values listed until they only have three left. Allow them to work together and give time for this—it is difficult to prioritize values! Remind participants that maybe everything on the sheet is important to them but for this activity they are deciding what is most important. Assist as necessary.

5. When they have cut out the values, have them write their three most important values in the center. Ask each participant to share their three most important values with the group.

6. Collect the scissors and clean up paper scraps.

7. Show videos or online videos about choices and/or gang life.

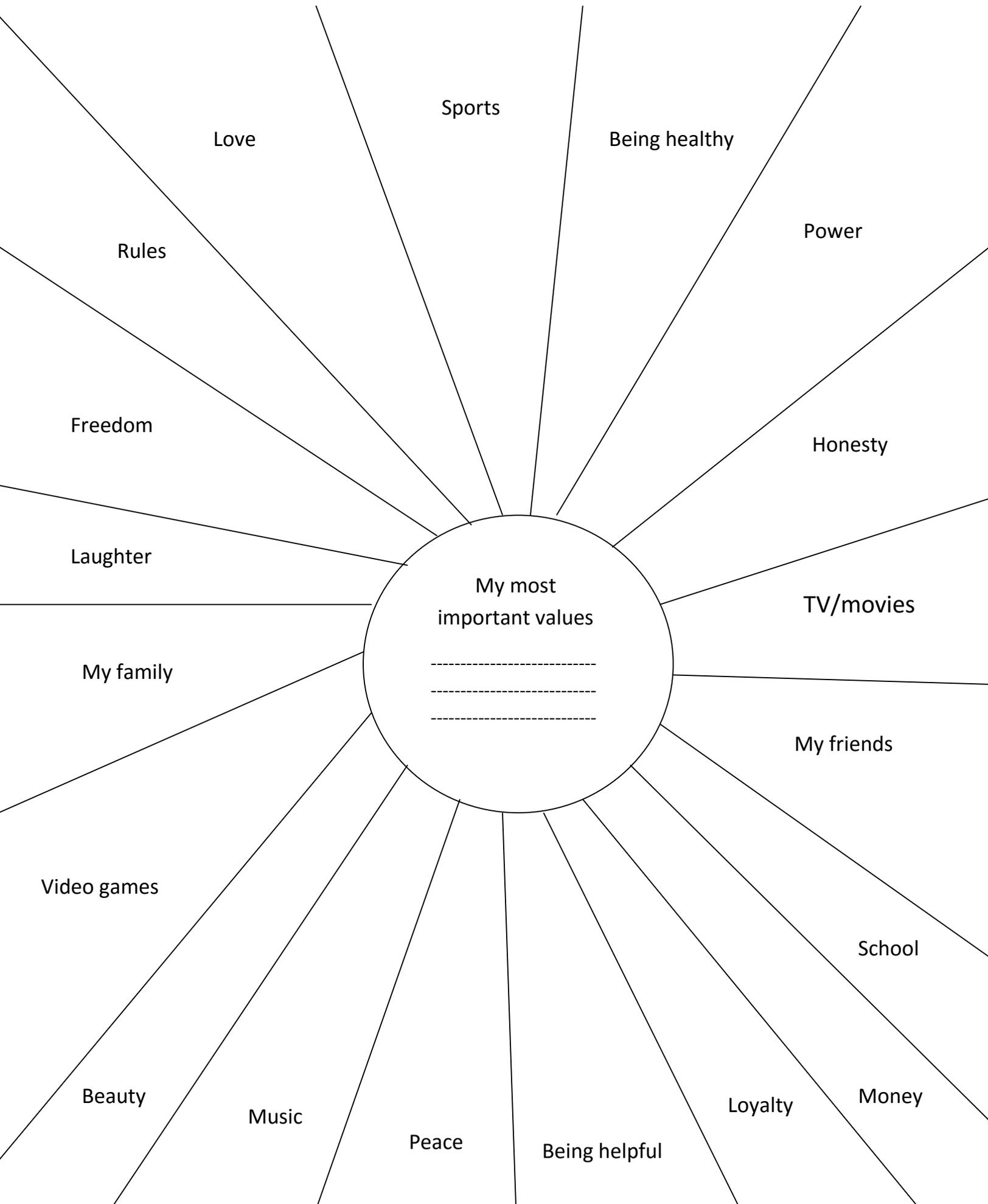
8. Begin a discussion about gangs. Prompt participants with questions: What are gangs? Explain a gang is a group of people; a criminal gang, which is often called a gang, is a group of people who use the same symbol, wear the same colored clothing, and get together to break the law, do and sell drugs, or hurt others. What are the cons of gang involvement? Some cons include: jail, a criminal record, death, permanent physical injury, loss of time and freedom, missed

opportunities, loss of friends, more trouble with family, and lastly people don't respect gang members—they fear them.

9. Pass out the “Road of Life” handout. Have participants read the choices and consequences listed on the handout. Remind participants that life will always have challenges, or bumps in the road, but how and what they choose will determine the roads they take on their journey. Remind them they can always choose to change their lives!

10. Have participants discuss how the values they chose as the most important to them relate to the choices and consequences on the “Road of Life” handout.

11. Based on needs assessments and information shared during this lesson, meet with individual participants about gang involvement. Make referrals as necessary.



My most
important values

Sports

Being healthy

Power

Honesty

TV/movies

My friends

School

Money

Loyalty

Being helpful

Peace

Music

Beauty

Video games

My family

Laughter

Freedom

Rules

Love



**It's your life.
Only YOU have the
power to decide
your life.**

Success, happiness
Owning your
Own Home

**Choose Wisely.
It could cost you
your life.**

**Which road will
you choose?**

Driver's License
Prom
Graduation

College
Career/Job

**You always have
the option to choose
to change your life.**

Jail
Physical Injury
Death

Positive Friends/Peers

Involved in School

Playing Sports

Staying in
School, Getting
Good Grades

**Life will always have speed
bumps (challenges). How and
what you choose will determine
your journey.**

Continuation School
Suspension/Expulsion
from school

On Probation

Juvenile Hall

Low Paying Jobs,
Unemployed

Gang Involvement/Criminal Activity

Kickin' it with Home Girls

Drug Addiction

Cutting Class/Truant

Kickin' it with Home Boys

Missing a lot of School

Negative Friends/Peers

Lesson:
Pimps and HOs

Materials:

- **Butcher Paper**
- **Markers**

Length of lesson:
20 Minutes

Discussion Summary:

Pimps use power, control, trust, coercion, fraud threats, force, or deception to prostitute someone for financial gain.

According to the law, pimps are sex traffickers. The justice system has criminalized the violence, threats and manipulation pimps employ to keep women and children under their control, and many pimps have gone to prison for 20 or more years for sex trafficking.

It is important that the girls are educated that a pimp is not a positive nickname or slang term; a pimp is someone who is a violent criminal.

Discussion Questions:

- **What are the ways a pimp may manipulate someone into selling their body?**
- **Why might a girl even listen to a pimp or want to be around a pimp?**

1. On a piece of poster paper, have the words “Pimp” and “Ho” written side by side

Begin by asking the group to raise their hands if they have heard these words in music they listen to

2. Ask the participants to raise their hands individually to describe how they think of someone who is a “pimp”. Next, ask them to describe the characteristics of someone who is considered a “Ho”. For additional prompting, ask “Are they good? Are they bad? What are they like?” Write down the answers on the poster paper.

3. Ask participants why they gave the answers they did.

4. If “Pimp” produced any positive words or connotations, remind the group of the definitions discussed in previously (Ex. Someone who hurts and abuses women). Ask, “Aren’t those bad things? Why would we think positive things about those behaviors?”

5. If “Ho” produced negative words or connotations, remind the group of the previously discussed definitions of someone who is prostituted (Ex. Often a victim of violence who was tricked or forced to be there; controlled by trafficker who takes their money). Ask, “Wouldn’t it be mean to call someone in this situation a bad name? Why would he say

mean things like this about someone who is a victim of abuse and violence?

6. Conclude by explaining to the girls that even though we may use words jokingly or out of context, words such as pimp or hoes have real meanings that cannot be taken lightly. In addition, knowing the true meanings builds resilience towards the real dangers.

Lesson:
Music and Lyrics

(Adapted from (4) Ending Sexual Exploitation: Activities and Resources for Educators of High School Students, Chicago Alliance Against Sexual Exploitation, 2011)

Length of lesson:
20 Minutes

Materials:

- **Butcher Paper**
- **Markers**

Discussion Summary:

Just as the word “pimp” has lost its true meaning by cultural terms and slang, sex trafficking also has been portrayed in a distorted sense in the media. With the strong influence of media on young minds and their everyday life, it is important that the girls are aware of the difference in the way that sex trafficking is portrayed in the media and the reality of the danger in real life?

Discussion Question:

- **What does prostitution look like in most movies?**

Ask the group to raise their hands if they know a song with words like “Pimp” or “Ho” (or other) in the lyrics or title. Participants can alternatively pair off into twos and come up with examples together. For prompt, use example “P.I.M.P.” by 50 Cent.

1. For each song example ask the following:

- What do you think the singer/rapper means?
- Do you think it sounds disrespectful to women in any way? To men? If so, how?
- Do people always think about what the lyrics mean when they sing along with a song?
- Do you think disrespectful or objectifying lyrics like (Fill in the blank) are bad? Do you still like the song?
-

2. Make sure all students are sitting. Read the statements below aloud to the class one at a time. Instruct the students to stand up if they agree with the statement.

- Hip-hop is a creative art form and a form of expression.
- I enjoy listening to most hip-hop music.
- When I hear hip-hop, I pay more attention to the beat than to the lyrics.
- The lyrics in hip-hop are often degrading to women.
- Many hip-hop artists reinforce negative stereotypes about women.
- Hip-hop lyrics contain too many references to violence.

- Hip-hop lyrics often connect violence and sex.
- Women in hip-hop lyrics are often described as possessions of men.
- Hip-hop music as a whole is disrespectful towards women.
- Hip-hop music, like movies, is ultimately entertainment and should not be taken so seriously.
- Hip-hop music videos have too many negative images of women.
- Images in hip-hop music videos are usually an accurate depiction of the lyrics.
- Hip-hop artists often use the words “slut,” “whore,” or “ho” in their lyrics, but they’re not trying to be disrespectful to women.
- Hip-hop music videos often show one man with many women; this isn’t necessarily disrespectful to women.
- Hip-hop music videos glamorize pimping and acting like a pimp.
- Music videos would not be as entertaining if there weren’t half-naked women dancing around.

3. Explain that while prostitution can sometimes be portrayed as “glamorous” in media outlets such as song lyrics, movies or music videos. This “glamorization” is for entertainment purposes and lacks the portrayal of the real life dangers in trafficking. In addition, pimping may be seem like a word used to describe someone cool, the reality of sex trafficking is far different as pimps are usually violent, controlling, and cruel. Keeping in mind the media analogy, remind the girls that just as the dinosaurs in the movie Jurassic Park were created to look like they were real and lived with humans, producers created the same sense of false glamour with prostitution in the media.

Lesson:
Walk in my Shoes

Length of lesson:
30 Minutes

Materials:

- **Worksheets**
- **Pens/Pencils**
- **Markers/Crayons**

Discussion Summary:

Sex Trafficking is an ill reality in today's society. It is important that the girls are aware that anyone can be a victim. BY empowering girls to be aware and make positive choices in life, they can majorly prevent themselves from becoming victims. However for some girls, the victimization may have already taken place. Explain to the girls the importance of making the right choices and staying away from dangerous situations such as being around gangs or pimps, in order to reach their goals, dreams and a healthy life.

Discussion Questions:

- **If your friend was a victim of trafficking, how would you help them?**
- **How would your life change if you were a victim of Sex trafficking?**

1. Review the knowledge the girls have gained from the previous lesson plans regarding sex trafficking. Remind the girls that being aware and knowing the signs of sex trafficking can help them to build resiliency from becoming a victim.

2. Have the girls find somewhere comfortable to sit. Begin reading "In my shoes..."

3. After reading the story ask the girls to take a minute to reflect on the story they heard. When the minute is up, pass out the worksheet (attached) and have the girls write some of the things that they thought about while hearing the story.

4. Prompt the girls to consider what life was like for the girl in the story, how things could have went differently, how she may feel about her life now. Also, ask the girls to note some of the warning signs or red flags that Brandy might have been in danger throughout the story.

5. After giving the girls 15-20 minutes to fill out their worksheets allow volunteers to share what they wrote.

6. Remind the girls of how important it is to make goals and remain in control of their own future by continuing with their

education and making positive choices to reach their goals.

7. Conclude the lesson by answering any questions and talking to the girls further about the issue.

In my shoes...

My name is Brandy, I am 13 years old. My mom raised me most of my life by herself, I never knew my dad. My mom and I live in an apartment and I am the only child. My mom has to work a lot to support us and we often don't have enough money for cable or going many places. I spend a lot of time at home alone. I get bored and lonely. After school, I walk the long way home so that I am not so bored and lonely until my mom gets off of work at 8:00 p.m. I remember one time when I was 10, I was walking home and noticed there was a house where there was always a group of teenage guys hanging out in the front yard. I knew the guys were way older than me but I was often curious about them because they were always laughing and seemed like they were having fun. Sometimes they were outside when I would walk past, and sometimes they were not. I admit that when they were outside, I would get a little excited. It was nice to listen to laughter on my way home, it made me feel like I had a friend to talk to. When I was 11, I started to get taller and my clothes fit me a little tighter, because my mom couldn't afford to buy me new clothes. Now when I walked past the house with all of the teens, they would actually notice me. Sometimes they would whistle or say hi, but I was so shy, I would keep on walking.

I didn't have many friends because I was embarrassed to invite friends over to my house and I didn't think the other girls at school would like me because I didn't dress as nice as them. At home, we didn't have nice furniture and we didn't have a TV or computer like most of the other kids at my school. One evening when I was bored, I thought that maybe it would be a good idea to hang out with the guys I would walk past every day. They always tried to say hi and were friendly to me anyways. The next day I woke up earlier than normal and spent some extra time doing my hair. I wore jeans that fit me a little more tightly than my other pants because I remembered that's why they noticed me in the first place. After school, when they did their usual joking and flirting as I walked past, I stopped and chatted a little more. To my surprise all of the guys were really nice; there were usually 4-5 of them outside. They asked me what my name was and even offered me a soda. I told them a little about myself, I explained that I was always bored because my mom worked a lot and they invited me to start hanging out with them after school. When I got home that day, I was so excited. I vowed not to tell my mom because they were teenagers and I didn't want her to stop me from hanging out with my *only friends*. For the next few days, I would stop at that house every day after school. We would play cards, talk and listen to music. After two weeks of hanging out with the guys, I started to feel more comfortable around them. One night I stayed over there so long it was almost 8 o' clock and I had to run home to beat my mom to the apartment. Luckily I made it there before her and she assumed I was doing homework the whole time.

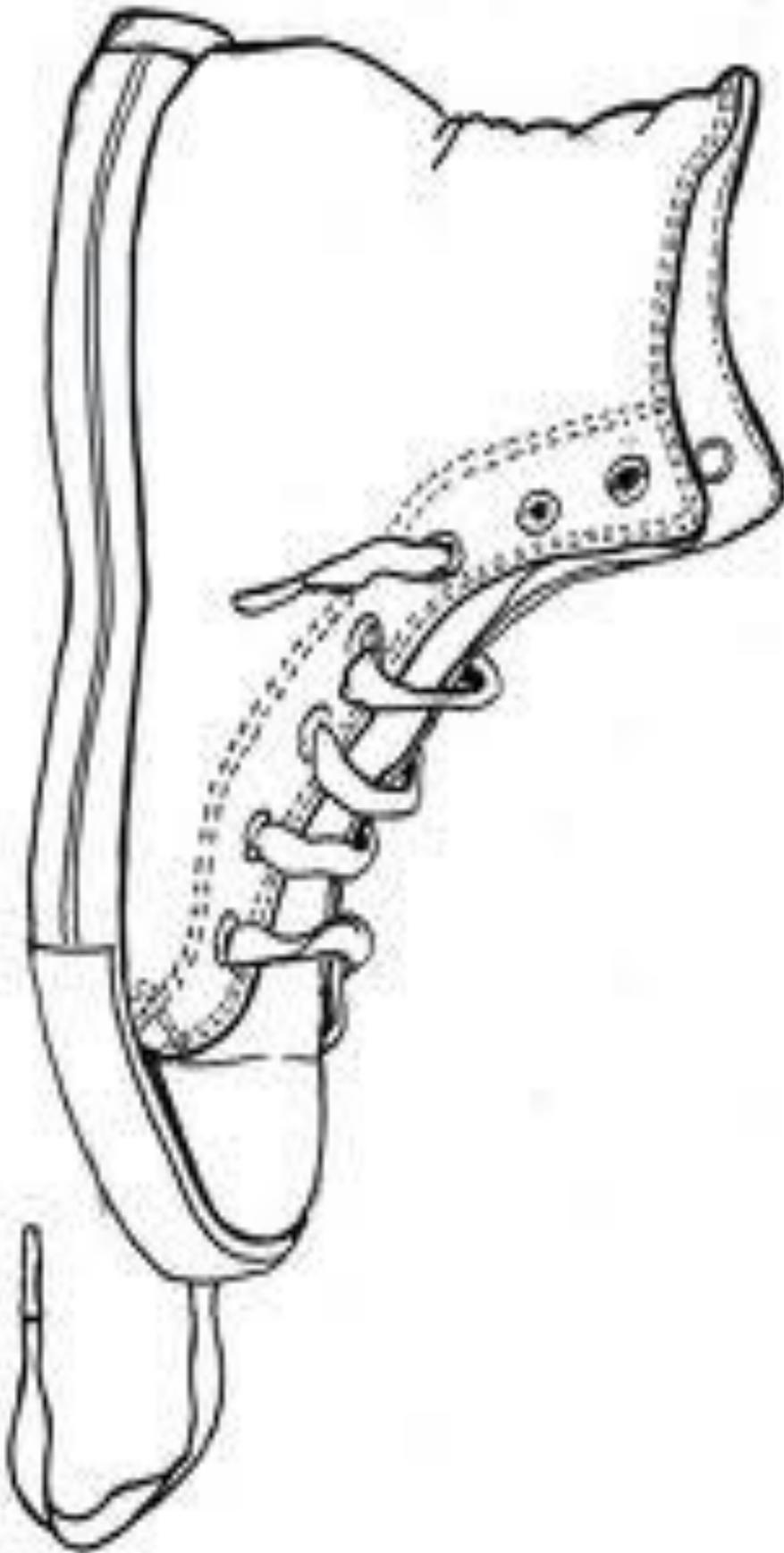
There was one of the guys in particular I spent the most time with, his name was Ricky. I liked Ricky because he had nice hair and a really nice smile. Plus Ricky was really nice to me. He always gave me compliments and gave me gifts, like teddy bears and candy. If one of the other guys said a joke about me, he would always stand up for me. I started liking Ricky, even though he was 16 and I was 12, it seemed like we were perfect for each other. On one dreamy rainy day, Ricky and I actually kissed. It was my first kiss and it was with a teenage boy! I was so excited, when I went home, I couldn't wait to kiss him again the next day. The next day we kissed again and he asked me to be his girlfriend.

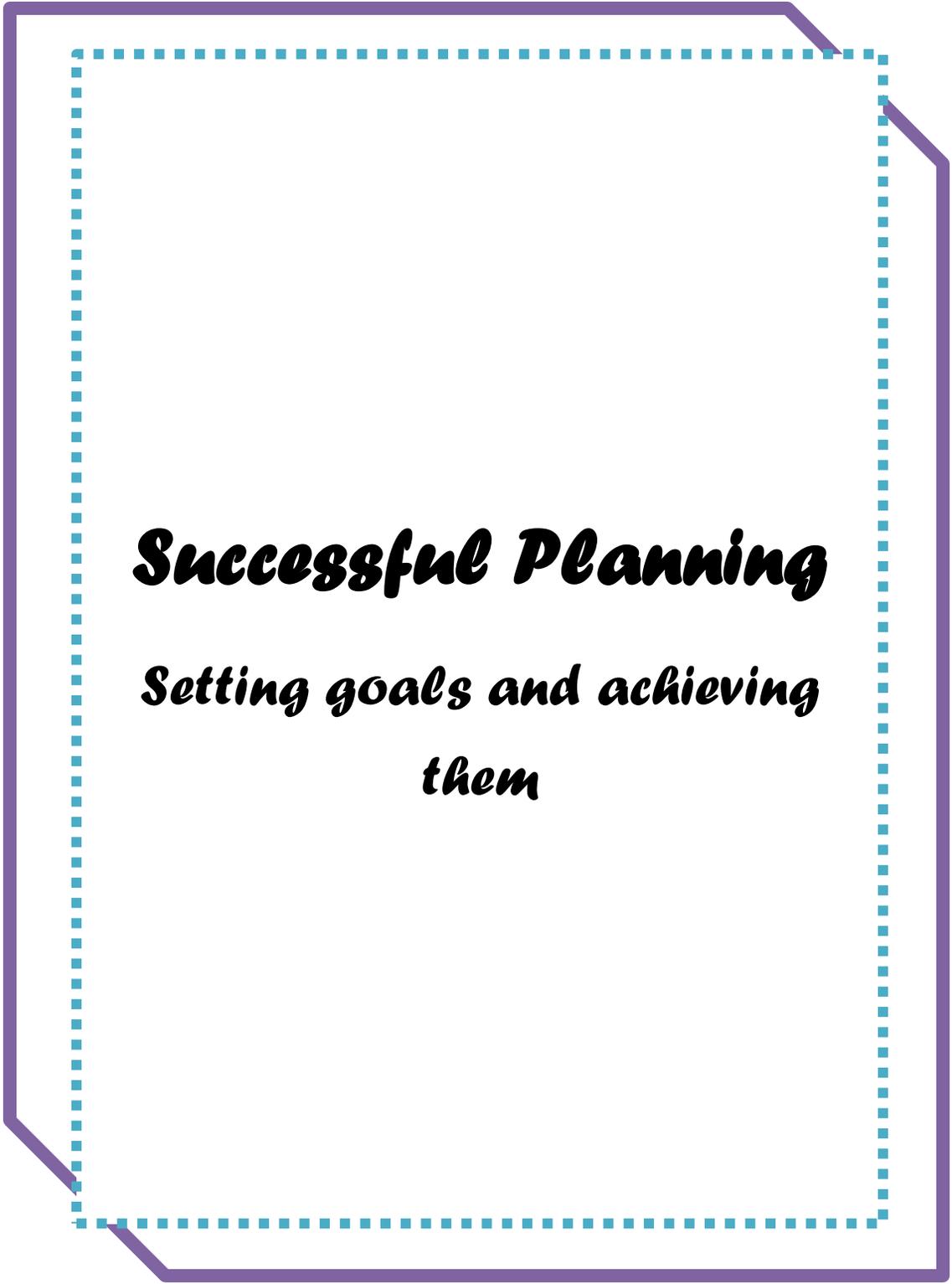
After being boyfriend and girlfriend with Ricky for a month, we got really close. Ricky was my first love and I was sure that he would be my future husband. Well that was until one night he asked me to do something that I didn't feel exactly comfortable about doing. Ricky was in trouble at home and his parents kicked him out. Ricky told me his crazy idea that we could get an apartment and live together. There was one catch, he needed help coming up with the money. Ricky told me that he loved me and that in relationships you have to help each other out. I thought that seemed pretty normal even though Ricky was the first boy that I was ever in a relationship with. However, I didn't think it was normal that Ricky suggested that I help him out with money by going on a date with a stranger. I was so confused, a date? Why would someone pay to go on a date with someone they didn't even know? Although it seemed weird, I didn't want to make Ricky mad. I mean, he was my only friend and the love of my life.

After what seemed like hours of Ricky convincing me that it would be a quick and easy way to make money, that I would be safe, and that the money would be spent on us staying in love, I decided that I would do it. I mean it was just a date, why not. Ricky promised that the first date that I went on to earn money would be used on us going to the mall and going shopping and that I would return before my mom got home from work. I was really excited because I rarely ever get to go shopping for new things.

So it was around 5 o'clock and Ricky told me to put on a dress that he "borrowed" from his older sister's closet. I got dressed up; Ricky kissed me and told me everything would be alright. When the stranger picked me up that I was supposed to be going on a date with, instead of going to get ice cream, he took me to a hotel. When I asked what was going on and asked to go home, the strange man said he would not take me home until he was satisfied because he already paid Ricky. That day, I lost my virginity to a man that I didn't even know and what made me even sadder was that the guy that I thought loved me, knew what was going to happen all along. I knew that he planned it because when I came back, he made me go on another *date*.

**In My
Shoes...**





Successful Planning

***Setting goals and achieving
them***

Lesson:
**Setting Goals- Long-Term
and Short-Term Goals**

Length of lesson:
30 Minutes

Materials:

- **My Goals worksheet**
- **Whiteboard, chalkboard, or large paper**
- **Pens and pencils**

Discussion Summary:

Learning to set and work towards goals is an important life skill. A goal is something you are aiming to get or have or do, it is a desired destination or result that is self-desired. Setting goals helps you stay motivated and provides direction, especially when things are stressful or difficult and you feel like giving up. Long-term goals are goals for the future which means you will need to focus for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term goals that will help you achieve your long-term goals. Teaching girls to set goals and make plans to achieve their goals teaches time management skills, commitment skills, and helps them stay true to their values, thereby potentially avoiding peer-pressure and drug or gang

1. Begin by telling participants that today they will be setting goals and making plans to achieve their goals. Ask participants to define what a goal is out loud. A goal is something you are aiming to get or have or do, it is a genuine, desired, personal destination or result.

2. Tell participants one of your goals today is to teach them about goals! Ask participants to give some other examples of goals. Record the participants' ideas on the board or large paper as they give them. Examples of goals: get an "A" on a my science test, go to summer camp this year, go to college, make the volleyball team, make a goal in the soccer game, finish all my homework, become a mom, grow my hair out, not bite my nails anymore, learn how to play the guitar, make a birthday card for my sister, not get in trouble at school, finish all my chores without being told, run a mile in ten minutes.

3. After participants have brainstormed

examples of goals, explain there are two different kinds of goals. Long-term goals are goals that you have for the future or that you will need to focus on for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term

goals that will help you achieve your long-term goals. Explain that setting goals help keep you motivated, especially when things are stressful or difficult and you feel like giving up.

4. Ask participants to categorize each of the examples you have recorded on the board. Put an "L" next to the long-term goals and an "S" next to the short-term goals.

5. Now ask participants to think of what they would do when they get older or what job they would like to have. These are long-term goals. Have them shout out their answers one at a time. Record their ideas on the board or large paper. Examples include: hairstylist, teacher, dentist, veterinarian, President of the United States, businesswoman, policewoman, dog-walker, librarian, actress, etc.

6. Choose one participants' long-term job goal to use as an example. Write that end-goal on the far right side of the board. On the far left side write the participant's name and age.

Stephanie, age 10-----Pre-School Teacher

7. Ask participants to brainstorm the big goals Stephanie will need to achieve along the way in order to become a Pre-School Teacher.

Stephanie, age 10→finish middle school→graduate from high school→go to college→get teacher training→apply for jobs→ **Pre-School Teacher**

8. Do the same activity for a few other participants. Examples:

Jenika, age 9→practice basketball and other sports→finish middle school→play basketball in high school→graduate from high school→play basketball in college→ graduate from college→get recruited by a sports agent→**Professional Basketball Player**

Alyse, age 12→finish middle school→graduate from high school→go to police academy→ apply for jobs→ **Policewoman**

9. After each example, ask the participant if they think they can achieve their goal. Tell them that you believe in them and have no doubt they can achieve their goals!

10. Pass out My Goals worksheet and give participants time to complete. Have participants write what they want their life to be like, not what they think it will be like. Assist as necessary.

11. When all participants have completed the long-term goals worksheet, have participants take out their journals. Explain that short-term goals are equally important to long-term goals: you cannot achieve your long-term goals without succeeding at your short-term goals. Have participants make lists of short-term goals they would like to achieve today, tomorrow, this week, or this month. Examples of short-term goals:

Today: eat a healthy lunch, take a walk, finish my homework, do my chores, write in my journal

Tomorrow: get a haircut, go to church, go to cheerleading practice, and work on my school report

This week: finish my school report, finish my scholarship applications, write thank you letters for my birthday presents, and call my aunt on the phone.

12. Remind participants that sometimes goals change and it does not mean you're a failure if you don't achieve your goals; you set your own goals so it is your choice to change them to what works best for you. Ask participants to report back periodically to the group on how their short-term and long-term goals are going.

My Long-Term Goals

In 5 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

In 10 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

In 15 years.....

Age _____

Where will you live? _____

Occupation _____

How will you feel? _____

Lesson:
Turning Over a New Leaf

(Adapted from the
Professional Resource
Exchange, Inc.)

Length of lesson:
30 Minutes

Materials:

- **Cut out leaf shape**
- **Pens/ Pencils**
- **Crayons/ Markers**

Discussion Summary:

Self-reflection is an essential part of personal growth and development. When reflecting, there are things that you can praise yourself for, however it is also important to recognize areas in which you could improve upon. The term *turning over a new leaf* refers to changing an old method and starting fresh with a new method. Just as with a sport or instrument, practice improves your ability to perform. Within our own lives, we can also improve our ability to make our life better.

Discussion Questions:

- **How can *turning over a new leaf* benefit your life?**
- **What are simple ways to turn over a new leaf in a simple school day?**

1. The group begins with a discussion of the proverb, “Turning over a new leaf.”

2. While handing out materials and leaf cutouts, group members discuss the possibility of changing an aspect of their lives that is self-destructive or harmful to others. The facilitator tells the members to imagine exchanging one aspect of their lives.

3. On the front of the leaf, each member’s draws in the circumstance or aspect of their life that they want to change. For example, “Taking out a bad day on my little brother.”

4. On the back side of the leaf, the participants will draw or write how an alternative behavior could be more constructive and how they can change the action on the front of the leaf. For example, “When I’m upset, I can write in my journal what’s bothering me until I calm down instead of taking my anger out on my little brother.”

5. Conclude the activity by allowing volunteer participants to describe her completed drawing and tell why they want to make the perceived change. Members focus on how they can help each other work toward making these changes.

**Lesson:
Vision Boards**

**Length of lesson:
45 minutes**

Materials:

- **Colorful Poster Boards**
- **Markers**
- **Glitter**
- **Scissors**
- **Glue**
- **Scrapbook cut outs and borders**
- **Stickers**
- **Magazines**

Discussion Summary:

Vision boards are a creative way to illustrate your goals and a colorful reminder to stay focused on your goals. Vision boards are meant to be personal, unique and hung somewhere to be seen by the artist daily. Vision boards can include pictures and quotes used to inspire or drive you.

Discussion Questions:

- **What are quotes or images that inspire you?**
- **When you have a goal what methods do you use to stay focused?**

1. Explain that a vision board to be hung in your room is a constant reminder of your goals and aspirations. Vision boards are a colorful way to present your goals and plans.

2. Prepare your own vision board to show to the girls as an example. This can also be beneficial in planning to generate ideas of what to share with the girls about vision boards as you too illustrate your own goals and things that compel you. When sharing your personal vision board explain the quotes and pictures that you used.

3. Create a space that is conducive to group work, allowing the girls to be independent in making their own vision boards while sharing ideas and materials. It's helpful to organize the materials in small trays or pencil boxes to be shared within the small groups. You may play music while the girls are working.

4. After the girls have completed their vision boards, allow volunteers to explain and describe their goals and visions to the group.

5. Concluding the project, allow the girls to work together to clean up the materials as vision planning can get messy!

**Lesson:
Taking Control**

Materials:

- Paper
- Pens/Pencils

**Length of lesson:
20 Minutes**

Discussion Summary:

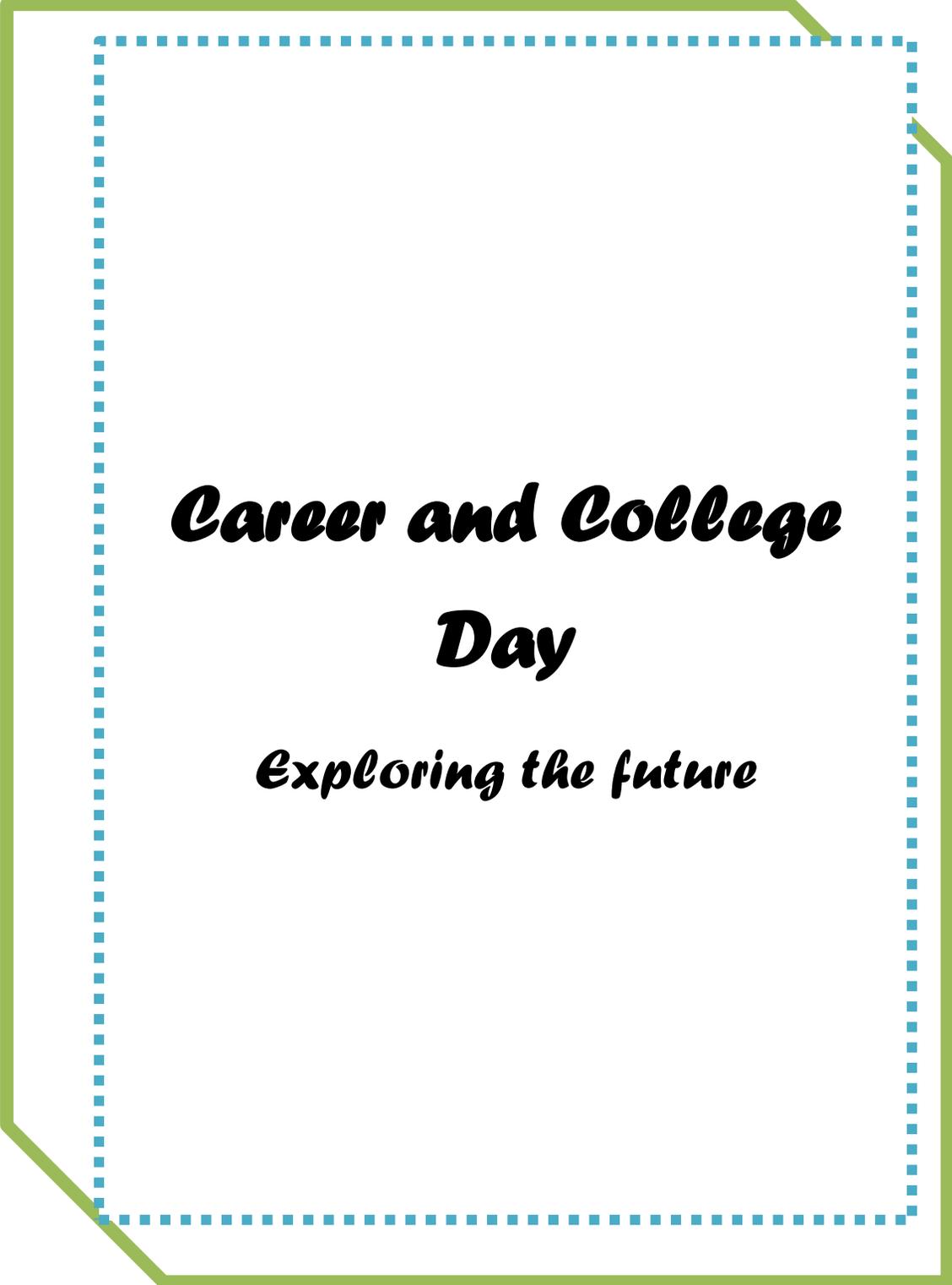
The objective of this activity is for the girls to acquire greater freedom and responsibility over situations in their life.

Parents may sometimes find it difficult to allow you to take charge of your life. Gaining your freedom means gaining their trust. You gain their trust by acting in a responsible manner.

Discussion Questions:

- **What ways can you be more responsible?**
- **What are something's that you would like to have more control over?**

- 1.** Begin by having a discussion about making responsible choices and how they can have a positive impact on the trust that their parents or guardians have for the girls.
- 2.** Pass out a sheet of paper and pen to each girl and ask them to describe a situation in which they would like to have more control and responsibility.
- 3.** Ask the girls to volunteer situations within their own life that they would like to have more control and allow them to call upon their peers for suggestions on how this can be more attainable.
- 4.** Follow up by asking them to discuss with their parents how you might gain greater freedom and responsibility regarding this situation.



***Career and College
Day***

Exploring the future

**Lesson:
Career Day**

**Length of lesson:
45 Minutes**

Materials:

- **Volunteers**
- **Beverages and Snacks**
- **Large Paper or White Board**
- **Visuals (Pertaining to Career)**

Discussion Summary:

Getting exposure to various career choices expands young people's imaginations and understandings of what they can "be when they grow up." For career day, invite representatives from various occupations to present about their career choice and their path to getting there. These guests should be women who represent careers such as teachers, doctors/nurses, veterinarians, politicians, lawyers, cooks/chefs, artists, businesswomen, athletes, hairdressers, zookeepers, actors, and other fields. It is ideal if the guests are diverse in race, ethnicity, and age and/or look like the participants in your Girls Only! group. The president of The White House Project, Marie Wilson notes, "You can't be what you can't see" (Anderson 1); it is significant to have grown up women who look like the Girls Only! participants present as it builds motivation and hope for the future.

Discussion Questions:

- **What are your goals for the future?**
- **Which career could you see yourself pursuing.**

1. Arrange for three to five professional community members from various occupations to be guests at Girls Only! for Career Day. These guests should be women who represent careers such as teachers, doctors/nurses, veterinarians, politicians, lawyers, cooks/chefs, artists, businesswomen, athletes, hairdressers, zookeepers, actors, and other fields. It is ideal if the guests are diverse in race, ethnicity, and age and/or look like the girls in your Girls Only! group. Give them at least two weeks' notice. Ask the guests to prepare a 10 minute activity or discussion about their occupation (ex: an artist can lead an arts activity, a lawyer can lead a mock trial or ask participants to make a decision on a case, a doctor can lead participants through a typical day or demonstrate their instruments, a politician can discuss their election process, a chef can do a cooking demonstration—allow the guests to be creative! Remind each guest that they will be doing their presentation/activity four or five times and to leave time for questions.

2. Set up stations in separate rooms if possible or far enough apart so as to not disrupt each other. Set up four or five chairs around each table. Have the guests arrive 30 minutes prior to the session to set up their station. Decide which direction participants will rotate between stations.

- 3.** Begin the session with the group explaining today is career day and they will be learning about different kinds of jobs and what it takes to get there.
- 4.** Break the participants into groups of four or five.
- 5.** Direct participants to each station and begin rotations of approximately 10 minutes. Timing will depend on the number of stations. Ideally each participant will be able to interact with each professional.
- 6.** Conclude career day as a whole group thanking the guests for coming.

**Lesson:
College Day**

**Length of lesson:
1 hour**

Materials:

- **Guest Speakers that went to multiple colleges or representatives from local Colleges or Universities**
- **College memorabilia for display**

Discussion Summary:

Education expands the knowledge and opportunities for mankind. Specifically in America, having a degree plays a significant role in landing a desirable career. Not only is college beneficial to success, it can also be an important transition into adulthood, an independent life, making new friends, and experiencing new things. It is crucial that the girls are motivated to go to college at a young age through observing graduate role models and hearing about positive college experiences, as well as the overall benefits of attending college.

Discussion Questions:

- **Why do you think it's important to go to college?**
 - **What do you hope to gain from going to college?**
 - **What are some things that you are looking forward to and/or make you nervous about attending college?**
- The volunteer speakers, for this activity, can be college graduates or currently attending college. The speakers can take turns speaking to the group together or if there are multiple speakers, the girls can rotate in small groups to each speaker's exhibit. It would be beneficial to ask the speakers to bring brochures or fact sheets about their college as well as wear attire that is related to their college. For example, it would be a great visual if the speakers wore a college t-shirt or sweatshirt. Encourage the speakers to talk and allow the girls to answer questions about the following:*
- ❖ Speakers start by introducing themselves. (i.e. Name, hometown, age, hobbies)
 - ❖ Speakers introduce their college and why they chose to attend.
 - ❖ What are the pros and cons about their college?
 - ❖ What advice would they give incoming freshman?
 - ❖ What do you enjoy most about college?
 - ❖ What are the biggest obstacles you face as a college student and how do you overcome them?
 - ❖ Why would you recommend your college?
- ❖ How has going to college or attending college benefitted your life?
 - ❖ What are some of your most positive college memories?



***Guest Speakers
And Special Guests***

***Learning from different
perspectives***

Guest speakers

When inviting a guest speaker, it's important to be aware of the content that the speaker will be presenting ahead of time to ensure the content is appropriate and relative to the Girls Only! curriculum. It's helpful to give the presenter a specific idea of certain points that you would like them to explore that are in-line with the topic. For example, if you are planning to invite a police officer on career day, email or meet with the guest ahead of time to confirm that the officer is prepared to discuss topics related to the career aspect of his or her life.

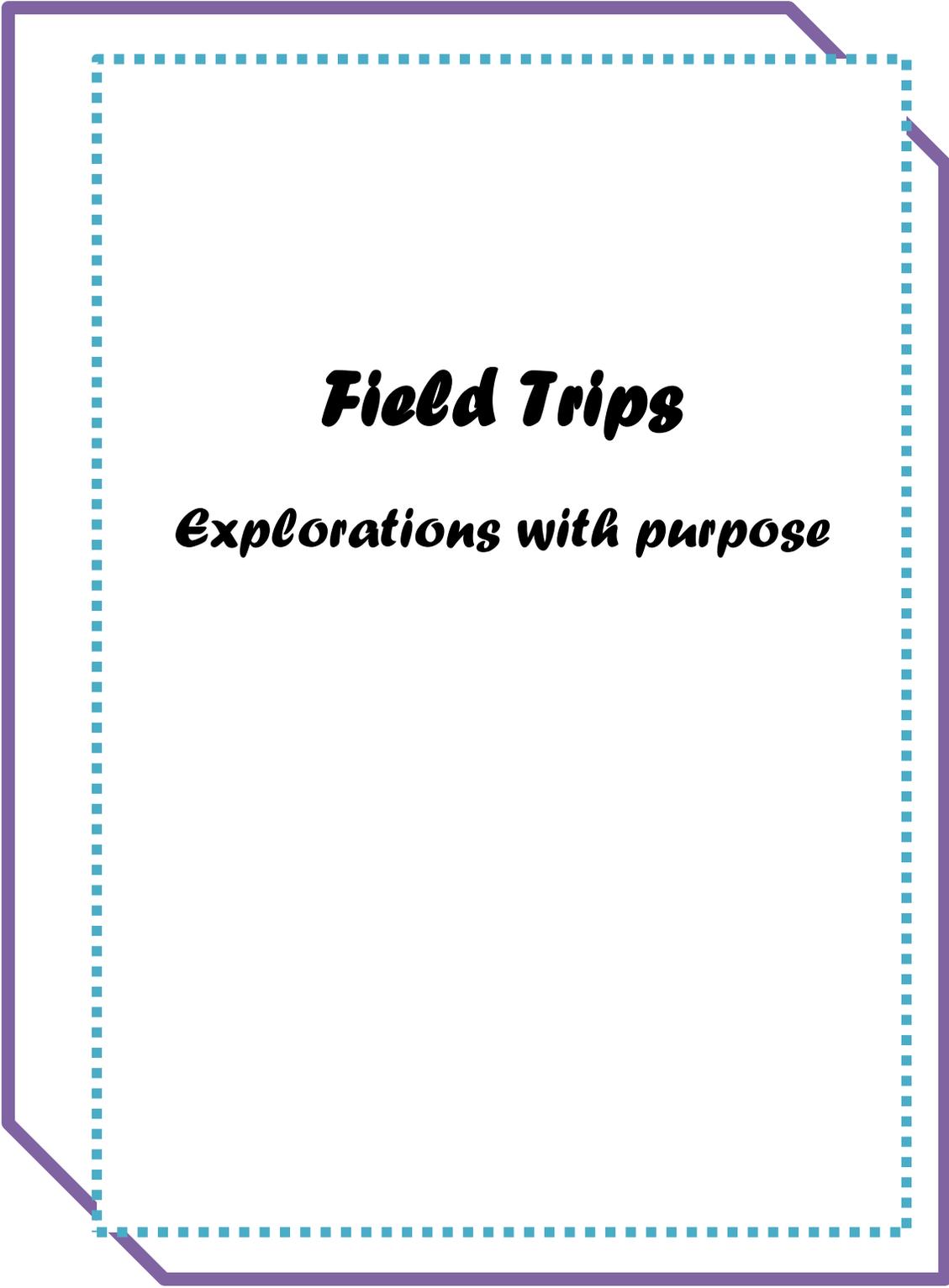
Guest Speakers are a diverse addition to the daily lessons. Having guest speakers allows the girls to hear and learn information from multiple perspectives. Additionally, it's also beneficial to expose the girls to various, positive role models.

Sample Guest Speaker Outline

The guest speaker should introduce themselves to the group and include the following information into their introduction:

- ❖ Speaker introduces his/her name
- ❖ Speaker introduces profession
- ❖ Speaker explains what College or University they attended
- ❖ Explain what they enjoyed about school and their profession
- ❖ Speak about obstacles they had to overcome and how
- ❖ Allow speaker to talk about related subject
- ❖ Allow speaker to conclude by answering questions if he or she feels comfortable

Recap all of the rules and expectations with the girls before inviting a guest speaker. The girls should be respectful and on their best behavior to show respect and appreciation for the speakers time.



Field Trips

Explorations with purpose

Field Trips

THEATRICAL PERFORMANCE

Theater is a demonstrative form of cultural expression, allowing people to see stories play out before them, teaching lessons, and making statements about the human experience through something tangible and relatable. Whether writing, directing, or acting within the realm of theater, ideologies, beliefs, thoughts, and emotions are

being articulated. Attending a theater performance (a dance show, a poetry reading, an acrobatics demonstration, an improvised performance, a drama, musical, or comedy performance) is an increasingly rare public happening in which large numbers of people gather into a shared space and experience something together, whereby building community. Young people can be engaged with theater on multiple levels, including with the content of the show, performance space, performers, and practical elements like costumes, lighting, set design, and make-up. Arrange to view an age appropriate performance related to a general Girls Only! theme or topic recently covered. Look for performances at local theaters or college campuses and ask for group discounts

COLLEGE VISIT: In the United States, quantity and quality of education help determine a person's ability to contribute as a citizen and earn enough money to make a living. Higher education is a space in which people gain critical thinking skills, discover their personal potential, and become life-long learners. Exposing young people to college life helps build motivation and interest in continuing their education. Visiting a college campus, including taking a tour, observing a class, visiting a sports center, bookstore, and library, exposes young people to college life. Arrange for a tour of a community college or four-year university in your community and give participants a chance to talk to college students and ask questions.

Field trips can be educational and socially engaging additions to Girls Only!. Field trips must be planned ahead of time, with attention to budget, transportation needs, and other logistics. Additional permission slips may be necessary for field trips. The objectives of all field trips is to expose participants to various parts of their community, facilitate connections between participants and others, and help participants understand themselves as members of their local community. The suggestions that follow are general ideas; research specific destinations and activities in or near your community. Social field trips are also beneficial to building camaraderie amongst participants and for having fun!

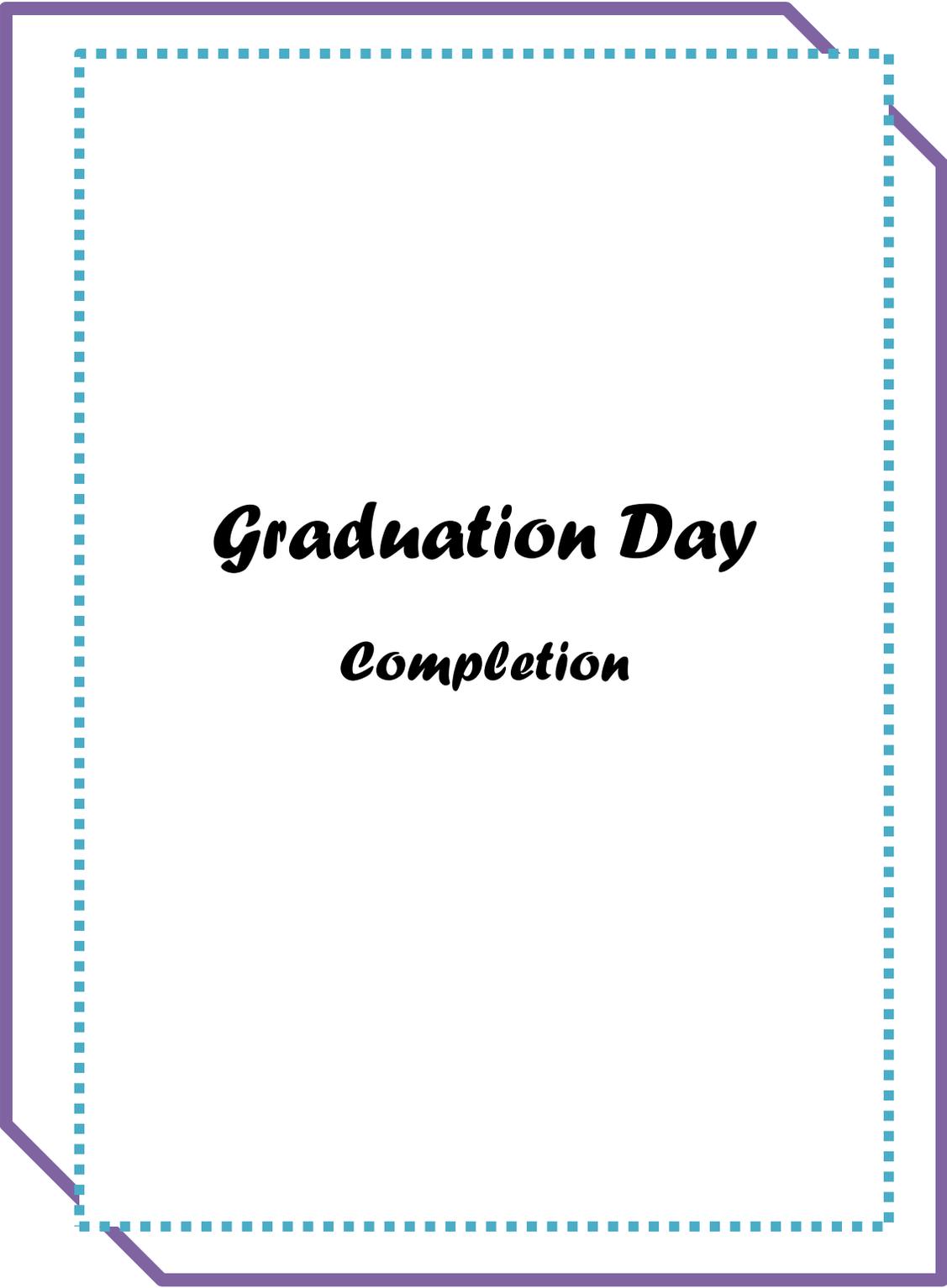
MUSEUM VISIT: Museums house relics of social and historical importance for public enjoyment and education. Museum exhibits expose young people to new experiences, artifacts from different time periods, and items from around the world. Visiting a museum engages young people outside of the classroom in an interactive way, intriguing them with relics from places they may not have the chance to visit. Decide what kind of museum you will take the participants to for the field trip: an art museum (painting, sculpture, photography, contemporary, historical), a science museum (natural history, archeological, cultural, exploratory), or an outdoor museum (arboretum, aquarium, zoo). Arrange a field trip to a museum hosting an exhibit related to a general Girls Only! theme or topic recently covered. Design a scavenger hunt for participants to search for specific things throughout the museum.

NATURE EXPERIENCE: Spending time with nature stimulates the senses and creates awareness. Nature is where young people develop their senses through experimentation and experience, connecting the physical world—the world they observe with their touch, smell, taste, eyes and ears—to their mental world; this mental-physical connection promotes self-confidence. Developing a relationship with nature has mental health benefits in the same ways art and music does, helping young people develop motor skills and spatial awareness. Also, urban environments are increasingly polluted with smog and trash—making a trip outdoors provides an opportunity to breathe fresh air. Ideas for a nature visit: have a picnic at the park, have a beach day, go for a hike, take a camping trip, go swimming, kayaking, canoeing, or for a sail on a sailboat.

Discussion Topic Ideas:

- What did you enjoy most about the field trip?
- What are some things that you learned on the field trip that you didn't know before?
- What was the weirdest or funniest thing that you saw today?
- What surprised you most about the field trip?
- How did what you experienced today relate to what you've learned in Girls Only!?

VOLUNTEER VENTURE: Volunteerism or serving without monetary compensation, is a mutually beneficial way to engage young people with their communities: volunteers learn to help others and organizations in need get assistance without spending money. Volunteers learn new tasks, get experience working as a team for a common goal, and get exposed to various parts of their community. Arrange for participants to volunteer with an organization or on a project related to a general Girls Only! theme or topic recently covered. Ideas for service projects include: serving food at a homeless shelter, participating in a beach clean-up or neighborhood trash clean-up, tutoring or mentoring younger students, visiting senior citizens at a senior center, visiting and entertaining hospital patients, organizing a food or clothing drive for children in need, weeding or planting on a local farm, or working as ushers at a local theater production.



Graduation Day
Completion

Graduation

As with the majority of the program, the graduation ceremony can also be altered. The ceremony should ultimately be structured around the memorable events and changes that have taken place within the time of the chosen length of a full Girls Only! semester. The goals of the Graduation Ceremony are to:

- Acknowledge the growth of the girls over the course of the program
- Showcase their hard work and progress to parents, guardians, volunteers, and family
- Celebrate the successful completion of the program

Celebrating the achievements of participants with a ceremony, certificates and /or festive gathering, demonstrates that their hard work and dedication to the program is recognized and valued. The Graduation ceremony should reflect this valued recognition.

Where: Graduation can take place at a park, auditorium, or the same place that the Girls Only! sessions are held.

Materials:

- *Certificates*
- *Party Food and Beverages*
- *Decorations*
- *Microphone*
- *Seating*

Who: Invitations should be given to the girls for the attendance of friends and family members, volunteers, steering committee, teachers, or any community members involved in the program.

Based on funding it is also suggested to give the girls goodie bags, t-shirts, or any memorabilia that acknowledges the completion of each year for new and returning girls. Furthermore the graduation should include a display of work that the girls have completed, pictures to be shown in a PowerPoint or slideshow of the semester, or a creative performance from the girls. Some of these performances can include a learned dance routine or chant, poetry reading, or a short skit. Gather ideas from the girls on what they feel comfortable showcasing. An end of the year project is also suggested to be produced upon completing the program.

Graduation Day Agenda

Introduction: (5-10 minutes)

- Start by welcoming all of the attendees and introducing yourself to the audience.
- Introduce any other facilitators or staff as well.
- Explain to the audience general information about the program.
- Highlight major events or share an interesting occurrence that took place during the year.

The graduation ceremony should be pre rehearsed with the girls and last for no longer than an hour and a half. Arrive early to set up the ceremony and arrange for volunteer help ahead of time.

Guest Speakers: (10-20 minutes)

- Start by saying a personal message to the girls. This can include things that you're proud of them for and what this year of Girls Only! was like to you, include noted positive change in the girls as well.
- Allow any volunteers or guest speakers that were majorly involved, to also make comments about the program.

Handing Out of Certificates: (Time contingent to the number of participants)

- Read off each girls name and allow them to be acknowledged and receive their certificate.
- Keep in mind that many families will also like to take pictures at this time.
- If time permits, say something personal about each girl.

Showcase the Girls: (10-15 minutes)

- Allow the girls to showcase their chosen performance. This can be a dance, poetry reading, or presentation of their projects.

Closing Remarks: (5-10 minutes)

- Congratulate the girls for completing the program
- Give personal thanks or thank you cards to all of the volunteers throughout the program.
- Dismiss attendees to look at displayed work and to grab food and beverages.

Graduation Project Ideas

Graduation Paper:

Ask the girls to complete a 3 paragraph essay containing:

- 1. What they learned from Girls Only!.*
- 2. How have they applied what they learned to their life thus far?*
- 3. What was the most memorable part of the program?*

Self- Reflecting Collage:

Using a large colorful poster board, allow the girls to cut multiple pictures and symbols from different magazines that reflect important aspects of their lives as well as their future. Ask the girls to use labels to explain at least 4 significant pictures in the collage.

Memory Jars:

Obtain a small mason jar for each girl. Provide the girls with multiple supplies to make the mason jars decorative and reflective of their personalities. Prepare multiple pieces of "fortune cookie" sized strips of paper. Instruct the girls to write down various things that they've learned from Girls Only! on different strips of paper to be added into the jar.

Time Capsule:

Allow the girls to decorate a card board cylinder. (Card board cylinders can be found in paper towel roles.) Let the girls choose a time, 5-10 years from now, and have them write themselves a letter to be read on a particular date after the time lapse. Roll up the letters and stick them inside of the decorated "scroll", use cellophane wrap and rubber bands to seal each end.

Girls Only! Scrapbook: Develop multiple pictures of each girl and various activities completed throughout the year. Allow the girls to choose pictures and create their own special memories on a page to be included into a Girls Only! scrapbook.



Certificate of Completion

Presented to:

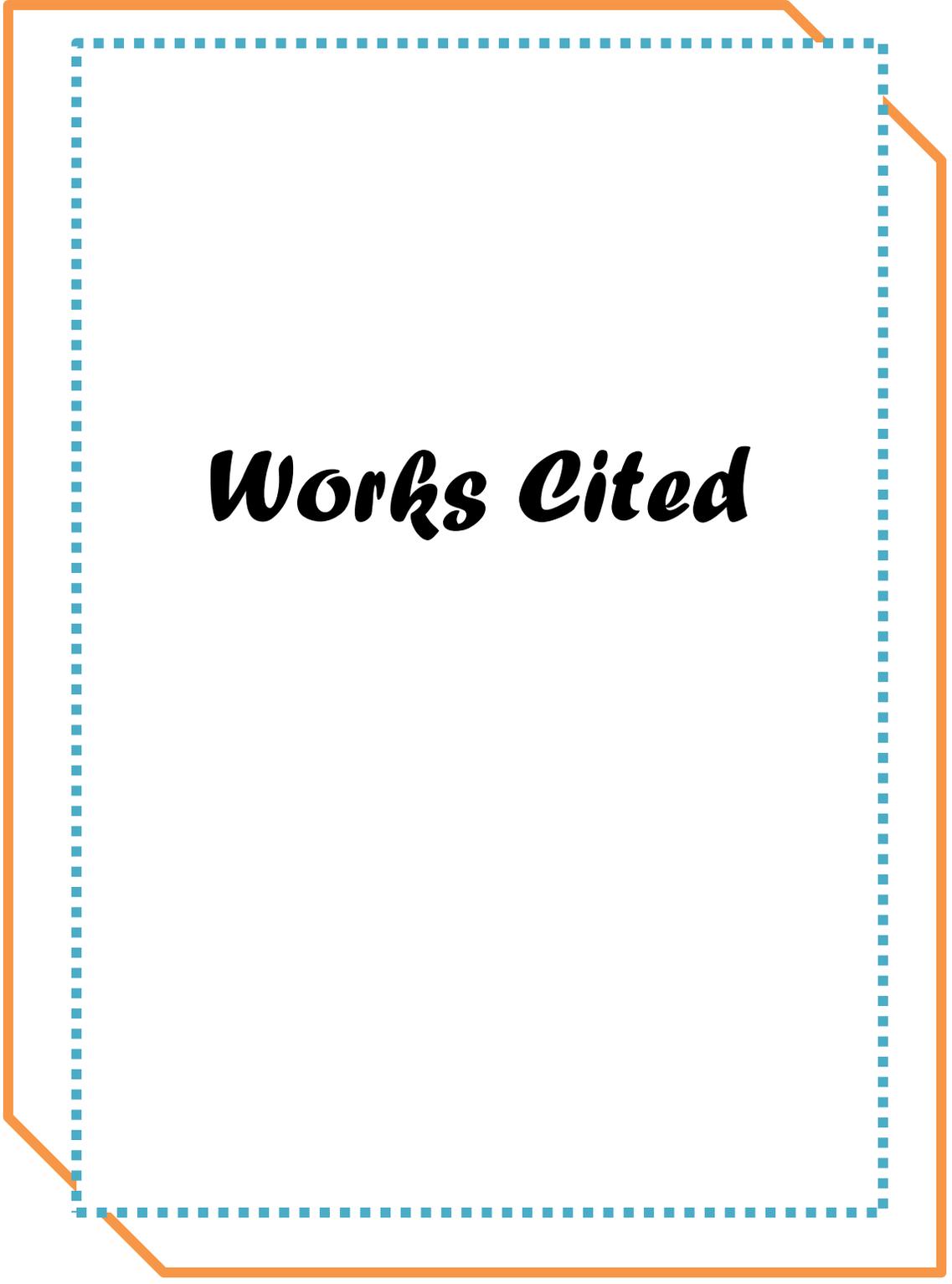
06/11/14
Date

Marissa Cardwell,
Program Leader



BOYS & GIRLS CLUBS
OF GREATER SAN DIEGO
CHANGING LIVES.

[Sample Girls Only! Certificate of Completion]

The image shows a template for a 'Works Cited' page. It features a central text area enclosed by a blue dotted border. This central area is itself surrounded by a solid orange border that has a folded-corner effect at the top-right and bottom-left. The text 'Works Cited' is centered within the dotted border in a bold, black, cursive-style font.

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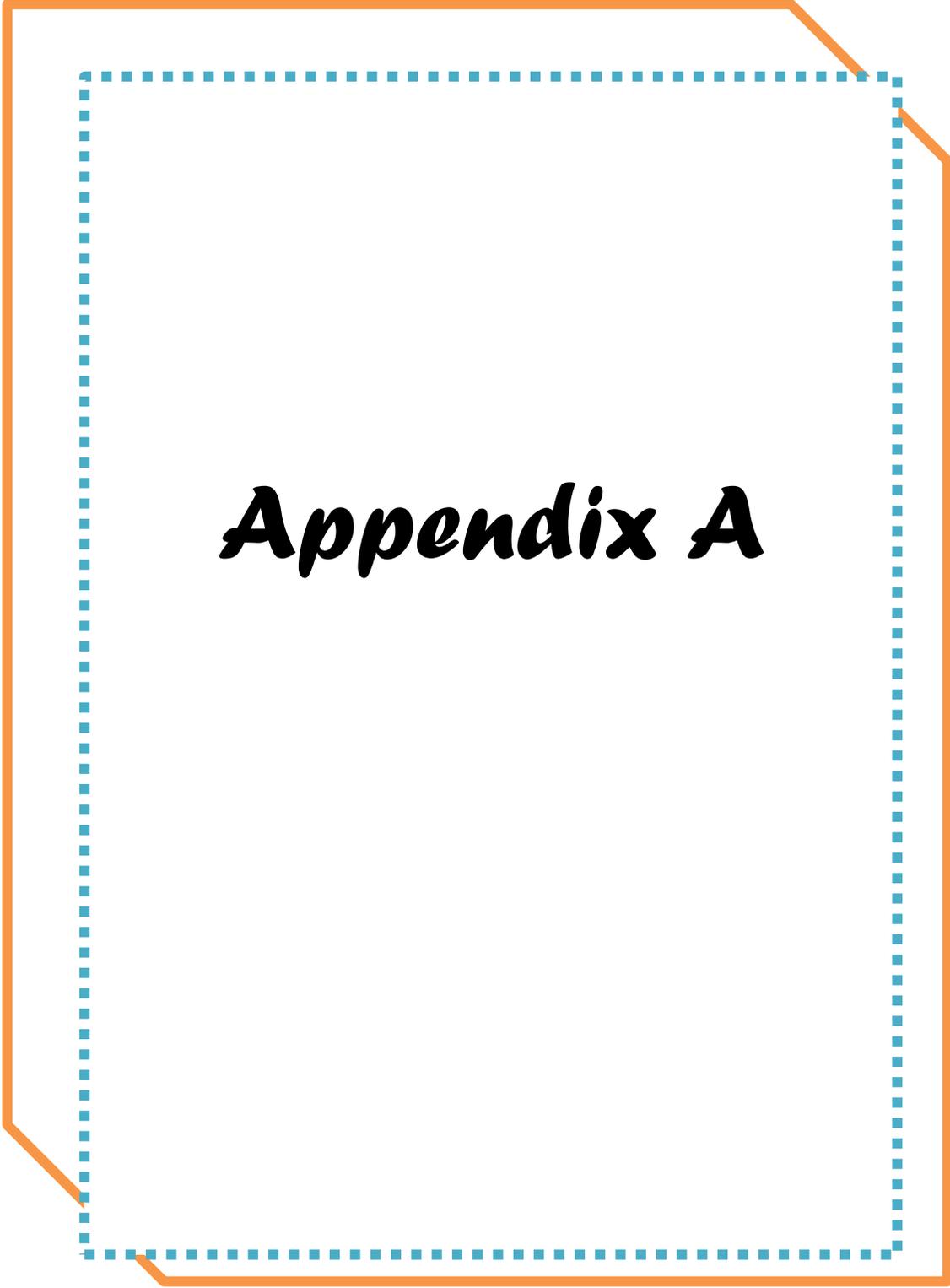
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Appendix A

Girls Only! Program Participation

To the parent/guardian of _____:

Girls Only! is a prevention education program for girls ages 9 to 15 years old. In Girls Only!, participants learn how to build confidence, make healthy choices, and practice life skills. Girls Only! includes interactive activities about feelings, communication, violence, health, community, media, creativity, careers, and diversity.

Girls Only! will meet at _____ on _____ from _____ to _____.

I agree to allow my child to participate in Girls Only!.

I do not agree to allow my child to participate in Girls Only!.

Signature: _____

Date: _____

Parent/Guardian name: _____

Parent/Guardian telephone #: _____

In emergency, please contact: _____

Emergency contact phone #: _____

Girls Only! Assessment- What have you learned?

NAME _____

DATE _____

1. Which of the following actions relates to healthy hygiene?

- A. Running for 30 minutes
- B. Telling a friend about how you feel
- C. Brushing your teeth in the morning and at night
- D. All of the above

2. Choose the answer that gives the best example of a healthy lifestyle.

- A. Eating a balanced diet, exercising regularly, getting enough rest
- B. Playing video games, staying up late, eating an apple
- C. Drinking soda, walking to a friend's house, going on Facebook
- D. Showering regularly, doing your hair, eating chips

3. A person with good self-esteem:

- A. is confident in their self and abilities.
- B. feels good about their self.
- C. does things that are good for them.
- D. All of the above

4. Which type of communication means that you say what you mean in a way that's respected and easily understood?

- A. Passive

- B. Aggressive
- C. Assertive
- D. Chatty

5. Which of the following answers is NOT an example of a healthy relationship?

- A. Someone who is caring and understanding
- B. Someone who supports you and respects boundaries
- C. Someone who forces you to do something
- D. Someone that you can trust

6. List 3 examples of an activity that would be considered a creative art:

7. Which of the following is an example of culture?

- A. Skin Color
- B. Hair type
- C. Specific type of food, clothing or traditions
- D. Height

8. What information should NOT be shared on social media?

- A. Favorite Books
- B. Favorite Food
- C. Age
- D. Name of school

9. Why should you not do street drugs?

- A. It's unhealthy to your body.
- B. It's illegal.
- C. It can get in the way of your life goals.
- D. All of the above.

10. What is Sex Trafficking?

- A. Selling your body for money
- B. Being tricked into doing sexual activities for money that you don't keep
- C. Form of modern day slavery
- D. All of the above.

11. Who is at-risk to be trafficked?

- A. Boys and Girls
- B. Runaways
- C. People that live in America
- D. All of the above.

12. How can you stay safe from being trafficked?

- A. Knowing what sex trafficking is
- B. Having good self-esteem and making positive goals
- C. Staying away from people who try to force you to do things that you know are not safe.
- D. All of the above.

13. Why is it important to set goals?

14. What are 2 benefits of going to college?

Girls Only Questionnaire

What was your favorite *Girls Only* activity?

-
-
-
-
-
-

Why was it your favorite? What did you learn?

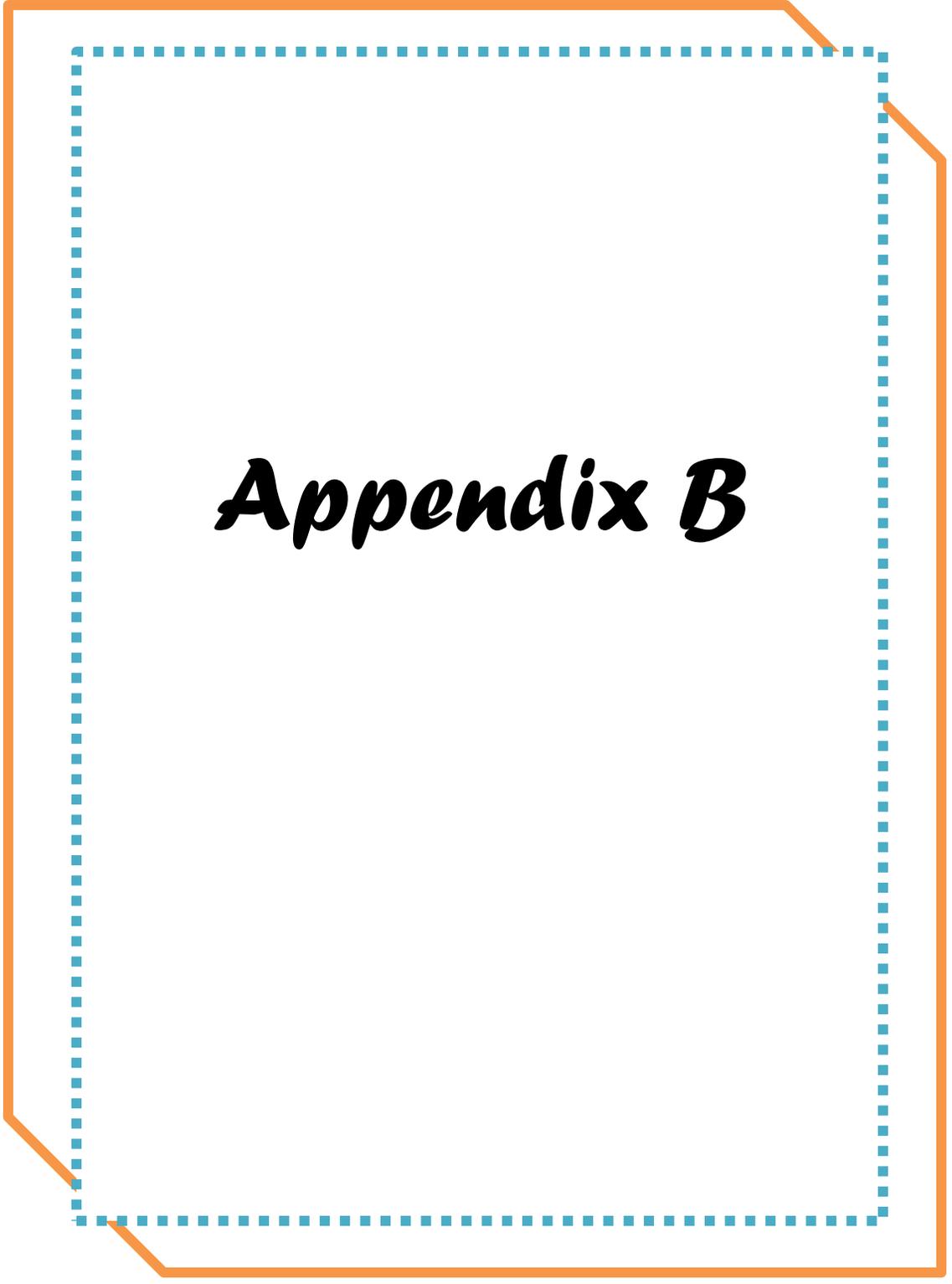
What did you learn overall at *Girls Only*?

How has being in *Girls Only* changed you? How has it made you a stronger girl?

What was the most interesting thing you learned at _____?

What did you NOT like about *Girls Only*?

What would you like to see in the next *Girls Only* session?

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Appendix B

Appendix B: Additional Research

Continued from page 16 of research report.

Girls Circle: Girls Circle curriculum includes materials for programs interested in teaching about: Friendship, Being a Girl, Body Image, Honoring Our Diversity, Relationships with Peers, Mind, Body, Spirit, Expressing My Individuality, Who I Am, Paths to the Future, and Mother-Daughter relationships. Girls Circle curriculum is currently used in schools, community sites, juvenile detention facilities, and residential settings. Curriculum has recently been developed for a comparable program for boys. Research results from several studies show that girls who participate in Girls Circle programming demonstrate, “a decrease in self-harming behavior, a decrease in rates of alcohol use, an increase in attachment to school, and an increase in self-efficacy” (Girls Circle). Additionally, surveys of girls participating in Girls Circle curriculum programs revealed significant increases in the following short-term developments: “finding things they have in common with a new person, trying to see beyond girls' reputations, telling adults what they need, feeling good about their body, picking friends that treat them the way they want to be treated, [and] telling people how much they mean to them” (Girls Circle), proving the effectiveness of preventative education. The studies found that, “Girls Circle groups benefit girls nearly equally across the subgroups of populations represented, including girls with no history of school problems, girls in juvenile justice programs, foster youth, and LGBT youth,” (Girls Circle). Girls Circle curriculum serves as a model for Girls Only! in that it is gender-specific, addresses a wide-range of issues relevant to girls, focuses on a similar age range as Girls Only!, and is based on research.

Girls Inc.: The Girls Inc. Girls' Bill of Rights, upon which the curriculum is based, states, “Girls have the right to be themselves and to resist gender stereotypes; Girls have the right to express themselves with originality and enthusiasm; Girls have the right to take risks, to strive freely, and to take pride in success; Girls have the right to accept and appreciate their bodies; Girls have the right to have confidence in themselves and to be safe in the world; Girls have the right to prepare for interesting work and economic independence” (Girls Inc.). Girls Inc. educational programming serves over 900,000 girls each year. Evaluations and studies show that girls who participate in Girls Inc. programming are more likely to expect to go to college, read books, participate in sports, and feel safe in their schools than girls who have never participated (Girls Inc.). The Girls Inc. curriculum serves as a model for Girls Only! in that it is gender-specific, addresses a wide-range of issues relevant to girls, focuses on a similar age range as Girls Only!, and is based on research.

Girl Scouts: In Girl Scouts, “girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with other through service oriented leadership opportunities” (Girl Scouts). Research and impact reports demonstrate that girls who participate in Girl Scouts gain substantial skills in self-reliance, self-competence, ability to make friends, respecting others, feeling like they belong, responsible decision-making,

helpfulness/concern for the community, teamwork, and leadership (Girl Scouts). The Girl Scouts of America curriculum serves as a model for Girls Only! in that it is gender-specific, addresses a wide-range of issues relevant to girls, focuses on a similar age range as Girls Only!, involves experiential education, and is based on research.

STAR/PAL—GirL-E: According to Lanae Gutierrez, a Probation officer who facilitates the GirL-E groups, the GirL-E program is characterized by small groups of girls who meet weekly with a facilitator and guest speakers to discuss their life experiences based on various topics on which they have read media articles. The mission statement continues, “Positive female role models in the program play an active role in educating participants on how to enhance their sense of self-worth, protect themselves against teenage relationship violence, abstain from substance abuse, as well as develop awareness about other critical issues which impact the choices young women make” (STAR/PAL 1). STAR/PAL’s GirL-E program serves as a model for Girls Only! in that it is gender-specific, covers a variety of girl- particular issues, and utilizes guest speakers to educate and engage participants. In being a preventative program for girls ages 8 to 12 Girls Only! fills a need in San Diego that GirL-E does not since GirL-E is an intervention program that mainly targets teen girls who are already in the juvenile justice system.

GUTS: “This program can be implemented as a school based or community based program. The purpose of GUTS is to provide mentoring and support to middle and high school girls through small group (6-8 participants) relationship building; focusing on improving their behavior and academic success. Girls usually involved in the program have one or more of the following risk factors: have been a victim of violence, have been a perpetrator of violence, have negative/disruptive behavior in school settings, have low academic success, have high truancy rate and/or high absenteeism, have negative police contact, have associations with violent peer groups (i.e. gangs), have a history of transition from juvenile detention facilities or probation.” The GUTS program serves as a model for Girls Only! in that it is gender-specific, is based on small group discussions among girls, and focuses on participants’ life experiences as relevant educational knowledge. In operating as a prevention program for girls ages 8 to 12 Girls Only! fills a need in San Diego that GUTS does not since GUTS is an intervention program that mainly targets teen girls who are already in the juvenile justice system.

Jessie Aftercare program: The Jessie Program hopes to reduce recidivism by serving young women in juvenile hall via one-to-one mentorships. Adult female role models provide consistent guidance to program participants to encourage them to work toward achievement of their personal goals and dreams and to ensure their successful transition from correctional facilities to their homes, schools, and communities. An online appeal for mentors for this program says to contact the facilitator, “If you are a positive role model and are seriously committed in making a difference in the life of one girl, the lives of their children, and her children's children and future generations.” The Jessie Aftercare program serves as a model for Girls Only! in that it is gender-specific and is based on consistent mentorship and positive role models. In operating as a prevention program for girls ages 8 to 12 Girls Only! fills a need in San Diego that the Jessie Aftercare program does not since the Jessie Program is an intervention program that mainly targets teen girls who are already in the juvenile justice system.

Young Women's Studies Club: San Diego State graduate and undergraduate students, an SDSU professor/mentor and two on-site high school teachers serve as mentors for the high school students at weekly club meetings throughout the school year. The Young Women's Studies Club serves as a model for Girls Only! in that it is gender-specific, attentive to race and class diversity, uses community mentors, and guest speakers. In operating as a prevention program for girls ages 8 to 12 Girls Only! fills a need in San Diego that the Young Women's Studies Club does not since the Young Women's Studies Club is an education program for high school students and is neither expressly a prevention nor intervention program.