Guiding Girls Toward GREATNESS

15 Pillar-Based Lessons To Empower Girls In Grades 5-12

By Melanie Martin

Guiding Girls Toward Greatness: 15 Pillar-Based Lessons To Empower Girls In Grades 5-12

Paperback ISBN: 978-1-57543-255-7
eBook ISBN: 978-1-57543-254-0

COPYRIGHT © 2012 MAR*CO PRODUCTS, INC.
Published by Mar*co Products, Inc.
1443 Old York Road
Warminster, PA 18974
1-800-448-2197
www.marcoproducts.com

Cover and text graphic images © Shutterstock.com

PERMISSION TO REPRODUCE: The purchaser may reproduce the student workbook pages and handouts free and without special permission, for participant use for a particular group or class. Reproduction of these materials for colleagues, an entire school or school system, or for commercial sale is strictly prohibited.

ALL RIGHTS RESERVED. This book is protected by copyright. Except as provided above, no part of this book may be reproduced or transmitted in whole or in part in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without permission in writing by the publisher.

PUBLISHER'S NOTE: This publication is sold with the understanding that the publisher is not engaged in rendering psychological or other professional services. If expert assistance or counseling is needed, the services of a competent professional should be sought. Care has been taken to confirm the accuracy of the information presented and to describe generally accepted practices. However, the author, editors, and publisher are not responsible for errors or omissions or for any consequences from application of the information in this book and make no warranty, express or implied, with respect to the contents of the publication. Mar*co Products, Inc. is not responsible for the content of websites referenced in our publications. At the time of this book's publication (2012), all facts and figures cited are the most current available. If you find an error, please contact Mar*co Products, Inc.

Mar*co Products, Inc.
1443 Old York Road
Warminster, PA 18974
Phone: (215) 956-0313
Fax: (215) 956-9041
http://www.marcoproducts.com

To purchase additional copies of this book or request a catalog, call our customer service department at 1-800-448-2197.

Contents

How To Use The Included CD 8

Introduction:
Why A Girls Leadership & Empowerment Program? 10
How To Tell Your School Needs A Program Specifically For Girls..... 11

The Elements Of The *Guiding Girls Toward Greatness* Program..... 12
Self-Esteem Building 12
Leadership Skills..... 12
Community Building..... 12
Choosing Individual Lessons 12
Using The Entire Program As A Curriculum..... 12

ASCA National Standards..... 13-14
Sessions Organized By Pillar..... 15

Session 1
Pillar 3: Community Building
Skill 1: Establishing Group Norms.....16-17
A Letter To Myself 18

Session 2
Pillar 2: Leadership Skills
Skill 1: Qualities Of A Leader 19-20
Leadership In Action 21

Session 3
Pillar 3: Community Building
Skill 2: Cooperation Within The Group.....22-23
Working Together: What I Saw..... 24
Working Together: What I Heard 25
Working Together: What I Felt 26

Session 4
Pillar 3: Community Building
Skill 3: Conflict Resolution 27-28
Understanding Perspective: Battling For A Basketball 29
Understanding Perspective: The Case Of The Broken Volcano 30

© Marco

Understanding Perspective: The Trouble With Rumors 31
Understanding Perspective: Weird Science 32
Conflict Resolution 1: My Story 33
Conflict Resolution 2: My Story 34

Session 5
Pillar 2: Leadership Skills
Skill 2: Goal Setting 35-36
Setting Personal Goals: Sprint Goals 37
Setting Personal Goals: Marathon Goals 38
Future Fair Project 39
Step 1: Career Goal Statement 40
Step 2: My Life In 15 Years 41
Step 3: Research 42
Step 4: Supporting Items & Documents 43
Raising The Bar 44

Session 6
Pillar 1: Self-Esteem Building
Skill 1: Identifying Role Models 45-46
Great Women In History 47
I Admire 48

Session 7
Pillar 1: Self-Esteem Building
Skill 2: Defining Self 49-50
Character Blocks 51-54
Poem Of YOU 55

Session 8
Pillar 1: Self-Esteem Building
Skill 3: Health Inside & Out 56-57
Health & Wellness Fair Exit Tickets 58

Session 9
Pillar 1: Self-Esteem Building
Skill 4: Etiquette 60-61
Unwritten Rules 62
Rules Of Etiquette: Formal Dining 63

© Marco

Session 10
Pillar 3: Community Building
Skill 4: School-Wide Cooperation 64-65
Warm Fuzzy Forms 66

Session 11
Pillar 2: Leadership Skills
Skill 3: First Impressions 67-68
Hanger Tags 69

Session 12
Pillar 2: Leadership Skills
Skill 4: Public Speaking 70-71

Session 13
Pillar 2: Leadership Skills
Skill 5: Career Exploration 72-73
Career Lists 74-79
Interests & Careers 80
Career Presenters—Exit Ticket 81

Session 14
Pillar 3: Community Building
Skill 5: Cooperation For A Greater Good 82-83

Session 15
Pillar 1: Self-Esteem Building
Skill 5: Celebrating Success 84-85
Shining Star 86

References 87

About The Author 88

© Marco

The Elements Of The *Guiding Girls Toward Greatness* Program

The *Guiding Girls Toward Greatness* program is based around the concept of a house, which must have a strong foundation. As you help girls grow and develop into young women, you must also assist them in building a strong foundation. Each lesson in this program contributes to one of the three pillars of the *Guiding Girls Toward Greatness* program:

SELF-ESTEEM BUILDING:

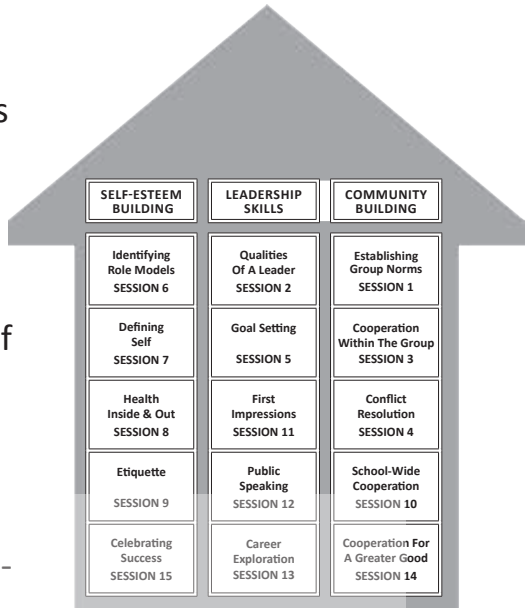
learning to define yourself in positive terms instead of allowing others to define you

LEADERSHIP SKILLS:

learning to make good decisions instead of following a crowd

COMMUNITY BUILDING:

learning to work with others toward positive goals



© Mar:co

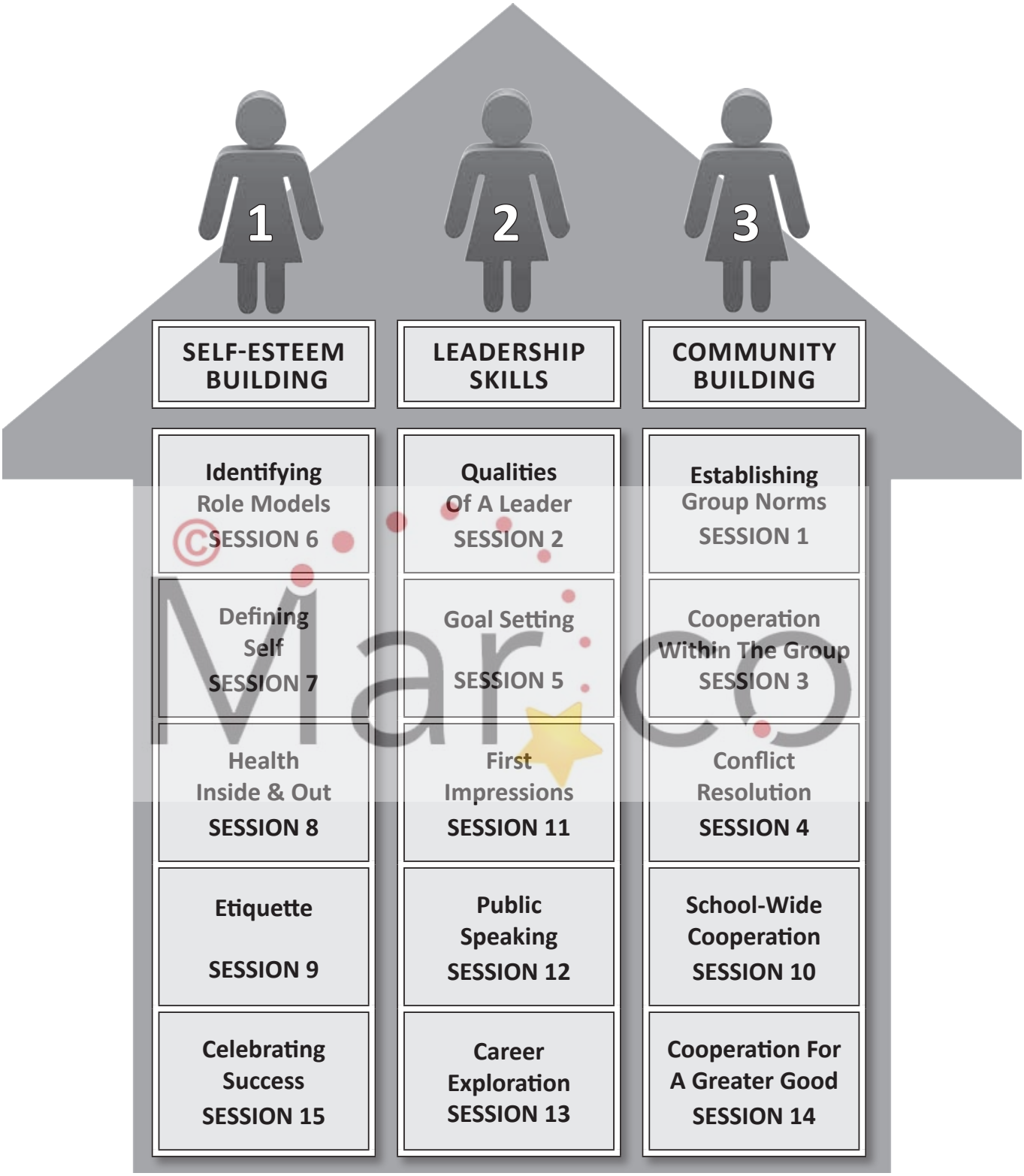
CHOOSING INDIVIDUAL LESSONS:

Use *Sections Organized by Pillar* (page 15) to select individual lessons to meet your needs. Each lesson may be completed with a small counseling group or as a classroom guidance lesson. Many lessons include ideas for extension or inspirational quotations, songs, or concepts to facilitate continued discussion of specific topics.

USING THE ENTIRE PROGRAM AS A CURRICULUM:

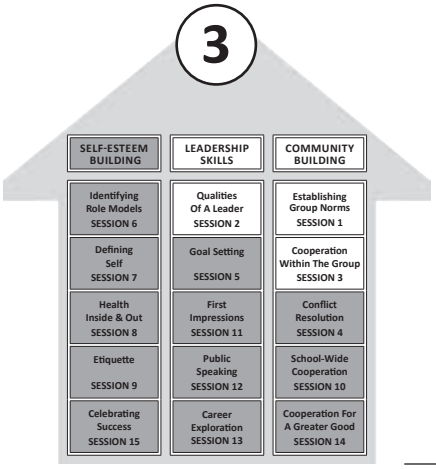
This program may be used with young women from individual classes or a specific grade level or as a school-wide program. To utilize this book as a curriculum, present the lessons in sequence. Start by providing each participant with a program folder or binder in which to keep completed activity sheets. This will help students reflect on what they have learned throughout the program and build on previous lessons.

SESSIONS ORGANIZED BY PILLAR



SESSION

3



PILLAR 3
COMMUNITY BUILDING

SKILL 2: COOPERATION WITHIN THE GROUP

Goal: Students will explore the need for positive communication skills and develop the ability to cooperate by participating in low ropes course activities.

MATERIALS NEEDED:

For the leader:

- ☐ Milk crate or a similar sturdy wooden box for every 6 students

For each student:

- ☐ Program folder or binder

For each student group:

- ☐ *Working Together: What I Saw* (page 24)
- ☐ *Working Together: What I Heard* (page 25)
- ☐ *Working Together: What I Felt* (page 26)
- ☐ Pencil or pen
- ☐ Toothpicks (1 box for every group of 3 students)
- ☐ Marshmallows (1 bag for every group of 3 students)

© Mar·co

PRESENTATION:

STEP 1—ICEBREAKER

Begin with this icebreaker, which requires students to work cooperatively:

> ***Silent Line-Up***: Instruct the students that the entire group will need to line up according to last names. Students may use non-verbal communication, but may not use words to find their place in the line.

Debrief by asking what students saw, heard, or felt that indicated they were working well together as a group.

STEP 2—EVERYONE ON THE BOX

Organize students into groups of six. Tell the students that their challenge is to get all six members of their group standing with both feet on the box long enough to recite the alphabet. Observe as the students complete this challenge. Debrief by asking what students had to do to work together effectively. Distribute one copy of *Working Together: What I Saw/Heard/Felt* and pencils or pens to each student group. Instruct the students to write their responses in the appropriate categories on the activity sheets. For example, on:

What I Saw they could write what they saw students doing (taking turns, helping someone, etc.)

What I Heard they could write what they heard (good job, nice try, etc.)

What I Felt they could write what they felt (included, respected, listened to, etc.)

STEP 3—TOOTHPICK TOWERS

Divide students into groups of three to use their marshmallows and toothpicks to create the largest tower that can stand on its own. Assign one member of each group to be in charge of watching for what demonstrates cooperation, one to listen for things, and one to observe feelings. Give the groups four minutes to plan their structure and six minutes for building.

ASSESSMENT—DEBRIEF TOOTHPICK TOWERS

Ask what indications of cooperation students saw, heard, or felt and how they could apply their cooperation skills in school, at home, or in their neighborhood.

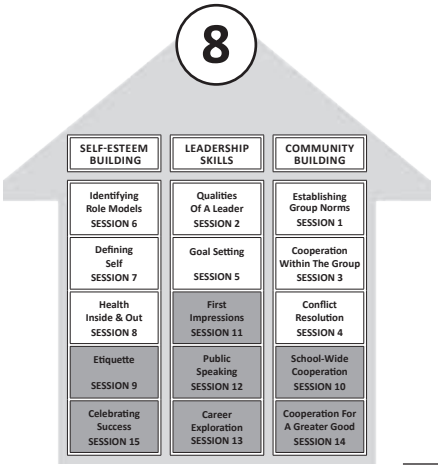
© Mar:co

Teaching Analogy

Cooperation is like the gears of a clock. If one gear stops turning, the clock stops working. Each gear is responsible for helping the others.

SESSION

8



PILLAR 1
SELF-ESTEEM BUILDING

SKILL 3: HEALTH INSIDE & OUT

Goal: Students will listen to guest speakers discuss topics related to personal health and learn the importance of self-care.

MATERIALS NEEDED:

For the leader:

- ☐ Board or chart paper and marker
- ☐ Guest speakers on:
  - Physical Fitness – Ask a local gym to provide a guest speaker or invite your physical education teacher to attend.
  - Nutrition – Ask a local hospital to provide a nutritionist or invite your school nurse to attend.
  - Consider inviting additional speakers to cover such topics as skin care or (for older students) dating violence.
- ☐ Room or corner of a room for each guest speaker
- ☐ Chairs for students at each speaker's station
- ☐ Scissors

For each student:

- ☐ *Health & Wellness Fair Exit Tickets* (pages 58-59)
- ☐ Pencil or pen
- ☐ Paper
- ☐ Program folder or binder

© Mar:co

PRESENTATION:

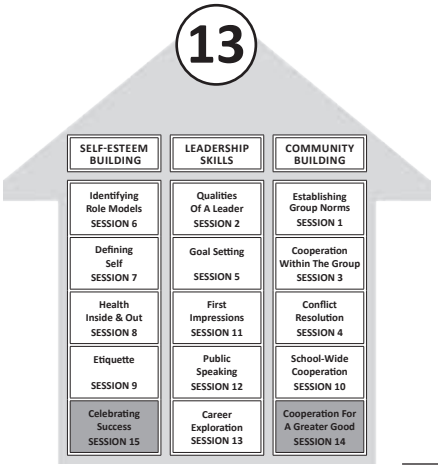
STEP 1—ICEBREAKER

Distribute pencils or pens and paper. Begin with this icebreaker, which requires students to think about health and wellness:

> ***Question Writing***: Inform the students that guest speakers will discuss being healthy. On the board or chart paper, list the topics that will be covered. For each topic, each student writes two questions she would like to have answered.

SESSION

13



PILLAR 2
LEADERSHIP SKILLS

SKILL 5: CAREER EXPLORATION

Goal: By listening to guest speakers, students explore a variety of employment options to develop career goals.

MATERIALS NEEDED:

For the leader:

- ☐ *Career Lists* (pages 74-79)
- ☐ Tape
- ☐ Guest speakers

For each student:

- ☐ *Interests & Careers* (page 80)
- ☐ *Career Presenters–Exit Ticket* (page 81)
- ☐ Pencil or pen
- ☐ Program folder or binder

© Mar:co

PRESENTATION:

STEP 1—ICEBREAKER

Begin with this icebreaker, which relates to careers:

> ***Career Corners***: Post *Career Lists* in various places throughout the room. Distribute *Interests & Careers* and pencils or pens. Allow the students move from list to list to complete the worksheet. Discuss which careers were of interest to them. (***Note***: The careers listed on pages 74-79 represent careers from the 16 Career Clusters.)

STEP 2—CAREER SPEAKERS

Invite parents and community members to be guest presenters. To give students the opportunity to hear about a variety of careers, be sure to include occupations from each of the *Career Lists.* Give special consideration to professions relating to math and science. Assign students

THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

©Marco

Interests & Careers

There is a whole world of work,

and you can learn about jobs that relate to things you like to do.

Below, write down some things that you like to do inside and outside school. Find careers that relate to those interests.

My favorite subjects in school are:

1. _____

2. _____

3. _____

Some of my favorite things to do when I'm not in school are:

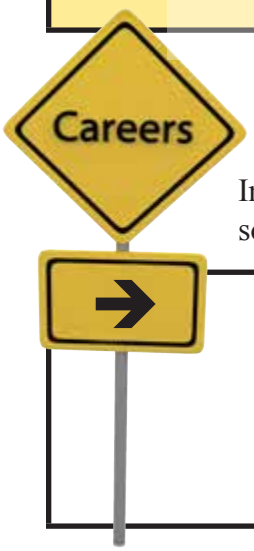
1. _____

2. _____

3. _____

Here are some careers that relate to my interests (find at least one for each):

© Mar·co



Other Careers That Interested Me

In the space below, write any other careers that you heard about today that sound interesting to you.

CAREER LIST

Social Studies

Lawyer

FBI Special Agent

Journalist

Judge

Law Clerk

Correctional Officer

Guard

Police Officer

Private Detective

Inspector

Fire Marshal

Politician

Corporate Chief Executive

Military Officer

Car Salesperson

Insurance Agent

Retail Salesperson

Landscape Architect

Travel Agent

Urban Planner

City Manager

Civil Engineer

Real Estate Agent

Architect

Clergy

Counselor

Social Worker

Teacher

Event Planner

Personal Shopping Assistant

© Marco

Dear _____,

I want to tell you my hopes for you for this school year.

Sincerely,

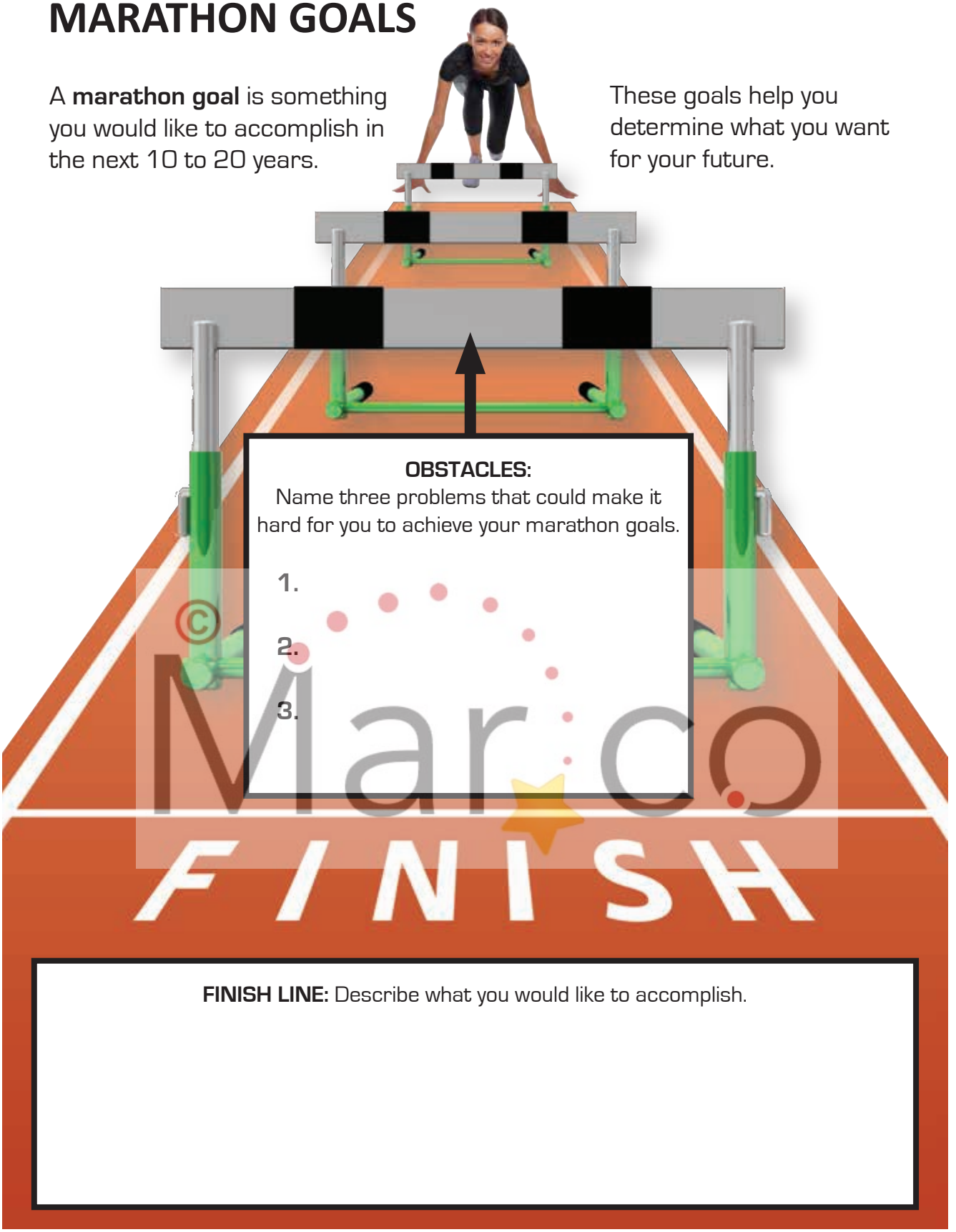
© Mar.co

A Letter To Myself

Setting Personal Goals: MARATHON GOALS

A **marathon goal** is something you would like to accomplish in the next 10 to 20 years.

These goals help you determine what you want for your future.



OBSTACLES:
Name three problems that could make it hard for you to achieve your marathon goals.

1.

2.

3.

© Mar.co

FINISH LINE: Describe what you would like to accomplish.

STEP 2:
My Life In 15 Years

Write an essay that tells about how your life will be in 15 years.
Answer the following questions:

- What career will you have?
- What will your family look like?
- Where will you live?
- What will you do for fun?
- How will you have changed as a person?
- How will the world have changed because of you?

© Mar:co