

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

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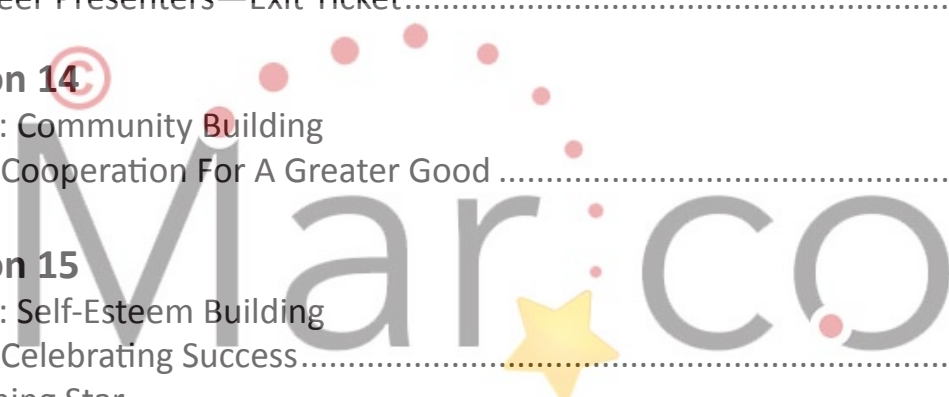
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The Elements Of The *Guiding Girls Toward Greatness* Program

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:

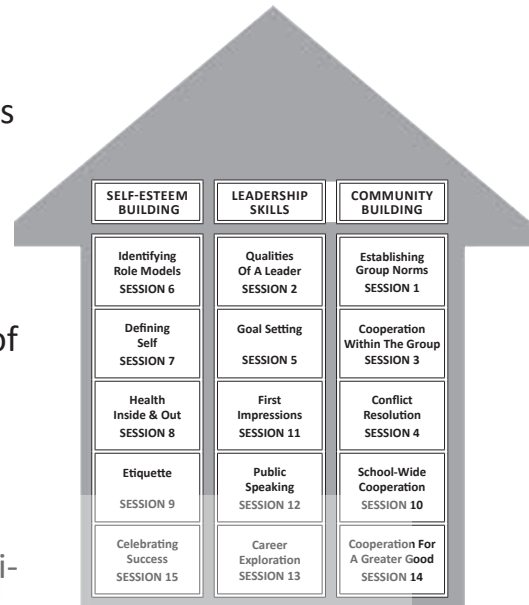
learning to define yourself in positive terms instead of allowing others to define you

LEADERSHIP SKILLS:

learning to make good decisions instead of following a crowd

COMMUNITY BUILDING:

learning to work with others toward positive goals



CHOOSING INDIVIDUAL LESSONS:

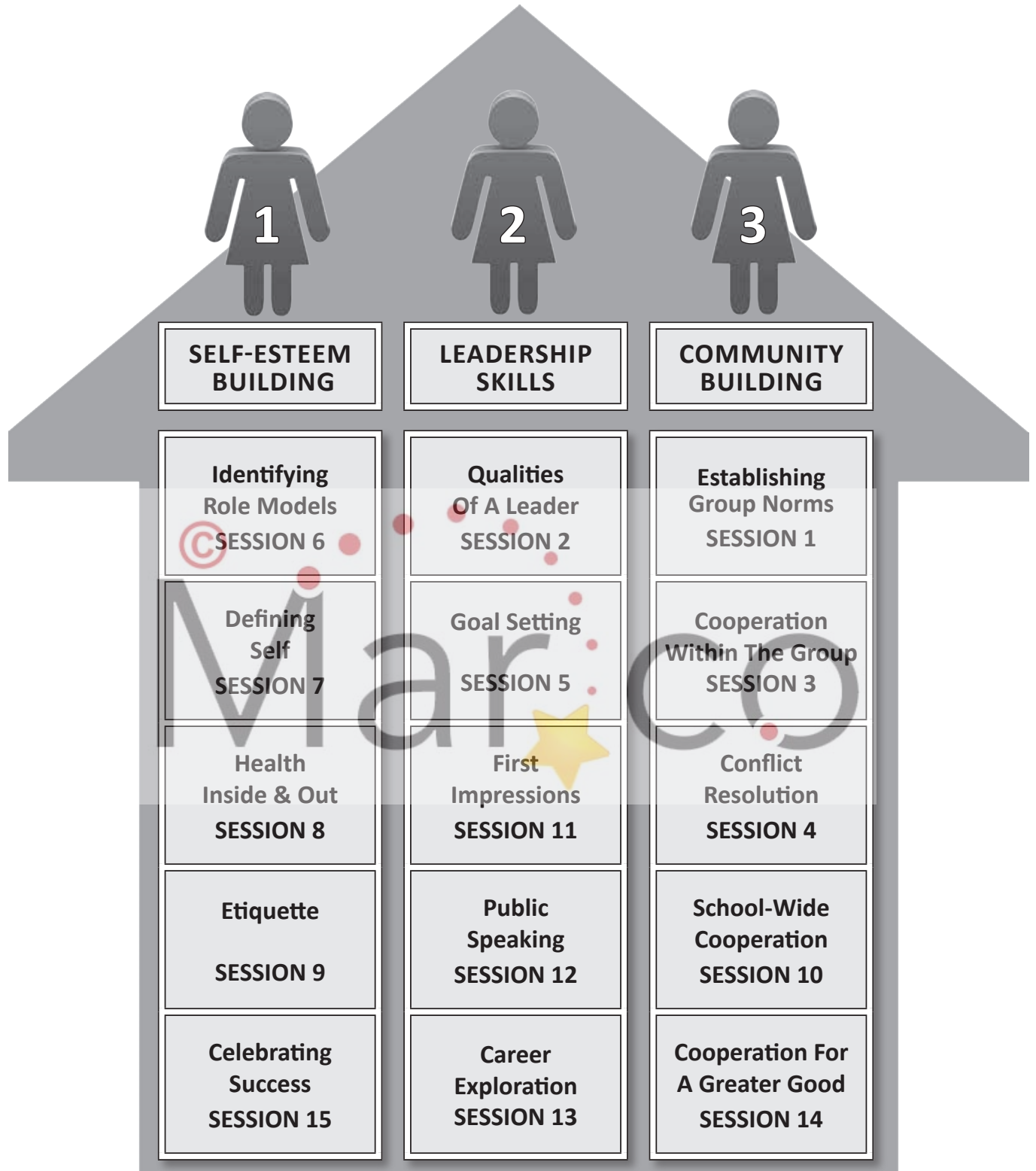
Use *Sections Organized by Pillar* (page 15) to select individual lessons to meet your needs. Each lesson may be completed with a small counseling group or as a classroom guidance lesson. Many lessons include ideas for extension or inspirational quotations, songs, or concepts to facilitate continued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

SELF-ESTEEM BUILDING	LEADERSHIP SKILLS	COMMUNITY BUILDING
Identifying Role Models SESSION 6	Qualities Of A Leader SESSION 2	Establishing Group Norms SESSION 1
Defining Self SESSION 7	Goal Setting SESSION 5	Cooperation Within The Group SESSION 3
Health Inside & Out SESSION 8	First Impressions SESSION 11	Conflict Resolution SESSION 4
Etiquette SESSION 9	Public Speaking SESSION 12	School-Wide Cooperation SESSION 10
Celebrating Success SESSION 15	Career Exploration SESSION 13	Cooperation For A Greater Good SESSION 14

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)

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.)

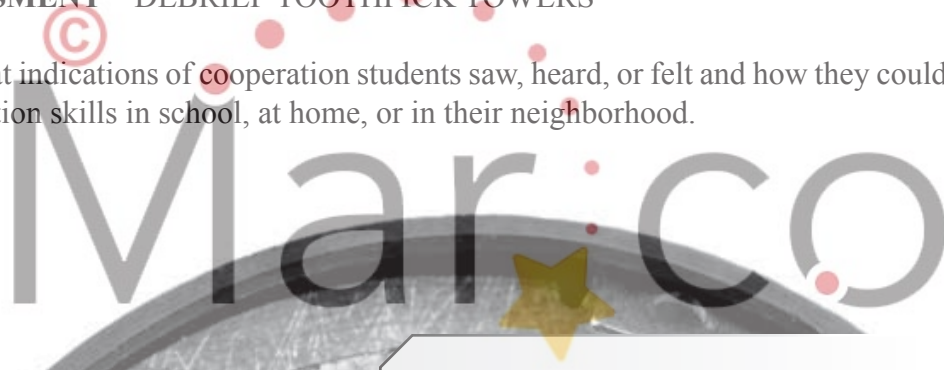
What I Felt they could write what they felt (included, respected, listened to, etc.)

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.



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

SELF-ESTEEM BUILDING	LEADERSHIP SKILLS	COMMUNITY BUILDING
Identifying Role Models SESSION 6	Qualities Of A Leader SESSION 2	Establishing Group Norms SESSION 1
Defining Self SESSION 7	Goal Setting SESSION 5	Cooperation Within The Group SESSION 3
Health Inside & Out SESSION 8	First Impressions SESSION 11	Conflict Resolution SESSION 4
Etiquette SESSION 9	Public Speaking SESSION 12	School-Wide Cooperation SESSION 10
Celebrating Success SESSION 15	Career Exploration SESSION 13	Cooperation For A Greater Good SESSION 14

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

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

SELF-ESTEEM BUILDING	LEADERSHIP SKILLS	COMMUNITY BUILDING
Identifying Role Models SESSION 6	Qualities Of A Leader SESSION 2	Establishing Group Norms SESSION 1
Defining Self SESSION 7	Goal Setting SESSION 5	Cooperation Within The Group SESSION 3
Health Inside & Out SESSION 8	First Impressions SESSION 11	Conflict Resolution SESSION 4
Etiquette SESSION 9	Public Speaking SESSION 12	School-Wide Cooperation SESSION 10
Celebrating Success SESSION 15	Career Exploration SESSION 13	Cooperation For A Greater Good SESSION 14

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

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

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The logo for Marco features the word "Marco" in a grey, sans-serif font. A yellow five-pointed star is positioned below the letter 'o'. Above the word, a series of red dots forms a curved path that starts under the 'M' and ends under the 'o'. A small red copyright symbol (©) is located above the 'M'.

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. _____



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

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

1. _____
2. _____
3. _____



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



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.



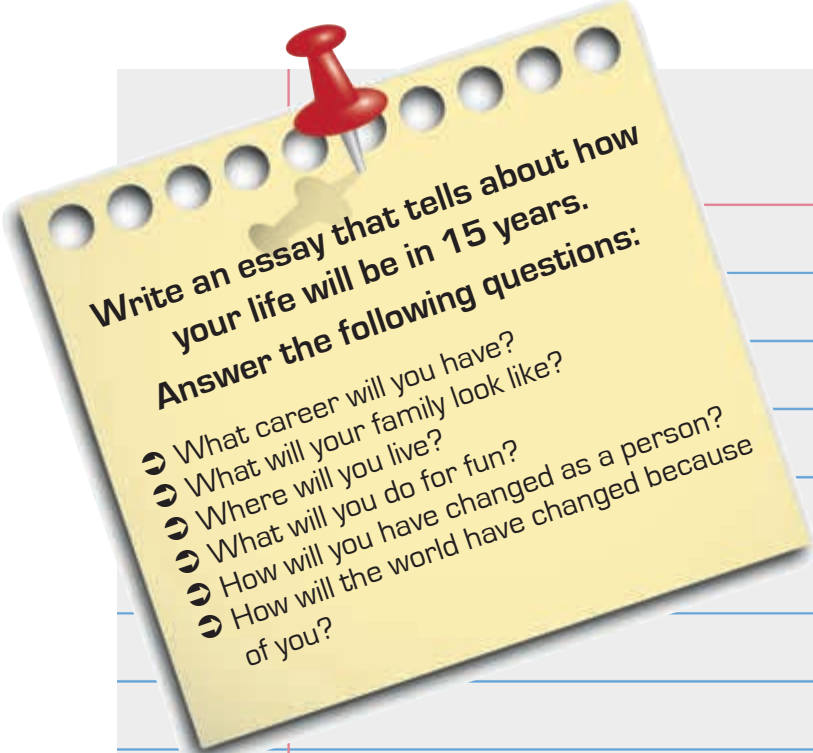
OBSTACLES:
Name three problems that could make it hard for you to achieve your marathon goals.

- 1.
- 2.
- 3.

FINISH

FINISH LINE: Describe what you would like to accomplish.





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?

STEP 2: My Life In 15 Years

