

SESSIONS
FOR AGES
8 to 10



BOYS & GIRLS CLUBS
OF AMERICA

Facilitator Best Practices

Welcome to SMART Girls! Here are a few helpful hints to make your SMART Girls program successful:

- **Be consistent** in your meeting place, time and day.
- **Come prepared.** Having a box filled with binders, pens, markers and other SMART Girls supplies makes setup so simple.
- **Create a space that's just for girls.** Invite them to help decorate it with posters about SMART Girls, or hang up each week's main idea on the walls.
- **Always have extra worksheets!**
- Create a rule that **everyone has to talk one time** before others can talk again.

Some suggestions to make meeting more effective:

- Give the girls time to talk about their day during the beginning of the meeting. It allows them to be more focused during the lesson.
- Add movement whenever possible! Lots of times the girls want to learn, they just have tons of energy that needs to be released.
- Be willing to say, "I don't know." Then find the answer to their question and address it during the next session.
- Don't be afraid to deviate from the plan. If the girls are more interested in a specific topic concerning that day's lesson, talk about it more in-depth.

Best practices submitted by Anita Douglas, Program Director, and Olivia Gahan, Program Aide, at Pedersen-McCormick Boys & Girls Club of Chicago.

Welcome to SMART Girls!

Ages 8 to 10

Overview: This session introduces the SMART Girls program; gives girls a chance to get to know one another; and teaches girls about respect, trust, confidentiality and effective communication – key components of the SMART Girls program.



Topics covered: Respect, Trust, Effective Communication, Collaborative Decision-Making

Badges earned: SMART Girl Power



Session time: 90 minutes (max)

Preparation time: 60 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Badge Map
- Journal extension sheets
- Question Box slips
- Pens/pencils
- Binders equal to number of girls in program (if the Club is providing)
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed: None

Preparing for the session

1. Obtain signed permission slips from girls' parents/guardians.
2. Gather writing and craft supplies. Set up writing/crafting stations.
3. Print session worksheets, Badge Maps and SMART Girl Power badges, equal to the number of girls in your program. Cut out badges.
4. Print Journal extension sheets. (Print more than you think you'll need for this session, so that you'll have a good supply for future sessions. Re-print as needed throughout the program.)
5. Print Question Box slips. (Print several sheets and cut out slips, so you'll have a good supply for future sessions. Re-print and cut out as needed throughout the program.) You can leave these next to the Question Box for future sessions.
6. Familiarize yourself with the content of the activities.

Conducting the session

Introductory activity: Introductions & Strengths Game (20 minutes)

Start with a quick welcome to the SMART Girls program. Have girls introduce themselves and share two facts about who they are (e.g., hobbies, pets, favorite school subject), and one thing they like about themselves (e.g., *I'm good at math, I'm friendly, I like the color of my hair.*).

If your group is small or time permits, you can turn this second part of the introduction into the Strengths game:

1. Ask the girls to sit in a circle.
2. Each girl says her name, followed by one of her strengths or one thing she likes to do. For example: "I'm Keisha, and I'm good at talking to people." (As the facilitator, you can explain the rules of the game and go first.)
3. The girl to her right is up next. She repeats what the previous girl(s) said and adds her own strength: "Keisha's good at talking to people. Jen is good at drawing. Arli is good at listening. I'm Sofia, and I'm good at math."

Welcome to *SMART Girls!*

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4. Play continues around the circle until you, the facilitator, have to repeat everyone's strengths. If anyone needs a little help, other members of the group can prompt her by miming the strength.

Once everyone has been introduced, give a brief overview of the SMART Girls content and structure:

- *SMART Girls is split into three age groups. You are encouraged to participate in the program every year.*
- *The program is made up of weekly sessions that help us learn and grow, together. At the end of the program, you'll get a chance to celebrate at a party for SMART Girls and their friends and families.*
- *Sessions fall into three categories: Your Mind sessions focus on self-esteem, personal identity and sound mental health. Your Body sessions discuss physical wellness, hygiene and nutrition. Your Community sessions focus on building healthy relationships.*
- *For each session you complete, you'll earn a cool, customizable badge. Collecting several badges individually and as a group helps you earn achievements.*
- *You'll get a session worksheet every week, which has spots for you to take notes, reflect and participate in session activities. There's also a place to paste your session badge. (Note: If you choose to ask your group to complete these worksheets outside of SMART Girls session time, explain that now. Also detail any incentives you wish to align with worksheet completion.)*
- *At the end of every session, you'll have a chance to reflect on what you learned in your SMART Girl's Badge Book & Journal, where you'll collect your badges and session worksheets. (As above, if you choose to eliminate this part of the session and replace it with another activity type, tell your group.)*
- *The better your attendance, the more you'll get out of the program and the stronger our group will be. But if you miss a session, please come back – you're always wanted and welcome!*

Knowledge activity: Respect, Trust, Confidentiality and Effective Communication (30 minutes)

Next, talk about the importance of forming bonds in SMART Girls. In order for everyone to get the most out of the program, the group needs to work well and be committed to:

- **Respect.** *We treat each other the way we'd like to be treated and understand that everyone is equally important.*
- **Trust.** *Everyone in the group wants the best for each other. They can rely on one another to be honest, open and accepting.*
- **Confidentiality.** *SMART Girls sessions are a safe place to share, learn and have fun. Therefore, every girl agrees to keep other girls' comments, questions and concerns to herself.*

A majority of the SMART Girls curriculum involves group discussions. Ask the girls what behaviors lead to a good group discussion. Write their answers on a whiteboard or on poster-paper. If your group is fairly independent or self-starting, play the game below:

Good group discussion mini-activity: Split the girls into two brainstorming teams, and give each team a section of the whiteboard/piece of poster-paper and markers. Set a timer for two minutes, and ask the groups to write down as many hallmarks of a good group discussion as they can. After two minutes, have the teams switch places, and ask each team to mark its top three favorite answers on the other team's list. You can ask a spokesperson from each group to explain why they chose those answers, and then move to the SMART Girls Contract activity.



Welcome to *SMART Girls!*

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If your group is quiet or shy, use the elements and activities listed below to jumpstart the conversation and to get the girls interacting as a group.

- **Everyone has a chance to speak.** Everyone should feel free to express herself. Interrupting, talking over, cutting off and dismissing are not allowed. Discussions should not be dominated by one person.
- **Everyone has a point of view.** In any group, people's experiences and perspectives will differ. It's OK to think differently from other girls in the group.

Eye-witness reporting mini-activity: This short activity shows that, even when people observe the same thing, they can experience it differently.

1. Tell the girls you want them to sit and observe for a moment. Then perform a series of unpredictable actions in front of the group – do a dance, put things in odd places around the room, make faces, do jumping jacks, open a book. Have fun with it – the sillier you are, the more fun the activity will be.
 2. Pass out the Journal extension sheets and give the girls 60 seconds to write a description of what just happened.
 3. Have each girl read her version of the events aloud. Point out the things the girls' accounts have in common, as well as the differences.
 4. Ask the girls what they think that means. *Question:* How could they be in the same room, watching the same thing, and still have different versions of the events? *Answer:* Everyone has her own experience and her own perspective, and everybody contributes to the group in different ways.
- **Everyone's ideas are welcome.** Girls should feel safe to test ideas and share thoughts that aren't fully formed when they're in their SMART Girls group. This encourages collaborative thinking.

The "Yes, and..." game: This brief activity demonstrates how girls can build on each other's ideas, collaboratively. It was originated by actor and writer Del Close, who used it to great effect during improv theater performances. It's great for keeping a discussion going in a positive direction.

1. Present the girls with a challenge. For example, "We'd like to buy a new computer for the Club, but how can we raise the money for it?"
 2. Then ask for solutions to that challenge. Explain the one rule of the game: After each girl speaks, the next girl builds on what the previous girl said by beginning her statement with the words, "Yes, and..." Explain that this will support strong, collaborative thinking as they discuss the challenge as a group.
 3. Play continues from one girl to the next. Remind them to begin their statements with, "Yes, and..."
 4. When the last girl has given her solution, tell the girls you'd like them to use the "Yes, and..." model throughout the program during group discussions. It's a great way to support one another, and to show each girl that her thoughts are valued.
- **Everyone can give feedback, but it must be constructive.** Girls are welcome to give honest and constructive feedback, but it should be delivered in a respectful manner (e.g., "Keisha, rather than saying something mean when that older girl made fun of you, what could you have done to solve the problem?").



Welcome to SMART Girls!

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Life-skills activity: The SMART Girls Contract (20 minutes)

This brainstorming activity will result in a values-based contract that all girls will agree to and sign. They will place the contract in the front of their SMART Girl's Badge Book & Journal.

1. Tell girls that since this is the very first session, and since this is *their* program, they will get to devise the "rules" by which they'll all abide. They'll work together to make a contract for the group, which everyone in the group will sign. The final language for all of these rules will be a set of "I will" statements (e.g., "I will let everyone have her turn to speak, and will listen carefully when others are speaking.>").
2. Start with the list you generated in the previous activity. Ask girls for suggestions for turning that list into a set of rules that will express what matters to the girls most.
3. If your group is large enough, you can split girls into pairs or groups of three to brainstorm a list. If the group is small, you can record the girls' ideas on poster-paper.
4. If you've split into groups, have each group read its rules aloud. Record these on the poster-paper. Work as a group to synthesize similar ideas into a single rule (e.g., combine "I will let everyone have a chance to speak" and "I will not interrupt.>"). Narrow the list to approximately four to eight rules. Write the final versions of those rules on the poster-paper.
5. Have girls fill in the blanks of the SMART Girls Contract on their session worksheets with the rules you've written. Then, have girls sign their individual contracts and the poster-paper contract, which you can hang in the meeting room.

SMART Girl's Badge Book & Journal activity / Question Box activity (20 minutes)

Pass out binders (if the Club is providing), or have girls get the binders they've brought. Explain that each girl will be creating her very own SMART Girl's Badge Book & Journal, where she will collect her session worksheets (like the SMART Girls Contract), badges and other materials; take notes during sessions; write down the names of resource persons and organizations; and reflect on what she learned during the session. Pass out SMART Girl Power badges for girls to decorate and affix to their worksheets.

While girls are decorating their badges, introduce the Question Box, which girls can use to ask anonymous questions throughout the program. Tell girls you will answer most questions, but you will also bring in guest speakers who may answer questions as well. Let girls know any question is welcome. Keep the box in an inconspicuous location in the room, and tell girls that they can submit questions at any time.

If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.



Ask the Question Box

Ask the Question Box

Ask the Question Box

Ask the Question Box



Journal extension

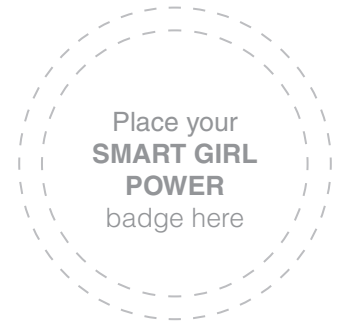
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Badge : SMART Girl Power



Welcome to SMART Girls!

Over the next 10 weeks in the SMART Girls program, you'll learn about self-esteem, health and wellness, and relationships in a small-group setting with other girls your age. You'll learn together through interactive activities, group discussions and games. Welcome!

**Section 1. *Respect, Trust, Confidentiality and Effective Communication***

In order for everyone to get the most out of the program, the group needs to work well – and to work well, everyone needs to be committed to the following:

Respect. What is it? _____

Trust. What is it? _____

Confidentiality. What is it? _____

Effective Communication. What is it? _____

Section 2. *The Smart Girls Contract*

This is *your* program! So, as a group, you'll decide what you value most, and turn that into a contract everyone will follow. Write down the final set of values below, and then sign the contract. Keep it in the front of your SMART Girl's Badge Book & Journal.

1. I will _____

2. I will _____

3. I will _____

4. I will _____

5. I will _____

6. I will _____

7. I will _____

8. I will _____

Your Signature

Date



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SMART GIRLS BADGE MAP

Keep tabs on your badges! Check out everything you can earn in SMART Girls!



Session 1 :
SMART Girl Power



Session 2 :
Awesome-Sauce!



Session 2 :
My Superpower Power-Up



Session 3 :
Media Maven



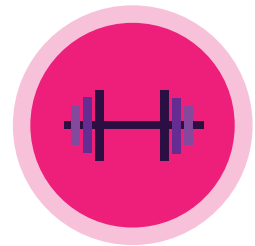
Session 3:
Unlocked!
Your Mind Achievement!



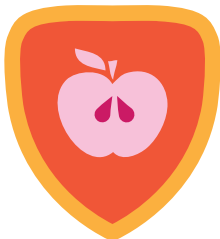
Session 4:
Presto Change-o



Session 5:
Queen of Clean



Session 6:
Fit & Fabulous



Session 6:
Food Groupie Power-Up



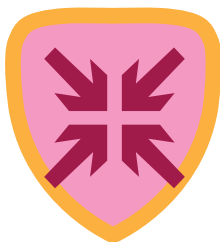
Session 6:
Unlocked!
Your Body Achievement



Session 7:
Best. Friend. Ever.



Session 8 :
Nice Girl



Session 8 :
Peer Pressure Power-Up



Session 9 :
Fantastic!



Session 10 :
Rock 'n' Role



Session 10 :
Unlocked! Your Community
Achievement!





My Badge Book & Journal



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You're Super Awesome

Ages 8 to 10

Overview: In this session, girls talk about what it means to be an individual. They define and discuss the concept of self-esteem. Girls identify their own likes and dislikes, as well as their own real-life superpowers.



Topics covered: Self-Esteem, Personal Identity

Badges earned: Awesome-Sauce!, My Superpower Power-Up



Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets, badges and SMART Girls Profile sheets
- Superpowers deck (cardstock optional)
- Journal extension sheets
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed: None

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Awesome-Sauce! badges and My Superpower Power-Ups, equal to the number of girls in your program. Cut out badges.
3. Print SMART Girls Profile sheets, equal to the number of girls in your program.
4. Print the Superpowers deck. Print or mount on cardstock for a playing-card feel. Print three times the number of My Superpower cards as there are girls in your program. Cut out cards.
5. Set up laptop/projector.
6. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Welcome to SMART Girls! (5 to 10 minutes)

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: Where Do You Stand? (15 minutes)

Girls this age love to express themselves. This icebreaker activity is a great way to get them to share opinions.

If your group is small or time permits, you can turn this second part of the introduction into the Strengths game:

1. Draw an imaginary line from one end of the room to the other.
2. Instruct the girls to move to a point on the line to indicate where they stand on a particular issue. For example: move to the left side of the room if you like chocolate ice cream, the right side if you like strawberry ice cream. Let the girls know that it's OK to stand in the middle if they can't decide. Also remind them that this activity is about their individuality (e.g., *It's OK if you're the only one who likes strawberry ice cream – that makes you unique!*). Feel free to add more questions to the list below.

Sample questions:

Do you like to be outside or inside?

Do you like to play in a group of friends, or with just one friend?

You're Super Awesome

Ages 8 to 10

What do you like more: salty things or sweet things?
 When you express your ideas, would you rather draw or write?
 Would you rather read a book or read on the Internet?
 Do you like to go on trips, or would you rather stay at home?
 Do you like cats or dogs?
 Do you like hot weather or cold weather?
 Are you shy or are you outgoing?
 Do you like to get up early, or sleep in?
 Do you like to listen to music, or would you rather watch TV?

3. Set a timer for five minutes. Try to get through as many choices as possible in that time.

Knowledge activity: What Is Self-Esteem? (15 minutes)

Pass out session worksheets, so girls have a place to take notes. Now that the girls have expressed their opinions and observed others', ask them to sit in a circle. Discuss what they observed. Were their choices all over the map? Were they all in sync? Talk about why it's good to belong to a group – and, on the flipside, why it's good to understand (and stand up for!) what's right for you.

Segue into a conversation about how the girls define and value self-esteem. The questions below are a great way to get the conversation going. Use the answers provided as guidelines for facilitating the discussion.⁷

If your group has trouble focusing during a sit-down discussion, add some game elements. For example: Sit in a circle, and hold a soft ball (inflatable beach ball, a foam ball, even a kickball). When you ask a question about self-esteem, call out a girl's name and toss her the ball. As long as she is holding the ball, it's her turn to speak. When she has finished answering the question, she calls out another girl's name and tosses the ball to her. Play continues until everyone has answered. Then, move on to the next question. You can keep track of the girls' answers on a whiteboard or poster-paper.

- **What is self-esteem?** Self-esteem is each girl's idea of herself:

Self-esteem isn't based on what other people think of you – it comes from inside you! Sometimes, self-esteem is called self-worth or self-image. No matter what it's called, though, remember you are a valuable person with something to bring to the world.

- **Why is it important?** Talk about why it's important to have a positive self-image:

Self-esteem affects your confidence, and your relationships with others. If you accept who you are (and love who you are!), you can have strong, healthy relationships with friends and family, because you aren't busy worrying about what everyone else thinks.

- **But other people's opinions affect self-esteem, right?** Discuss the influence that both negative and positive messages can have on a girl's self-esteem:

How could teasing and mean treatment affect someone's self-esteem? On the other hand, how could lots of praise and positive messages influence someone's self-esteem? When you receive negative or positive messages from others, how do you deal with them?

- **What's the difference between having high self-esteem and being conceited?** It's important to know when self-esteem crosses the line:

When you have high self-esteem, you don't have to brag or pretend you're the best at everything, because you don't rely on what others think to make you feel good about yourself. Self-esteem is about accepting yourself as you are. That means understanding what you are good at, and what you're not so good at, and being willing to improve.

You're Super Awesome

Ages 8 to 10

- **How do you get it?** Discuss a few ways that girls can shore up their self-esteem:

Self-esteem starts with you. Take some time every day to think about yourself. If you want, you can give yourself a positive pep talk when you wake up in the morning: "I'm awesome! I'm me!" Telling yourself that you're valuable is a great way to build strong self-esteem. You can even think about it this way: Treat yourself the way you would treat a friend – with respect, understanding and love.

Life-skills activity: What's Your Superpower? (20 minutes)

Every girl has a super-side! This activity lets girls imagine how different superpowers could help them solve problems – and lets them identify their own *real* super-ness.

1. Shuffle the Superpowers deck, and have each girl choose a card at random.
2. Present the group with a predicament. Challenge each girl to "write her way out of it" using her selected superpower.
3. Explain that you want the girls to write in the first person – that is, start their stories with "I," and tell them from their points of view. If it would be helpful, you can read them an example of a first-person story so they get the idea.
4. Have the group read their solutions aloud, and make sure everyone reveals her superpower.
5. If your girls aren't into writing, let them act out their super-stories instead! Split girls into small groups, and have each girl narrate her super-story while two or three others act out or mime the scene.

Sample predicaments:

You go to the zoo with your class. While you are visiting the reptile building, you go to the bathroom on your own. When you get back, you discover the group has left and you are locked in with the reptiles for the night! How can you use your superpower to get out of this creepy-crawly situation?

You won a contest to have [insert the name of a famous woman] over for dinner, but you never got the letter saying that she was coming for sure. Suddenly, she is at your house, expecting dinner with you and your family. How can you use your superpower to fix this embarrassing situation?

You find a stray dog that seems lost. You want to find out where the dog lives and return it to its owners, but he isn't wearing a collar. How can you use your superpower to help the lost dog?

Life-skills activity: Your Real Superpowers (20 minutes)

This activity brings the session full circle, encouraging girls to identify their own real superpowers and, in the process, boost their self-esteem. Plus, they'll earn a My Superpower Power-Up!

1. Have girls pair up. Pass out three blank My Superpower cards to each girl.
2. Instruct the girls to have a conversation about what each of them does well. Then, have them make a list of each other's "real superpowers," based on that conversation. For example, a girl might be a very fast reader; she might be able to speak another language; and she might be good at telling jokes. Someone else could be a good listener, a good singer and good at math.
3. Once each girl has made a list of her partner's three superpowers, have them trade lists and draw their own My Superpower cards to go with their real-life super powers.
4. Go around the room and have the girls show their cards, and talk about how they use their superpowers in real life. See if girls can draw connections between the superpower they had in the first activity and their real-life superpowers.

You're Super Awesome

Ages 8 to 10

SMART Girl's Badge Book & Journal activity (15 minutes)

Pass out Awesome-Sauce! badges and My Superpower Power-Ups for girls to decorate and affix to their session worksheets.

If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Pass out the SMART Girls Profile sheets as girls leave. Encourage girls to bring them back next session, to add to their journals. These Profiles are a great way to round out this session, as they get girls to think about themselves, and write about what they like and what they do well. This is a great building block for self-esteem. If your group is gregarious, hand out extra copies for girls to share with their friends and family!



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Superpower Deck



ABILITY TO **FLY**



POWER TO **HEAL**



X-RAY **VISION**



BREATHE
UNDERWATER



READ **MINDS**



CONTROL THE
WEATHER



STOP **TIME**



SUPER
STRENGTH

Cut out each
of the cards



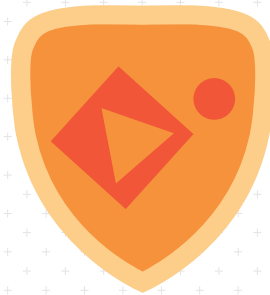
Superpower Deck



CLIMB **WALLS**



SUPER **SPEED**



SHAPE **SHIFT**



INVISIBILITY



TALK WITH
ANIMALS



NIGHT **VISION**



FORCE **FIELD**

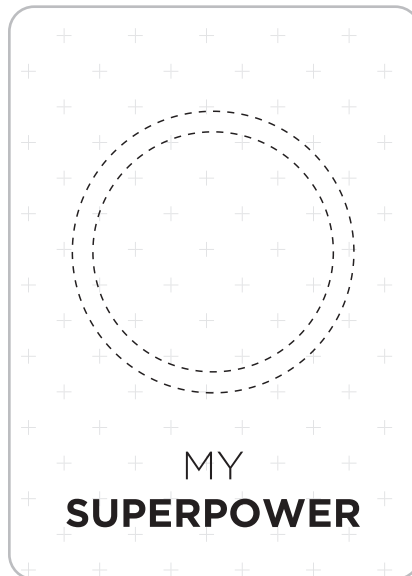
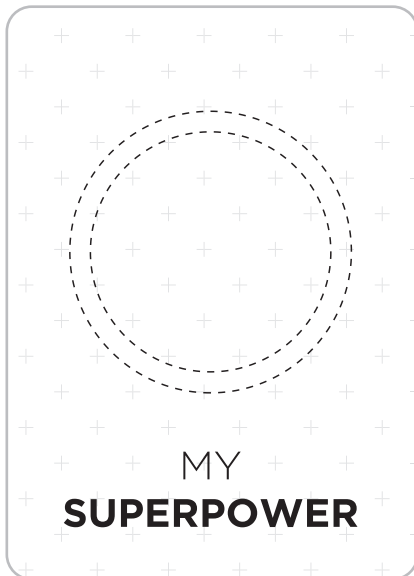
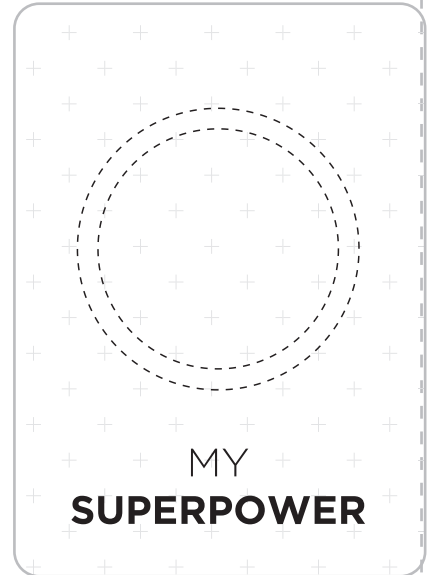
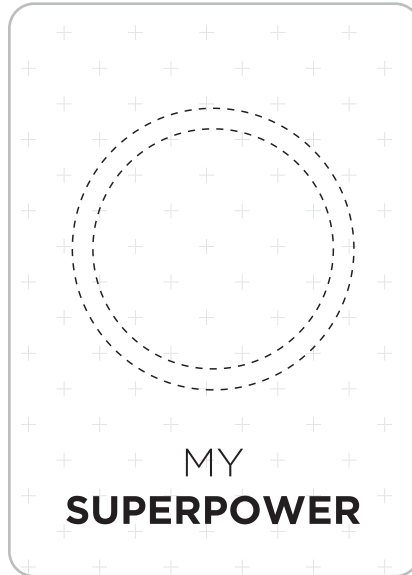
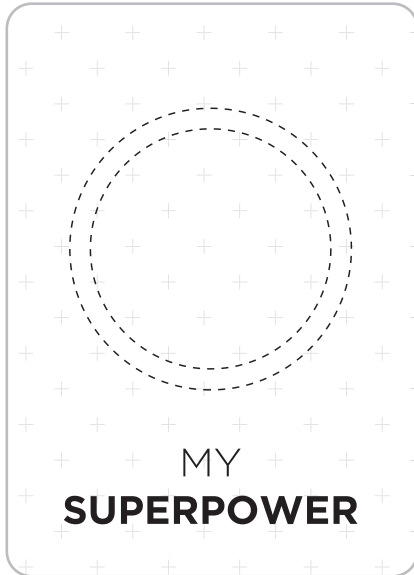
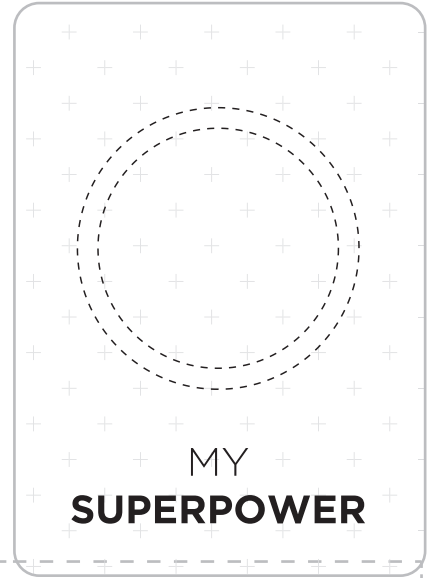
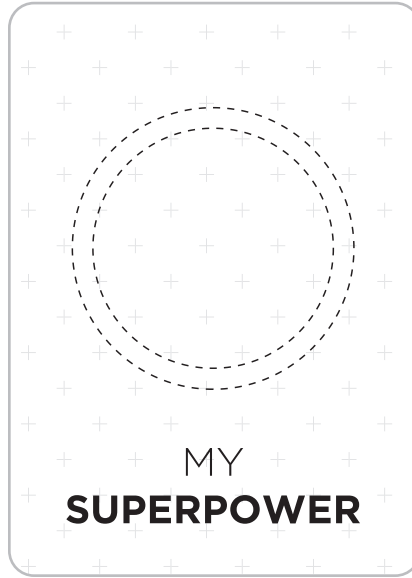
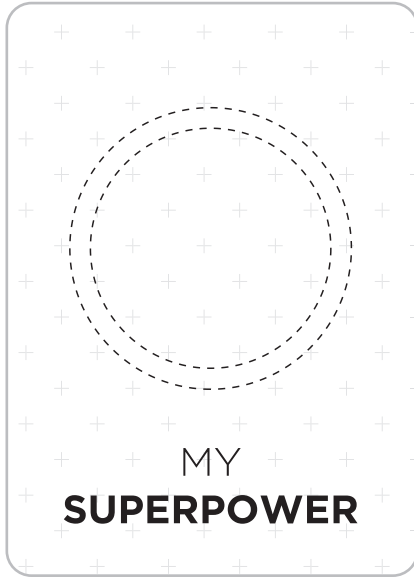


TELEPORT

Cut out each
of the cards



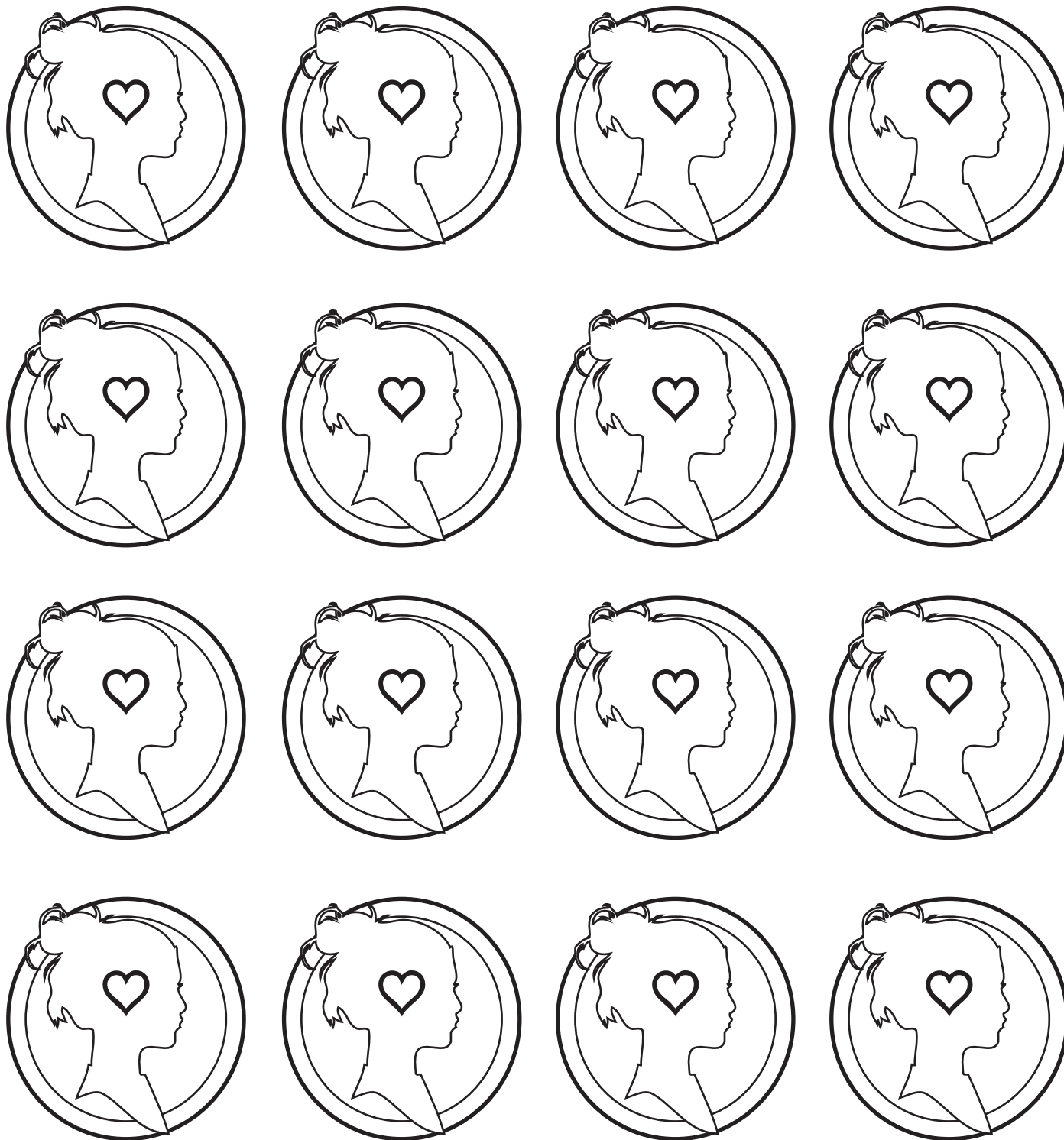
My Superpower Cards



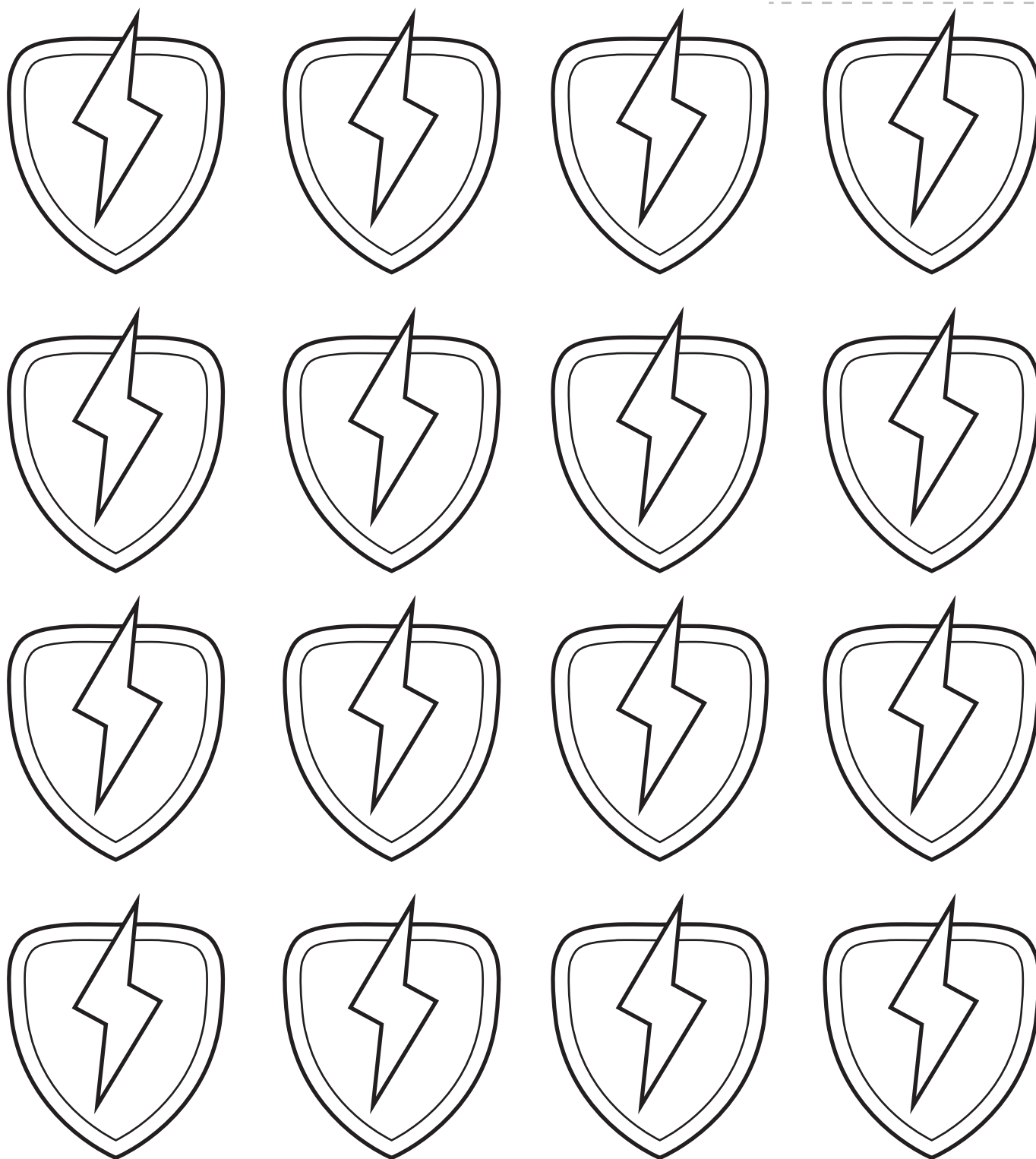
Cut out each
of the cards



Badge : Awesome-Sauce!



Power-Up : My Superpower



You're Super Awesome!

You're the only YOU there is – and that's great! In this session, you'll learn about self-esteem and the strengths that make you SUPER!

Section 1: *Self-Esteem Is Super Cool*

What is self-esteem? Where does it come from? Why is it important?

**Section 2: *What's Your Superpower?***

Are you a quick problem solver? Do you make people laugh? Are you quiet and observant? Write down some of the things that make you super-special.

Section 3: *My Reflections*

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

You're Super Awesome!

You're the only YOU there is – and that's great!



Name: _____

Age: _____

Birthday: _____

Best Friend(s): _____

Favorite Food: _____

Hobbies: _____

Pets: _____

One Cool Thing About Me: _____

Your Friends, the Media and You

Ages 8 to 10

Overview: This session invites girls to think about how the media, and other kids their age, can affect how they feel about themselves. They talk about media pressure as it relates to fashion, music and other trends.



Topics covered: Personal Identity, Media Literacy
Badges earned: Media Maven



Session time: 90 minutes (max)
Preparation time: 30 minutes

**Materials needed:**

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Magazines and newspapers
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)
- Laptop/projector for viewing GIF online (optional)

**Resources needed:**

- Jennifer Lawrence *Flare* cover GIF: http://www.huffingtonpost.ca/2013/12/16/jennifer-lawrence-photoshop-flare-cover_n_4452105.html (optional)

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Media Maven badges and Your Mind Achievements equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities. Pick out a few headlines from the magazines and newspapers you've gathered for the Read All About It! activity.

Conducting the session**Recap discussion: You're Super Awesome! (5 to 10 minutes)**

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: How Does the Media Influence Us? (30 minutes)

Pass out session worksheets, so girls have a place to take notes. First, ask the girls if they can define "media." (Hint: It's all around us – ads, television shows, music, movies, magazines, the Internet.)

Start a discussion about how the media can influence what we think, do and say – in short, how it communicates what's "cool." Record answers on a whiteboard or poster-paper. If your group has trouble focusing during sit-down discussion, play the Cool Game, as below:

The Cool Game: Split the girls into two teams and give each team a piece of poster-paper and a marker. Have them list the Top Five Coolest Things. They can be anything – songs, shoes, behaviors, sayings, movies, events, animals, famous people. Once each team is finished, ask one group to share its list. For each item, the team has to explain why it is cool, and where they learned about it. Chances are, most of the items will originate from some form of media! Using this game as a touchstone, follow up with a discussion of how the media can influence us. You can use one or all of the discussion questions below. Pick one(s) that you think will spark a good discussion with your group.

Your Friends, the Media and You

Ages 8 to 10

- Try to help girls make the connection between the messages the media sends them, and the messages they then give to each other. **How can the media affect what you and your friends wear or buy? How does that influence the pressure your friends put on you to be “cool”?** How can friends and the media influence how we feel about ourselves? Should we listen to someone who tells us that being cool means wearing a certain type of shirt, or carrying a certain kind of bag?
- Talk about TV shows the girls watch. *Whom do they like on these shows, and why? Whom do they admire?* **Do TV shows send messages about how girls should act or think?** Bring up the concept of “screen time” – that is, the amount of time girls spend in front of a screen (TV, computer, video games) – and encourage girls to limit it to no more than two hours per day, as recommended by the American Academy of Pediatrics.⁸ If girls grouse, ask them to come up with ideas for other activities that don’t involve screens (e.g., reading, playing outside, practicing an instrument or a sport, drawing, etc.).
- Discuss body image – that is, how girls view their own physicality. **How can the media – especially magazines, movies and television, influence our idea of beauty? Do these types of media tell girls how they should look?** Explain that what we see in magazines and even in movies doesn’t always represent reality. Magazine cover girls are retouched and visibly reshaped. Show girls exactly what you mean with the before-and-after GIF of movie star Jennifer Lawrence’s *Flare* cover (link above). Ask girls how this makes them feel. What messages is the media sending to girls and women if this is standard practice?
- **How can the media influence us through headlines, product names and taglines in newspapers and magazines, on billboards and online?** Do they always mean what they say? In this portion of the discussion, discuss a few product names/taglines relevant to the girls in your group, as well as a sample headline from a magazine or newspaper. This will transition the group into the following activity.

Life-skills activity: Read All About It! (30 minutes)

In this collaging activity, girls create personal headlines with pieces cut from magazines and newspapers.

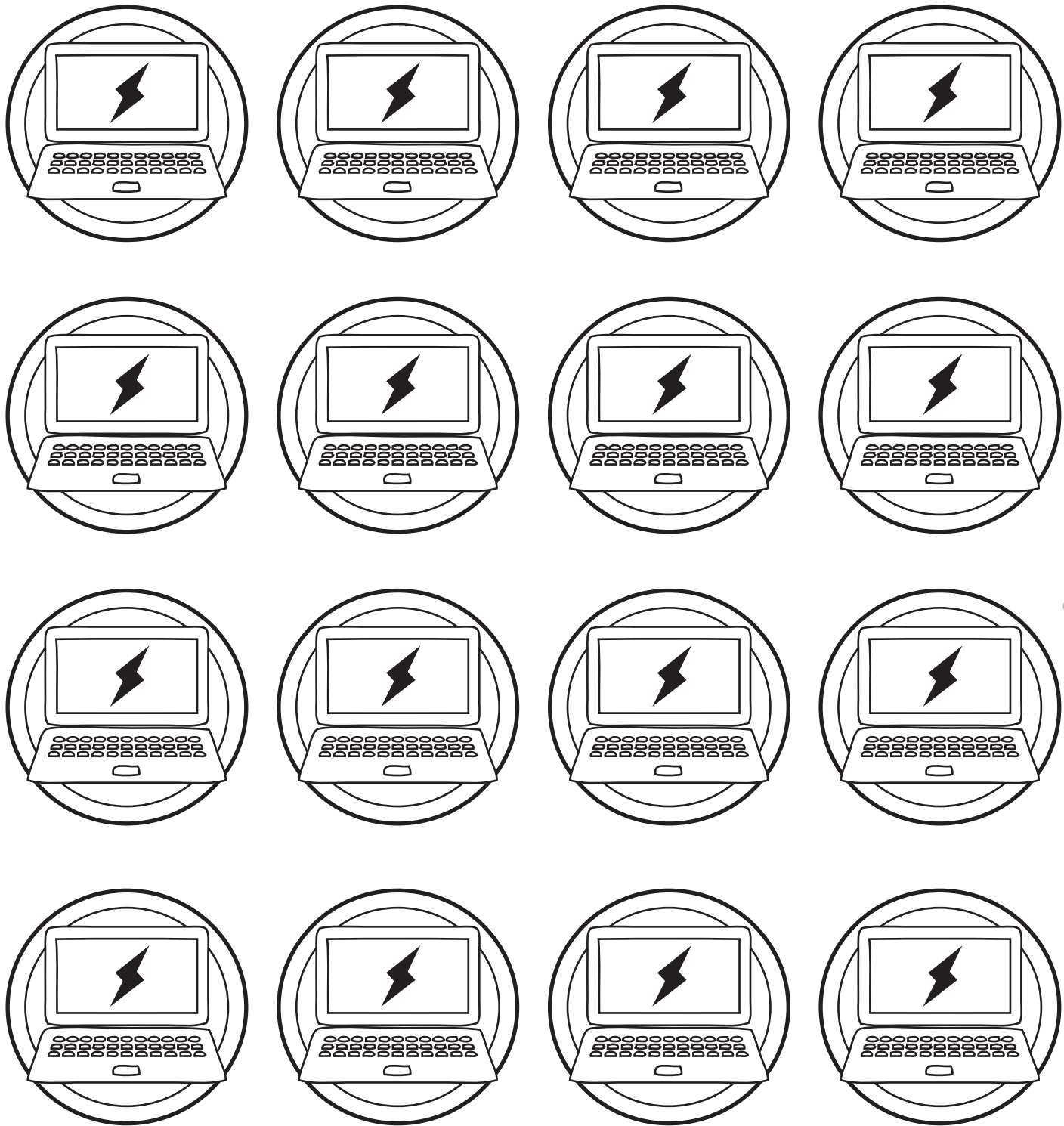
1. Using the magazines and newspapers you’ve brought in, look at different types of headlines as a group – tabloid-style headlines, as well as more traditional news headlines. Try to make the distinction between the two very clear to the girls. For example, discuss the types of words that are used in the two different types of headlines. Are the words sensational? Are they straightforward?
2. Have each girl cut out pieces of headlines from the magazines and newspapers to collage a tabloid-style headline about something fantastic that happened in her town or city.
3. Then, ask each girl to create a news headline about something that happened to her that week.
4. Ask girls to share their headlines and collages, and describe why they chose the words and images they used.
5. Be sure to post all of the collages somewhere in the Club, for everyone to enjoy!

SMART Girl’s Badge Book & Journal activity (20 minutes)

Pass out Media Maven and Your Mind Achievements badges for girls to decorate and affix to their session worksheets. Be sure to congratulate your girls on unlocking the Your Mind Achievement as you pass out the badges. Let them know you’ll be moving onto the Your Body section next!

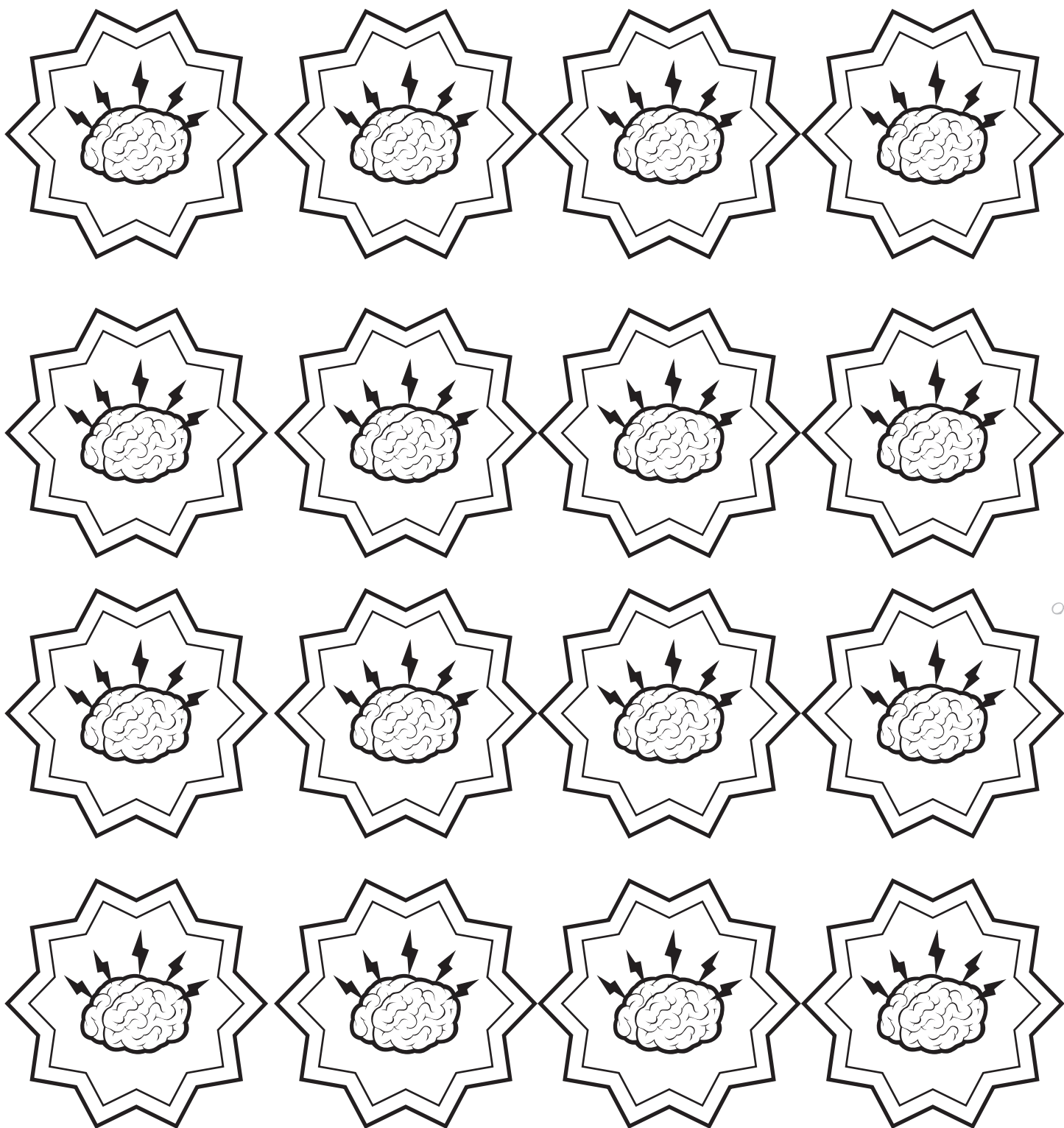
If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Badge : Media Maven



Unlocked! : Your Mind Achievement

Girls unlock this achievement after completing all three Your Mind sessions.



Your Friends, the Media and You

Media is all around us. Like your friends, the media can influence what you do and how you act. Knowing how to recognize media messages can help you stay true to yourself.

Section 1: *Media Messages: What's the Deal?*

How does the media affect how you feel about yourself? How does it guide what you and your friends wear, buy and do?

What TV shows or movies do you watch? What kinds of messages do those shows or movies send?

How can the media influence us through product names or taglines? What about headlines in magazines and newspapers? Do they always mean what they say?

Section 2. *My Reflections*

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.



Changing

Overview: In this session, girls talk about how they have grown since they were babies. They discuss how people go through many different stages as they age, and talk about how to cope with change. A light introduction to puberty is included.



Topics covered: Change, Puberty

Badges earned: Presto Change-o



Session time: 90 minutes (max); can be broken down into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Slips of paper; bag, bowl or hat
- Female Reproductive System chart (optional); laptop/projector, for viewing online interactive
- Journal extension sheets
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed:

- Female reproductive system interactive: http://kidshealth.org/parent/interactive/frs_it.html

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Presto Change-o badges, equal to the number of girls in your program. Cut out badges.
3. Set up laptop/projector to view online interactive.
4. Print copies of the Female Reproductive System chart, equal to the number of girls in your program (optional).
5. Prepare a list of Wildcard directions for the Wildcard Draw activity. Write age categories on slips of paper: baby, toddler, kid, tween, teen, young adult, adult, elder. Place slips in a bag, bowl or hat.
6. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Your Friends, the Media and You (5 to 10 minutes)

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: How Do People Change? (15 minutes)

In this activity, girls look at the broad spectrum of changes, both physical and emotional, that people go through in a lifetime.

1. Have girls choose a slip of paper with an age category written on it.
2. Ask girls to sit in a circle, in the order of their stages of life. Help them figure out the right order if they are unsure.
3. Ask each girl to make three statements that describe what it is like to be the age on her paper – what she can do, what her body is like, what she enjoys, etc. Feel free to prompt each girl with questions about people she knows who are that age to help pace the activity.

Changing

Ages 8 to 10

Knowledge activity: Puberty – Every Body Goes Through It (15 minutes)

Talk to the girls about the changes their bodies and minds will go through in the coming years. Some girls at this age may be experiencing the early stages of puberty, both physically and emotionally.

- Explain the term puberty, since some may not have heard it before. The National Library of Medicine (www.nlm.nih.gov) defines puberty as “the time when a child’s sexual and physical characteristics mature,”⁹ meaning that reproduction is possible. If this definition is too clinical or too mature for your group, try something like this:

*Puberty is all about change. **It’s the transition period between childhood and adulthood.** It can be a confusing time, because your body is changing, and so are your emotions. No one can tell you exactly how or when your body will change. People go through puberty at different times – some, before they hit their teen years; others, after they are well into their teens. **The good news is that everybody goes through puberty, which means you’re not alone.***

- Emphasize that our bodies change all the time. Ask the girls to compare their bodies now to the bodies they had when they were born. Pretty different, right? You can also talk about physical changes they are already familiar with – like losing teeth, getting freckles, or being taller than the boys in their classes. **Fun Fact!** Both boys and girls experience growth spurts before and during puberty. But, according to a study done by USC Pediatrics Professor Lawrence Neinstein, on average, girls start getting taller around age 9, while boys typically don’t start until age 11!¹⁰

Pass out session worksheets. Talk through some of the physical changes girls can expect (included on the session worksheet):

- Growth of body hair: underarms, legs, pubic area, face
- Breast development
- Widening hips
- Rapid changes in height and weight
- Increased perspiration (sweating), especially under arms and in pubic area
- Appearance of acne (pimples); increased oil production on skin, including scalp
- Ovulation and menstruation (having a period)

Ask the girls if they know anyone (siblings, friends) who is going through puberty. What do they notice? What have their siblings/friends said about growing up? What have they noticed about their own bodies and emotions?

Knowledge activity: The Female Reproductive System (15 minutes)

Arm your girls with puberty know-how with an overview of the female reproductive system, using the chart included and the interactive below. Whether you complete this part of the session is up to you, and depends on the maturity of your group.

Start up your laptop/projector, to view KidsHealth.org’s Female Reproductive System interactive, noted in the Resources listed above. (**Note:** This interactive requires Flash, which you can download for free at get.adobe.com/flashplayer.)

This digital experience explains the function of each female reproductive organ, and takes viewers through the menstrual cycle, starting at day one (the first day of a girl’s period). If you don’t have the resources to display this interactive, use the chart provided and relay the information yourself, as follows:

- *The female reproductive system includes several parts:*

Ovaries, where a woman’s eggs are stored. (**Fun Fact!** When you are born, your ovaries contain about two million eggs!)

Changing

Ages 8 to 10

Fallopian tubes, which connect the ovaries to the uterus.

Uterus, a bag-like organ where a baby can grow.

Cervix, a ring-shaped muscle at the bottom of the uterus that keeps a growing baby inside.

Vagina, sometimes called the birth canal, which a baby passes through at birth.

- About once a month, hormones signal a woman's ovaries to release an egg. This is called "ovulation." Over the course of a few days, the egg travels through the Fallopian tube to the uterus. Before and during ovulation, the uterus is busy building a nutrient-rich, blood-and-tissue lining to which a fertilized egg can attach. If the egg gets fertilized by a man's sperm during its trip to the uterus, it will implant itself in that soft lining, and the woman will become pregnant. If the egg doesn't get fertilized, it starts to dissolve – this is what happens most of the time. If no egg implants, then the lining sloughs off through the vagina during what is called "menstruation," or, more commonly, "having your period."
- The average menstrual cycle – that is, from the first day of menstruation, to the day before the next period starts – lasts about 28 days. But a cycle can be longer or shorter: 21 to 35 days for adults, and 21 to 45 days in young teens, according to womenshealth.gov. It just depends on the woman. Menstruation (having a period) lasts anywhere from two to seven days. Again, it's individual!
- Menstruation can cause abdominal and vaginal cramps, as well as breast tenderness and mood swings, both before and during your period. While these things can be uncomfortable, remember that every woman deals with them. As with puberty, you're not alone!¹¹

Ask the girls if they have any worries about these upcoming changes. If they don't feel comfortable discussing them in the group, encourage them to write questions for the Question Box so they can get some answers!

Life-skills activity: Wildcard Draw (20 minutes)

Puberty brings on big changes for a girl. Learning how to cope with change – whether it's physical, emotional or situational – is an important growth point. This game helps girls learn how to deal with different situations, and how to change course when necessary. It's important to remind girls they can prepare for change, but they can't always plan for it.

1. Have girls gather at the craft table. Pass out drawing paper.
2. Tell girls that they are going to draw a picture of an animal of their choice.
3. Let them know that when you say, "Wildcard!" they have to leave their artwork, change seats and continue working on another girl's drawing. Based on your craft table setup, determine an easy direction to move (e.g., clockwise, one chair to the left, etc.).
4. Also tell girls that when you say, "Wildcard! Add a _____!", they have to switch seats again, and to add whatever you've said to the drawing in front of them. Examples: *Add a hat, Add your favorite snack, Add a bicycle.*
5. Set a timer for 10 minutes. Give the Wildcard direction multiple times at irregular intervals, so that girls have to change course unexpectedly.
6. After 10 minutes, tell the girls to stop drawing.
7. Ask girls to share the last drawing they were working on, and to identify where they started.

Start a discussion with girls about how it felt to have to change so rapidly, and without warning. How did that make them feel? Were they resistant, or were they OK with it? After the Wildcard happened a few times, did it get easier? Did they try to match the new drawing, or did they go back to what they were drawing originally?

Changing

Ages 8 to 10

Next, ask girls to think about how this activity can relate to changes in real life. Ask if they've ever had to deal with big changes, like switching schools or losing a pet. How did those changes make them feel? What did they do to cope? Let girls know that, if they ever feel like they can't handle the changes in their lives, they can always talk with you, or any other trusted mentor or adult.

Tell girls that change is sometimes scary and overwhelming, but it can also be good, too – like when they make a new friend, or discover a new sport or hobby they love. Ask girls how they deal with those types of changes.

Finally, ask girls if they can create change. If so, how? Get girls to record their thoughts on making positive changes in their journals in the following activity. Be sure to post the drawings somewhere in the Club.

SMART Girl's Badge Book & Journal activity (20 minutes)

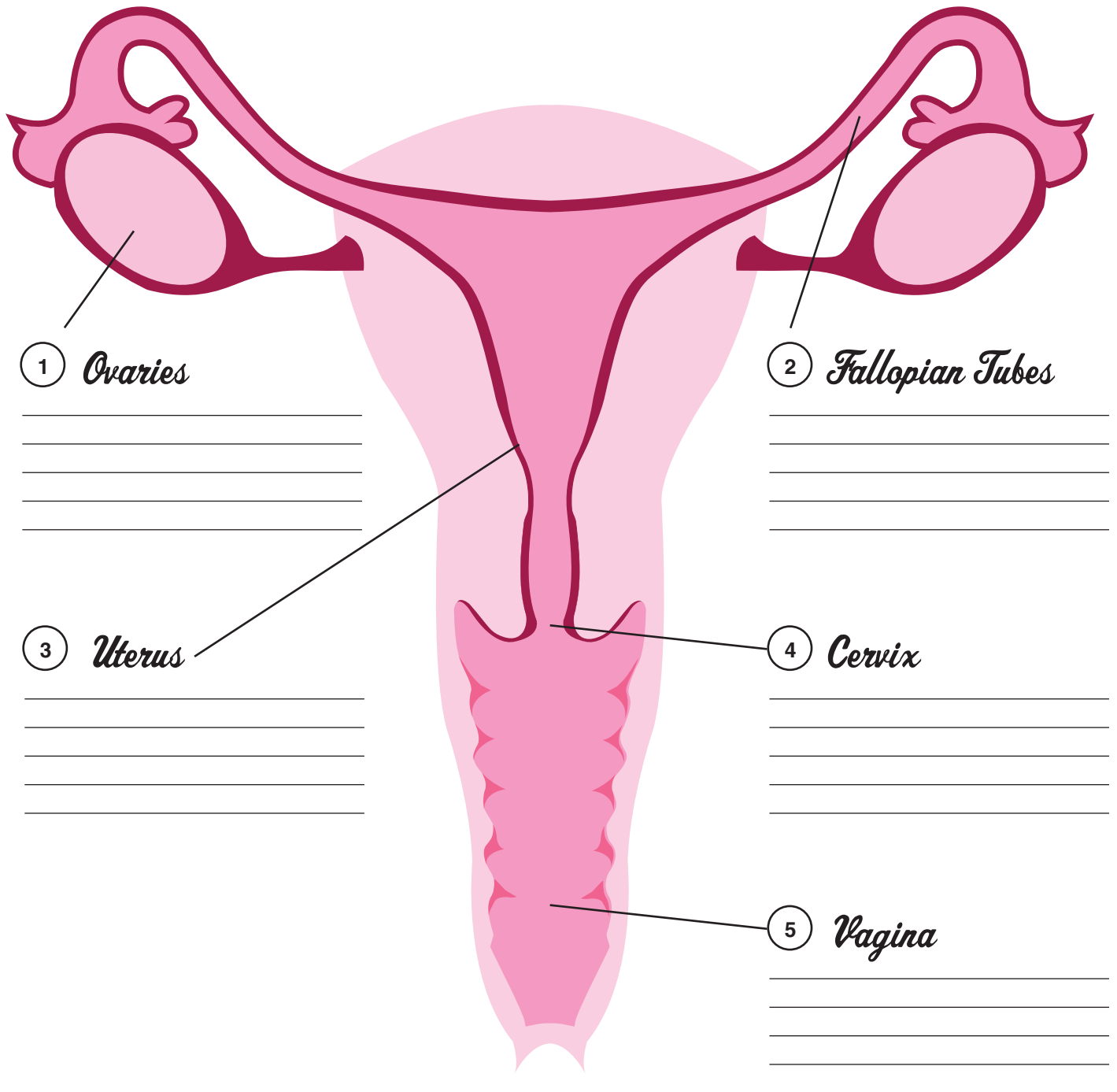
Pass out Presto Change-o badges for girls to decorate and affix to their session worksheets. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.



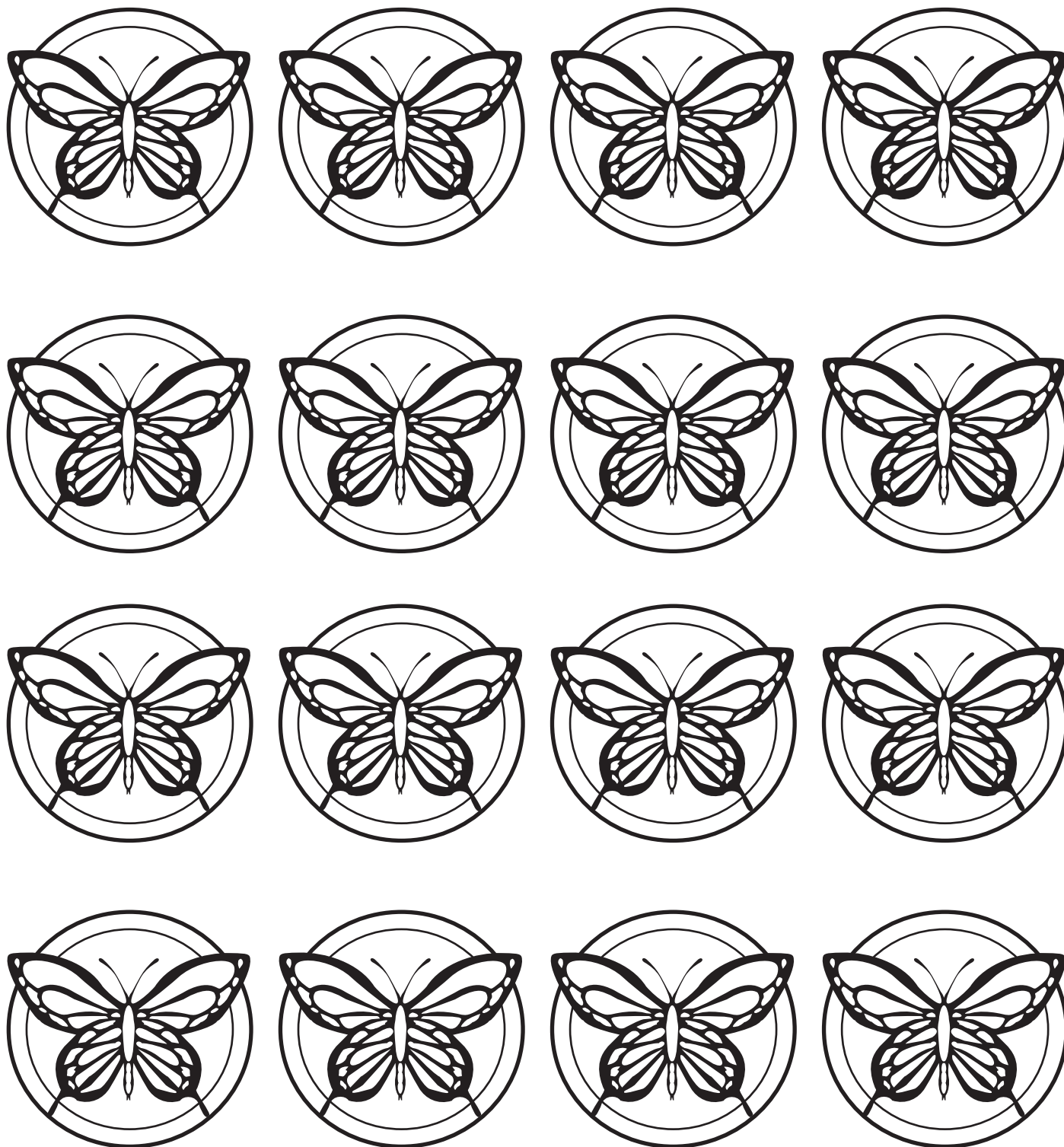
BOYS & GIRLS CLUBS
OF AMERICA

Your Reproductive System!

The female reproductive system is amazing! It is made up of the parts below.
Fill in the blanks with each part's function.



Badge : Presto Change-o



Changing

Think about how much you've changed since you were a baby. Then, think about how much you'll change as you become an adult. Pretty amazing! Change can be a little scary, but you're not alone – it happens to everybody, all the time.

**Section 1. *How Do People Change?***

One big change that everyone experiences is puberty. Puberty is the transition period between childhood and adulthood, when your body starts developing its adult characteristics. Some of the physical changes you'll experience are listed below.

- Growth of body hair: underarms, legs, pubic area, face
- Breasts develop
- Hips widen
- Rapid changes in height and weight
- Increased perspiration (sweating), especially under arms and in pubic area
- Appearance of acne (pimples); increased oil production on skin, including scalp
- Ovulation and menstruation (having a period)

Girls usually start puberty between the ages of 10 and 14, but some start earlier, and some start later. It's totally individual – no one can tell you exactly when you'll go through all the physical changes listed above. What do you think puberty will be like? Are you scared? Excited? Use the space below to write down some of your feelings about puberty and growing up. If you have questions, drop them in the Question Box!

Section 2. *My Reflections*

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

Keep It Clean!

Overview: This session discusses the basic principles of hygiene – including hand-washing, brushing teeth and bathing/showering. It gives a foundational explanation of the relationship between hygiene and health.



Topics covered: Personal Hygiene
Badges earned: Queen of Clean



Session time: 60 minutes (max)
Preparation time: 30 minutes

**Materials needed:**

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Laptop/projector, for viewing website (optional)
- Hand lotion
- Glitter



- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed:

- Sinks and hand soap
- Germ overview website: kidshealth.org/kid/talk/qa/germs.html (optional)

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Queen of Clean badges, equal to the number of girls in your program. Cut out badges.
3. Set up laptop/projector (optional).
4. Familiarize yourself with the content of the activities. Prepare a list of bad hygiene practices for the Hygiene High-Five game, if playing.

Conducting the session**Recap discussion: Changing (5 to 10 minutes)**

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: Glitter Hands (15 minutes)

This activity is a quick and easy way to teach young girls about hand-washing – the front line of keeping healthy.

1. Have each girl rub a small amount of hand lotion on her palms.
2. Then, cover every girl's palms in glitter, a.k.a., *germs*.
3. Next, challenge the girls to wash off the glitter with soap and water in a Club sink. Because glitter is naturally sticky, it will take more than 20 seconds to scrub the glitter away – the right amount of time to wash hands, as recommended by the CDC.

Once the girls have washed all the glitter off their hands, come back for a discussion. **Ask girls how often they should wash their hands, or under what circumstances they should wash them.** Below are some ideas, quoted from the CDC's official hand-washing guidelines:¹²

Keep It Clean!

- **Before**, during and after preparing food
- **Before** eating food
- **Before** and after caring for someone who is sick
- **Before** and after treating a cut or wound
- **After** using the toilet
- **After** blowing your nose, coughing or sneezing
- **After** touching an animal, animal food or animal waste
- **After** touching garbage or the garbage can

Explain that surfaces are breeding grounds for germs. Tell girls that, since they touch so many surfaces at school, home and in the Club, they should wash their hands frequently. To help girls understand how germs spread, approach it from the concept of sharing:

While sharing is good most of the time, it isn't good to share germs! You can cut down your exposure to germs by steering clear of someone who might be sick, and by not drinking out of the same straw or cup; using the same utensils or eating from the same piece of food; swapping hats and other articles of clothing; or sharing toys, markers and other things that could harbor germs. And when you're sick, stay away from others as much as possible!

Knowledge activity: How Do You Keep Clean? (20 minutes)

Transition into a broader discussion about hygiene, since hands aren't the only things we have to keep clean. On a whiteboard or poster-paper, record the ways girls practice personal hygiene. Possible answers include:

- Using a tissue every time you sneeze or cough. If you don't have a tissue, sneeze or cough into your forearm or elbow, as opposed to your hands.
- Washing hands often, as dictated by the guidelines above.
- Brushing teeth after meals and before bed, at least twice every day.
- Taking a shower or bath, at least every other day.
- Washing hair, at least every other day.
- Washing face (to remove dirt and/or prevent acne) every day.
- Cleaning nails every day; trimming nails at least once a week.
- Wearing clean clothes every day.

If your group has trouble focusing during a sit-down discussion, turn this into a fun game that gets girls moving and encourages teamwork and active listening:

Hygiene High-Fives game: Split the girls into two teams and tell them to line up, shoulder to shoulder, facing the opposite team. Tell girls that, when you call out a good hygiene practice (as listed above), they have to send a chain of high fives down the line and back – the first team to get all of its high fives back to the start earns one point. But there's a catch: if you call out a not-so-good hygiene practice (e.g. sharing a soda with your sick sister, forgetting to brush your teeth before bed, skipping out on washing your hands before lunch) and the team sends the chain of high fives, they lose a point. You can keep track of points on the whiteboard or poster-paper.

Invite girls to talk about how their hygiene habits have changed since they were little. Ask them how they think those habits might change as they grow up. You can refer to the previous session on puberty for guidance. Some possible changes include using deodorant or other perfume to smell nice, or learning how to do their own laundry. If they need help, ask them to think about what their older siblings or friends do to keep themselves clean.

Next, **ask girls why they practice these personal hygiene habits.** You can approach this topic from one of the angles below, to help narrow the discussion. If you haven't already discussed germs in your session, take the germs tack below. If you have discussed them, talk about keeping clean from the angle of self-respect. You can refer back to the sessions on self-esteem for reference.

Keep It Clean!

Ages 8 to 10

Germ. KidsHealth.org has a handy online guide to germs, listed in the Resources section above. This defines the types of germs there are in the world and the illnesses they cause. It also discusses the health benefits of good bacteria. This is very important to review with your girls, since they are surrounded by so many antibacterial products. Time permitting, and based on your group's level of interest, show this site onscreen using a laptop and projector.

Self-respect. Tell girls that presenting themselves well – wearing clean clothes, and having clean hair, nails and teeth – shows the world that they respect themselves and value their health.

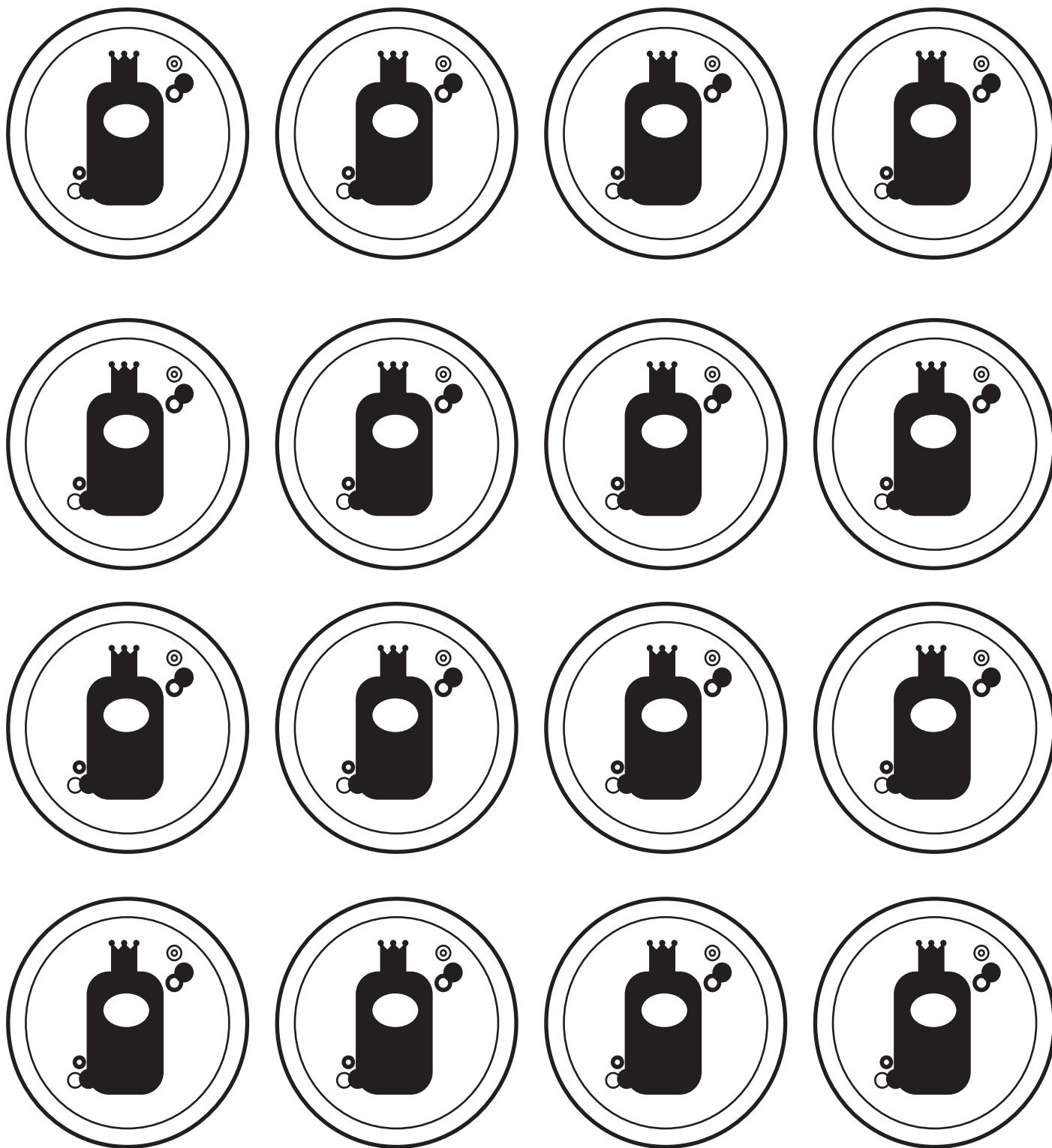
Following the discussion, ask girls to work on improving at least one of the hygiene habits you discussed during the session. Have the group share their strategies quickly, before the journal activity. A few ideas:

- **Set a timer for two minutes when you brush your teeth.** *Brushing for two minutes gets rid of the harmful bacteria that can build up and cause cavities.¹³*
- **Sing “Happy Birthday” twice when you’re washing your hands.** *The CDC recommends that you sing this song to help you wash for the right amount of time.¹⁴*
- **Wash your face before you go to bed.** *It’s not only good for your skin to get clean after a long day – it’s refreshing, too!*
- **Wash your hair with a nice-smelling shampoo.** *If you like the smell of your shampoo (they come in all kinds of scents!), you’re more likely to enjoy giving your scalp a good scrub.*
- **Clean your nails.** *Bacteria can grow under dirty fingernails, so be sure to clean your nails! You can use a special nail cleaning tool (they are often attached to nail clippers, and look like tiny files) or a nail brush, plus plenty of warm, soapy water. You can even use a clean toothbrush to clean underneath your nails – just be sure you don’t use that same brush for your teeth later!*
- **Clean your ears.** *Use a damp washcloth or cotton swab to remove dirt and earwax from the outside of your ear and the entrance to your ear canal. Be careful when you are cleaning your ears – never put a cotton swab, a finger or a sharp object in your ear, as this can damage your eardrum.*
- **Clean the “sleep” out of your eyes.** *Have you ever woken up to find crust in the corners of your eyes? It’s called “rheum” (pronounced like “room”), and it’s completely normal! It forms during sleep, when the watery discharge from your eyes dries up. Take a few minutes each morning to clear away the rheum from your eyes with a damp washcloth.*

SMART Girl’s Badge Book & Journal activity (20 minutes)

Pass out Queen of Clean badges for girls to decorate and affix to their session worksheets. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Badge : Queen of Clean



Keep It Clean!

Good hygiene keeps you healthy. It isn't hard to maintain – it just takes a little practice and dedication to keep yourself in tip-top health!

**Section 1. *Hands = Germ Magnets***

When should you wash your hands?

For how long? _____

Section 2: *How (and Why) Do You Keep Clean?*

Write down the ways you can stay healthy by keeping yourself clean:

Next, write down the reasons why you keep yourself clean:

Finally, choose one hygiene habit to improve over the next several weeks. What will you do to improve this habit? Be ready to share your answer with the group, and feel free to take notes on the habits your fellow SMART Girls are improving, too!

Section 3. *My Reflections*

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

Eating Well, Staying Fit

Overview: This session gets girls thinking about how the foods they eat impact their bodies and minds, and how foods differ from culture to culture. It also links nutrition and physical activity.



Topics covered: Nutrition, Exercise

Badges earned: Fit & Fabulous, Food Groupie Power-Up



Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Laptop/projector, for viewing website
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed:

- Gym, or other recreation/multipurpose room for Food Is Fuel! activity
- USDA Choose My Plate website: www.choosemyplate.gov/food-groups

Preparing for the session

1. Gather writing and craft supplies; set up writing/crafting stations.
2. Print session worksheets, Fit & Fabulous badges and Your Body Achievements equal to the number of girls in your program. Print Food Groupie Power-Up badges, equal to half the number of girls in your program. Cut out badges.
3. Print list of questions for Food Is Fuel activity.
4. Set up laptop/projector.
5. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Keep It Clean! (5 to 10 minutes)

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory/Knowledge activity: Five Fabulous Food Groups (40 minutes)

Pass out session worksheets, so girls have a place to take notes. Start by explaining that healthful food – that is, nutrient-rich food from across the five food groups – gives our bodies the energy they need to do all kinds of things, like running, jumping, walking, dancing, working and growing.

Ask the girls if they can name the five food groups. Record answers on a whiteboard or poster-paper.

If you are using the laptop/projector, you can show girls an explanation of the five food groups at the USDA's Choose My Plate website (link listed in the Resources section above). As you review each food group with the girls, you can share these fun facts, adapted from the information at Choose My Plate:¹⁵

- **Fruits.** Girls ages 8 to 10 should eat 1½ cups of fruit per day.

Real-world equivalents of 1 cup of fruit (a girl should eat two of these to get her recommended daily amount):

Eating Well, Staying Fit

Ages 8 to 10

- 1 large apple, peach, orange or pear
- 1 large banana (about 8" long)
- 8 large strawberries
- 32 grapes
- 1 snack-sized container of applesauce or fruit cocktail
- 1 medium-sized glass of 100% fruit juice
- About two handfuls of dried fruit (like raisins, apricots or prunes; no-sugar-added varieties are best!)

Fruit is high in nutrients we need and can't get easily from other foods – things like vitamin C, potassium and folic acid. Fruit is also a good source of fiber, which keeps our digestive systems running smoothly. Eating fruit helps strengthen our immune systems and protects us from many kinds of serious diseases, including diabetes.

- **Vegetables.** Vegetables are an extremely important part of our daily diet, and girls ages 8 to 10 should eat 1½ to 2 cups of vegetables per day.

Real-world equivalents of 1 cup of vegetables (a girl should eat two of these to get her recommended daily amount):

- 2 medium carrots
- 2 cups of raw, leafy greens, like lettuce, spinach or cabbage
- 1 baked sweet potato
- 1 medium-sized bell pepper
- 1 cup of cooked mushrooms, zucchini, cauliflower or broccoli – about the size of a baseball

Remember to “eat the rainbow” to get the broadest variety of nutrients from the super-healthy vegetable food group. That means choosing veggies that are all different colors: dark green, like spinach and kale; red and orange, like bell peppers, carrots and sweet potatoes; purple, like cabbage and beets; and white, like cauliflower and mushrooms.

- **Grains.** Girls ages 8 to 10 should eat 5 ounces of grains a day, and at least half of that (approximately 3 ounces) should be whole grains, which are more nutritious than refined grains. Examples of whole grains include brown and wild rice, oatmeal, whole wheat flour, barley, bulgur, popcorn and quinoa. Refined (or processed) grains include white bread, cornbread, semolina pasta, grits and couscous.

Real-world equivalents of 1 ounce of grains (a girl should eat five of these to get her recommended daily amount):

- 1 slice of whole wheat bread
- 1 cup of breakfast cereal, like whole wheat flakes – about the size of a baseball
- ½ cup of cooked rice or pasta – about half the size of a tennis ball
- 5 whole wheat crackers
- 3 cups of popped popcorn

Grains are a great source of dietary fiber, which helps our bodies process waste and makes us feel full.

Eating Well, Staying Fit

Ages 8 to 10

- **Protein.** Girls ages 8 to 10 who are somewhat physically active should eat 4 ounces of protein per day.

Real-world equivalents:

- ¼ cup cooked beans, about the size of a girl's fist, equals 1 ounce of protein
- 1 egg equals 1 ounce of protein
- 12 almonds, 24 pistachios, or seven walnut halves equal 1 ounce of protein
- 2 tablespoons of peanut- or other nut-butter, about the size of a ping pong ball, equals 2 ounces of protein
- A piece of cooked meat, about the size of a deck of playing cards, equals 2 to 3 ounces of protein

Meat, seafood, beans and peas, eggs, soy products, nuts and seeds provide protein, which gives you energy and helps you build muscle. Getting protein from a variety of sources that don't contain too much fat or sodium (salt) is best. For example, while some people really love to eat bacon, which provides protein, it is not a very nutritious protein.

Pop quiz! What makes bacon less nutritious than other proteins? Answer: It contains high levels of sodium (salt) and fat. Too much of these can lead to disease.

And, even if you are vegan or vegetarian, there are plenty of ways for you to get enough protein on your plate – soy, nuts, beans, peas and seeds are great sources of protein for people who maintain vegan and vegetarian diets. Vegetarians can add eggs to that list as well.

- **Dairy.** Girls ages 8 to 10 should eat or drink 3 cups of dairy food per day.

Real-world equivalents of 1 cup of dairy (a girl should eat or drink three of these to get her recommended daily amount):

- 1 half-pint carton of milk
- 2 snack-sized containers of yogurt (4 ounces each)
- 2 slices of cheddar, Swiss or mozzarella cheese
- 1 medium-sized glass of calcium-fortified soy milk

Milk products, and many foods made from milk, are part of the dairy food group. Calcium-fortified soymilk is included as well. Some dairy foods are more healthful for you than others; those foods typically contain high amounts of calcium. Calcium is especially important when you are still growing, because it helps strengthen your bones, teeth and muscles.

Some dairy foods – like cream cheese, butter and ice cream – have little calcium and lots of fat or sugar. This means they don't provide as many benefits to you as other dairy foods. What's the best way to choose dairy products that are good for you? Go for high calcium and low fat, like a glass of low-fat milk or a container of low-fat yogurt.

After you've reviewed the five food groups, play a game in which girls try to name as many foods in each group as they can. The winning team will get the Food Groupie Power-Up badges at the end of the session. Alternatively, you can give Power-Ups to all participants, or devise another game or activity through which girls can earn their power-ups – it's up to you!

Eating Well, Staying Fit

1. Divide the group into two teams. The teams will take turns naming an item in each food group.
2. For example, if you are listing fruits, girls on the first team raise their hands, and you call on one to name a fruit. She says, "Apple."
3. Now the second team has to name a fruit. You call on a girl with her hand raised and she adds, "Banana."
4. Play continues back and forth, until one of the teams runs out of ideas. If the next team can still name a fruit, they've won that category.
5. Do this with each food group. The team with the most winning categories at the end of the game wins Food Groupie Power-Up badges.
6. Be sure to keep the list of food groups and foods visible for use in the next activity.

Life-skills activity: Food Is Fuel! (25 minutes)

Move to the gym or other recreation area for this activity, if you haven't already done so. Once there, tell girls that food actually fuels our bodies. When we eat a combination of foods from the five food groups, our bodies get the nutrients and energy they need to think, move and grow.

Ask the girls to think of a time when they ate too much of something that isn't so nutritious – maybe too many potato chips, which are high in fat, or too many pieces of candy, which are high in sugar. How did they feel? Did they want to go out and run around? Did they have extra energy? Then, ask them to think about a time they ate something that's highly nutritious, like a bowl of fruit salad, or a PB&J sandwich on whole wheat bread. How did that make them feel? Did that meal provide more energy?

Transition into the game, which is based loosely on the "Mother, May I?" game. This game reviews what girls have learned about nutrition, and helps them equate nutritious food with physical activity and progress toward good health.

1. Tell the girls to line up at one end of the gym or recreation room. Stand at the opposite end of the room with your back to the girls. Tell them you are the finish line.
2. Tell the girls their goal is to be the first one to get to the finish line.
3. Girls move by requesting to take a certain type of step: giant steps, medium steps and baby steps. For example: *May I take a giant step?*
4. In order to move forward, however, they have to answer a question about healthy eating. If they get the right answer, they can move forward in the amount they've requested. If they get the wrong answer, they have to move backward in the amount they've requested – meaning that a girl who asks to move forward one giant step is risking a giant step backward.
5. Sample questions are included below. Feel free to add more questions, based on the information included in the Introductory/Knowledge activity.

Sample questions:

1. *What food group is most important for having strong teeth?* **Dairy.**
2. *Name three sources of protein that a vegetarian can eat.* **Answers include: soy, nuts, beans, peas, seeds, and eggs.**
3. *Name three vegetables.* **Answers include: broccoli, spinach, peppers, green beans, cauliflower, cabbage, etc.**
4. *What foods provide dietary fiber?* **Answers include: grains, fruits, beans.**
5. *Name five types of fruit.* **Answers include: apples, pears, bananas, grapes, peaches, etc.**
6. *What nutrient is especially important for strengthening your bones?* **Calcium.**
7. *Name three sources of whole grains.* **Answers include: brown rice, oatmeal, whole wheat flour, barley and bulgur.**
8. *Why do we need protein?* **To give us energy, to build muscle.**
9. *How much dairy is an 8- to 10-year-old girl supposed to eat or drink each day?* **3 cups.**
10. *What types of food should make up at least half of our diet?* **Fruits and vegetables.**

Eating Well, Staying Fit

Take a few minutes during the game to discuss the importance of staying hydrated, especially when engaging in physical activity. Remind girls to drink water before, during and after activities:

Staying hydrated helps you avoid overheating. It also keeps your muscles and joints lubricated, which helps you avoid injury and perform at your peak. You should drink between 14 and 22 ounces of water (about the size of a large water bottle) before physical activity, and continue drinking 6 to 12 ounces every 15 to 20 minutes during the activity. Post-activity, you should drink 16 to 24 ounces of water. The more you sweat during the activity, the more you should drink!

SMART Girl's Badge Book & Journal activity (20 minutes)

Pass out Fit & Fabulous badges and Your Body Achievements for girls to decorate and affix to their session worksheets. Also pass out Food Groupie Power-Up badges to winning team members. Be sure to congratulate your girls on unlocking the Your Body Achievement as you pass out badges. Let them know you'll be moving on to the Your Community section next!

If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Extension activity: Mission Nutrition (10 to 20 minutes)

Girls can explore the benefits of healthful eating with online games like KidsHealth.org's Mission Nutrition.¹⁶ You can play this game during the session, in place of the Food Groupie Game, or recommend that girls play it on their own or in small groups. Encourage girls to explore the KidsHealth.org site and bring back any new info they find to share with the group.

Extension activity: Club Fitness

In addition to partnering with the President's Challenge (<http://www.presidentschallenge.org>), the President's nationwide nutrition and fitness program, Boys & Girls Clubs offers fitness programs for members, including:

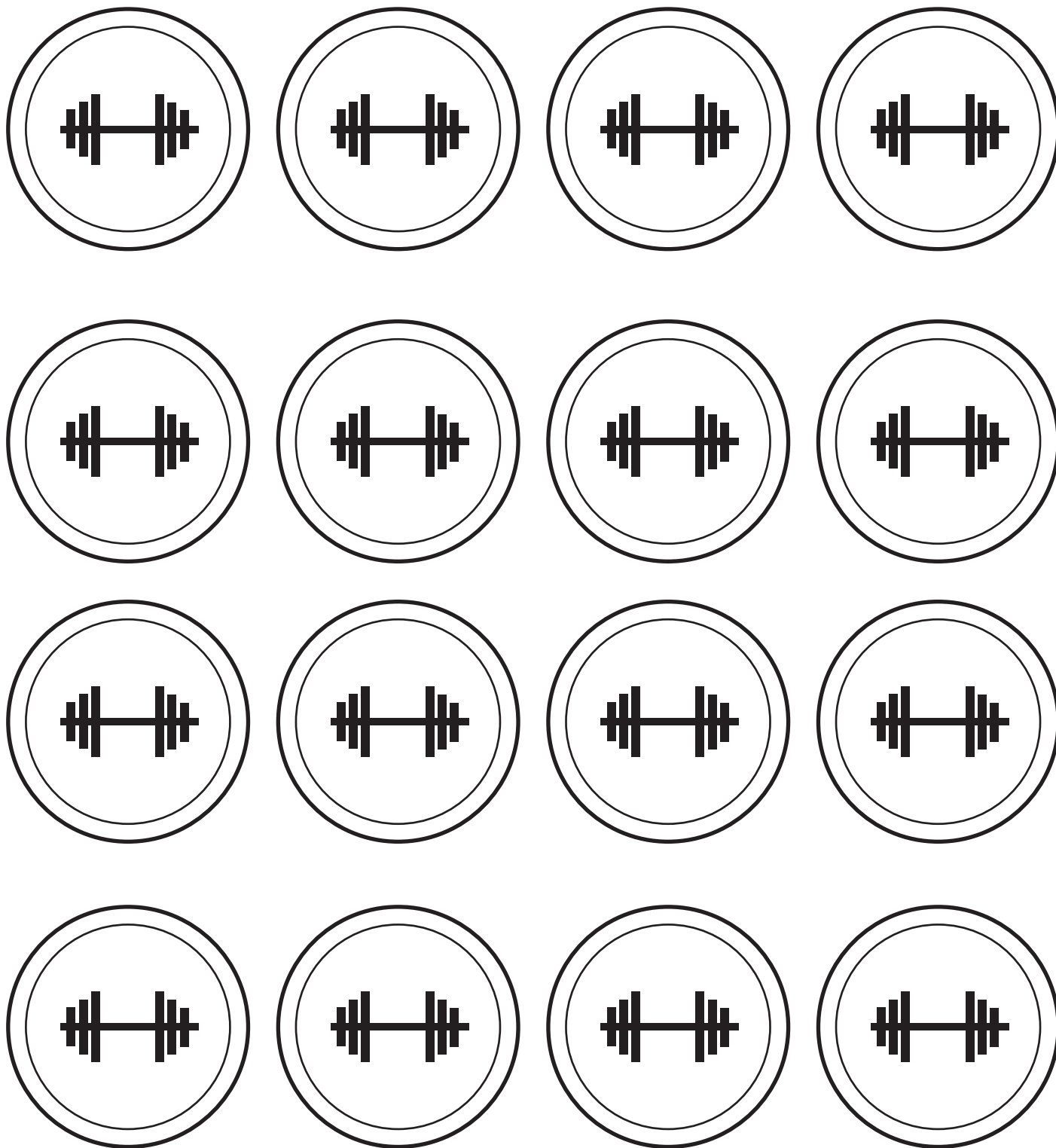
Triple Play: <http://bgca.net/Programs/TriplePlay/Default.aspx>

Triple Play, BGCA's comprehensive health and wellness initiative, strives to improve the overall health of members, ages 6 to 18, by increasing their daily physical activity, teaching them good nutrition, and helping them develop healthy relationships.

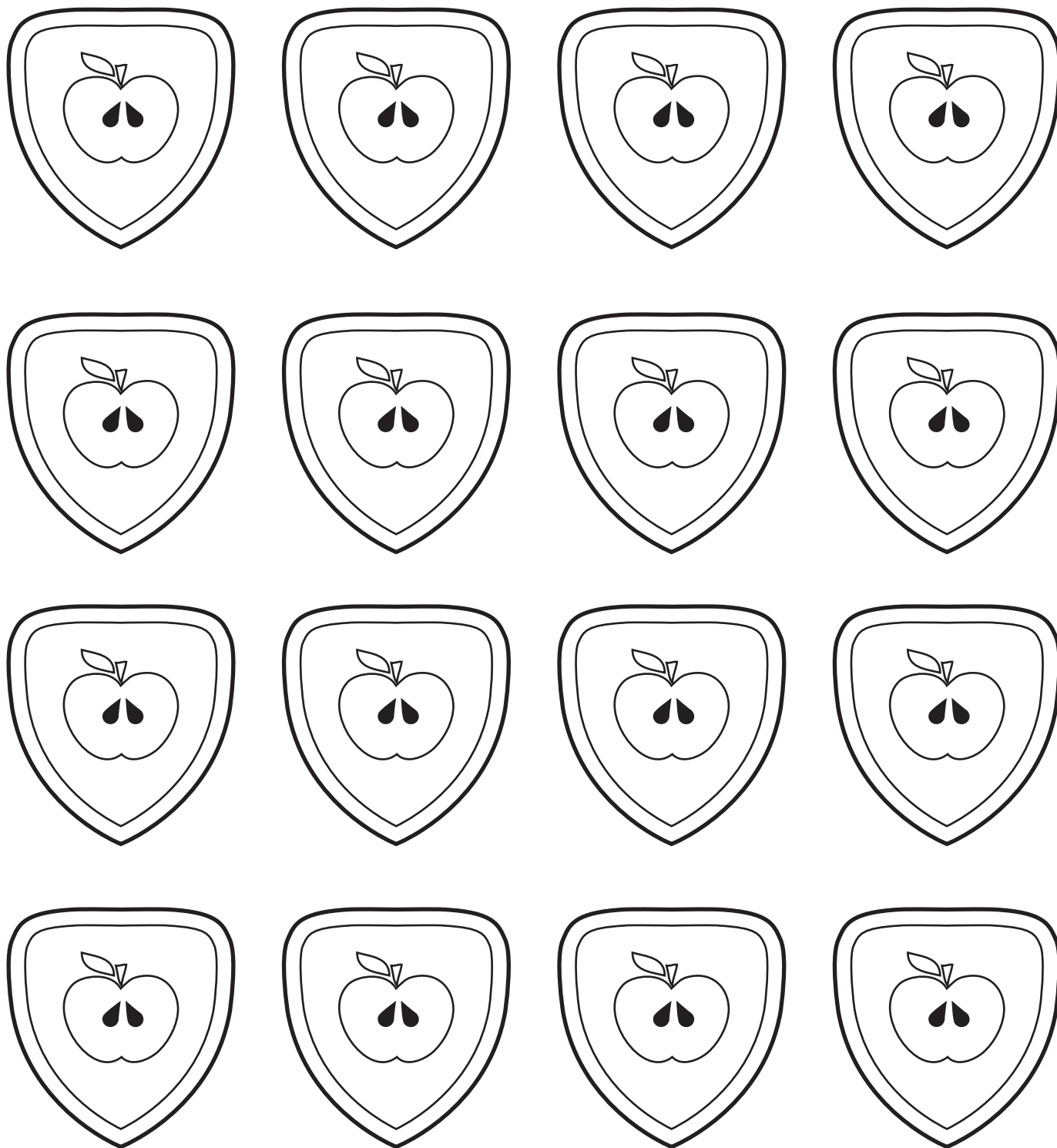
WANNA PLAY?™ Program: <http://groups2.bgca.net/sites/PYDS/SFR/WannaPlay/Pages/default.aspx>

The WANNA PLAY?™ program features a variety of fun and engaging activities to help Club members improve their fitness; increase awareness of good nutrition and hydration; learn basic baseball and softball skills; and develop a lifelong appreciation for the game of baseball.

Badge : Fit & Fabulous

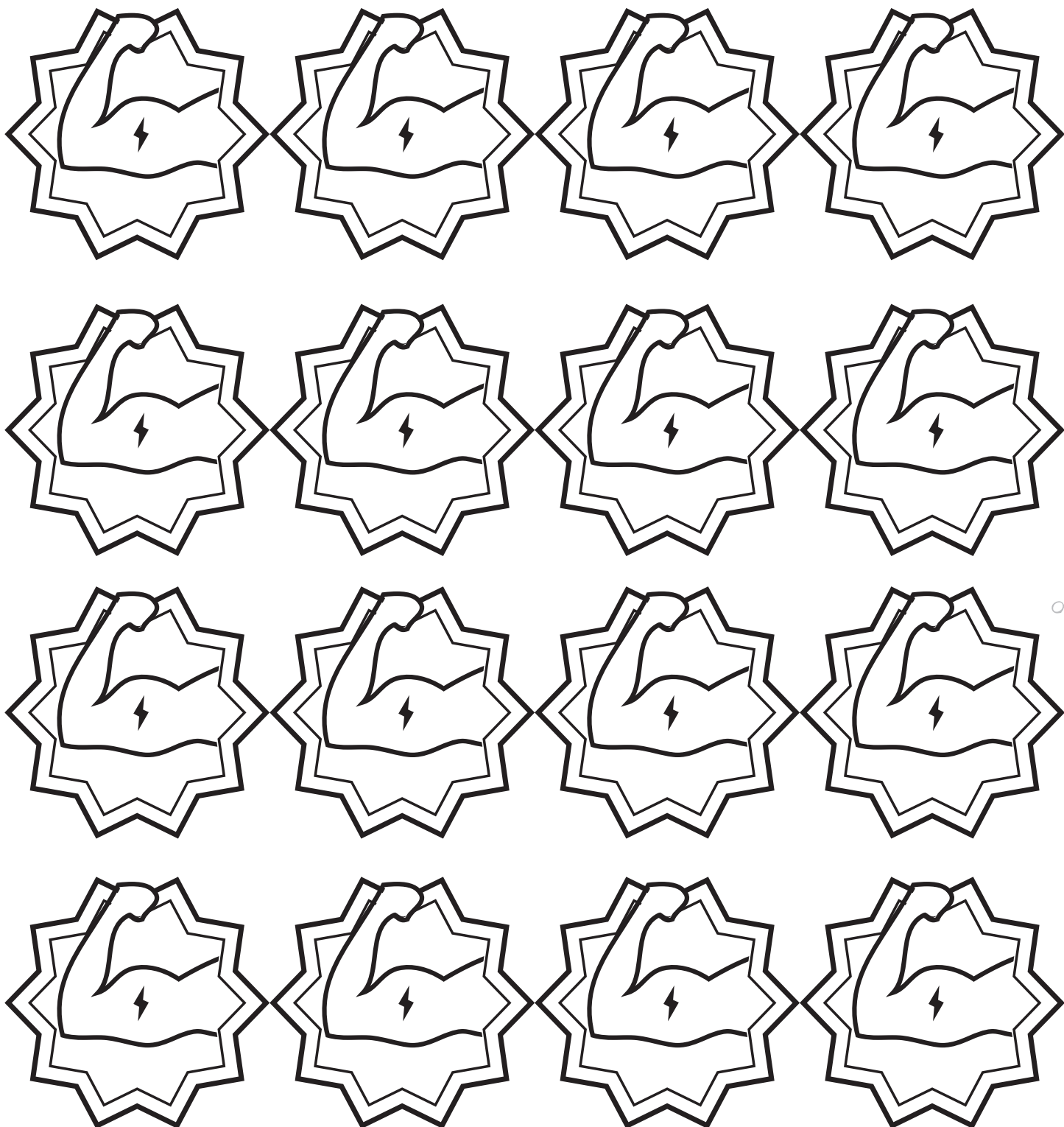


Power-Up : Food Groupie



Unlocked! : Your Body Achievement!

Girls unlock this achievement after completing all three Your Body sessions.



Nutritious food gives our bodies the energy they need to move and grow. Physical activity keeps us strong, fit and happy. Combine the two and you can't lose!

Fill out the Food Groups Chart below using the information from ChooseMyPlate.gov:

Food Group Name	Foods in This Group	My Daily Serving

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

[illegible]

What's a Good Friend?

Overview: In this session, girls define the qualities of a good friend. They discuss the difference between interacting with friends one-on-one and in a group. They are encouraged to think about how their friendships have changed over time, and how they imagine those friendships will change in the future.



Topics covered: Healthy Friendships

Badges earned: Best. Friend. Ever.



Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Large pieces of paper (11" x 17" printer paper works well) for Partner Pass game (optional)
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed:

- Gym, or other recreation/multipurpose room (optional for Extension activity)

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Best. Friend. Ever. badges, equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Eating Well, Staying Fit (5 to 10 minutes)

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: The Qualities of a Good Friend (30 minutes)

Of course, no friend is perfect, but we all have ideas about what we want most in a friend. Ask the girls to list the qualities of a good friend. Write their answers on a whiteboard or poster-paper. Prompt them by asking such questions as: *How do you want to be treated by a friend? How don't you want to be treated?* Help them evolve positive traits out of these questions. For example:

How does it feel when a friend repeats a secret? No one likes that, right? So, "trustworthy" would be a positive trait we'd like in a friend.

Or, ask the girls to talk about the roles their friends play in their lives. For example: *Is it important for a friend to be funny? Smart? Fun? Generous? Cool? Silly? Is it important for a friend to share your interests and hobbies? When you're upset or feeling down, how do your friends react? How do they react when you're happy?*

Alternatively, approach this topic from the angle of healthy communication with the Partner Pass game, courtesy of the Pedersen-McCormick Boys & Girls Clubs of Chicago.

Partner Pass game: Split the girls into pairs and give each pair two large sheets of paper. Time each pair as they cross the room, only stepping on the paper. (Hint: Girls will have to stand on one piece of paper, then move the other piece in front, until they cross the room.) Time each pair. After

What's a Good Friend?

all pairs complete the activity, ask the girls what made certain teams faster than others – was it good communication, taking their time, staying calm and cool? This can lead into a fun discussion on different communication styles and how those can affect friendships.

Transition into a discussion of how friendships can be tested. Girls this age are just starting to experience friendship drama, and giving them an outlet to discuss their friend-based troubles can spark an enriching discussion. You can add an active component to this discussion with the Sit Down, Stand Up game below, which also reinforces camaraderie among your group.

Sit Down, Stand Up game: Sit in a circle, either in chairs or on the floor. Beginning with the girl on your left, have each girl talk about a time one of her friendships was tested. Ask any other girl who has experienced that type of problem to stand up. One at a time, each girl standing can explain how she dealt with that problem. Once each standing girl has offered a solution, everyone sits. The girl to the left of the first speaker talks about her experience. The game continues until each girl – including you, the facilitator – has shared her story.

Life-skills activity: The Friend-terview (35 minutes)

Girls pair off for “friend-terviews.” They then present their new friends, and include their own extra observations.

1. Split girls into pairs. Ask them to interview their partners, and fill in the Friend-terview section of their session worksheets. Give each girl five minutes to complete her interview (the first three questions).
2. Then, tell girls to fill in the second three questions. Give girls five minutes to complete this section and prepare their presentations.
3. Ask each girl to present her partner, reading from the Friend-terview.
4. After each girl has read her report, discuss the additional observations each girl made about her partner. Were they surprising? Can our friends see more in us than we see in ourselves?
5. Alternatively, you can write the questions on the whiteboard, then ask girls to interview one another and report back. This approach works well for groups who aren't as excited about writing. It also helps girls hone their listening and public speaking skills.

Depending on the maturity level of your group, you can open the floor to discuss budding romantic relationships as well. Do girls feel differently about anyone in their classes, or at the Club? Have they noticed their feelings changing? Do they have crushes? How does having a crush differ from having a friend?

You can refer back to the session on puberty, if needed. Developing romantic feelings toward others is a major part of puberty and adolescence. Be sure to let girls know that they can talk about any of these feelings with you, or any other trusted adult or mentor.

Note: Though cultural expectations assume that girls will crush on boys exclusively, keep in mind that some girls may be developing romantic feelings for other girls, or for transgender peers. Try to be inclusive in your language and discussions, in order to make everyone feel safe and supported. If you need additional education on LGBT issues, or if you'd like to pass on information to the girls in your group, visit the CDC's LGBT Youth Resources page¹⁷ and the Gay-Straight Alliance Network at www.gsannetwork.org.

SMART Girl's Badge Book & Journal activity (20 minutes)

Pass out Best. Friend. Ever. badges for girls to decorate and affix to their session worksheets. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

What's a Good Friend?

Ages 8 to 10

Extension activity: Trust Walk

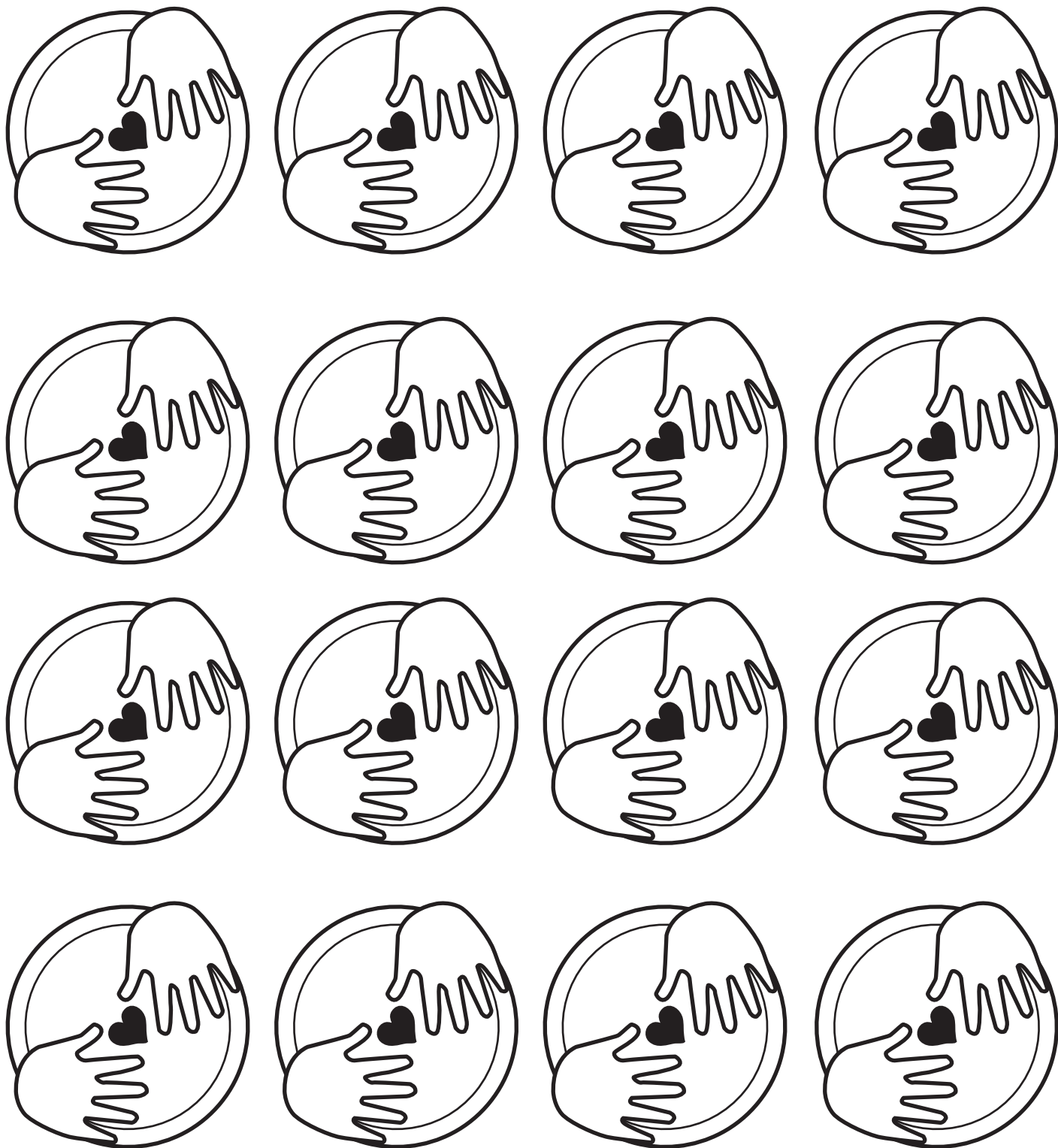
This fun activity teaches girls just how important trust can be! Encourage girls to pair up sometime during the week and lead each other through an “obstacle course.” The course could be on a local playground, or set up in the Club gym or recreation room, using chairs, cones or other toys. Here's how to play:

1. One girl walks backward through the course, while the other girl talks her through. It is the talker's job to lead the walker through without bumping into any of the obstacles. It is the walker's job to trust her partner to guide her safely through the course. Alternatively, one girl can blindfold her partner and let her walk forward.
2. If a walker turns to see where she is going, or if she runs into an obstacle, the pair must start over.
3. When the walker successfully makes it through, the girls switch jobs and repeat.
4. If girls complete this activity, give them a few minutes to report back during the next session. How did they feel about letting someone else direct them? What did they learn about themselves, and about the nature of trust?



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Badge : Best. Friend. Ever.

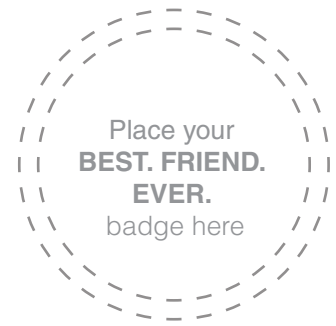


What's a Good Friend?

We all need friends. They can make us laugh and help us through our toughest times. What do you want most in a friend? What kind of friend are you?

Section 1. *What I Like in a Friend*

What do you like in a friend? Someone who can help you with your biggest problems? Someone who can make you laugh? Someone who loves the same clothes, music and sports as you do? Take a few minutes to write down what you value most in a friendship.



Section 2. *The Friend-terview*

Getting to know a new friend can be fun! Ask your partner the first three questions below and record her answers. Fill in the last three based on your observations of her. Then, introduce your new friend to the rest of the group.

1. If you had a million dollars, what would you do with it? _____

2. What's your favorite thing to do after a long day at school? _____

3. What are three words that describe you? _____

4. What are three awesome qualities that you've noticed about your partner over the last several SMART Girls sessions? _____

5. What are three words that describe your partner? (Don't use the same three that she said!) _____

6. Did you notice any similarities between you and your partner? _____

Section 3. *My Reflections*

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.



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What's With Bullies?

Overview: This session addresses the opposite of friendship: peer pressure and bullying. Girls this age might be unfamiliar with the term “peer pressure,” but they certainly know what it feels like. This session gets them to think about how to address both peer pressure and bullying in healthy ways.



Topics covered: Peer Pressure, Bullying

Badges earned: Nice Girl; Peer Pressure Power-Up



Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Laptop/projector, for watching video online
- Peer Pressure Grab-Bag scenarios sheet
- Two paper sacks or bowls
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed:

- “KB’s First Day” video: www.stopbullying.gov/kids/webisodes/index.html

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and badges, equal to the number of girls in your program. Print Peer Pressure Power-Up badges, equal to half the number of girls in your program. Cut out badges.
3. Print two copies of the Peer Pressure Grab-Bag scenarios sheet; cut out each scenario. Place one full set of scenarios in each paper sack or bowl (both negative and positive). If you think the scenarios provided won’t resonate with your girls, feel free to write your own!
4. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: What’s a Good Friend? (5 to 10 minutes)

Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: Peer Pressure Grab-Bag (20 minutes)

Start by asking the group to define peer pressure. Be ready to help them along if they need it:

Peer pressure is the influence your peers (friends, teammates, classmates, etc.) have on you. It can be both positive and negative.

The following activity helps girls define both types.

1. Divide the girls into two teams. Pass one scenario-filled paper sack/bowl to each team.
2. Tell girls to separate the positive and negative peer-pressure scenarios inside; the first team to do so gets Peer Pressure Power-Up badges at the end of the session. Have them raise their hands when they finish.
3. After one team has separated its scenarios, have the girls read the negative, then the positive scenarios aloud. Ask them to explain why they thought each scenario belonged in its respective category.

What's With Bullies?

Knowledge activity: What's With Bullies? (20 minutes)

Sometimes, self-esteem can be damaged – especially when bullies are around. Watch webisode 1, “KB’s First Day” (Link listed in the Resources section). Ask the girls if they’ve ever had to stand up to a bully. What did they do? Have they ever been teased or bullied because of something they wore, did or said? Have they ever witnessed a friend being bullied? How did they address that challenge? Ask them for ideas about how to deal with bullies. Record ideas on a whiteboard or poster-paper.

You can prompt the girls’ answers by bringing up some of these topics:

- **Say “Stop!” with confidence.** *It is important to tell people clearly that you don’t like how you’re being treated and that you want them to stop.*
- **Make a joke.** *If someone says something mean to you, you can say something funny in return, instead of getting upset. This can confuse the bully and stop her from mistreating you, because she isn’t getting the reaction she wants. When you get upset, she feels superior. If you make a joke, she doesn’t get the satisfaction from making someone else feel bad.*
- **Walk away.** *If someone is saying mean things to or about you, you can always walk away. Again, it isn’t the reaction the bully wants, which can throw her off. Plus, it gets you out of a hurtful situation – and fast!*
- **Tell an adult, such as a teacher, parent or mentor.** *If a situation feels too tough to handle on your own, or if it happens repeatedly, tell an adult you trust – like a teacher or parent – that you are being bullied and you need help.*

Recognize that it can be difficult to report bullying when you’re the target. It can be embarrassing or even scary, depending on the nature of the bullying. As the facilitator, you can make suggestions for coping with bully situations, but it is crucial to let girls know that bullying is never OK. If girls are being bullied, encourage them to report it to an adult.¹⁸

Tell your girls that, if they witness another person being bullied, they have the right and responsibility to inform an adult, too. Sometimes even events that have multiple witnesses go unreported, simply because the bystanders assume someone else will talk with an authority, or they don’t feel a personal responsibility to the person in distress. Encourage your girls to assume that no one else has reported a bullying incident.

Life-skills activity: Bully Theater (25 minutes)

Role-playing games can be an effective learning tool for bully prevention. Use this skit-based activity to get girls thinking about how to get out of a bad bullying situation.

1. Split girls into three or four groups. Tell them to brainstorm three bullying or peer pressure situations and choose one of those scenarios to present to the group as a skit. They can refer to the list you made in the opening activity for inspiration.
2. One by one, groups present their bullying episodes. After each skit, have a group discussion about potential solutions. Refer to the list from the previous activity for help, and remind girls to use the “Yes, and…” style of collaborative thinking.

SMART Girl’s Badge Book & Journal activity (20 minutes)

Pass out Nice Girl badges for girls to decorate and affix to their session worksheets. Pass out Peer Pressure Power-Ups to winning team members. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Peer Pressure Grab-Bag Scenarios

Cut out each scenario along the dotted lines.

Positive Scenarios

A friend on your basketball team teaches you a better way to take a foul shot.

Someone in your math class has a great way of memorizing her multiplication tables, so your teacher asks her to show the class.

You read a new comic over the summer and told your friends all about it. Now everyone is reading it.

Your older sister's BFF is always practicing her dance moves, and she invites you to join in whenever she comes over.

Some kids from your neighborhood ride their bikes to school. They invite you to ride, too – as long as you wear your helmet.

Negative Scenarios

One of the popular girls tells you that you shouldn't wear hot pink anymore, because no one else does.

Someone in your class asks you to share your answers for the spelling quiz.

A kid in your class makes fun of the music you like.

At recess, some kids are picking teams for a game. They choose you, and you suggest they pick your friend next. They tell you she is weird, and you should ignore her like they do.

A kid who lives in your neighborhood says you should stop by the corner store on the way home from school, because she heard that the cool kids hang out there. You have after-school chores to do, but she tells you to skip them and go with her instead.

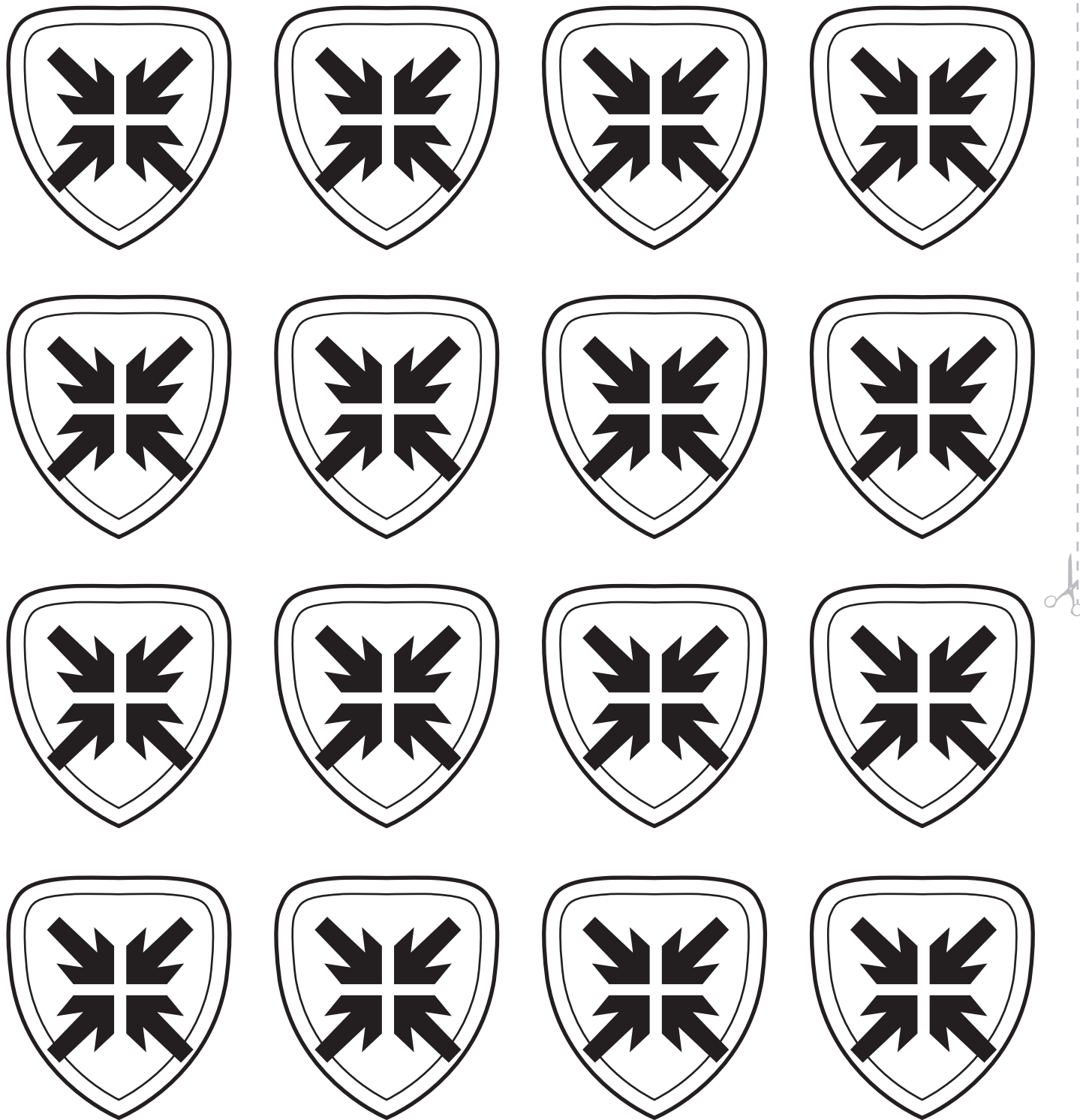


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Badge : Nice Girl



Power-Up : Peer Pressure



Bullies aren't cool. What can you do to deal?

Write down a few strategies for handling bullies. Why do these strategies work?

Sometimes, bullies treat others badly because they are scared, sad or insecure. Knowing this, how might you approach a bully in a friendly or kind way? Is it possible to turn a bully into a friend? How?

[illegible]

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

[illegible]

We Are Family

Ages 8 to 10

Overview: Everyone's family situation is different. This session gets girls talking about how they define "family," and why family is crucial to building a healthy life. Girls are asked to think about family in terms of a support network, rather than a unit strictly based on bloodlines.



Topics covered: Family Relationships

Badges earned: Famtastic!



Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed:

- None

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and badges, equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities. Create your own family tree for sharing in the life-skills activity.

Conducting the session

Recap discussion: What's With Bullies? (5 to 10 minutes)

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory/Knowledge activity: Defining Family (30 minutes)

Having a strong support system is key for a girl's development into a healthy adult, and families typically fill that role. But families can extend beyond bloodlines.

Start the activity by asking girls to define "family." Record their answers on a whiteboard or poster-paper. If they need help, ask them about things they do with their families:

- *Do you have dinner together every night?*
- *Do you go for walks on the weekends?*
- *Do you play games together?*
- *Do you see your family members every day, or only some days?*
- *Do you know your extended family members?*

Then, extrapolate definitions from those answers. If girls' families have regular game nights, perhaps a family could be defined as a group of people who spend quality time together, having fun. If they see their families infrequently, at holiday events or reunions, perhaps a family could be defined as a group of people who respect tradition and enjoy marking important events together.

Next, ask the girls if they think an influential teacher, Club leader, or other mentor could be part of their family. How about a best friend? A step-parent or step-sibling?

We Are Family

Ages 8 to 10

Refer back to the session on building healthy friendships. Ask girls to recall their definitions of a good friend. Could those definitions apply to a family member? Initiate a discussion about the nature of family, and how that nature might change as girls get older and start to build stronger friendships and other relationships.

Share the family tree you've created to segue into the next activity. Talk about the different types of people you've included as part of your "family."

Life-skills activity: My Family Tree (35 minutes)

In this activity, girls create a non-traditional family tree to present to the group. The medium is up to each girl – it could be a collage, painting, drawing or a chart with text. Plus, girls are encouraged to include blood-related family members, as well as important personal friends and family friends, role models, community leaders and other close relations.

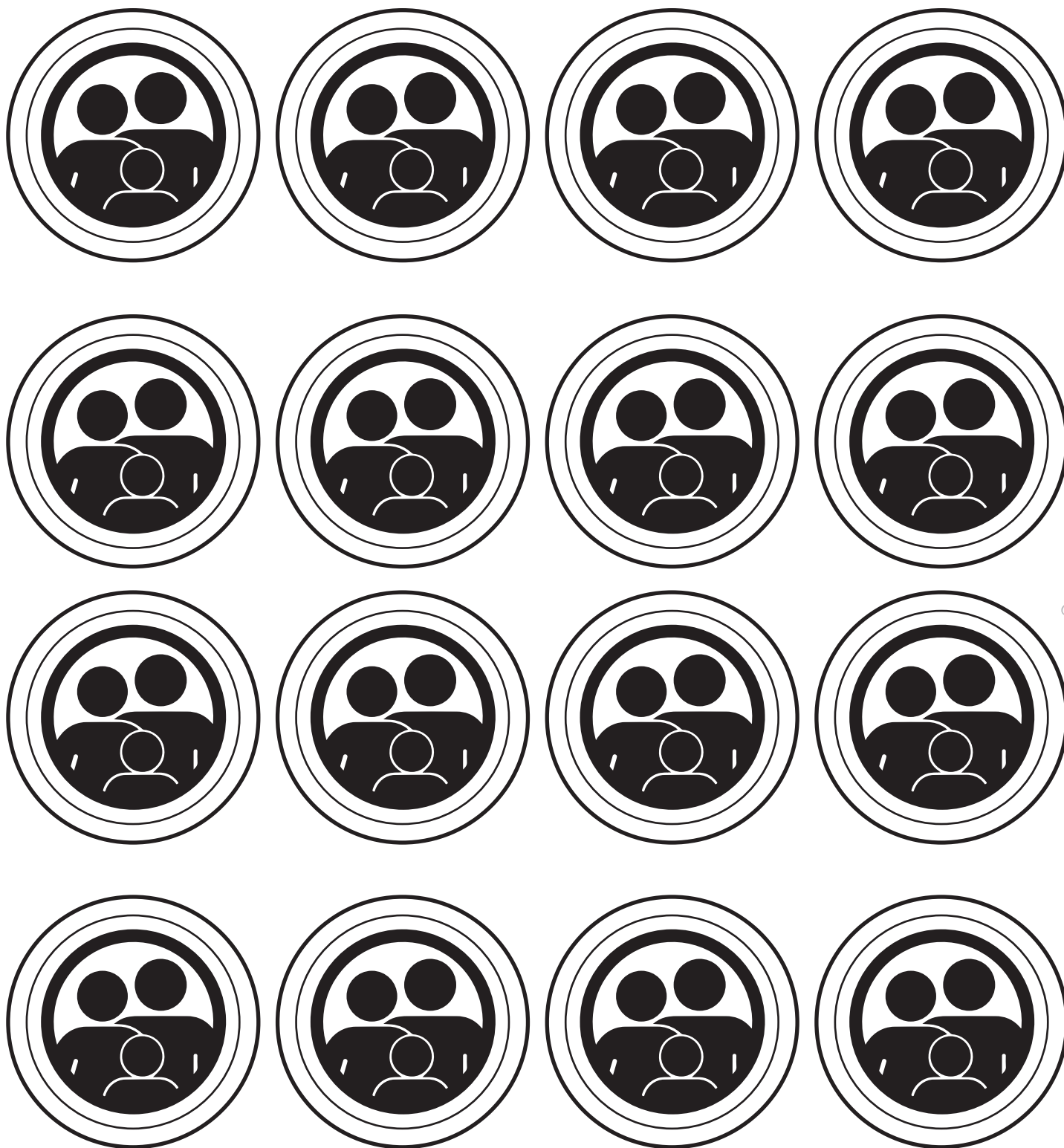
1. Tell girls that they will be creating a family tree. Explain that family trees are typically structured with clear paths from one item to the next. In this activity, though, girls will be creating non-traditional family trees. These can include direct ancestors and family members (grandparents, aunts and uncles, parents, siblings), as well as other important members of their larger families.
2. Send girls to the craft tables and/or computers. Give them approximately 20 minutes to create their family trees. Each entry on the tree should have a name; how the girl knows that person; and why that person is important to her. Tell girls to aim for at least six entries on the tree.
3. After girls have finished creating their trees, let each girl present her tree, fielding questions from the group after she has finished presenting.

Girls can also discuss the ways they are similar to and different from their family members, as well as how their families have influenced their lives, both in positive and challenging ways.

SMART Girl's Badge Book & Journal activity (20 minutes)

Pass out Fantastic! badges for girls to decorate and affix to their session worksheet. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Badge : Fantastic!



We Are Family

Everyone's family situation is different. But everyone needs one, because we all need love and support – no matter what.

Section 1. *Defining Family*

How do you define “family”? What are the qualities of a strong family unit?

Section 2. *My Family Tree*

Think about the people you would include as part of your family. How have these people supported you? How have they made you who you are today?

Section 3. *My Reflections*

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

[illegible]

Looking Up

Ages 8 to 10

Overview: In this session, girls define the qualities of a good role model. They identify their own role models and discuss how they can work to become role models themselves, now and in the future.



Topics covered: Role Models

Badges earned: Rock 'n' Role



Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes



Materials needed:

- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)



Resources needed: None

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Rock 'n' Role badges and Your Community Achievements, equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: We Are Family (5 to 10 minutes)

Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: What's a Role Model? (15 minutes)

Pass out session worksheets, so girls have a place to take notes. To begin, make sure everyone in the group knows what a role model is. Here's a simple definition, in case girls need a little help:

A role model is someone you admire. A role model exhibits qualities that you value and that you aspire to cultivate in yourself. Role models can help us become the people we want to be. They serve as living examples for us, and can help us define and refine what matters to us most.

Remind girls that, while celebrity role models can inspire us to be great athletes, actors or rock stars, they are more difficult to emulate effectively. That's because we see only one part of who they are, rather than the whole person. (You can refer back to the session on media if needed.) Celebrities are people, too. They struggle with problems, just like us!

Transition to a discussion on the qualities of a role model. Write girls' answers on a whiteboard or poster-paper. *Is it important for a role model to be kind? Generous? Strong? Intelligent? Driven?* You can jumpstart the conversation by discussing the admirable qualities of one of your own role models.

Looking Up

Ages 8 to 10

Knowledge activity: My Hero (30 minutes)

In this activity, each girl shares the person she most admires.

1. Give girls approximately 10 minutes to write their My Hero paragraphs on their session worksheets. They should write about people in their own worlds, not celebrities. Once all of the girls have finished writing, collect the papers and mix them up.
2. Have each girl select and read aloud a role model description (not her own!). At the end of the reading, ask the group to guess which girl wrote about that role model. Once the answer is revealed, let the group discuss similarities between the role model and the girl who wrote about her.
3. If your group isn't into writing, give them three minutes to jot down notes, and then have each girl present her hero aloud. Alternatively, have girls draw pictures of their role models and present those to the group.

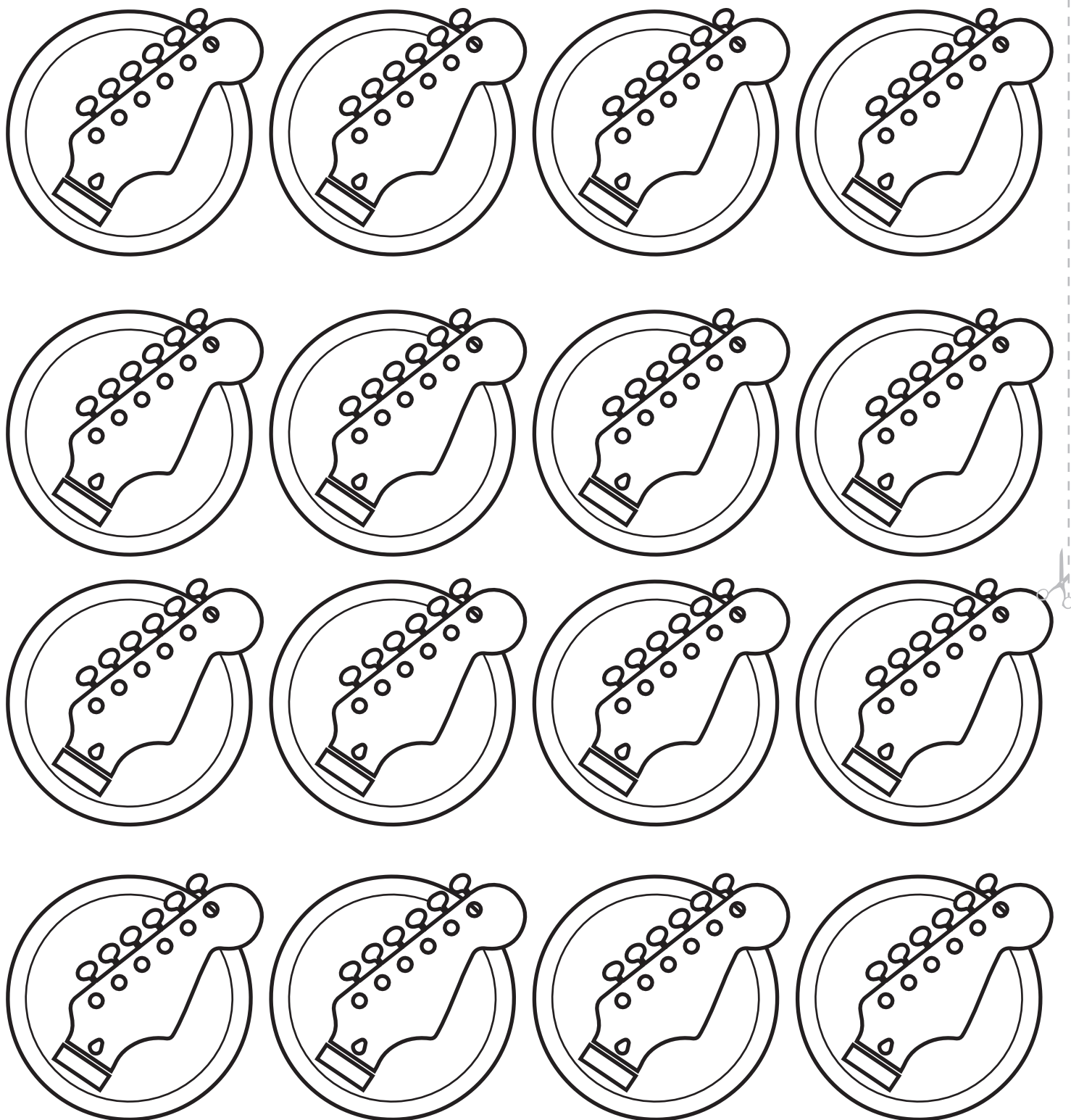
Once all of the girls have shared, have a quick discussion about how they can become role models themselves. What qualities can they improve? In what ways can they model kindness, strength, generosity, intelligence and more?

SMART Girls Review/Badge Book & Journal activity (40 minutes)

Pass out Rock 'n' Role badges and Your Community Achievements for girls to decorate and affix to their session worksheets. Be sure to congratulate your girls on unlocking the Your Community Achievement as you pass out badges.

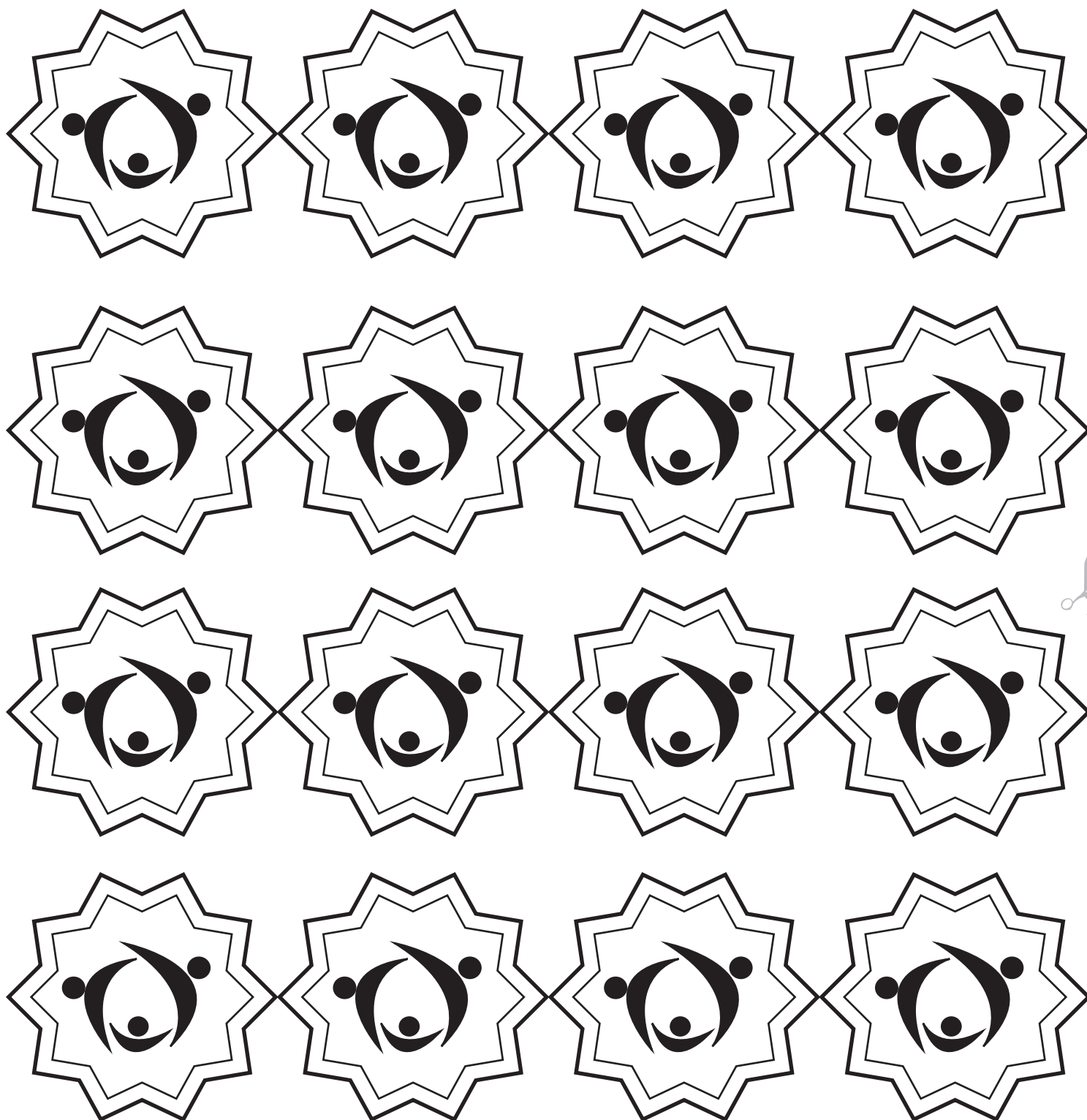
Because this is the final session, it's a good time to review and debrief the program with your girls. Open the floor to discussion. Be prepared to answer any lingering questions about the content of the past 10 sessions, as well as questions about what's next. Remind girls that the SMART Girls celebration is taking place next week, to mark the end of the program. This is a great time to administer the SMART Girls Post-Test, to measure girls' knowledge.

Badge : Rock 'n' Role



Unlocked! : Your Community Achievement!

Girls unlock this achievement after completing all three Your Community sessions.



Looking Up

Section 1. *What's a Role Model?*

What is a role model? Why are role models important? What qualities do they have?

**Section 2. *My Hero***

Who is your hero? Do you look up to a relative, a teacher or a close friend? Write about a time that s/he influenced you. What did s/he do or say? What qualities did s/he model?

**Section 3. *My Reflections***

Take 10 minutes to write down your thoughts about this session, and about your SMART Girls experience. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
