



GIRL POWER CLUB LESSON PLANS

The following programmes can be used for Junior and Tween Girl Power Club lessons. With the Tween sessions, you will have 1.5 hrs, so you can spend more time on each activity and in discussions while also allowing 10 minutes at the end of each session for journal writing.

There are 4 programmes, all consisting of 9 lessons. This equates to a year's lessons for the Girl Power Club, assuming you run 9 weeks consecutively during school terms and then have a break over the school holidays. In each programme, the same topics are covered but the activities/worksheets differ so that the girls do not feel as if they are repeating the same programme each term (with the exception of a few activities that the girls will enjoy repeating!).

Journaling

As mentioned above, the Tween girls will spend around 10 minutes in each session journaling. Journaling is a wonderful way for kids to be creative, find out more about themselves, develop intuition and solve problems. By getting thoughts out of their heads and down on paper, they can gain some insight about themselves that they may not otherwise see. Journaling is a great way for kids to process and think things through – it can help them make decisions, strengthen their sense of self and help them realise their aspirations, goals and potential. It's a great way for children to explore who they are!

When the girls write in their journals, it is a time for them to express anything they wish to express IN WORDS. Tell them not to worry about having perfect grammar or spelling. Don't go around reading the girls' journals or it may impact their creativity and honesty with themselves. Allow them to write wherever they like in the space but they should do it individually.

For journal writing, you can give the girls some starting points for their writing...

- How they feel today – give them examples of some words such as happy, excited, disappointed, sad, frustrated, nervous etc
- Any joys they are experiencing – positive, happy things going on in their lives
- Any problems/concerns they have – why is worrying them, how might they resolve it? Is it something they can control?
- Journaling is not describing the day's events – it's more about expression and feelings

The text **highlighted in green** indicates resources that need to be printed from the Instructor portal.

The text **highlighted in yellow** indicates worksheets/booklets that need to be printed from the Instructor portal.

PROGRAMME 1 OF 4

Week 1

Theme: Identity, Strengths

Learning Objective: Girls will gain a stronger sense of self and self-worth as they identify their own likes, dislikes, interests, strengths, achievements, personal qualities and the important people in her world. This self-awareness leads to inner confidence and healthy self-esteem. The more we understand ourselves and what brings us joy, the more self-assured and secure we feel.

| | ACTIVITY | PROPS/WORKSHEETS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Intro | Explain what the Girl Power Club is all about. Give each girl a folder with plastic sleeves and a title page for her GPC workbook. | Folders with plastic sleeves (or girls provide their own) Title pages | |
| Warm Up | Toss and Talk | Toss and Talk Ball | 5 mins |
| GP Circle | <u>Game: What If?</u> Using the 'What If' cards, go around the circle and each girl pulls a card from the box, reads the question and answers it. You can also open the questions up to the rest of the group. | Box of 'What If?' cards | 10 mins |
| Brainstorm | Stick a large piece of paper on the wall and draw a big happy face. Brainstorm ways we are different and write these around the face. (HINTS: likes/dislikes, interests, hobbies, hair colour, skin colour, culture, height, families etc) | Large piece of paper. Textas. | 10 mins |
| Worksheet | Complete the All About Me & Random Facts About Me worksheets | Worksheet: All About Me A42001 | 10 mins |
| Brainstorm | Stick a large piece of paper on the wall. Brainstorm the different strengths we have. | Large piece of paper | 10 mins |
| Activity | Make a strengths chain | Coloured paper, textas, sticky tape | 10 mins |
| | If time, get the girls to complete the 'Strengths Finder'. If you run out of time, they can do this at home. | Worksheet: Strengths Finder A41002 | |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 2

Theme: Social Skills

Learning Objective: Girls will learn ways to communicate with others effectively, read body language and develop good conversation skills.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Yes, And..</u> In this game, the girls get in pairs and have a conversation starting with the line 'That movie was great, wasn't it?!' The next person has to carry on the conversation by starting their sentence with 'yes, and...' and then whatever they want to say, but in relation to whatever the last person said. Then the other person also has to start their next sentence with 'yes, and...' and so it goes on. For example, Person A: That movie was great wasn't it? Person B: Yes and I loved the ending. It was a bit surprising Person A: Yes and it was really funny too Person B: Yes and I loved the mouse character – he was the best Person A: Yes! And the meerkat – she was really funny too The girls can keep going until they run out of things to say! | | 10 mins |
| Brainstorm | Discuss the important skill of having good conversations with people. What is a conversation? (HINT: Two or more people talking to each other) What are some ways that you could start a conversation? (HINTS: Say hello, ask them their name, ask what they have been doing, ask how they are, find something in common) How can we have a GOOD conversation? (HINTS: Talk about positive things, listen then speak, ask questions, face the person, look interested, eye contact, nod your head, appropriate tone of voice eg not yelling, be polite) | Large piece of paper Textas. | 10 mins |
| Activity | Role Play. In pairs, role play having a conversation using the GOOD CONVERSATION TIPS. Perform and discuss. | | 15 mins |
| Activity | <u>Game Show: CONVERSATION CAPERS</u> | List of questions about conversations | 15 mins |

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| | Get a group of girls (3 or 4) to sit on chairs facing the 'audience'. You become the game show 'host' and ask them questions about conversations. Be over the top and get into character! You can give them points for correct answers. | Optional items to make noise (eg buzzers, party blowers, whistles etc) – otherwise girls can put up their hands Optional fake microphone, funny hats, glasses etc | |
| Worksheet | Complete worksheet (if you run out of time, they can do this at home) | Worksheet: Emoji Conversations A41009 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What was the biggest thing you learnt today? | | 5 mins |

Week 3

Theme: Positive Friendships

Learning Objective: The girls will think deeply about the elements that make healthy friendships and develop skills to form and manage positive relationships with others.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | Dance to uptempo fun song (ensure appropriate lyrics) | | 5 mins |
| Brainstorm | Why is friendship important (HINTS: friends help us learn to share, we have fun with friends, they encourage us to do new things, support us when we are sad) | Large piece of paper. Textas. | 10 mins |
| Activity | Friendship Soup | Chef hat or apron Craft materials in containers Mixing bowl Mixing spoon Large piece of paper Textas | 15 mins |
| | Role Play. In pairs create a short play that reflects one of the ingredients of a positive friendship eg kindness, helpful, thoughtful, empathy, supportive etc. Perform and discuss. | | 15 mins |
| Worksheet | Complete worksheet – fill in according to Friendship Soup activity. | Worksheet: Friendship Soup A41010 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What is the main thing you learnt today? | | 5 mins |

Week 4

Theme: Friendship Fires

Learning Objective: The girls will learn to appreciate diverse perspectives, acknowledging the different values, opinions and attitudes of others. They will understand the difference between positive and negative relationships and ways to manage these effectively. By developing an awareness of others' feelings, needs and interests, the girls will learn ways to communicate effectively, identify causes and effects of conflict and be able to practice different strategies to diffuse or resolve social issues.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: 10 Second Objects</u> Girls get into small groups (around 3) and have 10 seconds to create these objects – every member of the group helps form the object. Table and chairs Bowl of fruit Toy Box Car Bedroom | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What are Friendship Fires? How can we extinguish Friendship Fires? | Fire print outs Extinguisher print outs Textas. | 10 mins |
| Activity | Friendship Fire role plays in groups of 2 or 3. Perform and discuss. | Friendship Fire scenario cards | 20 mins |
| Worksheet | Complete worksheet | Worksheet: Blank Acrostic Friendship Fires A41011 | 5 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 5

Theme: Growth Mindset

Learning Objective: The girls will understand the 'I can't do this YET' concept and that every opportunity provides a chance to grow and learn. They will understand that their abilities and skills can improve through effort, hard work and persistence. The activities in this lesson highlight the importance of self-discipline, setting goals, resilience and being adaptable. The girls will learn to assess and adapt strategies and re-visit tasks with renewed confidence.

| | ACTIVITY | PROPS/WORKSHEETS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Dance Detective</u> The girls stand in a circle and one person is chosen to be the 'detective. That person moves to the other side of the room, closes their eyes and puts their hands over their ears. Then choose a 'leader' from the circle who begins to perform some actions which everyone else must copy. Play some music. The 'detective' is then called back to the circle and they must try to guess who is the leader. The leader must keep changing the actions, and try to make the actions interesting! Once the 'detective' has guessed the leader, another person is chosen to be the next 'detective', a new leader is selected and the game starts again! | | 5 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | <u>What is a growth mindset?</u> <u>What is a fixed mindset?</u> Use the stretchy animal/marble analogy Demonstrate a couple of scenarios ('teacher in role') Explain that when you have a growth mindset, you don't say 'I can't do this', you say 'I can't do this yet!' | Stretchy animal Marble | 10 mins |
| Activity | <u>Game Show: LET'S DO THIS!</u> Get a group of girls (3 or 4) to sit on chairs facing the 'audience'. You become the game show 'host' and ask them questions about growth and fixed mindset. Be over the top and get into character! You can give them points for correct answers. | List of questions about growth/fixed mindset Buzzers | 20 mins |

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| | | Crazy accessories – hats, glasses etc | |
| Worksheet | Complete worksheet | Worksheet: Reach For The Stars A52012 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 6

Theme: Resilience

Learning Objective: The girls will learn understand that they can control the way they respond to problems and that by developing a more resilient approach, their overall well-being will increase.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <p><u>Game: Pass The Salt</u></p> <p>Firstly discuss how we know how others are feeling – what do their faces look like? What is their body language? How do their voices change depending on how they feel?</p> <p>The girls sit in a circle and imagine they have a plate of food in front of them. They all pretend they want some salt on their food and everyone individually asks for the salt from the person next to them. The salt is passed around the circle as the teacher calls out various feelings that the children must enact as they ask for the salt from the person next to them. Go around the circle a few times but change the feeling each time. Feelings are suggested for the following age groups:</p> <p>Juniors - happy, sad, angry, tired, scared, bored, surprised, excited, plus – annoyed, in a hurry, shy, excited</p> <p>Tweens - the above plus in love, annoyed, nervous, frustrated, sulky, confused, cheerful, disgusted</p> | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is resilience? (HINT: It's the way we respond to a problem – how we 'bounce back') Demonstrate using the props | Bouncy ball Splat ball, slime or playdough | 10 mins |
| Activity | <p><u>Bounce or Splat Game</u></p> <p>In groups, girls sort the cards into 'Bounce' and 'Splat' piles</p> | Bounce and Splat cards | 15 mins |

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| Worksheet | Complete worksheet | Worksheet: I Am Resilient A41039 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 7

Theme: Gratitude & Relaxation

Learning Objective: The girls will understand the benefits of being mindful and personal strategies to calm their minds and bodies when they feel anxious or upset. They will also become more aware and thankful for the opportunities provided to them in their lives. When we focus on what we are grateful for, our well-being, empathy and overall happiness increases.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | Mindfulness – My Happy Place See SHINE workshop plan pg 18-19 | | 5 mins |
| GP Circle | Discuss ways that we calm ourselves when we feel anxious or worried (HINTS: Cuddle a toy, talk to someone, read, deep breaths, exercise etc – everyone has their own way to relax their mind & body) | | 10 mins |
| Brainstorm | What is gratitude? What do we feel grateful for in our lives? What do we feel grateful for TODAY? | | 10 mins |
| Activity | Make a Gratitude Jar/Box | Jars/Boxes (girls could bring something from home) Paper Scissors Pens Stickers | 15 mins |
| Worksheet | Complete worksheets | Worksheets: Calm Worksheet A41014 Gratitude Gallery A41015 | 15 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 8

Theme: Healthy Mind, Healthy Body

Learning Objective: The girls will understand that the way we treat our bodies can affect our happiness and overall well-being. By getting enough sleep, eating healthy food, limiting junk food and being active, we can keep our bodies fit and healthy.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Energy Stations</u> Place 6 chairs in a big circle. On each chair place an exercise cue card. Play boppy music as the girls travel between the chairs and do the exercises at each station. You can give them a specific action to do between the chairs eg hopping, sliding, skipping, jumping etc | Exercise cards | 10 mins |
| GP Circle | Discuss the plan for the lesson | | 5 mins |
| Brainstorm | How do we keep our bodies healthy? (HINTS: Exercise, sleep, water, food, positive thoughts, positive relationships) How do you like to exercise? | | 10 mins |
| Activity | <u>'Healthy Choices' TV Ads</u> In pairs or small groups, the girls create a 30 second TV ad for something that is healthy eg an exercise app, fruit, walking, yoga. They should explain WHY this particular product or service is important and how it will benefit people. Perform and discuss. | | 20 mins |
| Worksheet | Complete worksheet | Worksheet: Healthy Habits A41016 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 9**Theme:** Revision & Presentation

| | ACTIVITY | PROPS | APPROX TIME |
|--------------|--|---|--------------------|
| | This week, encourage parents to write something on your Gratitude Wall or a note for your Gratitude jar as they arrive for the presentation. The girls can explain what they need to do as the parents enter... | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | Game: Teacher/Student Choice! | | 5 mins |
| GP Circle | Discuss the plan for the lesson | | 10 mins |
| Activity | Practise the presentation (see below) | | 20 mins |
| Presentation | <p>In pairs, the girls explain what they learnt and what they enjoyed about each topic in the term's course ie</p> <ul style="list-style-type: none">• Identity & Strengths• Social Skills (Good conversation skills)• Friendships• Friendship Fires• Growth vs Fixed Mindset• Resilience (bounce vs splat)• Gratitude & Relaxation• Healthy Minds, Healthy Bodies <p>Keep each talk reasonably brief. Interject as required to help explain concepts. The girls may like to prepare notes with bullet points on cards for themselves.</p> <p>You could consider creating a PowerPoint slide show to accompany the presentation including photos from throughout the term.</p> <p>You could finish the presentation with a dance fitness routine!</p> | | 20 mins |
| Reflection | Talk to parents – general mingle | | 5 mins |

PROGRAMME 2 OF 4

Week 1

Theme: Identity, Strengths

Learning Objective: Girls will gain a stronger sense of self and self-worth as they identify their own likes, dislikes, interests, strengths, achievements, personal qualities and the important people in her world. This self-awareness leads to inner confidence and healthy self-esteem. The more we understand ourselves and what brings us joy, the more self-assured and secure we feel.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Intro | Explain what the Girl Power Club is all about. Give each girl a folder with plastic sleeves and a title page for her GPC workbook. | Folders with plastic sleeves (or girls provide their own) Title pages | |
| Warm Up | Toss and Talk | Toss and Talk Ball | 10 mins |
| GP Circle | <u>Game: Silent Letters and Numbers</u> The girls make the following letters and numbers using their bodies as one whole group, without speaking. O, P, 3, T, S, 10 Avoid herding the girls into their positions – they need to work as a team and problem solve themselves! | Box of 'What If?' cards | 5 mins |
| Brainstorm | Stick outlines of girls on the wall (HINTS: likes/dislikes, interests, hobbies, hair colour, skin colour, culture, height, families etc) | Girl outline print outs. Textas. | 10 mins |
| Worksheet | Complete the This Is Me worksheet | Worksheet: This Is Me A41003 | 10 mins |
| Brainstorm | Stick the STRENGTH cards on the wall. Brainstorm the different strengths we have and write them on the various cards according to the strength categories – CHARACTER, CREATIVE, SPORT, LOGIC, LANGUAGE | A4 Strength print outs to stick on wall | 10 mins |
| Activity | Strengths Tree. | Worksheet: Strengths Tree A41006 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 2

Theme: Social Skills

Learning Objective: Girls will learn ways to communicate with others effectively, read body language and develop good conversation skills.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|--|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: What Are You Doing?</u> All students stand in a circle. One actor begins the game by entering the circle and performing an activity e.g. swimming, cooking, getting dressed etc. The next student in the circle then says 'What are you doing?' and the first actor must answer with something they are NOT doing e.g. 'I'm writing a letter' or 'I'm weeding the garden'. The student who asked the question then enters the circle and performs the activity that the last actor said. The next person in the circle says 'What are you doing?' and that actor replies with something they are NOT doing ... and so it goes around the circle until everyone has had one or two turns. | | 10 mins |
| Brainstorm | Discuss the important skill of having good conversations with people. What is a conversation? (HINT: Two or more people talking to each other) What are some ways that you could start a conversation? (HINTS: Say hello, ask them their name, ask what they have been doing, ask how they are, find something in common) How can we have a GOOD conversation? (HINTS: Talk about positive things, listen then speak, ask questions, face the person, look interested, eye contact, nod your head, appropriate tone of voice eg not yelling, be polite) | Large speech bubbles to stick on wall Textas. | 10 mins |
| Activity | Role Play. In pairs, role play having a conversation using the conversation starter cards. Perform and discuss. | Conversation Starter cards | 15 mins |
| Activity | <u>Game Show: CONVERSATION CAPERS</u> Get a group of girls (3 or 4) to sit on chairs facing the 'audience'. You become the game show 'host' and ask them questions about conversations. Be over the top and get into character! You can give them points for correct answers. | List of questions Optional items to make noise (eg buzzers, party blowers, whistles etc) – otherwise girls can put up their hands | 15 mins |

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| | | Optional fake microphone, funny hats, glasses etc | |
| Worksheet | Complete worksheet (if you run out of time, they can do this at home) | Worksheet: Conversation Skills Word Search A41017 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What was the biggest thing you learnt today? | | 5 mins |

Week 3

Theme: Positive Friendships

Learning Objective: The girls will think deeply about the elements that make healthy friendships and develop skills to form and manage positive relationships with others.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Frozen Feelings</u> In small groups, girls create a tableau (frozen picture) of people expressing a certain feeling. They spend a few minutes rehearsing and then show the rest of the group who try to guess the feeling. H Discuss: How did they show the feeling with their faces and their bodies? What do you think was happening in the scene? | | 5 mins |
| Brainstorm | Why is friendship important (HINTS: friends help us learn to share, we have fun with friends, they encourage us to do new things, support us when we are sad) What makes a good friendship? Write a list (this will help with the next activity) | Large piece of paper. Textas. | 10 mins |
| Activity | <u>Friendship Posters</u> In groups, the girls create Friendship posters, writing the word FRIENDSHIP in the middle and then words to describe a positive friendship around it. They can be as creative as they like and add pictures, diagrams, symbols etc | Large pieces of paper. Textas | 15 mins |
| | <u>Role Play</u> In pairs, role play meeting someone and making a new friend. Perform and discuss. (HINTS: How did they meet? What did they say to each other? What did their body language look like? How can they maintain a positive friendship?) | | 15 mins |
| Worksheet | Complete worksheets – if you run out of time, the girls can finish at home. | Worksheets: Healthy Friendships A42018 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What is the main thing you learnt today? | | 5 mins |

Week 4

Theme: Friendship Fires

Learning Objective: The girls will learn to appreciate diverse perspectives, acknowledging the different values, opinions and attitudes of others. They will understand the difference between positive and negative relationships and ways to manage these effectively. By developing an awareness of others' feelings, needs and interests, the girls will learn ways to communicate effectively, identify causes and effects of conflict and be able to practice different strategies to diffuse or resolve social issues.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: 10 Second Objects</u> Girls get into small groups (around 3) and have 10 seconds to create these objects – every member of the group helps form the object. Table and chairs Bowl of fruit Toy Box Car Bedroom | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | <u>Broken Friendships</u> Discuss reasons why friendships might get into trouble. What are some ways you can try to fix the friendship before the issue gets bigger than it needs to? (| Large piece of paper. Textas. | 15 mins |
| Activity | Get the girls into pairs. Give them a piece of paper and ask them to write the letters FRIENDS down one side. Ask them to write a word next to each letter, starting with that letter, that stands for a strategy that might help resolve a friendship issue. After all have completed, discuss. Compare how closely it resembles the acrostic poem from Programme 1 ie F – Feelings (talk to your friend about how you feel) R – Inclusion (include your friend in an activity) E – Empathy | Blank paper for the girls | 10 mins |

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| | N – Nice D – Distance (sometime you need time apart) S – Say sorry (if you have done or said something to hurt someone’s feelings) | | |
| Worksheet | Complete worksheets (if run out of time, complete at home) Hand out the FRIENDS acrostic poem to complete | Worksheets: Fixing Broken Friendships A42019 Blank Acrostic Friendship Fires A41011 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 5

Theme: Growth Mindset

Learning Objective: The girls will understand the 'I can't do this YET' concept and that every opportunity provides a chance to grow and learn. They will understand that their abilities and skills can improve through effort, hard work and persistence. The activities in this lesson highlight the importance of self-discipline, setting goals, resilience and being adaptable. The girls will learn to assess and adapt strategies and re-visit tasks with renewed confidence.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Dance Detective</u> The girls stand in a circle and one person is chosen to be the 'detective. That person moves to the other side of the room, closes their eyes and puts their hands over their ears. Then choose a 'leader' from the circle who begins to perform some actions which everyone else must copy. Play some music. The 'detective' is then called back to the circle and they must try to guess who is the leader. The leader must keep changing the actions, and try to make the actions interesting! Once the 'detective' has guessed the leader, another person is chosen to be the next 'detective', a new leader is selected and the game starts again! | | 5 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is a growth mindset? What is a fixed mindset? Use the stretchy animal/marble analogy Demonstrate a couple of scenarios ('teacher in role') Explain that when you have a growth mindset, you don't say 'I can't do this', you say 'I can't do this yet!' | Stretchy animal Marble | 10 mins |
| Activity | <u>Role Play – Growth vs Fixed Mindset</u> In pairs, rehearse a scene where someone has a fixed mindset. Then repeat the scene with a growth mindset. Give the girls cards to use for inspiration. Perform and discuss. | Growth Mindset Scenario cards | 20 mins |

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| Worksheet | Complete worksheet | Worksheet: Growth vs Fixed Heads A41020 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 6

Theme: Resilience

Learning Objective: The girls will learn understand that they can control the way they respond to problems and that by developing a more resilient approach, their overall well-being will increase.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Walking Through</u> Students imagine they are walking through the following: <ul style="list-style-type: none">- a dark, spooky haunted house- a hot desert- the jungle- a swamp- the snow- a cave- a storm- any other areas you or the students can imagine! They can walk from one side of the room to the other. | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is resilience? (HINT: It's the way we respond to a problem – how we 'bounce back') Demonstrate using the props. Discuss examples of when the girls may have 'bounced' or 'splatted' | Bouncy ball Splat ball, slime or playdough | 10 mins |
| Activity | <u>Hula Hoop Challenge</u> (<i>credit: positivepsychology.com</i>) This game is played in a circle, with all children holding hands. | Hoop | 10 mins |

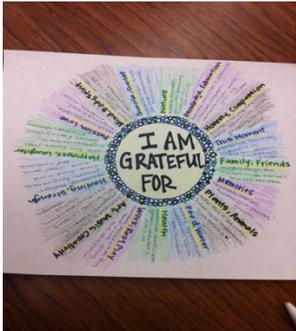
| | | | |
|------------|--|-----------------------------------|---------|
| | <ol style="list-style-type: none"> 1. Place the hula hoop over two people's interlocked hands so it cannot escape the circle. 2. Tell the children that the goal of the game is to get the hula hoop all the way around the circle without anyone letting go of their neighbours' hands. 3. Start the game, and have everyone cheer on the children that are currently trying to move the hula hoop. 4. Once the game has been played for one round, discuss whether we 'bounced' or 'splatted' <p>This game is a great way to show children that when conflict or challenges arise, there are ways to deal with them. Even if they face seemingly insurmountable challenges, together they can find a way to overcome them.</p> <p>Variations on this game include challenging the group to beat a chosen time, playing with eyes shut, or dividing the circle into two circles and having them compete against each other.</p> | | |
| Worksheet | Complete worksheet | Worksheet: Bounce or Splat A41040 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 7

Theme: Gratitude & Relaxation

Learning Objective: The girls will understand the benefits of being mindful and personal strategies to calm their minds and bodies when they feel anxious or upset. They will also become more aware and thankful for the opportunities provided to them in their lives. When we focus on what we are grateful for, our well-being, empathy and overall happiness increases.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>No it's not it's a ...</u> Students sit in a circle. An object such as a drink bottle is passed around the circle. Every child must imagine that it is something else (eg a telescope, a cricket bat, a rolling pin, a trumpet) and grab it from the last person in the circle and say 'No it's not, it's a ... (eg hairbrush)'. Each child should not just tell us what it is, but demonstrate its use. The game finishes when everyone has had a turn (smaller groups may like to go around the circle twice.) | | 10 mins |
| Relaxation | <u>Rainbow Meditation</u> (<i>adapted from 'Guided Meditation For Primary Students' - Buddha Dharma Education Association Inc.</i>) Girls lie or sit on the floor comfortable and close their eyes. Read the following... <i>See if you can totally relax on the floor. Relax you head...your shoulders...your tummy...your legs....and your feet. Feel your body becoming lighter and lighter. Now imagine that your body is gradually turning into all the colours of the rainbow. It changes from one colour to the next. Firstly your body is red...your whole body is red...feel your body giving out energy and strength. Slowly, you are now giving out orange colour. Your whole body becomes orange. Feel yourself giving out happiness and joy. You are now full of happiness and joy. Slowly, you are now giving out yellow colour. Your whole body becomes yellow. Feel yourself giving out intelligence. You are now full of intelligence. Slowly, you are now giving out green colour. Your whole body becomes green. Feel yourself giving out harmony and friendship. You are now full of harmony and friendship. Slowly, you are now giving out blue colour. Your whole body becomes blue. Feel yourself giving out peace. You are now full of peace. Slowly, you are now giving out indigo colour. Your whole body becomes indigo. Feel yourself giving out gentleness.</i> | | 10 mins |

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| | <p><i>You are now full of gentleness. Slowly, you are now giving out violet colour. Your whole body becomes violet. Feel yourself giving out beauty and self-respect. You are now full of beauty and self-respect. You are the rainbow, your colours are going out everywhere. Feel yourself getting bigger and bigger, your colours going out further and further, until they cover up this whole room, then further until they cover the whole country, and still further until they cover the whole world. As you spread out all the colours, you are also spreading energy, happiness, intelligence, friendship, peace, gentleness and beauty. You spread out even farther and become even bigger. Now your colours of light are spreading throughout the whole universe. You are as big as the whole universe, your colours of light shining out in every direction in space. Slowly, all the colours change into a stream of white light. This white light is now flowing down the top of your head down to your heart. Feel all the white light going into your heart.</i></p> <p>Let the girls lie and relax for a minute or two before sitting up slowly and opening their eyes.</p> | | |
| GP Circle | Discuss ways that we calm ourselves when we feel anxious or worried (HINTS: Cuddle a toy, talk to someone, read, deep breaths, exercise etc – everyone has their own way to relax their mind & body) | | 10 mins |
| Brainstorm | <p>What is gratitude?</p> <p>What do we feel grateful for in our lives?</p> <p>What do we feel grateful for TODAY?</p> | | 5 mins |
| Activity | <p><u>Gratitude Art</u></p> <p>In the middle of a blank piece of paper draw an image that makes you feel warm, peaceful and happy eg a heart, s sun, a rainbow, a star</p> <p>From this image, write the things you are grateful for in life.</p> | <p>Paper</p> <p>Textas</p> <p>Crayons (optional)</p> <p>Paints, brushes & water pots (optional)</p>  | 20 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? | | 5 mins |

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| | What did you learn? | | |
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Week 8

Theme: Healthy Mind, Healthy Body

Learning Objective: The girls will understand that the way we treat our bodies can affect our happiness and overall well-being. By getting enough sleep, eating healthy food, limiting junk food and being active, we can keep our bodies fit and healthy.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Dance Fitness Routine</u> Teach the girls a basic sequence of exercises to the chorus of a song eg grapevines, steps forward and clap, star jumps, roly poly hands up high and low etc. In pairs, girls come up with 4 different exercise moves that they do 8 x each. Give them time to practise and then come together to do to music, one group after the other to form a Dance Fitness routine! | Music | 15 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | How do we keep our bodies healthy? (HINTS: Exercise, sleep, water, food, positive thoughts, positive relationships) How do you like to exercise? | | 10 mins |
| Activity | <u>'Healthy Choices' Posters</u> Using images from magazines, words and drawings, each girl creates a poster that promotes a healthy lifestyle. | Large pieces of paper Magazines (cut letters & images) Textas | 20 mins |
| Worksheet | Complete worksheet at home | Worksheet: Healthy Habits Word Search A41021 | |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 9**Theme:** Revision & Presentation**Learning Objective:**

| | ACTIVITY | PROPS | APPROX TIME |
|--------------|---|---|--------------------|
| | This week, encourage parents to write something on your Gratitude Wall or a note for your Gratitude jar as they arrive for the presentation. The girls can explain what they need to do as the parents enter... | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | Game: Teacher/Student Choice! | | 5 mins |
| GP Circle | Discuss the plan for the lesson | | 10 mins |
| Activity | Practise the presentation (see below) | | 20 mins |
| Presentation | <p>In pairs, the girls explain what they learnt and what they enjoyed about each topic in the term's course ie</p> <ul style="list-style-type: none"> • Identity & Strengths • Social Skills (Good conversation skills) • Friendships • Friendship Fires • Growth vs Fixed Mindset • Resilience (bounce vs splat) • Gratitude & Relaxation • Healthy Minds, Healthy Bodies <p>Keep each talk reasonably brief. Interject as required to help explain concepts. The girls may like to prepare notes with bullet points on cards for themselves.</p> <p>You could consider creating a PowerPoint slide show to accompany the presentation including photos from throughout the term.</p> <p>You could finish the presentation with a dance fitness routine!</p> | | 20 mins |
| Reflection | Talk to parents – general mingle | | 5 mins |

PROGRAMME 3 OF 4

Week 1

Theme: Identity, Strengths

Learning Objective: Girls will gain a stronger sense of self and self-worth as they identify their own likes, dislikes, interests, strengths, achievements, personal qualities and the important people in her world. This self-awareness leads to inner confidence and healthy self-esteem. The more we understand ourselves and what brings us joy, the more self-assured and secure we feel.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Intro | Explain what the Girl Power Club is all about. Give each girl a folder with plastic sleeves and a title page for her GPC workbook. | Folders with plastic sleeves (or girls provide their own) Title pages | |
| Warm Up | <u>Game: Left, Right or Middle</u> (call out different options and girls move to left side of room, right side or in between) Questions can be <ul style="list-style-type: none"> - Sweet or Salty? - Dogs or Cats? - Summer or Winter? - Inside games or outside games? - Music or sport? - Computer games or puzzles? - Swimming or Iceskating? - Blue , green or brown eyes? - Brown skin or white skin? - Brown, red or blonde hair? | | 10 mins |
| Brainstorm | Tell the story about Emily (see THIS IS ME workshop) Discuss Emily's strengths and that we are all different. Discuss ways we are different (HINTS: likes/dislikes, interests, hobbies, hair colour, skin colour, culture, height, families etc) | . | 10 mins |
| Worksheet | Create a ME box – write words to describe yourself and pop them in the box | Boxes, paper, textas | 15 mins |

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| Brainstorm | Stick the STRENGTH cards on the wall. Brainstorm the different strengths we have and write them on the various cards according to the strength categories – CHARACTER, CREATIVE, SPORT, LOGIC, LANGUAGE | A4 Strength print outs to stick on wall | 10 mins |
| Activity | Create a 'Strengths Sun' using the sun template and the strength slips | Worksheets: Strengths Sun A41022 a Strengths Slips A451023 | 15 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 2

Theme: Social Skills

Learning Objective: Girls will learn ways to communicate with others effectively, read body language and develop good conversation skills.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|--|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: What Are You Doing?</u> All students stand in a circle. One actor begins the game by entering the circle and performing an activity e.g. swimming, cooking, getting dressed etc. The next student in the circle then says 'What are you doing?' and the first actor must answer with something they are NOT doing e.g. 'I'm writing a letter' or 'I'm weeding the garden'. The student who asked the question then enters the circle and performs the activity that the last actor said. The next person in the circle says 'What are you doing?' and that actor replies with something they are NOT doing ... and so it goes around the circle until everyone has had one or two turns. | | 10 mins |
| Brainstorm | Discuss the important skill of having good conversations with people. What is a conversation? (HINT: Two or more people talking to each other) What are some ways that you could start a conversation? (HINTS: Say hello, ask them their name, ask what they have been doing, ask how they are, find something in common) How can we have a GOOD conversation? (HINTS: Talk about positive things, listen then speak, ask questions, face the person, look interested, eye contact, nod your head, appropriate tone of voice eg not yelling, be polite) | Large speech bubbles to stick on wall Textas. | 5 mins |
| Activity | In pairs, girls choose a card – using the card for inspiration, role play a conversation. Girls practice for a few minutes, then show the rest of the group. Discuss whether a good or poor conversation skills were used. | Conversation Skills cards | 15 mins |
| Activity | <u>Game Show: CONVERSATION CAPERS</u> Get a group of girls (3 or 4) to sit on chairs facing the 'audience'. You become the game show 'host' and ask them questions about conversations. Be over the top and get into character! You can give them points for correct answers. | List of questions Optional items to make noise (eg buzzers, party blowers, whistles etc) – otherwise girls can put up their hands | 15 mins |

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| | | Optional fake microphone, funny hats, glasses etc | |
| Worksheet | Complete worksheet (if you run out of time, they can do this at home) | Worksheet: Good Conversations A41024 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What was the biggest thing you learnt today? | | 5 mins |

Week 3

Theme: Positive Friendships

Learning Objective: The girls will think deeply about the elements that make healthy friendships and develop skills to form and manage positive relationships with others.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Frozen Feelings</u> In small groups, girls create a tableau (frozen picture) of people expressing a certain feeling. They spend a few minutes rehearsing and then show the rest of the group who try to guess the feeling. H Discuss: How did they show the feeling with their faces and their bodies? What do you think was happening in the scene? | | 5 mins |
| Brainstorm | Why is friendship important (HINTS: friends help us learn to share, we have fun with friends, they encourage us to do new things, support us when we are sad) What makes a good friendship? Write a list (this will help with the next activity) | Large piece of paper. Textas. | 10 mins |
| Activity | <u>Friendship Cakes</u> See ROAR workshop | Cake materials | 30 mins |
| Worksheet | Complete worksheets – if you run out of time, the girls can finish at home. | Roar Friendship Booklet A52037 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What is the main thing you learnt today? | | 5 mins |

Week 4

Theme: Friendship Fires

Learning Objective: The girls will learn to appreciate diverse perspectives, acknowledging the different values, opinions and attitudes of others. They will understand the difference between positive and negative relationships and ways to manage these effectively. By developing an awareness of others' feelings, needs and interests, the girls will learn ways to communicate effectively, identify causes and effects of conflict and be able to practice different strategies to diffuse or resolve social issues.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Teacher/Student Choice</u> Select a game from another lesson that you know the girls love! | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | <u>Broken Friendships</u> Discuss reasons why friendships might get into trouble. What are some ways you can try to fix the friendship before the issue gets bigger than it needs to? | Large piece of paper. Textas. | 15 mins |
| Activity | <u>Hoops and Cards</u> Put cards in or out of the circle depending on whether you think it's ok behavior in a friendship | Friendship Cards – ok or not ok? | 10 mins |
| Worksheet | Complete worksheets (if run out of time, complete at home) | Worksheets | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 5

Theme: Growth Mindset

Learning Objective: The girls will understand the 'I can't do this YET' concept and that every opportunity provides a chance to grow and learn. They will understand that their abilities and skills can improve through effort, hard work and persistence. The activities in this lesson highlight the importance of self-discipline, setting goals, resilience and being adaptable. The girls will learn to assess and adapt strategies and re-visit tasks with renewed confidence. **Props:**

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Dance Detective</u> The girls stand in a circle and one person is chosen to be the 'detective. That person moves to the other side of the room, closes their eyes and puts their hands over their ears. Then choose a 'leader' from the circle who begins to perform some actions which everyone else must copy. Play some music. The 'detective' is then called back to the circle and they must try to guess who is the leader. The leader must keep changing the actions, and try to make the actions interesting! Once the 'detective' has guessed the leader, another person is chosen to be the next 'detective', a new leader is selected and the game starts again! | | 5 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is a growth mindset? What is a fixed mindset? Use the stretchy animal/marble analogy Demonstrate a couple of scenarios ('teacher in role') Explain that when you have a growth mindset, you don't say 'I can't do this', you say 'I can't do this yet!' | | 10 mins |
| Activity | Use balls to bounce in pairs (See SHINE workshop plan) | Balls | 20 mins |
| Worksheet | Complete worksheet | Worksheet: The Power Of Yet A41025 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 6

Theme: Resilience

Learning Objective: The girls will learn understand that they can control the way they respond to problems and that by developing a more resilient approach, their overall well-being will increase.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <p><u>Walking Through</u> Students imagine they are walking through the following:</p> <ul style="list-style-type: none">- a dark, spooky haunted house- a hot desert- the jungle- a swamp- the snow- a cave- a storm- any other areas you or the students can imagine! <p>They can walk from one side of the room to the other.</p> | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is resilience? (HINT: It's the way we respond to a problem – how we 'bounce back') Demonstrate using the props. Discuss examples of when the girls may have 'bounced' or 'splatted' | Bouncy ball Splat ball, slime or playdough | 10 mins |
| Activity | <u>Game Show: BOUNCE OR SPLAT</u> | Bounce or Splat cards Optional items to make noise (eg | 15 mins |

| | | | |
|------------|---|--|---------|
| | <p>Get a group of girls (3 or 4) to sit on chairs facing the 'audience'. You become the game show 'host' and ask them questions from the Bounce or Splat cards. The first to buzz their buzzer and give the correct answer gets a point!</p> <p>Be over the top and get into character!</p> <p>Tally the points up on some paper on the wall.</p> | <p>buzzers, party blowers, whistles etc) – otherwise girls can punch arms in the air for 'bounce' and make a 'splat' noise and action for 'splat' Optional fake microphone, funny hats, glasses etc Optional prizes eg stickers, wristbands, balloons Paper Textas Blu tac</p> | |
| Worksheet | Complete worksheet | Worksheet: How Will You Respond A43041 | 10 mins |
| Reflection | <p>Use prompts for discussion such as: What did you enjoy the most today? What did you learn?</p> | | 5 mins |

Week 7

Theme: Gratitude & Relaxation

Learning Objective: The girls will understand the benefits of being mindful and personal strategies to calm their minds and bodies when they feel anxious or upset. They will also become more aware and thankful for the opportunities provided to them in their lives. When we focus on what we are grateful for, our well-being, empathy and overall happiness increases.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>No it's not it's a ...</u> Students sit in a circle. An object such as a drink bottle is passed around the circle. Every child must imagine that it is something else (eg a telescope, a cricket bat, a rolling pin, a trumpet) and grab it from the last person in the circle and say 'No it's not, it's a ... (eg hairbrush)'. Each child should not just tell us what it is, but demonstrate its use. The game finishes when everyone has had a turn (smaller groups may like to go around the circle twice.) | | 10 mins |
| Relaxation | <u>Mindfulness: Treating Our Senses</u> Ask the girls to lie on the floor, using the cushions for their heads and close their eyes. Take them through the following mindfulness activity. Speak slowly and softly. <i>Think about something that you like to look at. It might be the beach, pictures of cats, a forest, a painting, birds....something that always makes you smile inside when you see it. Imagine looking at it right now.</i> <i>Think about something that you like to listen to. It might be a certain song, birds chirping, waves crashing on the beach, or rain beating down on the roof of your house imagine you can hear it now....something that always makes you smile inside when you hear it. Imagine listening to it right now.</i> | | 10 mins |

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| | <p><i>Think about something that feels nice. It might be patting your dog, swimming in water, hugging your mum, snuggling up next to a warm fire or the feeling you get in your tummy when you jump high on a trampoline.... imagine you can feel it now....something that always makes you smile inside when you feel it. Imagine the feeling..</i></p> <p><i>Think about something that you like to taste. It might be a certain drink, a sweet treat or your favourite dinner... imagine you can taste it now....something that always makes you smile inside when you taste it. Imagine tasting it right now.</i></p> <p><i>Now think about something that you like to smell. It might be a your mum's perfume, oil diffusing in your bedroom, freshly cut grass, sea air, your favourite meal cooking in the kitchen, a flower... imagine you can smell it now....something that always makes you smile inside when you smell it. Imagine smelling it right now.</i></p> <p><i>Now, after the count of 3, slowly open your eyes and come up into a sitting position.</i></p> | | |
| GP Circle | <p>After the mindfulness activity, ask the girls to form a circle. Prompt discussion using the following questions...</p> <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ How do you feel after our mindfulness activity? ○ How did you feel when you were listening to, tasting, seeing, smelling and feeling your favourite things? ○ When do you think would be a good time to do this mindfulness activity? ○ What sorts of things can make us feel anxious or stressed? ○ How does your body feel when you are stressed? (eg stomach ache, headache, butterflies, sweaty, hot etc)? ○ What are some other ways you could calm your mind and calm your body (eg deep breathing, reading, exercise, time outside, playing with a pet etc)? | | 10 mins |
| Brainstorm | <p>What is gratitude? What do we feel grateful for in our lives? What do we feel grateful for TODAY?</p> | | 10 mins |
| Activity | <p><u>My Little Book Of Gratitude</u> Create a tiny book – on each page write something you are grateful for. Add drawings, colour and stickers (optional)</p> | <p>Paper Textas Staplers</p> | 15 mins |

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| | | Stickers (optional) | |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 8

Theme: Healthy Mind, Healthy Body

Learning Objective: The girls will understand that the way we treat our bodies can affect our happiness and overall well-being. By getting enough sleep, eating healthy food, limiting junk food and being active, we can keep our bodies fit and healthy.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Dance Fitness Routine</u> Teach the girls a basic sequence of exercises to the chorus of a song eg grapevines, steps forward and clap, star jumps, roly poly hands up high and low etc. In pairs, girls come up with 4 different exercise moves that they do 8 x each. Give them time to practise and then come together to do to music, one group after the other to form a Dance Fitness routine! | Music | 15 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | How do we keep our bodies healthy? (HINTS: Exercise, sleep, water, food, positive thoughts, positive relationships) How do you like to exercise? | | 10 mins |
| Activity | <u>'Healthy Choices' Ads</u> See Programme 1 | | 20 mins |
| Worksheet | Complete worksheet at home | Worksheet: Every Day Or Sometimes Foods A41038 | |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? | | 5 mins |

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| | What did you learn? | | |
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Week 9

Theme: Revision & Presentation

Learning Objective:

| | ACTIVITY | PROPS | APPROX TIME |
|--------------|---|---|----------------|
| | This week, encourage parents to write something on your Gratitude Wall or a note for your Gratitude jar as they arrive for the presentation. The girls can explain what they need to do as the parents enter... | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | Game: Teacher/Student Choice! | | 5 mins |
| GP Circle | Discuss the plan for the lesson | | 10 mins |
| Activity | Practise the presentation (see below) | | 20 mins |
| Presentation | <p>In pairs, the girls explain what they learnt and what they enjoyed about each topic in the term's course ie</p> <ul style="list-style-type: none"> • Identity & Strengths • Social Skills (Good conversation skills) • Friendships • Friendship Fires • Growth vs Fixed Mindset • Resilience (bounce vs splat) • Gratitude & Relaxation • Healthy Minds, Healthy Bodies <p>Keep each talk reasonably brief. Interject as required to help explain concepts. The girls may like to prepare notes with bullet points on cards for themselves.</p> <p>You could consider creating a PowerPoint slide show to accompany the presentation including photos from throughout the term.</p> <p>You could finish the presentation with a dance fitness routine!</p> | | 20 mins |
| Reflection | Talk to parents – general mingle | | 5 mins |

PROGRAMME 4 OF 4

Week 1

Theme: Identity, Strengths

Learning Objective: Girls will gain a stronger sense of self and self-worth as they identify their own likes, dislikes, interests, strengths, achievements, personal qualities and the important people in her world. This self-awareness leads to inner confidence and healthy self-esteem. The more we understand ourselves and what brings us joy, the more self-assured and secure we feel.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|--|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Intro | Explain what the Girl Power Club is all about. Give each girl a folder with plastic sleeves and a title page for her GPC workbook. | Folders with plastic sleeves (or girls provide their own) Title pages | |
| Warm Up | <u>Game: What If?</u> Using the 'What If' cards, go around the circle and each girl pulls a card from the box, reads the question and answers it. You can also open the questions up to the rest of the group. | What If cards | 10 mins |
| Brainstorm | Discuss ways we are different (HINTS: likes/dislikes, interests, hobbies, hair colour, skin colour, culture, height, families etc) | Girl outline print outs, Textas. | 10 mins |
| Worksheet | Create a SELF PORTRAIT called 'This Is Me'. Draw your face and stick words and images that represent your interests, personality, strengths etc around your face | Paper, textas, crayons or paints (optional) Worksheet: Self Portrait Activity A441031 | 15 mins |
| Brainstorm | Stick the STRENGTH cards on the wall. Brainstorm the different strengths we have and write them on the various cards according to the strength categories – CHARACTER, CREATIVE, SPORT, LOGIC, LANGUAGE | A4 Strength print outs to stick on wall | 10 mins |
| Activity | Create a 'Strengths Sun' using the sun template and the strength slips | Worksheets: Strengths Sun A41022 and Strengths Slips A451023 | 15 mins |
| Reflection | Use prompts for discussion such as: | | 5 mins |

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| | What did you enjoy the most today? What did you learn? | | |
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Week 2

Theme: Social Skills

Learning Objective: Girls will learn ways to communicate with others effectively, read body language and develop good conversation skills.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Join In The Action</u> One child mimes an activity. When others in the group realise what that person is doing, they put up their hand and when the teacher points to them and they can 'join in the mime' on the stage. Stop when about 4 or 5 children are on the stage and play it again with another group. Play until everyone has had a turn. | | 10 mins |
| Brainstorm | Discuss the important skill of having good conversations with people. What is a conversation? (HINT: Two or more people talking to each other) What are some ways that you could start a conversation? (HINTS: Say hello, ask them their name, ask what they have been doing, ask how they are, find something in common) How can we have a GOOD conversation? (HINTS: Talk about positive things, listen then speak, ask questions, face the person, look interested, eye contact, nod your head, appropriate tone of voice eg not yelling, be polite) | Large speech bubbles to stick on wall Blu tac Textas. | 5 mins |
| Activity | <u>Listening and Remembering</u> Part of having a good conversation is listening to the other person and remembering what they said. Talk about and demonstrate a 'listening face'. Everyone try it! What can you say to show you are listening? (HINT: repeat what the other person said eg 'Oh, so you have two brothers", nod your head, say things like 'oh ok', 'right', 'wow', 'cool' etc – whatever is applicable to the conversation) In pairs, have a conversation about your fFAVOURITE things – write these up on some paper on the wall | Large paper Textas | 15 mins |

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| | <p>favourite cereal, favourite book, favourite movie, favourite food, favourite colour, favourite fun activity, favourite subject at school</p> <p>Practise listening and remembering.</p> <p>Each pair then tells the rest of the group about their partner's 'FAVOURITES'.</p> | | |
| Activity | <p><u>Game Show: THE EMOTION BOX</u></p> <p>Girls sit in a circle. Pass around a box to music. When the music stops, whoever has the box takes out a card from the box and conveys that feeling through their face, body language and/or voice. After each turn, discuss how we convey feelings to others and how we can tell how others are feeling.</p> | Emotion cards | 15 mins |
| Worksheet | Complete worksheet (if you run out of time, they can do this at home) | Worksheet: Good Vs Poor Listening Skills A41026 | 10 mins |
| Reflection | <p>Use prompts for discussion such as:</p> <p>What did you enjoy the most today?</p> <p>What was the biggest thing you learnt today?</p> | | 5 mins |

Week 3

Theme: Positive Friendships

Learning Objective: The girls will think deeply about the elements that make healthy friendships and develop skills to form and manage positive relationships with others.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Musical Situations</u> Play music as the children move around the room. When the music stops, call out a situation in which all the children must take part e.g. a new kid at school, someone is hurt, buying something in a shop, a space ship lands in the middle of the street etc. All children should try to find a role to play in within the situation with as little fuss as possible. When the music starts again, the children move around the room until the music stops and another situation is called out. Some students may have some good ideas for the situations. | | 5 mins |
| Brainstorm | Why is friendship important (HINTS: friends help us learn to share, we have fun with friends, they encourage us to do new things, support us when we are sad) What makes a good friendship? Write a list (this will help with the next activity) | Large piece of paper. Textas. | 10 mins |
| Activity | <u>Friendship Flowers</u> See THIS IS ME workshop plan | See THIS IS ME workshop plan | 30 mins |
| Worksheet | Complete worksheets – if you run out of time, the girls can finish at home. | Worksheet: Friendships in Bloom and Acrostic Poem A52027 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What is the main thing you learnt today? | | 5 mins |

Week 4

Theme: Friendship Fires

Learning Objective: The girls will learn to appreciate diverse perspectives, acknowledging the different values, opinions and attitudes of others. They will understand the difference between positive and negative relationships and ways to manage these effectively. By developing an awareness of others' feelings, needs and interests, the girls will learn ways to communicate effectively, identify causes and effects of conflict and be able to practice different strategies to diffuse or resolve social issues.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|--------------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Hot Seat</u> One person sits on a chair and must talk for up to two minutes without saying 'um' or 'er' or pausing for too long or repeating themselves! Once the child does one of these things they are out. The idea is to get to two minutes, or at least last longer than everyone else! Give the child a topic eg school holidays, Australia, foods etc (audiences may suggest topics) | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | <u>Broken Friendships</u> Discuss reasons why friendships might get into trouble. What are some ways you can try to fix the friendship before the issue gets bigger than it needs to? (| Large piece of paper. Textas. | 15 mins |
| Activity | Friendship Fire role plays in groups of 2 or 3. Perform and discuss. | Friendship Fire scenario cards | 20 mins |
| Worksheet | Complete worksheets (if run out of time, complete at home) | Worksheet: Wanted Friend A41028 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 5

Theme: Growth Mindset

Learning Objective: The girls will understand the 'I can't do this YET' concept and that every opportunity provides a chance to grow and learn. They will understand that their abilities and skills can improve through effort, hard work and persistence. The activities in this lesson highlight the importance of self-discipline, setting goals, resilience and being adaptable. The girls will learn to assess and adapt strategies and re-visit tasks with renewed confidence.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Who Am I?</u> An volunteer takes a seat and writes a certain character or type of person on a piece of paper and hands it to the teacher. The volunteer then becomes that character. The audience tries to guess who the character is by asking 'yes' or 'no' questions. The volunteer can only answer 'yes' or 'no'. The rest of the group must see if they can work out who the character is in as few questions as possible. You might like to set a limit on how many questions can be asked (e.g. 5 or 6) | Paper Pen | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is a growth mindset? What is a fixed mindset? Use the stretchy animal/marble analogy Demonstrate a couple of scenarios ('teacher in role') Explain that when you have a growth mindset, you don't say 'I can't do this', you say 'I can't do this yet!' | | 10 mins |
| Activity | <u>Game Show: LET'S DO THIS!</u> Get a group of girls (3 or 4) to sit on chairs facing the 'audience'. You become the game show 'host' and ask them questions about growth and fixed mindset. Be over the top and get into character! You can give them points for correct answers. | List of questions Buzzers Crazy accessories – hats, glasses etc | 20 mins |
| Worksheet | Complete worksheet | Worksheet: Spot A Growth Mindset A41032 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 6

Theme: Resilience

Learning Objective: The girls will learn understand that they can control the way they respond to problems and that by developing a more resilient approach, their overall well-being will increase.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|--|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Drama Game: Space Jump</u> Four actors are selected. One actor enters the stage area and pretends to perform an activity of their own choosing. The teacher calls 'space jump' after a few seconds (and when the activity has been clearly established), the actor freezes as they are at that moment. The second actor enters and performs a different activity that begins from the position that the first actor ended in (e.g. the first actor may be 'frozen' as she was painting a wall and the second actor might enter and continue by reaching up high in a cupboard to fetch something). The first actor should join in with the second actor's activity. Actors can make it easier for the others by talking in relation to what they are doing (eg 'I can't quite reach the tennis racquet from the top shelf... can you help?') The game continues as the teacher calls 'Space Jump' for the second, third and fourth actors (each time, all other actors on stage join in the new activity). The game can either finish when the teacher calls 'Space Jump' for the fourth time OR the actors can then go backwards through all scenes until the first actor is left on stage on their own again, performing the first activity. | | 10 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | What is resilience? (HINT: It's the way we respond to a problem – how we 'bounce back') Demonstrate using the props. Discuss examples of when the girls may have 'bounced' or 'splatted' | Bouncy ball Splat ball, slime or playdough | 10 mins |
| Activity | <u>Role Play</u> In pairs, girls develop a short play showing two ways to react to a situation – with resilience or without resilience. Perform and discuss. | | 10 mins |

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| Worksheet | Complete worksheet | Worksheet: Spot The Resilient Person A41029 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 7

Theme: Gratitude & Relaxation

Learning Objective: The girls will understand the benefits of being mindful and personal strategies to calm their minds and bodies when they feel anxious or upset. They will also become more aware and thankful for the opportunities provided to them in their lives. When we focus on what we are grateful for, our well-being, empathy and overall happiness increases.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Game: Teacher/Student Choice!</u> Select a game from one of the earlier programmes that the students really enjoy. | | 10 mins |
| Relaxation | <u>Peace Out Relaxation</u> Learn this do with your group! https://www.youtube.com/watch?v=ZBnPlqQFPKs Afterwards, discuss how it made you feel. | | 5 mins |
| GP Circle | Discuss ways that we calm ourselves when we feel anxious or worried (HINTS: Cuddle a toy, talk to someone, read, deep breaths, exercise etc – everyone has their own way to relax their mind & body) | | 10 mins |
| Brainstorm | What is gratitude? What do we feel grateful for in our lives? What do we feel grateful for TODAY? | | 10 mins |
| Activity | <u>Gratitude Jar/Box</u> Create a Gratitude Jar or Box with notes inside listing what you are grateful for | Paper Textas Scissors Stickers | 15 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 8

Theme: Healthy Mind, Healthy Body

Learning Objective: The girls will understand that the way we treat our bodies can affect our happiness and overall well-being. By getting enough sleep, eating healthy food, limiting junk food and being active, we can keep our bodies fit and healthy.

| | ACTIVITY | PROPS | APPROX TIME |
|------------|---|---|----------------|
| | Have a big Gratitude Pot ready or set up a Gratitude Wall. As the girls enter, they write something they are grateful for and either pop it in the jar or stick it on the wall | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | <u>Dance Fitness Routine</u> Teach the girls a basic sequence of exercises to the chorus of a song eg grapevines, steps forward and clap, star jumps, roly poly hands up high and low etc. In pairs, girls come up with 4 different exercise moves that they do 8 x each. Give them time to practise and then come together to do to music, one group after the other to form a Dance Fitness routine! | Music | 15 mins |
| GP Circle | Sit in a circle. Going around the circle, share something interesting, funny, happy or a problem you'd like help solving. If anyone is not keen to share, do not push it. They may take time to feel comfortable doing this. | | 10 mins |
| Brainstorm | How do we keep our bodies healthy? (HINTS: Exercise, sleep, water, food, positive thoughts, positive relationships) How do you like to exercise? | | 10 mins |
| Activity | <u>Energy Stations</u> Place 6 chairs in a big circle. On each chair place an exercise cue card. Play uptempo music as the girls travel between the chairs and do the exercises at each station. You can give them a specific action to do between the chairs eg hopping, sliding, skipping, jumping etc | Exercise cards | 10 mins |
| Worksheet | Complete worksheet at home | Worksheet: Healthy Habits A41030 | 10 mins |
| Reflection | Use prompts for discussion such as: What did you enjoy the most today? What did you learn? | | 5 mins |

Week 9**Theme:** Revision & Presentation**Learning Objective:**

| | ACTIVITY | PROPS | APPROX TIME |
|--------------|---|---|--------------------|
| | This week, encourage parents to write something on your Gratitude Wall or a note for your Gratitude jar as they arrive for the presentation. The girls can explain what they need to do as the parents enter... | Large Gratitude Jar or large piece of paper on the wall titled TODAY WE ARE GRATEFUL FOR... | As entering... |
| Warm Up | Game: Teacher/Student Choice! | | 5 mins |
| GP Circle | Discuss the plan for the lesson | | 10 mins |
| Activity | Practise the presentation (see below) | | 20 mins |
| Presentation | <p>In pairs, the girls explain what they learnt and what they enjoyed about each topic in the term's course ie</p> <ul style="list-style-type: none"> • Identity & Strengths • Social Skills (Good conversation skills) • Friendships • Friendship Fires • Growth vs Fixed Mindset • Resilience (bounce vs splat) • Gratitude & Relaxation • Healthy Minds, Healthy Bodies <p>Keep each talk reasonably brief. Interject as required to help explain concepts. The girls may like to prepare notes with bullet points on cards for themselves.</p> <p>You could consider creating a PowerPoint slide show to accompany the presentation including photos from throughout the term.</p> <p>You could finish the presentation with a dance fitness routine!</p> | | 20 mins |
| Reflection | Talk to parents – general mingle | | 5 mins |