



THIS IS ME Workshop Plan





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PROPS CHECKLIST

- Venue key
- First Aid Kit
- Speaker
- Phone (for music and emergency calls)
- Girl Power Banners
- Tablecloths
- Sign-in sheet
- Attendee Details
- Cushions
- Butchers' paper
- Blu tac
- Whiteboard markers/thick textas (to write on butchers' paper)
- Name tags
- Scissors, Glue sticks, Staplers
- Dominoes, Connect 4 or any other games for pre-workshop activities
- Story about Emily 'A Girl who Could'nt fit in' to refer to if required
- This is Me booklet (enough for all girls)
- Strengths bracelet - beads and stretchy bands (pre-cut for quick distribution)
- Challenges cards
- Emotions cards
- Small canvas - enough for all girls
- Glitter, small star or love heart stickers or any sticker for canvas decoration-power word stickers are useful
- Girl Power Paper Bags or Folders (enough for all girls)
- Optional snazzy hat to wear for 'Girl Power' dance performance!
- Balloons or other fun branded gift - hand out at end of workshop



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GETTING READY

Before you deliver your workshop, you need to pack up all the required materials neatly into large bags (we suggest duffel bags with wheels for easy transport). Check off the items on the relevant props checklist. Allow around hour to set everything up at your venue. Keep in mind that often girls arrive early, so aim to have your venue ready 15 minutes before the girls are told to arrive. To set up, you and your assistant will need to

- Turn on lights and heating/cooling as necessary
- Place sign outside your entrance
- Place pull-up banners around the teaching space
- Assemble 3-4 trestle tables and cover with plastic table cloths
- Place chairs at the table (20-30, depending on the number of girls attending)
- Place textas in several pots on the tables
- Place a Girl Power Pack/Bag at each spot at the table
- Set up your speaker to play music
- Assemble other props and materials on a table for you to access throughout the workshop
- Ensure you have all attendee personal details, including medical details close at hand
- Place a table near or just outside the entrance of the teaching space where parents can sign-in their daughters – place the sign-in/sign-out sheet on the table along with biros
- Place name labels on the sign-in table, ready for girls to collect and stick on themselves as they arrive
- Stick several pieces of butchers' paper on the wall, ready for brainstorming
- Make a circle of cushions or mats on the floor and place the 'pre-workshop' activities in the centre

Organisation

Organisation is key. As parents and girls arrive, they will feel far more confident about your ability to deliver a quality workshop if they can see that everything is organised and you are composed, waiting to give them your full attention. If they arrive and you appear stressed and disorganised, trying to find things and still setting things up, they will feel less confident about the overall quality of the upcoming experience. Remember, first impressions are very important and it is hard to change someone's opinion once it is formed.





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WELCOMING PARENTS AND GIRLS

As girls and parents arrive, introduce yourself, smile warmly, welcome them and make friendly small talk. You want to appear approachable, professional and someone that everyone feels comfortable being around. Encourage your assistant to have the same demeanour. Once parents have signed girls in, encourage the girls to place their bag at one of the spots at the tables and sit on one of the cushions/mats in the circle. Your assistant can explain (to each girl as they arrive) how to play the 'pre-workshop' activity eg dominoes, Connect 4 etc

Explain to parents that they are welcome to leave once their child has joined the circle or they can stay until they feel their child has settled in (sometimes parents just want to see how the first few minutes of the workshop runs). Remember, the more in control and organised you appear, the quicker the parents will leave!

Remind parents to return for the last 10 minutes of the workshop for a short presentation.





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Pre-Workshop Activity (as girls arrive)

Before the girls arrive, set up a circle of cushions or small mats on the floor. Place the pre-workshop activities in the centre. As the girls arrive, ask them to put their bag at a place at one of the tables and then sit in the circle.

Objective/s: Co-operation, socialisation with other girls, feeling at ease, parents seeing their daughter start to engage and enjoy herself giving them the confidence to leave

Prop/s: Cushions, Pre-workshop activities

Activity 1: Dance Detective (10 mins)

Paraphrase the following verbal instructions into your own words:

Let's get into a circle and play a game together. In this game one person leads the group by demonstrating a dance move, and everyone copies this person. Every 5 seconds you will change the dance move and again, everyone copies. Let me demonstrate that now to you. Ok, I need 1 x volunteer to be the 'dance detective'. Please head over there and turn your back to the group. I will need another volunteer to lead the group and do the dance moves. Come back volunteer #1 and let's get started on the moves. Can you guess who is leading the group in changing the moves? (encourage the leader to keep changing their moves regularly and encourage the detective to start guessing). Every couple of minutes, change the volunteers, to give more girls an opportunity.

Objective/s: Encourages team-work, fun, concentration and problem-solving.

Prop/s: n/a





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Activity 2: Girl Power Dance (5 mins)

Tell the girls that we are now going to get up and get our bodies moving! Spend a couple of minutes teaching some of the moves in the dance (don't take more than a minute doing this - most moves they will just follow when you do with the music). Tell the girls why you love the music you are using. For example, if you use 'Girl Power', you could say that when you hear this song you think about something you love to do or that you are good at and how strong you feel when you do this. Play the song and perform the moves to the dance in front of the girls - they can copy you as you go. Make sure your own moves are clear and strong. Use the same choreography each time you perform the chorus and the also when you perform each verse. Be consistent. You will need to know the choreography well - if you have to refer to notes or get mixed up yourself, the girls will lose interest and you won't be able to engage and connect as effectively. Most importantly, have fun yourself!

Objective/s: Developing a rapport with the instructor/s, feeling at ease, warming up the body, developing positive energy through music, having fun

Prop/s: Phone (to play music), speaker





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Activity 3: The Wind Blows (10 mins)

Paraphrase the following in your own words:

'Now, let's play a game where we find out some interesting things about each other. Everyone standing up! When I say 'The wind blows....I'm going to say a statement. Now if this statement applies to you, you need to sit down - just as if the wind is blowing you gently to the ground (demonstrate floating to the ground). For example, I might say 'The wind blows for those people who have ever sung a solo in front of an audience' If you've sung a solo, you would gently float to the ground. Next I might say 'The wind blows for those people who have ever helped someone when they hurt themselves...then if you were on the ground, you would float up to a standing position and if you were standing you'd float down onto the ground. Do you get it? Great, let's play. Ok...

The wind blows for those...

Whose name starts with A

Who has a birthday in October

Who has a sister

Who has a pet

Who likes chocolate icecream

Who walks to school

Who plays football

Who likes reading books

Who speaks more than one language

Who have sung a solo in front of an audience

Who have given a speech on their own

Who have something kind lately

Who have done something brave

Who have given someone a compliment lately (*explain what a compliment is*)

Who have received a compliment lately

Who have worked hard at something and got better at it



Objective/s: Girls start to realise their achievements and the positive impact some of their actions or other people's actions have had

Props: n/a

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Activity 4: Embrace Individuality (30 mins)

Discuss with group what individuality means. Paraphrase in your own words:

We all have unique qualities that set us apart from each other. What are some of these qualities? What makes you different from other people you know? ie. hair colour, personality, skills, nationality, family size etc. If we were all the same, we would be boring. At Girl Power we like to celebrate differences because they are what make you, you. Imagine if everyone looked and acted like you? How would you feel about that? Isn't it nice to feel unique, to set yourself apart from other people? Sometimes we might look at our friends and see qualities we admire, and although that is normal, remember they too will look at you and see qualities they equally admire.

Fitting the Mould - A Story About Emily

The story below can be either told in your own words as a storyteller OR performed if you have two people available (yourself and an assistant, or you could ask one of the girls to volunteer). As you tell the story with a lot of expression, the other person acts out the each part of the story. Embellish the story with a lot of emotion and a bit of fun too. It can be quite entertaining if you choose. At the end of the story, ask the girls to explain what messages were conveyed. **It is a story about celebrating differences, talents and feeling proud of these unique qualities. It also shows that sometimes even adults might need a little help to see things in children and they might need help.**

Once upon a time, there was a girl called Emily, who was a happy girl, except she was very different to the rest of her family. Her dad could play the piano, her mum was an excellent singer and her brother played the trumpet very well. Emily felt different and left out, as she could not play music very well. Her parents wanted her to keep practising to get better, which was OK, however Emily was not really into the music. She would sit in her bedroom and paint pictures of her family, playing their instruments/her mum singing. It made her so happy. One day Emily's art teacher saw one of her paintings and was amazed by Emily's talent. She straight away called Emily's mum to express her thoughts. Emily's mum felt very proud and told Emily's dad, who felt equally as proud. Emily's family luckily saw Emily's talent as unique and important and celebrated her unique talent. Emily started to see her talent as important too and felt very proud of her gift. It took her art teacher to bring this to the attention of Emily's family. Sometimes we all need a little help to see the beauty of our gifts.

Objectives: Girls start to realise the importance of having unique qualities, traits and talents or skills. They begin to identify with who they are and how they are different.

Props: Butchers paper and textas. Inspirational short story/volunteer.



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Activity 4: What Makes You Shine (20 mins)

Discuss with group the meaning of 'What Makes You Shine'. Paraphrase in your own words (5mins):

'When we do something we love to do, it gives us a lot of energy and we usually create time for this particular activity. These types of activities give us our spark and make us shine. To give you a clue, you might wake up in the morning and think of this activity first or when you are going to sleep at night, you may think about it then too. It might even make you bounce out of bed in the mornings and look forward to the day'.

Ask questions to group: what types of activities make you excited? When do you feel like jumping out of bed and what will you be doing? What type of activity or subject gives you energy? ie netball, drawing, reading, writing, friends etc.

Hand out ('This is Me booklet' - Compliment Yourself activity) 15 mins:

The following activity will need you to think of about things you like about yourself, that you are good at or that you are proud of. You will list **5 things** that you like about yourself or that you like to do. It does not matter if you are not very good at this yet, it is more about what potential you see in yourself and especially about the effort that you are willing to put into things, regardless of the outcome.

The activity sheet is titled 'COMPLIMENT MYSELF' and features a small cartoon girl icon. It contains an introductory paragraph about individuality and confidence, followed by a prompt to list five things the user is good at and loves to do. The sheet has five numbered lines for writing and a 'girl POWER' logo in the bottom right corner.

'COMPLIMENT MYSELF'

There is a lot about you to compliment - your individuality is one of a kind. To build your confidence, it is helpful to know what you are good at. Often, what we are good at is also what we love to do and what makes us shine.

List 5 things you are good at and love to do:

- 1.
- 2.
- 3.
- 4.
- 5.



Objectives: Girls start connect within to what they are passionate about and what makes them feel alive. They are encouraged to feel proud of who they are and their unique abilities.

Prop/s: Handouts.



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Morning Tea Break (30 mins)

Activity 6: Strengths Bracelets (30 mins)

Ask the girls to **sit on their chairs** in front of the work table, ready for a creative exercise.

Paraphrase the following in your own words:

'We have just discussed ways that make you unique and then we identified things that light you up. Some of you chose sporting activities, others, subjects like maths, English or creative endeavours such as painting, dancing or acting. In this next exercise, we will each choose one word that gives us inspiration. It can be anything really but make sure it is something that means something to you OR a part of you that you want to focus on and work with. For example, I might choose the word **KINDNESS** as I may like to start being more kind to others or more kind to myself. Another word I might choose is **SPORTY** as I may see this as something I see is a strength for me and that I also love playing sports'.

Now demonstrate making a 'strengths bracelet'. One can make the bracelet very simply by adding just the word and a few colourful beads at either end of the word (tie a knot after last bead at either end to prevent their moving). OR you can bead the band the entire way round. Once the bracelet is ready to put on, simply tie the ends in a knot. The girls love to wear their bracelet home!



Objective/s: Girls discover the meaning of inspiration and what makes them feel inspired. They identify with one word that brings them focus and a take home to remind them.

Prop/s: Beads (plain coloured and with letters), stretchy pre-cut bands.



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Activity 7: Embracing Challenges (30 mins)

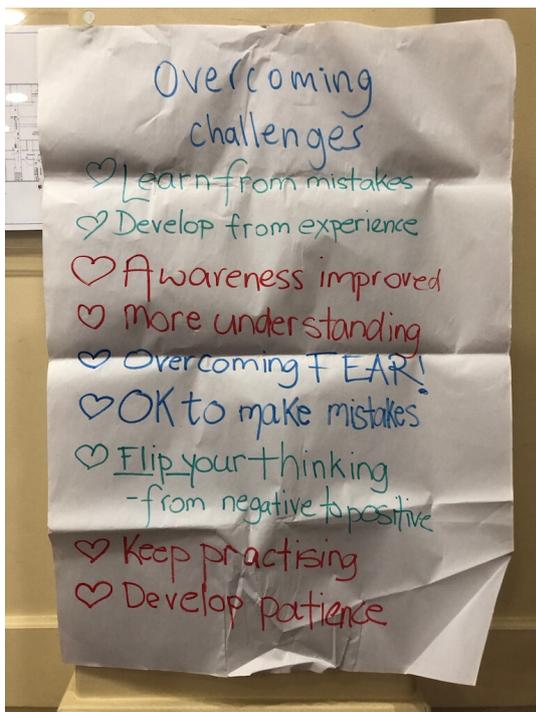
Discuss Life's challenges and paraphrase in your own words:

'In life we are sometimes faced with challenges. Challenges can range from small things to more serious things. Just like most things, there is an upside to challenges. They provide us with the opportunity to develop problem-solving skills and resilience. As we mature we also develop 'coping skills' and they are often what we **think** and **do** to help us get through difficult situations. Just like anything, we need to practise them, to develop them'.

Ask questions: What types of challenges have you experienced? What strategies have you used to help when faced with challenges?

Hand out 'Challenging Situation Scenario' cards

Request that the girls form the same groups as previously, hand out 1 x card per group and provide an example of one of the cards by acting out the scenario with appropriate responses (can utilise assistant or volunteer). Ask girls to problem solve with ideas and coping skills they might utilise to overcome or address a challenging situation ie. a mean friend, not getting invited to a party, difficult school assignment or subject, feeling left out. Each group to share their findings.



Objective/s: Developing strategies and coping skills to deal with challenging situations. Understanding that challenges teach these skills and can build resilience.

Prop/s: Challenging Situations scenario cards.



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Activity 8: Moods and Emotions (30 mins)

Discuss moods and emotions and paraphrase in your own words:

It is normal to experience a vast array of emotions, even from one day to the next. It is also normal to experience many emotions in a day - from happy, to sad, angry, excited or bored. Even our emotions make us unique. Emotional literacy is the ability to name and recognise different emotions. It is critical to thinking about our feelings and managing our reactions. It can also develop our empathy skills as we begin to understand and recognise other's feelings too'.

Ask questions: What types of other emotions do you experience? How do you know if you are experiencing more of a negative emotion? What do you do if you are feeling sad? OR angry? Try to get the girls to brainstorm strategies such as, talk to a friend or family member OR write their feelings in journals OR spend time with their dog OR read a book.



Hand out 'Emotions' cards

Request that the girls form the same groups as previously, hand out 1 x card per group and provide an example of one of the cards by acting out the scenario with appropriate responses (can utilise assistant or volunteer).

Frozen Scene - is like a photo. Props are OK but no moving OR talking. Girls will have to hold their scene for at least 30 seconds. Think about:

- What is the emotion they are trying to convey?
- How will they show this in the scene?
- What facial expressions will each person use?
- What about body language?

Once the girls are ready to perform their frozen emotion, ask them to walk onto the stage as you count down from 10. By then, they need to be in their frozen scene.

Encourage them to **stay frozen**, even if the audience guesses correctly.

Objective/s: Learning that all emotions are normal and valuable. Identifying and labelling emotions. Strategies to deal with more difficult emotions.

Prop/s: Emotions cards.



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Activity 9: Making and Breaking Friends (15 mins)

Discuss ways we can make friends and paraphrase in your own words:

There are many ways we may find a new friend. However, we want to also ensure we are choosing friends who we are compatible with and the friendship will have mainly positive elements. A positive friendship will make us feel good inside and we will seek the company of this person. A negative friendship will feel the opposite. We will not feel very good in the company of this person and will avoid being with them. Always look out for clues for how you are feeling in a friendship!

Ask questions: What are some ways you can make a new friend? ie find something in common, smile, say something nice, be interested, listen.

When do you feel a friendship might not be healthy? How do you know it might be time to move on? ie your friends is mean to you, talks behind your back, never listens to you even though you may have mentioned you feel this way.

Activity 1: Teacher and a volunteer or assistant demonstrates what a bad friendship might look like. Choose a scene such as one actor is talking about something exciting happening in their life and the other actor is talking over the top OR the two actors could be talking behind someone's back. Choose an example that demonstrates a negative friendship with toxic elements.

Activity 2: Ask girls to get into pairs (with someone they do not know). Ask 3 questions of each other whilst practising some of the new friendships tips from above and write the questions on butchers paper or a whiteboard.

1. Do you have a pet and what type?
2. What is your favourite subject at school?
3. What do you like to do on the weekend?

The girls can swap pairs and repeat the activity. At the end, as a few pairs to share their findings. Ask the group how it felt to establish new connections.

friends

Objective/s: Teaching the girls to recognise toxic friendships and when to leave them. Identifying healthy friendships, whilst teaching them skills to develop new friendships with the right people.

Props: Butchers paper.



LUNCH BREAK (30 MINS)

Activity 9: Yoga, Meditation or Mindfulness (20 mins)

Ask the girls to grab a cushion, spread out, lay or sit down if choosing meditation or mindfulness - dim the lights and play some gentle music. You can choose either a basic yoga or stretch sequence OR a meditation OR mindfulness session (listen to Meditation and Mindfulness 1 Training for ideas). If you choose to deliver a Yoga or Stretch session, make it easy and fun.

After the session is complete, ask the girls to take a seat in a circle. Start a discussion about ways to calm down and centre ourselves when stressed. Ask the girls for ideas on what they do.

1. How does your body feel when you feel stressed?
2. What is your body telling you when you feeling these things?
3. What are some things you can do to calm your mind and body?

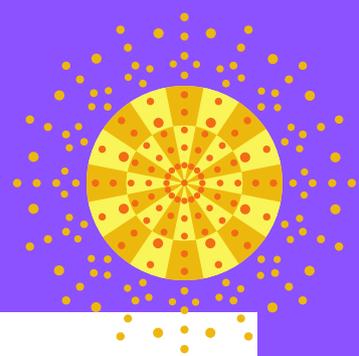


Objective/s: Teaching the girls to listen to their bodies - to identify inner tools to relax and calm down, so they can implement them on the go or when home in their own space.

Prop/s: Cushions, phone with music ready.



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Activity 10: What Makes Us Shine (15 mins)

Paraphrase the following in your own words:

So far today we have discussed embracing our individuality, what makes us shine, what gives us energy, our moods and emotions and friendships. When we add these elements into our lives, we have a better chance of feeling good. When we add these things up, things get even better. For example, I do a sport that I love, a hobby I enjoy, I choose loving and kind friends and I am kind to others, I spend quality time with my family (pets too) and I know what I am good at. I spend time talking to my friendly neighbour. I do things that challenge me.

Activity: Write a letter to yourself (My Letter to Me located in the booklet). This letter will be about expressing to yourself all of the things you like about yourself, things you like to do and what aspects of yourself you are proud of. Imagine you are writing a letter to your best friend, as this will be much easier for you to communicate to yourself. You can refer back to your letter anytime you may need to remember all of the good things about yourself, or need a little mood lift.

MY LETTER TO ME

What would you say to your best friend in a letter?
Pretend you are your own best friend and write a nice letter to yourself.
Write about the things you like about yourself and what you like to do.
Are there any challenges you have overcome?
(i.e. starting a new activity, making a new friend, or doing something you are scared to do).

Dear



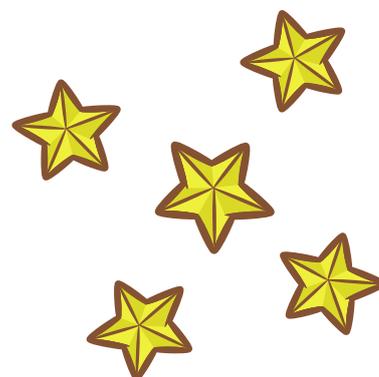
Objective/s: A mood lifting exercise to highlight all of the things that make the girls feel good about themselves, what they have done well and self-kindness. Self-esteem boost.

Prop/s: My letter to me from the 'This is Me' booklet.



Activity 11: Feel Good Self-Portrait (45 mins)

Gather the girls for this exciting activity - explain that you will be making a 'self-portrait' and show them an example. The portrait will reflect their perception of who they are - conveying their identity, strengths and personality through power words, decoration, colour and creative drawing. Provide the girls with creative materials so they are able to make their portrait as colourful and attractive as possible.



Objective/s: Self-identity is explored through a creative activity. Girls begin to understand more about who they are and appreciate their unique qualities.

Props: Small canvas, lead pencils/erasers, stickers, gems, paints, paint brushes, textas.



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Activity 12: Preparing for the Presentation (10 mins)

Around twenty minutes before the end of your workshop, allocate 'speakers' for the presentation – these are the girls who will be speaking to the parents about each topic. They can speak in pairs – it's a good idea to ask one girl in the pair to explain what the topic was about and the other girl explain what they did. Write the names of the girls next to the topics list on the wall for easy reference during the presentation. Set the cushions up in a line and get all girls sitting comfortably with their Girl Power workshop projects on their laps. Set chairs up for the parents to sit and watch.

Activity 13: Presentation (10 mins)

The presentation is an opportunity for the parents to understand the topics covered throughout the workshop and to see how much fun the workshop has been. It's a great way to finish the day with a bang! As a Girl Power Guide, you will lead the presentation and introduce each pair of girls as they come out the front and speak about the topics. You can add to their speeches as you feel necessary to further clarify what the girls are communicating. Finish the presentation with either a dance or song from the workshop. This is like the workshop 'finale' and guarantees a bunch of beaming smiles from the parents in the audience. What parent doesn't love seeing their child up 'on stage' singing, dancing and having lots of fun?! At the end of the presentation, let parents know of other workshops you have coming up and if you feel comfortable, request that they write a quick review on your Facebook page if they feel their daughter gained something from the workshop. As the parents leave, make yourself available to chat with them about how their daughter went throughout the day. Always smile and be friendly and approachable.

Objective: Show the parents what the girls have learnt and participated throughout the day. For the girls, the presentation summarises their learning and gives them a chance to shine and proudly share their learning.

