



SHINE WORKSHOP PLAN





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PROPS CHECKLIST

PROPS FOR BASIC GIRL POWER KIT *(required for all full day workshops)*

- First Aid Kit
- Hand sanitiser
- Tissues
- Disinfectant wipes
- Speaker and phone for music
- Girl Power Banners (optional)
- Plastic tablecloths
- Sign-in sheet
- Attendee Details
- Cushions or small mats
- Butchers' paper
- Blu tac
- Whiteboard markers/thick textas *(to write on butchers' paper)*
- Pre-workshop activities
- Blank white stickers for name tags
- Girl Power paper bags or folders
- Textas
- Scissors
- Glue sticks
- Sticky tape

SHINE PROPS

- Question Ball
- Polaroid Camera and film (+spare batteries) - *the camera is optional, girls can draw themselves if you'd prefer*
- Shine All About Me A52001
- Shine Friendship Booklets A52036
- Shine Growth Mindset Booklet A52035
- Narrow strips of coloured paper
- Friendship Soup props (bowl, spoon, various craft materials in containers, chef hat)
- Friendship Fire and Fire Extinguisher A4 print outs
- Small Friendship Fire role play cards
- Stretchy item and hard item *(eg a stretchy lizard and a marble)*
- Bouncy balls *(enough for all girls)*
- Gratitude Jars or noodle boxes
- Stickers and gems *(to decorate Gratitude Jar/Box)*
- Coloured paper *(for girls to cut into squares and use for Gratitude Jars/Boxes)*



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SETTING UP

Transport the required materials in large bags (duffel bags with wheels are great for easy transport). Make sure you have checked everything off your Props Checklist. Allow around an hour to set everything up at your venue. Keep in mind that often girls arrive early, so aim to have everything ready at least 15 minutes before the workshop starts.

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, if using
- Assemble trestle tables and cover with plastic table cloths
- Place enough chairs for all girls at the tables
- Place textas in several pots on the tables
- Place a Girl Power Bag or Folder at each spot at the table
- Set up your phone and 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' activity in the centre

It is so important that you are organised. 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 flustered, disorganised, trying to find things and still setting everything 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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BRIEF OVERVIEW OF THE DAY & SAMPLE TIME LINE

- 8.30am** - Arrive at venue & set up
- 9.15am** - Girls start arriving/sign-in/pre-workshop activities
- 9.30am** - Warm ups/Dance
- 10am** - Topic 1: Identity
- 10.30am** - Topic 2: Strengths
- 11am** - Morning Break
- 11.15am** - Topic 3: Healthy Friendships
- 11.45am** - Topic 4: Friendship Issues
- 12.30pm** - Lunch
- 1pm** - Topic 5: Relaxation
- 1.15pm** - Topic 6: Growth Mindset
- 2pm** - Topic 7: Gratitude
- 2.30pm** - Pack up/prepare for presentation
- 2.45pm** - Presentation
- 3pm** - Finish



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AS THE GIRLS ARRIVE

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 in a designated place in the room and sit on one of the cushions/mats in the circle. Your assistant can explain to the girls how to play the 'pre-workshop' activity eg dominoes, Connect 4, Pick Up Sticks 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 parents will leave! Remind parents to return for the last 15 minutes of the workshop for a short presentation.





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PRE-WORKSHOP ACTIVITY (AS GIRLS ARRIVE)

Before the girls arrived, you would have placed circle of cushions or small mats on the floor. Place the pre-workshop activity in the centre of the circle. As the girls arrive, ask them to put their bag at a designated place in the room and then sit in the circle and engage in the pre-workshop activities.

WARM UPS

Learning Outcomes: The girls will start to develop a positive rapport with the instructor and positive energy will be generated through fun games and exercise (dance) to upbeat music. The warm ups also encourage proactivity, initiative, creativity, problem solving and team work. In Warm Up 4, the girls will start to realise their achievements and the positive impact some of their actions or other people's actions have had on their own happiness and wellbeing.

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

Warm Up 1: Toss and Talk

Girls sit or stand in a circle (use the cushions if sitting). The girls randomly toss or roll the 'Question Ball' around to each other and answer the first question that they see. Ensure you or your assistant help some of the girls read the questions, as not all girls may be of the same reading ability. Comment on the girls' eg 'I love that book too', 'Did you visit the Eiffel Tower when you went to Paris?', 'Why did you choose that super power?'





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Warm Up 2: Dance

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 - they can follow most of the moves when you dance to the music). Tell the girls why you love the music you are using. For example, if you use 'Shake It Off', you could say that when you hear this song you think about 'shaking off' any worries that you might have and just enjoying the music. 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 moves 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.

Remember, you don't have to be an accomplished dancer to teach dance, but you do need energy and enthusiasm!





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Warm Up 3: Silent Shapes

Ask the girls to make the following shapes and objects as a whole group, without speaking

- The letter O
- The letter T
- The letter X
- The letter S
- A bowl of fruit
- A lounge room
- A bus full of people

Avoid trying to herd the girls into certain positions if possible as this will defeat the objective.





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Warm Up 4: The Wind Blows

Paraphrase the following text that is in *italics*

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





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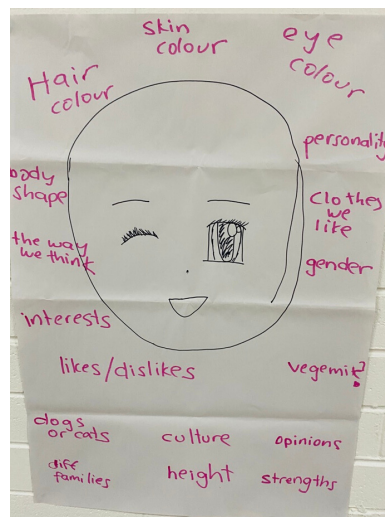
TOPIC 1: IDENTITY

Learning Outcomes: The girls will gain a stronger sense of self and self-worth as they identify their own likes, dislikes, interests, achievements, personal qualities and the important people in their 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.

Prop/s: Butchers' paper, textas, All About Me booklets, biros, camera, camera film, glue sticks/sticky tape

Discussion

Ask the girls to sit them on the cushions and brainstorm lots of ways that make us different from one other eg interests, personalities, likes/dislikes, hair/eye/skin colour, height, clothes we like to wear etc. Stick a large piece of paper on the wall, draw a big face and write the girls' ideas around the face (as per picture below).





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Activity

The girls will now complete the All About Me worksheets. Ask them to sit at their spot at the table and complete each section. Explain that they can either draw or write their responses. As they are doing this, play some music softly in the background and move around the tables assisting the girls with their answers. You can either take a photo of each girl using a polaroid camera and they can stick it on the front of their booklet OR they can draw themselves in the box instead.

All About Me

My Name: _____

10 Fascinating Facts About Me!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Me

Girl Power

Special People In My Life

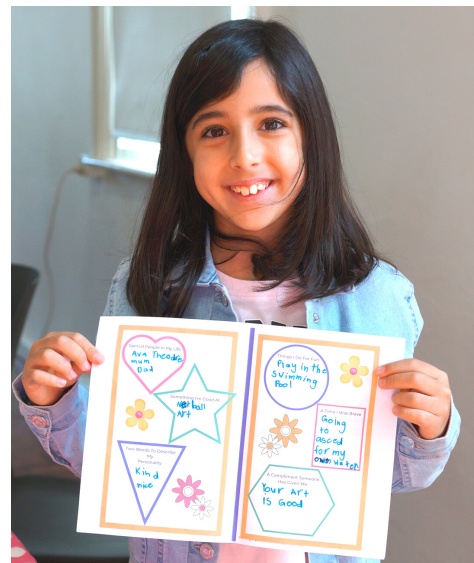
Something I'm Good At

Two Words To Describe My Personality

Things I Do For Fun

A Time I Was Brave

A Compliment Someone Has Given Me





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MORNING BREAK TOPIC 2: STRENGTHS

Learning Outcomes: The girls will start to understand their individual strengths, both character and activity strengths. When we are aware of our strengths and use them as much as we can, we increase overall well-being. Girls should understand that even though some strengths are not publicly acknowledged or awarded, they are no less important.

Prop/s: Butchers' paper, textas, strips of coloured paper, sticky tape

Discussion

Ask the girls to sit on the floor on their cushion in front of some butchers' paper that you already have stuck to the wall.

Paraphrase the following text that is in italics

When we did the dance routine earlier, I noticed that many of you were great at dancing! Many of you also looked as if you were loving it! You know often, we have the most fun and are the happiest when we are doing something we love or something we're good at. Often what we love and what we are good at are the same thing. Let's now think of some other things that you are good at. I'll write them up here in a list on this paper. These are our strengths, so I'll write STRENGTHS at the top of the paper. The first strength I'm going to write is 'dancing'.

Ask the girls what they are good at and write a list on the butchers' paper. Inevitably, the girls will say things like netball, gymnastics, piano, swimming, drawing etc. After writing some of these 'activities' strengths, encourage them to think about other types of strengths such as puzzles, computer games, looking after animals, cooking, languages, writing stories etc. Then talk about CHARACTER strengths and how these are just as important (if not more important!) than the others - ask for examples such as being kind, caring, generous, organised, funny etc

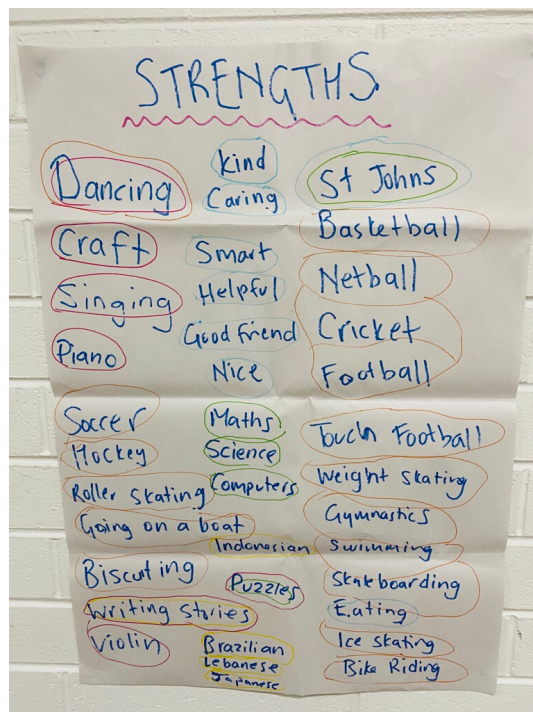


Activity

Refer back to the list of strengths on the butchers' paper on the wall. Explain that you are now going to group them into different types of strengths, which are

- Creative Strengths (red)
- Sports Strengths (orange)
- Language Strengths (yellow)
- Logic Strengths (green)
- Character Strengths (blue)

Use a different colour (as above) to circle each strength on the list. Explain to the girls that they will now create their own strength chain. They will select strips of paper, corresponding to their strengths, write the strength on the paper and then stick them together to form a chain. They can create a chain to wear as a necklace, hair piece, a couple of bracelets, belt or something else of their own choosing!





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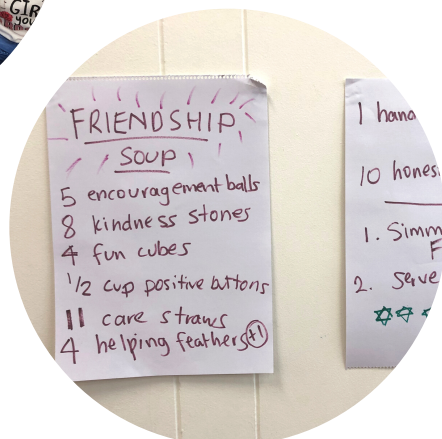
TOPIC 3: HEALTHY FRIENDSHIPS

Learning Outcomes: The girls will think deeply about the elements that make up a healthy friendship and develop the ability to form and manage positive relationships.

Prop/s: Butchers' paper, textas, blu tac, chef hat, clear plastic bowl, wooden spoon, containers filled with different craft materials (eg pom poms, pop sticks, buttons, coloured stones, marbles etc), Friendship booklets

Discussion

Ask all girls to come and sit on the floor on their cushions in front of a table, where you have set up various containers filled with craft materials such as pom poms, buttons, coloured stones, straws, pop sticks etc. Ask someone to be a volunteer and give them a chef hat to wear. Explain that you are now going to make Friendship Soup! Transform yourself into an eccentric chef! In your own entertaining way, encourage the girls to suggest ingredients for your Friendship Soup! Girls come up and choose a craft material to be an ingredient as they put it into the bowl. As the ingredients are named, write them on the butchers' paper. Every time you do this, it will look a little different but the ingredients often include kindness, caring, sharing, fun, communication, loyalty, respect, honesty and trust.





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Activity

In their Friendship Booklets, the girls write (or draw if they prefer) ways to make a friend (eg smile, find something in common, say something nice, be interested, listen) and the important elements of a friendship. The booklet also includes the tools required to address a 'friendship fire' which will be addressed in the next topic.

As the girls work through the booklet, move around the tables helping them as required and commenting on their responses.





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TOPIC 4: FRIENDSHIP ISSUES

Learning Outcomes: 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 of managing these. By developing an awareness others' feelings, needs and interests, they will learn ways to communicate effectively, identify causes and effects of conflict and able to practise different strategies to diffuse or resolve social issues.

Prop/s: Friendship Fire Cards and Extinguisher Cards, textas, blu tac, Friendship Fire scenario cards

Discussion

Paraphrase the following text that is in *italics*

Sometimes, in our friendships, we might come across 'Friendship Fires'. These are friendship situations that make us feel sad, confused, upset or even angry. It is quite normal for this to happen in relationships, even for adults! But what we want to try to avoid is letting 'friendship fires' turn into great big bonfires when they don't have to! Without using anyone's name, who can share a way a 'friendship fire' might start?

Using the 'fire' print outs, write a 'friendship fire' in each fire image and stick onto the wall. The girls will most likely say things like..

- being left out of events or activities
- feeling as if people are talking or laughing about you behind your back
- being asked not to be friends with someone else
- mean comments
- friend being bossy
- sharing secrets

What do you think you could do to stop these 'fires' from becoming big bon fires? In other words, how could you extinguish these fires?

The girls will typically say things like...

- talk to your friend about how you feel (feelings)
- respect others' opinions and differences (respect)
- invite them to spend time with you (inclusion)
- think about the situation from their perspective (empathy)
- be nice, show kindness (nice)
- have some time apart (distance)
- say sorry (sorry)



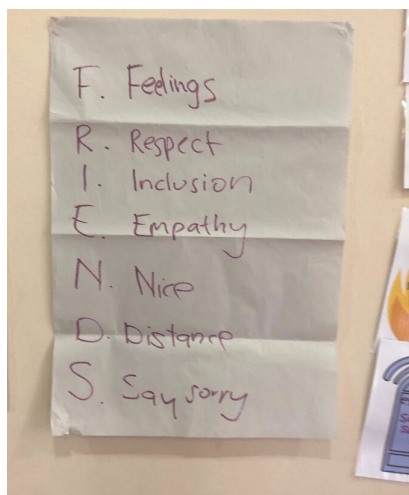
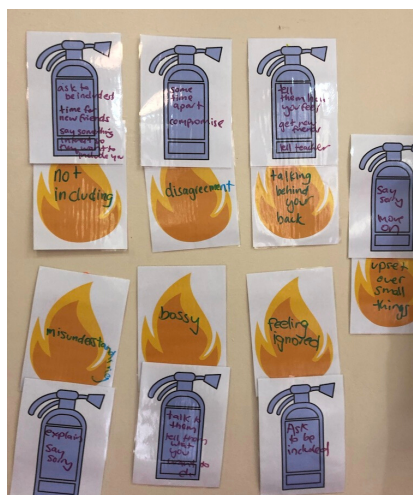
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As the conflict resolution ideas are suggested, write them on the Extinguisher signs. Stick them next to or on the fires.

If the girls struggle to come up with appropriate responses, you can gently guide them towards these responses - it's important that the girls have ownership of the strategies.

This is fantastic girls - you already know some brilliant ways that you can put out friendship fires!

Point out that we can actually arrange these extinguishers in a CROSS STICK POEM format to remember them easily. If we take the first letter of each of the strategies, it spells FRIENDS!





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Activity

The girls will now get into small groups (3-4 in each group) and select a random 'Friendship Fire Scenario' card from a hat. They are to create a short play based on the scenario on the card and demonstrate how they might manage or resolve the situation. Encourage them to refer to the Fire Extinguishers for strategies.

Give the girls around 10 minutes to practise their scenes and then ask them to perform for the rest of the group (if a group or an individual doesn't feel comfortable performing, that's ok, they can discuss instead or you can read out the scenario and discuss with the whole group).

After each group has performed, discuss the way they resolved the issue. Use discussion prompts such as:

Which 'extinguisher/s' did the group use?

How well did the extinguisher work?

Is there another way they could have resolved this situation?

How would each character feel in this situation?



LUNCH BREAK (30 MINS)



TOPIC 5 : RELAXATION

Learning Outcomes: The girls will understand the benefits of mindfulness and personal strategies to calm their minds and bodies when they feel anxious or upset.

Prop/s: Relaxing music (optional)

Mindfulness Activity

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.

Imagine it is a beautiful sunny day and you are walking in a park.

Look around at the big beautiful trees.

Listen to the birds chirping.

Smell the scent of the leaves on the trees

Feel the nice warm sun on your shoulders and the top of your head.

You now see a really big tree in the park and there's something unusual in the trunk of the tree. You walk a little closer and realise that it is a door! You place your hand on the door knob - feel the shape of it in your hand. Now turn the doorknob and push open the door.



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*You look around and you are in a place that always makes you feel happy. Imagine where that place is - it will be different for all of you. Imagine that you are there right now, in your happy place. Look at what is around you - what can you **see**? What can you **hear**? What can you **touch**? Just stay in your special place for a few moments and enjoy your time there.*

Now, it's time to go back through the door. In your mind, slowly walk through the door of the tree, close the door behind you and walk back into the park.

Now, after the count of 3, slowly open your eyes and come up into a sitting position.

Girl Power Circle

After the mindfulness activity, ask the girls to form a circle. Prompt discussion using the following questions...

- How do you feel after our mindfulness activity?
- How did you feel when you were at your 'happy place'?
- When do you think would be a good time to do the 'happy place' 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)?





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TOPIC 6: GROWTH VS FIXED MINDSET

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

Prop/s: Stretchy lizards, marbles (or other stretchy/hard props), bouncy balls, 'We Will Rock You' music, speaker

Discussion

Get the girls to sit on the cushions again. Ask for two volunteers to stand at the front. Give one girl a stretchy animal and the other a marble.

Paraphrase the following text that is in *italics*

So (insert name of girl holding stretchy animal) *can you stretch that? Yes! Try side ways as well. What about you (insert name of girl holding the marble), can you stretch that? No, it stays in the same shape. These items, the stretchy lizard and the marble are going to represent a 'growth' mindset and a 'fixed' mindset. Does anyone know what a growth mindset is? (hands up - girls answer) Right, so a growth mindset is when you think that you can get better at something by practising and putting in some effort. Whereas if you have a fixed mindset, you think that you're either good at something or you're not and there's no point trying if you're not good at it. Who here can ride a bike? (most girls will put up their hands). What happened when you first started to learn to ride a bike? You fell off? What did you do after that? You got back on again! Did anyone say "That's it, I'm never going to ride a bike ever again in my whole life!" No? Well, you all had a growth mindset then! I'm now going to act out a couple of scenarios - if you think the person in the scenario has a growth mindset, hold your arms out really wide like this (demonstrate) but if you think they have a fixed mindset, clench your hands into tight fists like this (demonstrate). Ok? Right, let me just take a moment to get into character!*

Be as dramatic as you like as you improvise this 'teacher in role' scenario!

Hi, my name is Emily and I just found out my part in the school musical. The show is 'The Little Mermaid' and I auditioned for the part of Ariel. But guess what? I didn't get the part of Ariel!



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*I just got the part of a dumb fish! I mean, I didn't really practise much for the audition - but if I was good, I'd just get the part whether I've practised or not! I just must be really bad at singing and acting. **Girls should have clenched fists.** Hey, why are you all clenching your fists like that? (girls respond) You think I have a fixed mindset? What's that? (girls respond) What's the opposite of a fixed mindset? (girls respond) A growth mindset? What's a growth mindset? (girls respond) So, what would I say about the musical if I had a growth mindset?*

Ask a volunteer to come up in front of the group and be 'Emily', talking about the same scenario but with a growth mindset (girls can respond by **opening their arms out wide**).

After this scenario, you can take on other characters and enact a fixed or growth mindset scene and again the girls can either **clench their fists or hold their arms out wide**.





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Activity

Form a big circle. Give each girl a bouncy ball. Ask them to bounce the ball and catch it in the same hand, then clamp the other hand over that hand and transfer the ball to the other hand. Repeat. Ask them whether they think everyone will be able to do it all together at exactly the same time? Some will say no - respond with, 'well let's give it a go!'

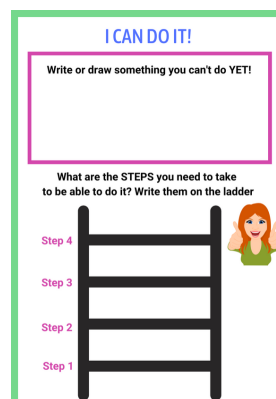


The girls bounce the balls, all trying to bounce them at exactly the same time. Play music with a strong regular beat (eg 'We Will Rock You' by Queen') and keep in time - try not to drop the balls!

Afterwards, prompt discussion with these questions...

- Did we manage to all do it at the same time?
- What did you find hard about the activity?
- What did you have to do to keep in time (hints: focus, listen, watch, not bounce too hard)
- You demonstrated a growth mindset when you did that activity - you persevered. If you had a fixed mindset how would that activity have been different?

After the ball activity, get the girls to complete the second page of the 'Powerful Girl' booklet, identifying a goal for themselves and the steps they will take to reach their goal.





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TOPIC 7: GRATITUDE

Learning Outcomes: The girls will feel more aware and grateful for the opportunities and blessings afforded to them on a daily basis and in the bigger picture. When we focus on what we are thankful for, our well-being, empathy and overall happiness increases.

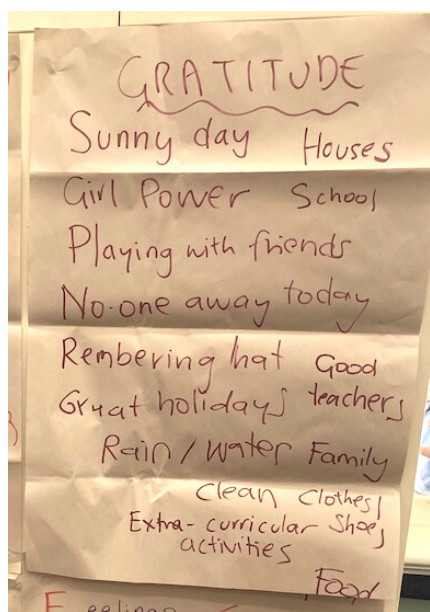
Props: Gratitude jars or boxes, stickers/sparkly gems, coloured paper, textas, butchers' paper

Discussion

As a group, brainstorm the things that we can feel thankful for. The girls will often mention things like food, a house, clothes and education. Encourage them to also think about some less obvious things such as something their mum or dad may have done for them that morning, a compliment from a friend or a hug with a puppy. Ask them how they feel when they think about these things.

Activity

After the brainstorm, each girl will create her own special Gratitude Jar or Box. This involves decorating a jar/box with stickers and gems and writing the things she is grateful for on several small pieces of paper and popping them in the jar.

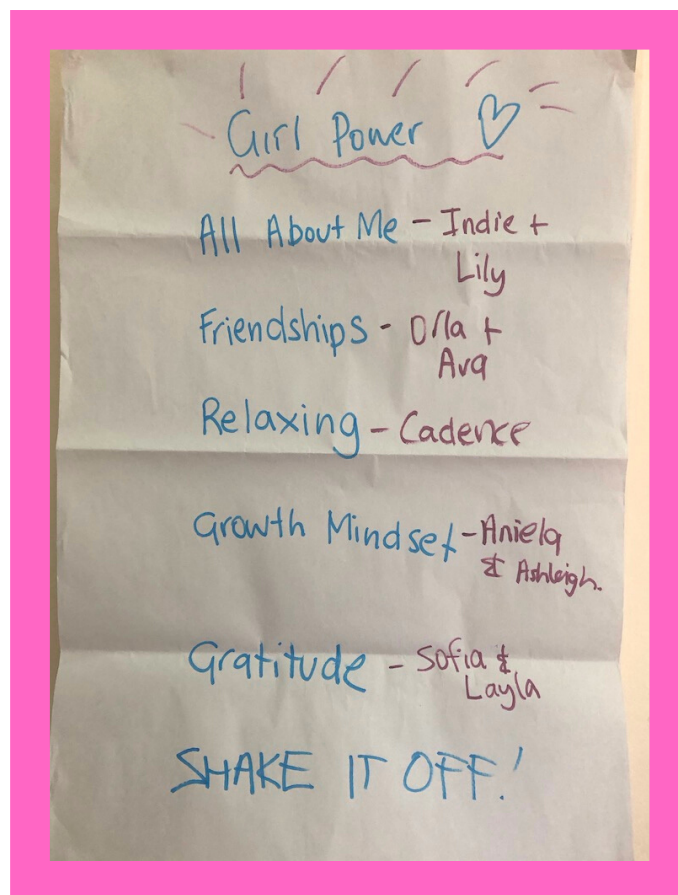




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PREPARING FOR THE PRESENTATION

Around thirty minutes before the end of your workshop, allocate 'speakers' for the presentation – these are the girls who will be speaking (along with you) 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 workshop items on their laps. Set chairs up for the parents to sit and watch.





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PRESENTATION

Learning Outcomes: The parents will gain an understanding and appreciation for the content taught throughout the workshop. For the girls, the presentation summarises the key messages and gives them a chance to shine as they proudly share their learning.

Props: Activity sheets and art/craft projects from the day. Leave all brainstorming up on walls for parents to view

The presentation is an opportunity for the parents and carers of the girls to understand the topics covered throughout the workshop, appreciate the key messages and to see how much fun the workshop has been. It's a great way to finish the day with a bang! As the instructor, you will lead the presentation and introduce one or two volunteers (previously selected) as they 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 the dance you went through at the start of the workshop. This is like the workshop 'finale' and guarantees a bunch of beaming smiles from the parents in the audience. 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.

