



REACH FOR THE STARS 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

REACH FOR THE STARS PROPS

- JK Rowling story
- Worksheet: This Is Me A41003
- Worksheet: Friendships in Bloom & Acrostic Poem A52027
- Worksheet: Reach For The Stars A52012
- Rocks, stickers/sparkly gems, textas, black sharpies, gel pens (optional)
- Star catchers - each girl needs 1 x large star, 3 x small stars, 4 x strands of wool, sparkly gems. stickers, 3 beads (make sure large enough to fit over wool strand)
- Slime or playdough
- Marble or other hard, non-stretchy object

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SETTING UP

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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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

Warm Up 1: Dance Detective

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.

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



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.





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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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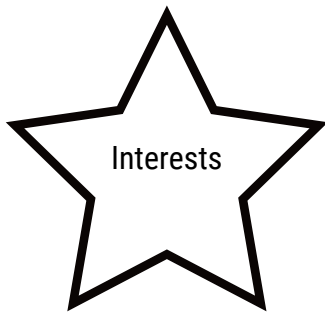
TOPIC 1: IDENTITY

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: Star print outs, textas, Worksheet: This Is Me A41003, biros

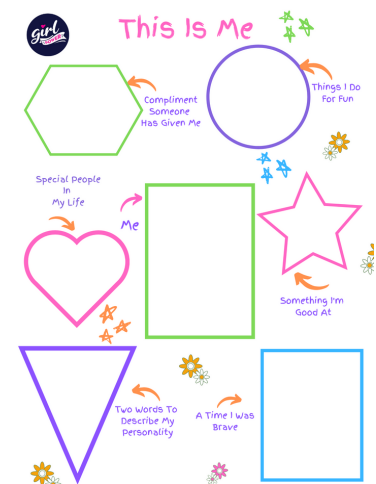
Discussion

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. Write the ways we are different in stars stuck on the wall.



Activity

Girls complete the 'This Is Me' worksheets.





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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, large cardboard stars, small stars, beads, gems, wool.

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





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Activity

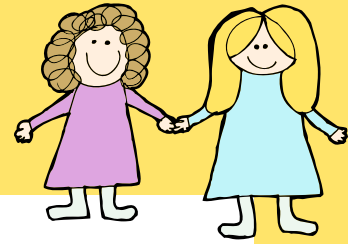
Gather the girls for this exciting activity - explain that you will be making a 'star catcher' and show them an example. The three small stars will reflect their strengths (one strength per star) and on the large star they can write something that they would like to learn or get better at. The good thing about strengths is that we can increase them and improve them through practise! Before commencing, discuss some examples - you could explain the strength and goal written on your own sample 'star catcher'!

The girls can scatter around on the floor or work at the tables - we often pre-pack the star packs however you can offer the pieces in bundles at the tables and articulate what each girl will take to complete the task.





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MORNING BREAK TOPIC 2: FRIENDSHIP

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

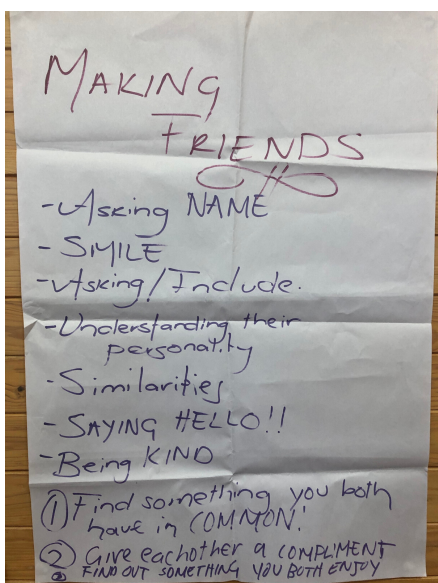
Discussion

Ask the girls to grab their cushions and sit in front of you - have a 5 minute group talk about making friends.

Put questions to the group - how do you make a new friend? What qualities do you look for in a new friend? What elements of a friendship make you feel good? ie listening, caring, kindness, fun etc.

Ask the girls to **get into pairs** with someone they do not know and discuss the following (*note: when they have completed their chat in one pair, they can find someone else new*):

1. Discover what you both have something in common ie a cat, dog or age
2. Give each other a compliment
3. What do you both like doing for fun? ie tennis, dancing or painting





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Activity

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 in your own words

'We have just discussed friendships and you have all come up with some fantastic ways to make new friends. Now we know how to make a new friend, let's talk about ways to keep our friends, to maintain positive friendships. Who would like to share ideas on how to keep a friend? What about things like, being kind? Listening to your friend? Showing empathy? Having fun together? Taking turns?

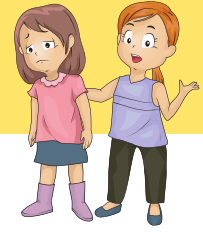
Now, let's get into groups of 4 or 5 and together as a team, write or draw the elements of what it takes to create a positive friendship, on butchers paper. Be as creative as you wish (*when finished, invite each group to share their creation, with one person as the spokesperson*).





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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: Butchers' paper, textas, blu tac, Worksheet: Friendship in Bloom & Acrostic Poem A52027

Discussion

Paraphrase the following text that is in *italics*

Sometimes, in our friendships, we might come across some friendship issues. 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 these issues turn into great big upsetting situations when they don't have to! Without using anyone's name, who can a share a way friendship issues can start?

Using the butchers' paper on the wall, brainstorm the issues. 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 issues from becoming big deals?

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)



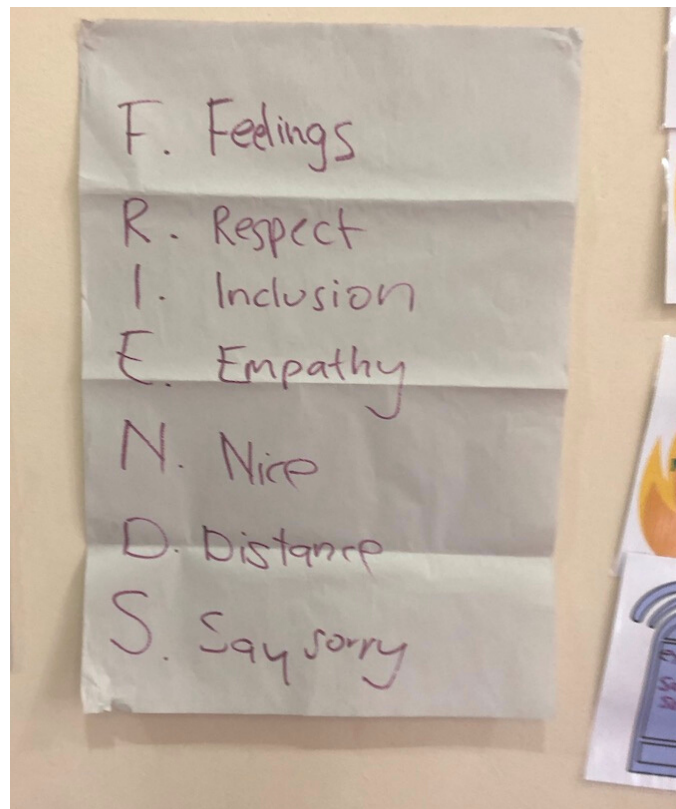
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As the conflict resolution ideas are suggested, write them on the wall.

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 an ACROSTIC 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). Write a friendship issue (from the girls' brainstorm) on blank cards or pieces of paper. Each group randomly gets a scenario. 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 FRIENDS acrostic poem 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 strategies did the group use?

How well did the strategies work?


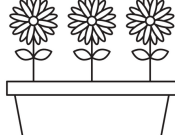
Is there another way they could have resolved this situation?

How would each character feel in this situation?



After the performances, the girls can finish the Friendships/Friendship Issue section of the workshop by completing the Friendships Worksheet.

<p>Fixing Broken Friendships</p> <p>F. Feelings. Talk to your friend about how you feel</p> <p>R. Respect your friend's feelings, opinions and differences</p> <p>I. Includes your friend in games and activities</p> <p>E. Empathy (imagine how they feel)</p> <p>N. Nice. Always be kind.</p> <p>D. Distance. (sometimes you need time apart)</p> <p>S. Say sorry if you have hurt someone's feelings.</p>  <p><small>www.girlpowerworkshops.com.au</small></p>	<p>Friendship</p>  <p>Friends are people we have fun with and feel safe with. Friends are kind, supportive and help each other.</p> <p>Draw a friend below!</p>
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<p>Growing A Friendship</p> <p>Write down some ways you could MAKE a friend on the seedling below!</p> 	<p>A Friendship In Bloom</p> <p>Write down some ways to KEEP a friend on the flower pot below!</p> 
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LUNCH BREAK



TOPIC 5 : RELAXATION

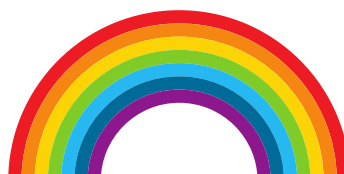
Learning Outcomes: The girls will understand the benefits of mindfulness and personal strategies to calm their minds and bodies when they feel anxious or upset.

Prop/s: Relaxing music (optional)

Rainbow Meditation Activity

Ask the girls to grab a cushion, spread out, lay or sit down. Read the following...

See if you can totally relax on the floor. Relax your 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.





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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. 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.

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.

How does your body feel when you feel stressed?

What is your body telling you when you feeling these things?

What are some things you can do to calm your mind and body?





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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: Slime or playdough, marbles (or other stretchy/hard props), Worksheet: Reach For The Stars A52012

Discussion

Get the girls to sit on the cushions again. Ask for two volunteers to stand at the front. Give one girl some slime/play dough and the other a marble.

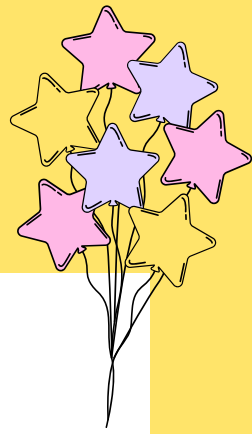
Paraphrase the following text that is in *italics*

So (insert name of girl holding slime/play dough) *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 slime 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 some 'teacher in role' scenarios demonstrating the difference between a growth and fixed mindset. A couple of volunteers also like to enact a situation.



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Activity

Story about JK Rowling.

Read the story with enthusiasm (if you have an assistant at the workshop, ask them to role play the story with cute and funny actions and get the girls to play some of the roles in the story).

Discuss the story afterwards with questions:

- *Do you think JK Rowling would have succeeded if she gave up after her first, second or third rejection?
- *Do you think she believed in herself? How did she show this?
- *How did she get so good at writing? Where did she practise?
- *Was she bored with or passionate about writing?

Hand out the Reach for the Stars booklets

Go through each page and explain how to answer the questions. Ask the girls to give you some examples before they sit down to complete.

Embrace A Challenge
Write or draw something you can't do YET!
What are the STEPS you need to take to be able to do it?
Write them on the ladder.

REACH FOR THE STARS
Growth vs Fixed Mindset
Do you know what a growth mindset is? It's when you think that you can get better at something by putting in some effort and practice. A fixed mindset, on the other hand, is thinking that you're either good at something or you're not and there's no point putting effort into something you're not naturally good at.
A growth mindset is like a ball of slime - it can stretch and change shape. A fixed mindset is like a marble - it's hard and doesn't stretch or change shape.

Slime or Marble?
Draw a line from each statement to either slime or a marble.
I've never played netball before but I'd like to give it a go
I'm so bad at Maths
I've never going to be good at sport
If something doesn't work, I try a different strategy
I don't give up easily
I improve with practice
I embrace challenges
Everything has to be perfect
It's fun to try something new
I don't say I can't do it, I say I can't do it YET!

Write 3 things you are good at in the stars
How did you get to be good at these things?





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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.

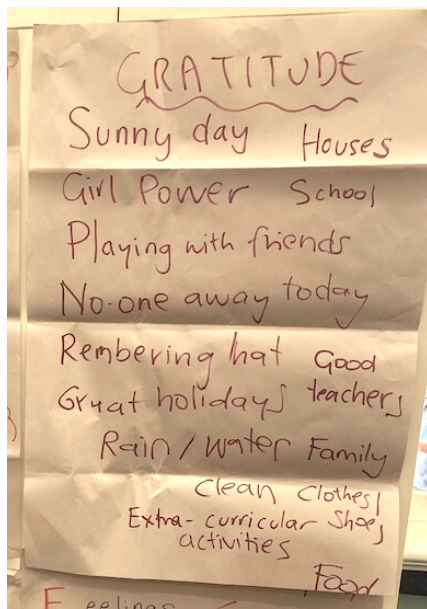
Props: Rocks, stickers/sparkly gems, textas, black sharpies, gel pens (optional)

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

Demonstrate how to create a Gratitude Rock, and the purpose of the rock (to remind them of what they appreciate in their lives) and ask the girls to give some examples of words to use on their rock eg family, friends, courage, positivity, peace etc. Emphasise they need to write the word first in lead pencil and nice and bold. Then outline the word with a permanent black marker (medium tip), then it is time to decorate with coloured pens and sparkly gems!

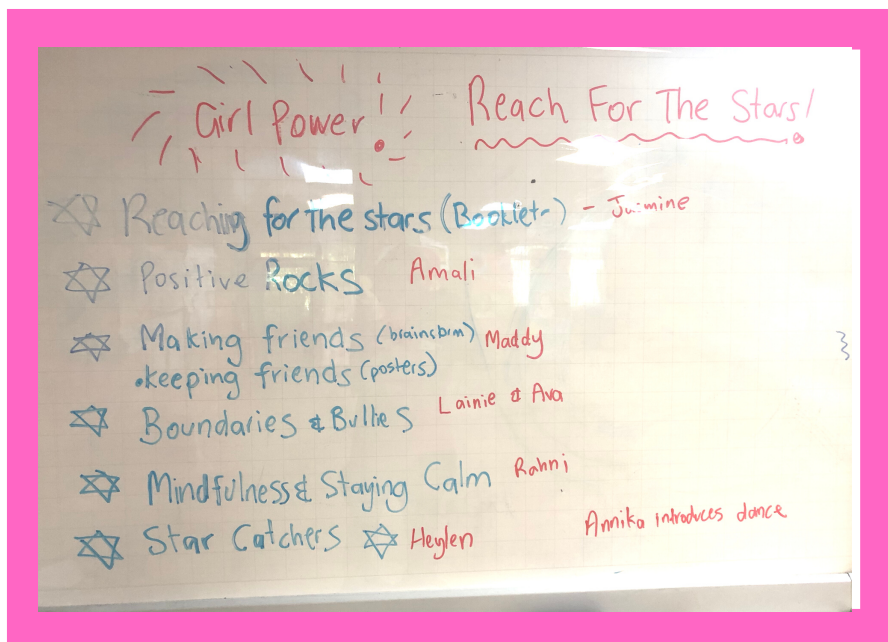




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PREPARING FOR THE PRESENTATION

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.

