



ROAR

Workshop Plan





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WORKSHOP PLAN

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

ROAR PROPS

- A4 Roar Print Outs
- A4 Sad Cupcake Print Outs, A4 Happy Cupcake Print Outs
- A4 Friends Acrostic Poem Print Out (blank)
- Worksheets: Strengths Sun A41022
- Worksheets: Strengths Strips A45023
- Worksheets: Gratitude Gallery A41015
- Prizes for game show eg stickers, wristbands etc (optional)
- Friendship Cupcake Activity: chef hat, patty pans, cupcake tins, paper towels to scrunch put inside tissue, coloured tissue paper, paint, paint trays, paintbrushes, glitter shapes
- ROAR Game Show Question Cards
- Game Show Activity: optional buzzers & dress up items eg jackets, feather boas, hats, prizes (eg stickers, balloons)

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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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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



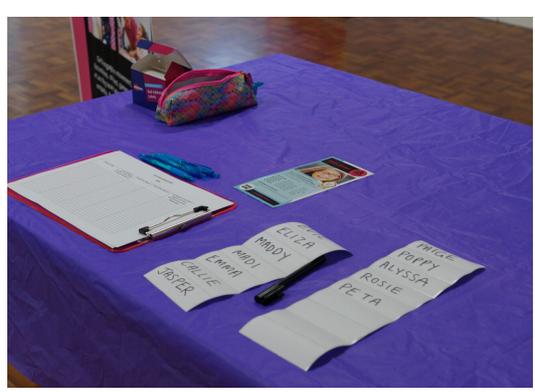
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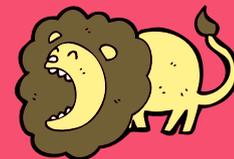
AS THE GIRLS ARRIVE

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

Warm Up 1: Stop, Go, Jump, Clap

Ask girls to - Stop, Go, Jump, Clap Call out these directions (STOP, GO, JUMP, CLAP) – after a few minutes, make it more complex by telling the girls that stop means go and go means stop – then after a couple more mins tell the girls that jump means clap and clap means jump! Invite a girl to call out the directions. Wave, Smile, Introduce, Find something in common. Repeat as per previous activity but swap for WAVE, SMILE, INTRODUCE, SOMETHING IN COMMON (afterwards re-cap and point out that this is a way we can meet new people)





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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: Frozen Pictures

Place the girls into groups of 3-4. Ask them to create 'Frozen Pictures' - first they will dance to music (freestyle) and when the music stops, they are to create the frozen picture (tableau) that the teacher calls out

eg

- the party
- the beach
- starting a new school
- helping someone
- meeting a new friend
- falling over in the playground





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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, scissors, sticky tape, What I Love About Me worksheets, biros

Discussion

How are we all different? Let's do a fun activity thinking about how different we all are... Girls get into groups of around 4. As a group they create ONE body cut out by one girl lying on several pieces of paper stuck together with masking tape, then drawing around the body and cutting it out. They can add a face, hair, clothes etc but the main thing is that they write randomly all over the body cut out the things that make us different... eg interests, hobbies, strengths, foods we like and don't like, favourite colours, favourite movies and tv shows, things we like doing for fun, different clothes we like to wear, body shape, hair colour, hair colour, height, skin colour. Pin the body cut outs along a wall and look at all the ways we are different

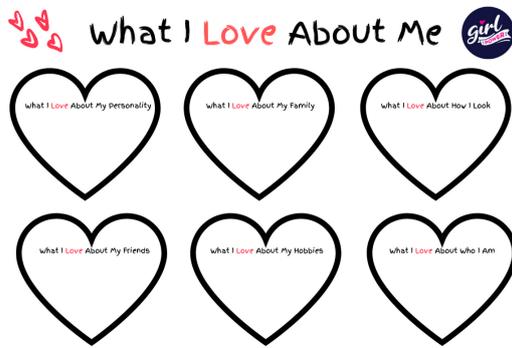




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Activity

The girls will now complete the 'What I Love 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 responses.



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: ROAR A4 Print Outs for brainstorming, textas, Worksheets: Strengths Sun A41022 & Strengths Strips A45023





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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 ROAR print outs. 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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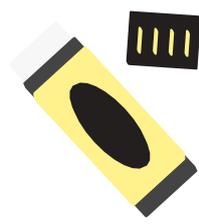
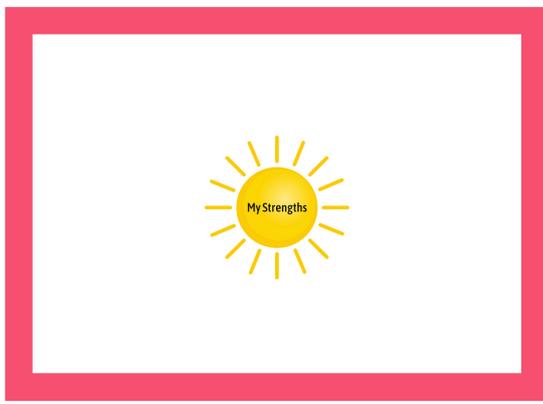
WORKSHOP PLAN

Activity

Refer back to the strengths on the ROAR print outs stuck on the wall. Explain that you are now going to group them into different types of strengths, which are

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

Use a different colour (as above) to circle each strength. Explain that they will now create their own Strength Sun picture using the printed sun template and the paper with strength strips, ready to cut to stick on with glue. The strengths should be coloured in the applicable colours for the type of strength and stuck down so they project from the sun like rays.



CREATIVE STRENGTHS
(colour red or pink)

Drawing

Handwriting

Reading

Code

Acting

Dancing

Music performance

Modeling

Painting

Photography

Singing

Writing

.....

CHARACTER STRENGTHS
(colour blue)

Kind

Helpful

Responsible

Caring

Generous

Brave

Respectful

Hardworking

.....

SPORTS STRENGTHS
(colour orange)

Basketball

Baseball

Swimming

Football

Netball

.....

LANGUAGE STRENGTHS
(colour yellow)

Public speaking

.....

LOGIC STRENGTHS
(colour green)

Problem Solving

.....



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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: Paper towels, coloured tissue paper, sticky tape, paint, paint tray, Water pot, paint brushes, glitter shapes, butcher's paper (one piece for patty pan, one piece for batter, one for icing and one for sprinkles), butchers' paper, whiteboard markers, blu tac.

Discussion

Friendship is very important – it's a human instinct to feel that you belong, it's what has helped us survive. Friendships help us feel happy and safe, friends support us during sad times and also during happy times. Friends encourage us to try new things, help us learn to share and we also can have lots of fun with friends. Today we are going to look at how to make friends, how to maintain friendships and what to do to solve conflict and arguments.

Explain that a friend is like a cupcake.....show the girls a pre-made cupcake prop. 'I'll explain why a friendship is like a cupcake!' Turn yourself into a chef – pop on the chef hat. Optional accent!!





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Place a patty pan in a cupcake tin. *The patty pan is the base – it needs to be reliable because it has to hold the batter, the icing and the sprinkles! Like the patty pan, we need to have a starting place for a friendship. Where might you meet a friend? Write on wall.*

Making A Friend (Batter) *Next, we need some batter for the cupcake. The cupcake batter is full of ingredients needed to make a friend – what are some ways we could make a friend? Write some of these on paper on the wall. Here is my batter!* Take a paper towel, scrunch it into a ball, sticky tape together) and then pop in the patty pan. Then take some coloured tissue paper, wrap it around the paper towel ball and tape together. You could choose one of the girls to help you.

Keeping A Friend/Positive Friendships (Icing). *What's next on a cupcake? That's right – icing!! The icing on a cupcake is the yummiest part! This is like all the elements of a great friendship! What might some of these be? Brainstorm and write positive friendship elements on the paper on the wall. Let's put the icing on this cupcake!* Paint the top of the cupcake in a contrasting bright colour (you could get one of the girls to choose the colour or take a vote).

Extra Special Friendships (Sprinkles) *Now, is there anything else we could add to our friendship cupcake? Maybe sprinkles? Sprinkles are like those lovely things that make a friendship even more special. Can you think of some friendship sprinkles? eg smiles, nice notes, compliments, encouragement etc Write the 'sprinkles' on the wall and then ask one of the girls to sprinkle some glitter shapes over the cupcake – the paint will still be wet so you won't need glue. There!! What a beautiful friendship cupcake!*





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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: Happy and Sad Cupcake print outs, textas, blu tac, Worksheet: ROAR Friendship Booklet A52037

Discussion

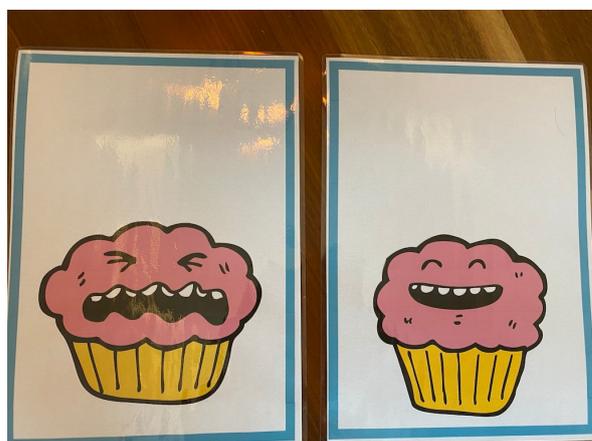
Paraphrase the following text that is in *italics*

Sometimes our friendships crumble a bit like cupcakes and it can make us feel sad, confused, annoyed or angry. This is a normal part of life and having relationships with people but there are some ways to help stick friendships back together or stop them crumbling away altogether. Can you think of some ways your friendship might crumble?

Write them on the sad cupcake print outs. Stick them on the wall.

How can we put the cupcakes back together?

Write strategies on the happy cupcake print outs and stick on the wall.





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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 the Friendship cupcakes back together!

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!

Stick the ACROSTIC poem up (with just the letters) and fill in the blanks.

WAYS TO DEAL WITH FRIENDSHIP CRUMBLES!

F
R
I
E
N
D
S



WAYS TO DEAL WITH FRIENDSHIP CRUMBLES!

F Feelings
R Respect
I Inclusion
E Empathy
N Nice (be kind)
D Distance
S Say sorry



To consolidate the learning, the girls can complete the ROAR FRIENDSHIP BOOKLET.

HOW TO BE A POWER GIRL!

1. Look for the positives
2. Be kind to yourself and others
3. Develop resilience
4. Get to know your strengths
5. Don't let anyone put you down and ignore them if they do
6. Know that you are the boss of your body
7. Understand the difference between mean behaviour and bullying
8. Support your friends
9. Believe in yourself and work towards your goals
10. Know that you can improve with practise
11. Speak the truth from your heart
12. Accept and love yourself the way you are

Hey Powerful Girl!

We are so glad you came along to our Girl Power Workshop!



Remember that **YOU** are powerful beyond measure and have your own special **super powers**.
So, **be yourself** and **shine brightly**!
The world just wouldn't be the same without you - **YOU** matter!

FRIENDSHIP RECIPE

Write down 5 ways you could **MAKE** a friend



Write down 5 ways you could **KEEP** a friend

Write down some friendship **SPRINKLES!**



WAYS TO DEAL WITH FRIENDSHIP CRUMBLES!

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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: Treating Our Senses

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.

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.

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.





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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..

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.

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.

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 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)?





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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: Game show music (optional), ROAR Question cards, optional hats, jackets and other accessories for the 'contestants', chairs for the contestants, prizes (eg stickers or wrist bands), buzzers, butchers' paper, textas to write up the girls' names and points.

Discussion

Paraphrase the following text that is in *italics*

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 something called a GROWTH MINDSET then!

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 can tell us an example of when they have had a GROWTH mindset? (girls respond - as they do so, ask them what a FIXED mindset version of the same scenario would have looked like). They may even like to come out the front and act a couple of them out for the group.

So do you think you know what a growth and what a fixed mindset is now? You do? Well, let's test you by playing a super fun....game show!





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Activity: ROAR Gameshow

I am going to introduce you to.....(pop on a sparkly hat and/or jacket/glasses)... Mrs Razzle Dazzle!!! Choose 4 girls to come up and sit in 4 chairs. Option to give each girl a funny hat or other accessory to wear). Give each girl a buzzer. They test their buzzers. One by one, as the TV Host, read the scenarios on the 'ROAR' cards. If the girls think they know the best way to respond to the scenario, they press their buzzer.

The first one to press their buzzer gets to answer – if you like their answer, give them a point. To add a bit of drama, you could let them 'ask a friend' from the audience if they aren't sure! Try to allow each girl to have a turn and get points. Responses to the scenarios should also promote discussion about the situations eg why or why not they would ask for help, what kind of help would they need, who would they ask etc.

After you have gone through all the question cards, tally up the points and give the person with the most points a prize. If you like, you can stop the activity half way through the cards and give 4 different girls the opportunity to play.





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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: Worksheet: Gratitude Gallery A41015, textas, butchers' paper

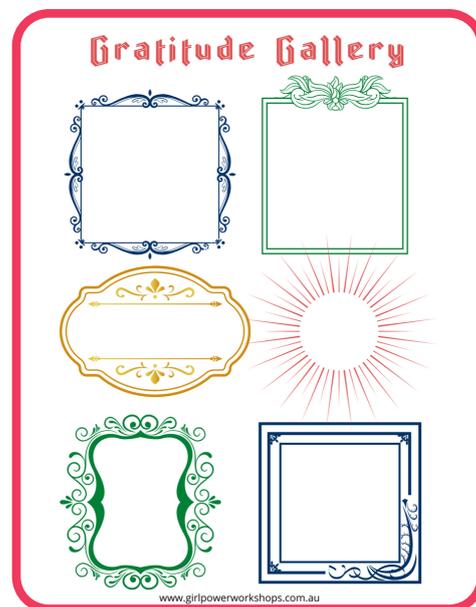
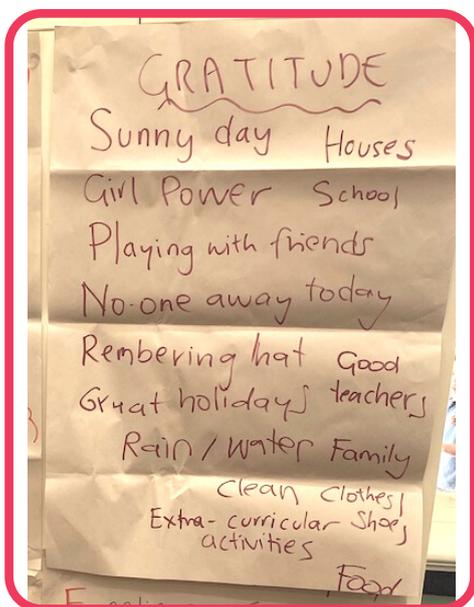
Discussion

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 complete the Gratitude Gallery worksheet. This involves writing or drawing the things she is grateful for in the frames.

NOTE: If you are running out of time, the girls could complete the GRATITUDE GALLERY at home.





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PREPARING FOR THE PRESENTATION

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.

PRESENTATION

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

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.

