

I'M GREAT

Girls Respecting Each other And Themselves

Curriculum Guide



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INTRODUCTION

About the Cal Ripken, Sr. Foundation

During his 37-year career with the Baltimore Orioles organization, Cal Ripken, Sr. taught the basics of the game and life to players big and small. After he passed away, his sons Cal and Bill recognized that not every child is lucky enough to have such a great mentor and role model. In this spirit, the Ripken family started the Cal Ripken, Sr. Foundation, a national 501(c)(3) nonprofit organization, in 2001.

By teaching kids how to make positive choices no matter what life throws at them, the Cal Ripken, Sr. Foundation strives to help underserved youth fulfill their promise and become healthy, self-sufficient, and successful adults.

About the Cal Ripken, Sr. Foundation *I'm GREAT* Program

The Cal Ripken, Sr. Foundation provides youth development mentoring programs, resources, and training that directly impact the lives of at-risk youth with the help of community-based organizations across the country. The *I'm GREAT* program (Girls Respecting Each other And Themselves) targets girls and aims to positively impact them through direct programming and female mentorship. With preteen challenges and social media's ability to send information instantaneously, the need has never been greater to teach young women the importance of respecting each other and themselves.

One of the priorities of the Ripken Foundation is giving young girls in disadvantaged neighborhoods the opportunity to participate in a leadership program that empowers them to succeed in life. Research has proven that leadership programs are most effective in girls ages 9 through 14. In addition, the President's Council on Physical Fitness and Sports revealed that exercise and sport participation can enhance mental health by offering girls positive feelings about body image, improved self-esteem, tangible experiences of competency, and success as well as increased self-confidence.

I'm GREAT uses sport-themed activities implemented by female mentors and coaches to address the unique problems that girls face on a daily basis. The core of the curriculum is respect and how that one important concept will help girls make better decisions and reach their potential in life.



Guiding Principles of the Cal Ripken, Sr. Foundation

Cal Ripken, Sr. was a player, coach, and manager for the Baltimore Orioles organization for nearly four decades. He developed great players and, more importantly, great people through his style of coaching which we use as our guiding principles at the Cal Ripken, Sr. Foundation. No matter what you are teaching, you can use these four key ideas as your guide:

Keep it Simple

Lessons on the field and in life are best learned when presented in a simple manner. Teach the basics and keep standards high.

Explain Why

By helping kids understand the connections between everyday decisions and real life outcomes, we can help them make smarter choices for brighter futures.

Celebrate the Individual

When kids are encouraged to be themselves, respected for their opinion, and are encouraged to share it, they are more likely to have a higher self-esteem and feelings of self-worth.

Make it Fun

If kids aren't paying attention or participating, how much are they learning? Whether it's using a game to teach a concept or motivating kids with a little friendly competition, keeping kids engaged is essential.



Keeping Kids Engaged

Here are some tips to help you structure activities that keep kids engaged, excited, and coming back day after day:

- Have a plan
- Keep activities structured
- Provide feedback
- Encourage, encourage, encourage
- Allow kids opportunities to collaborate and learn from each other
- Set achievable goals
- Let kids be silly – they're kids!
- Use short time increments and reminders
- Rotate activities frequently
- Let kids have input in the activities they like best
- Stay consistent and create routine
- Affirm kids when they do well



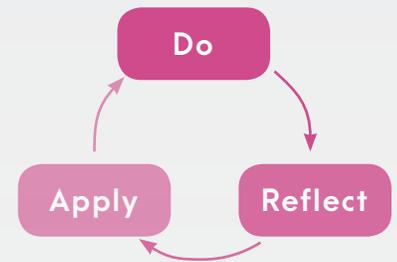
EDUCATIONAL PRINCIPALS

The *I'm GREAT* program allows girls to learn and understand the meaning of respect. To help you curate a successful *I'm GREAT* program, we have provided a selection of tools that will strengthen your skills as an *I'm GREAT* mentor. Having these tools in your back pocket will enrich your understanding of best practices, which will enable you to teach important principles while having fun and instilling the confidence girls need to develop into healthy, empowered women.

Hands-On Learning

Hands-on learning is a key component of the *I'm GREAT* program. By having youth actively participating in a hands-on learning experience, you foster skills of inquiry, self-discovery, and problem solving, all while learning about respect.

The Experiential Learning Model shows how learning occurs with hands-on experiences. This model, based on the work of D.A. Kolb (1984), works on three basic principles: Do, Reflect, Apply.



Do: Instruct the kids to conduct an activity. Youth are directly involved in the process by playing games, working with others, and accomplishing tasks.

Reflect: Ask questions to help youth process the experience they just had. The questions offer a chance to delve deeper into the activity and understand concepts they can take away from the experience.

Apply: Discuss other ways they can use the skills learned with other activities and experiences. The skills developed with one activity transfer to many different applications.

For example – you want the girls to build a garden. They learn how to sow seeds and care for plants, but they also learn how to plan ahead and use resources wisely. These skills developed in the garden will translate to their next project building birdhouses and beyond.

Inquiry-Based Learning

The Inquiry-based learning process allows kids to learn and grow in a supportive environment that gives them the opportunity to explore their curiosities through facilitated activities that incorporate “free play.” Lessons usually begin with an introduction of concepts providing the educational background for activities. You can provide parameters and limitations such as time, budget, limited supplies, real world applications, etc., to give a context for the activities they are about to complete. After providing constructs, task kids with an open-ended challenge that allows them to explore and learn as needed within the constructs. Inquiry-based learning provides some structure on the front end, while allowing the youth to arrive at a solution on their own or as a group.

For example – one of the activities in *I'm GREAT* is the Human Knot, where the girls will form a “knot” with their interlinked hands, and they have to untangle it. You have provided the concept, as well as the rules for untangling, but the girls have to learn how to work together and untangle themselves on their own through a series of trial and error.

I'M GREAT AND THE FIVE R'S OF RESPECT

I'm GREAT is a special initiative aimed to positively impact girls and women through direct programming and female mentorship. The choices young girls are confronted with in middle and high school strongly affect future outcomes. The focus of *I'm GREAT* is to teach girls how to **Respect** themselves, others, and the world around them. In order to appreciate the differences among people, girls need to recognize that people think differently and have unique opinions and traits. Through the five R's of Respect, *I'm GREAT* will unite a community of at-risk girls who will come together to learn critical tools and develop into healthy, empowered women.

The Five R's of Respect:

Responsible, Real, Reflective, Resilient, and Remarkable

Responsible

I'm GREAT teaches young girls to be responsible by being accountable for their actions and commitments. Peer pressure is prevalent in the lives of young girls today, and many will face difficult situations, sometimes with drugs and alcohol. It is up to each girl to choose to act with integrity and to honor her commitments. By being responsible, girls learn to be trustworthy and dependable while doing the right thing.

Real

I'm GREAT encourages girls to be true to themselves, friends, family, and others. To be real means not to be fake, false, or artificial. By addressing issues such as body image and emotional challenges, *I'm GREAT* inspires girls to be confident in themselves and genuine to all.

Reflective

I'm GREAT helps girls to understand the effects of the decisions they make and to reflect on their experiences. Mistakes will happen. It is important for girls to know that their mistakes do not define them. Girls have the opportunity to learn and to grow from their mistakes.

Resilient

I'm GREAT fosters the skills girls need to respond to adversity. There will be challenges in life, and it is important that girls learn how to bounce back from those difficulties. Whether bullying, family issues, or bad test grades, *I'm GREAT* girls learn how to cope with life's challenges, ultimately becoming better and stronger women.

Remarkable

I'm GREAT empowers girls to grow into exceptional young women. Girls have the potential to make a positive impact on the world. By understanding how their responses to adversity, both in-person and on social media, affect others, *I'm GREAT* girls build a legacy worth following, becoming the new role models of tomorrow.

I AM RESPONSIBLE

Overview

I'm GREAT teaches young girls to be responsible by being accountable for their actions and commitments. Peer pressure is prevalent in the lives of young girls today, and many will face difficult situations, sometimes with drugs and alcohol. It is up to each girl to choose to act with integrity and to honor her commitments. By being responsible, girls learn to be trustworthy and dependable while doing the right thing.

Objectives

- To teach girls to hold true to their moral principles while confronting peer pressure.
- To teach girls to understand what integrity is and why it is so important in today's world.

Warm-Up: Non-Verbal Peer Pressure

Time: 15 Minutes

Set-Up Guidance

This activity can be done indoors or outdoors. Before beginning, it is important NOT to tell the girls what they will be discussing for the day. This warm up is set up as an experiment to show the girls an example of non-verbal peer pressure. For this activity, you will select two to three girls to perform a simple task such as grabbing a clipboard, marker, or a piece of gym equipment. The simple task needs to take the girls out of the room or area where the rest of the group is located. This task should take about one minute to complete, allowing enough time for you to give directions to the rest of the girls. Note: Choose girls that do not embarrass easily and are willing to do a special task.

Instructions

1. To start, have all of the girls sit in front of you on the ground, sitting at desks or tables, etc. Ask the girls you pre-selected to grab you something from a separate field, gym, or classroom, so they cannot see what the rest of the group is doing.
2. As the pre-selected girls are going to get the item, ask all of the other girls to lay on their stomachs or backs, sit back to back, sit on top of the desks or tables—something noticeably different from how they were sitting before. Share with the group that they are participating in a peer pressure activity. Tell all of the girls that they must stay quiet and cannot tell the girls who left the room what they should be doing upon returning. If any of the girls asks them, they should just shrug their shoulders or respond that they are not sure.
3. While the girls are out, begin a discussion with the group to maintain the appearance that the group has continued as normal. When the girls return, continue the discussion, and do not give instruction to them. Enough time needs to pass for the girls to decide what to do.
4. If the girls return and lay or sit like the rest of the group, they have given into non-verbal peer pressure. As soon as they sit back down or do what the other girls are doing, break into discussion.
 - Recognize and acknowledge the girls if they chose not to conform to peer pressure. At the same time, make sure the girls know they did nothing wrong in the instance they do give into non-verbal peer pressure as it was an experiment.



I AM RESPONSIBLE

- Ask the girls who left the room:
 - If they resisted peer pressure
 - How did you feel walking back into the room?
 - Why did you sit back down in the original position?
 - Do you always go against the crowd?
 - How did you know not to lay or sit like everyone else?
 - If they give in to peer pressure
 - Why did you lay or sit like everyone else?
 - Did you think you had to do what everyone else does?
- Ask the group as a whole:
 - Raise your hand if you would have sat like everyone else.
 - Do you find it hard not doing what everyone else is doing?
 - How can we correlate this back to our everyday lives?
 - Examples: Clothes our friends wear, words we use, how we act and what we do



Activity 1 – Handcuff Escape Challenge

Time: 30 Minutes

Instructor Notes

This activity deals with peer pressure and the influence others have on your life even if you don't realize it. The Handcuff Escape Challenge has girls working together in pairs and focusing on how to get out of their intertwined handcuffs. The challenge becomes more difficult when pairs start to glance over at other pairs to see how they are tackling the challenge. Often times, what the partners are doing is not correct and by copying others, they are complicating their own escape or solution to the problem. Frequently, girls look to their peers to do the right thing, but they also need to learn how to trust their own instincts and do what they think is right, even if reaching the goal will take more time.

The goal of this activity is to show girls that making responsible decisions on their own is hard, but when you allow peers to influence and persuade you, decision-making can be even more difficult. The I Am Responsible lesson encourages girls to be responsible, stay true to their values, act with integrity, and make good decisions when no one is watching.

Materials

- Ropes or shoestrings for each girl
 - Need to be tied into handcuffs before beginning (see below for instructions)
- Signal (whistle, flag, hand motion)
- *I'm GREAT Workbook*

Set-Up Guidance

This activity can be done indoors or outdoors.

You will need to make the wrist loops with ropes or shoestrings ahead of time. The loops need to be large enough to have the girls put their hands through. (See pictures on the next page.) Provide an area that is large enough for pairs to spread out.

I AM RESPONSIBLE

How to tie handcuffs:

Step 1 - cut rope/string/yarn to a length of approximately 2.5 ft.



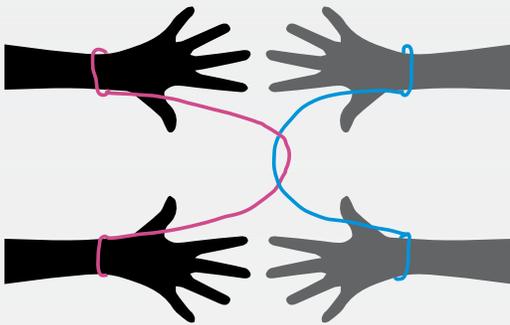
Step 2 - tie a loop in one end that is large enough to go over someone's hand plus a little bit of room



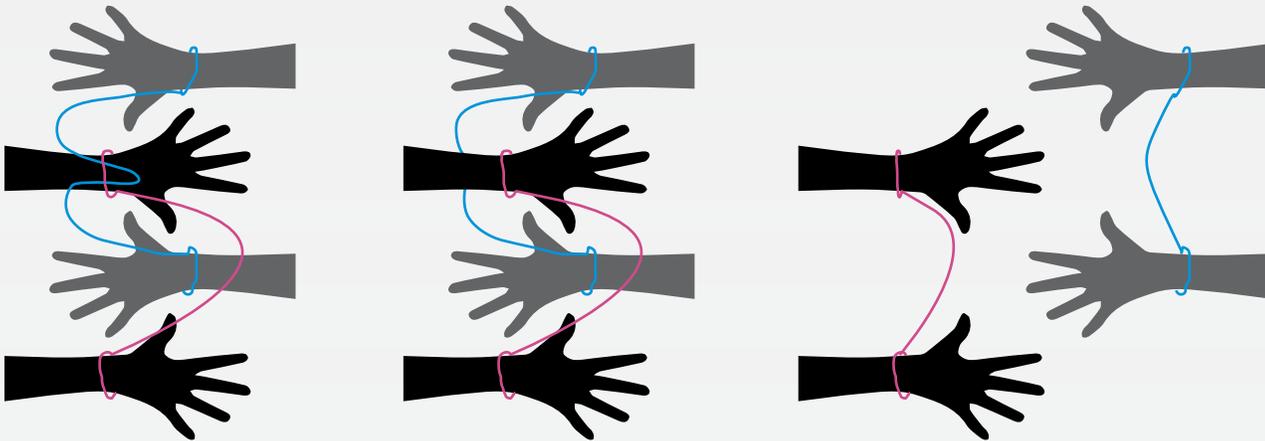
Step 3 - repeat on the other end of the rope. Voila, handcuffs!



How to have girls set-up the infinite loop:



How to escape:



Instructions

1. Have everyone find a partner. Then show the girls the infinite loop. Have two mentors or two girls come up front to demonstrate how the partners will be connected using the infinite loops.
2. Share with the girls that the challenge will be for them to disconnect from their partner without removing their hands from the infinite loops. The wrist loops must stay on the wrist throughout the activity and the knots must remain tied. The goal is to get everyone free from their partner. If partners get tangled, they may take their hands out of the wrist loops and start over.
3. Signal partners to begin. Allow enough time for all partners to complete the activity. If the group is struggling, stop and give them all a hint. If one or two groups escape correctly, have them go around to assist other groups. Here are possible hints to give the girls if they are having trouble: keep it simple, think more about the ropes and less about what to do with your body, a key goes through a hole.

I AM RESPONSIBLE

Closing

When the last pair has completed the challenge, gather together and answer the following questions on page 5 in their *I'm GREAT Workbook*. Ask if any girls are willing to share their answers.

- What did you think of this challenge? Was it easy? Difficult? Why?
- If you had difficulty – did you and your partner look at other teams to see what they were doing?
 - If so, did it help you?
 - If not, what made you decide to keep doing your own thing, despite what others were doing or saying?

Outcomes

- To demonstrate that with hard work and perseverance you can reach your goal.
- To strengthen problem-solving and creative-thinking skills.

Activity 2 – The Obstacle Course Challenge

Time: 30 Minutes

Instructor Notes

This activity provides girls with a team challenge that is extremely difficult to accomplish. Sometimes in a challenging situation, people will encourage you to bend the rules or compromise your values, however, it is important to stand your ground. The obstacle course exercise teaches girls that winning at all costs and taking an advantage isn't worth it. It is better to display integrity and not take the easy way out, by staying true to yourself, persevering, and continuing to grow in your learning.

The goal of this activity is to have girls believe in themselves and trust their own values and actions when being confronted with difficult challenges or tasks.

Materials

- *I'm GREAT Workbook*
- Equipment to serve as obstacles

The materials you will need will depend on your inventory. This activity can be done using some of the equipment listed below, but can also be completed using no equipment at all.

Suggested materials are:

- Cones
- Hula hoops
- Agility Ladders
- Balls (soccer, basketball, tennis, etc.)
- Hurdles
- Timer



I AM RESPONSIBLE

Set-Up Guidance

This activity can be done indoors or outdoors.

Set up an obstacle course that has five tasks to complete. The obstacle course can consist of doing five jumping jacks, skip across the width of a sport court or equivalent, five cartwheels or five somersaults, hula hoop five rotations, side step or crab walk back to the starting line weaving around cones.

You will split the girls into even groups, with each group using an identical obstacle course. The number of groups will depend on the equipment you have available and the number of girls.

Mentors can determine how they want to reward the winners, if at all, as sometimes "points" are reward enough for youth. These activities should take a little bit of time, so make it extremely difficult for a team to complete within the time limit, that way the girls are tempted to use an advantage on the second leg of the race.

You can set-up the obstacle course however you'd like – if you don't have hula hoops, use equipment that is available or do all activities that don't require equipment such as jumping jacks, somersaults, cartwheels, etc.

Example obstacle course using no equipment needed:

Five lunge steps forward → Hop on one foot forward six steps → Four jumping jacks →
Spin around three times → Crab walk back to the beginning

Instructions

1. Introduce the obstacle course activities, and let the girls know that they will have to complete the course in one minute to earn 10 team points. One player will complete all of the activities before the next person can start. If there is a tie, then those two teams will compete again. The team with the most points will be the winner. (Remember: NO team should finish the relay because the allotted time is too short, but the girls do not know that.)
2. Divide the girls into equal groups. Allow them a one minute to talk as a team to prepare.
3. Have the girls line up. On your count, start the relay.
4. After the girls have completed the first timed relay, ask the following questions:
 - How did it go?
 - How many of your teammates made it through the obstacle course?
 - Was it difficult?
5. Tell the girls that they are going to get another chance to try for the points, but this time they will have a slightly longer amount of time (add five more seconds to the original time). Right before you begin, say, **"Well it's against the rules, but you'll definitely complete the course in time if each person ignores the activities and just runs to the end. I mean you'll probably get a penalty, but you'll definitely make the time."** Then say "go!"
6. After the time is up, bring the girls back together in a large group.

I AM RESPONSIBLE

Closing

Ask the teams to self-report whether they completed the task with the rules or if they took a shortcut. Then give the teams who completed the obstacle course using the rules 10 points, and the team(s) that used the shortcut only one point.

Ask the group the following questions:

- How did your team complete the relay? Explain why your team completed the relay the way they did?
- Why did you decide to skip the activities, even though it was explicitly against the rules? What made it so tempting?
- Kids might think since a person of authority suggested to break the rules that it's ok. Sometimes making the right choice is hard. Sometimes you have to judge what is fair for yourself.
- Why did you decide NOT to skip the activities?
- Where have you seen situations like this in real life?
 - Possible answers: cheating on tests, plagiarism in papers, athletes using illegal substances to enhance game play, etc.
- What can happen if you decide to take these "advantages" in real life? How does that reflect on your character?
 - Possible answers: expulsion from school, kicked off the team, fines and punishments, etc.
- How can we show integrity in our daily lives?
 - Possible answers: don't cheat to get ahead, don't lie, follow through with commitments and promises

If time allows, you can have the groups run the race one more time, and increase the time to something reasonable, yet still a challenge, for example, 1.5 minutes (vary if your obstacles are more difficult). Remind the girls that the shortcut still exists if they really want to use it. See how many teams use it after the discussion on integrity.

Once everything is done, bring everyone back together. Have the girls turn to page 5 in their *I'm GREAT Workbook* and answer the following questions:

- Is it worth winning something at all costs? Why or why not?
- Is it hard to trust your own instincts sometimes? Why is that?
- How would you define integrity now?
- What are some ways you can show integrity when dealing with a difficult choice?

Allow girls enough time to respond to the questions and have a discussion with their team. Then, ask if any of the girls are willing to share their responses aloud.

Outcomes

- To inspire girls to be confident in the choices they make when facing a tough challenge or difficult task.
- To encourage showing integrity in every day decisions.

Take Home Challenge

Peer pressure exists all around us in many different situations. We often turn to our friends for advice in tough situations, but we still need to be able to determine the best course of action for ourselves.

On page 6 of your *I'm GREAT Workbook*, write down five steps you can take to display integrity and confidence the next time you face peer pressure in a challenging situation.

KEEPING IT REAL

Overview

The Keeping it Real lesson aims to inspire girls to be true to themselves and to be confident in their ability to share their true selves with others. When a girl is real, she is not fake, false, or artificial. Too often walking down the hallway, in the classroom, or on the athletic field, girls hear, “she’s so fake.” Instead, let’s encourage girls to recognize the best in each other and embrace the characteristics that make each of us unique, special, and GREAT. The Keeping it Real lesson will teach girls to be confident in themselves and to embrace their individuality.

Objectives

- To inspire girls to understand what it means to be confident in their own body.
- To teach girls to embrace their own individuality.

Warm-Up: Circle of Trust

Time: 15 Minutes

Set-Up Guidance

This activity can be done indoors or outdoors. To start the lesson, have everyone stand in a circle. Mentors should disperse themselves throughout the circle.

Instructions

1. To begin, share with the girls that they are going to agree on expectations that will make this a safe place for everyone to speak and learn.
 - Possible expectations:
 - Speak your truth
 - Listen to others
 - Stay engaged
 - Be willing to share
 - Respect others’ feelings, ideas, and beliefs
 - One voice will be heard at a time
 - Work together
 - Learn as much as you can
 - Optional: Write the expectations down on chart paper to be used for the remaining activities.
2. Discuss the meaning of a few of the expectations as a group. Each girl should share a few of their own personal expectations, and then add them to the list. Once the girls have had the opportunity to add their expectations, review each of them by saying them aloud to the group. Have each girl give a “thumbs up” as confirmation that she will abide by these expectations.
3. The lead mentor will address “Real” as the lesson of the day. Have the girls hold hands and remind the group that each girl is valued. Reiterate that it is important for all to be respectful of everyone’s feelings and opinions, and to adhere to the group’s expectations.
4. Start by having the lead mentor introduce herself. Have each girl introduce herself and share what is real about her. Remind all girls to stand tall and to speak up while addressing the group. Once everyone has had their turn, thank the girls and begin Activity 1.



KEEPING IT REAL

Activity 1 – I Am Beautiful, Too

Time: 30 Minutes

Instructor Notes

This activity teaches girls the importance of being confident and loving their own body. Girls place immense pressure on themselves to look the way society suggests they should look. In addition, girls of all ages have a tendency to care strongly about what other people think of them, especially important females in their lives.

The goal of this activity is for each girl to recognize the difference between how they view themselves and others. It is easy for girls to be critical of themselves based on how they look, yet open to see the beauty in family, friends, and strangers. Let's uncover the disconnect between finding the beauty in others and finding the beauty in themselves. The I Am Beautiful, Too activity strives to build confidence in girls by inspiring them to see the beauty within themselves as easily as they can in others.



Materials

- Dot cones or other items to identify a boundary (if needed)
- Pens or pencils
- *I'm GREAT Workbook*
- Playlist complete with strong female vocalists and empowering songs (found on page 46)

Set-Up Guidance

This activity can be done indoors or outdoors.

Use dot cones to create a large perimeter around the room if needed. A circle shape is preferred; however, work with what is best for the space.

On page 46, there is a playlist of song suggestions to play throughout the lesson. Prepare speakers and iPod or audio device to play music on a sound system in advance of the exercise when possible.

Instructions

1. Have all the girls follow along on page 7 in the *I'm GREAT Workbook*, and respond to the statement below. Allow a couple of minutes for the girls to complete their answers.
 - Name one thing about your body that you like most.
2. Once everyone has filled in their response, identify boundaries that the girls must stay within for the next activity. If needed, use dot cones to create a boundary. Identify a "go" word and a "stop" word that will signify the beginning and ending of the movement. After the "go" word, instruct the girls to skip inside the boundaries. Shout the "stop" word, and tell the girls to find the partner closest to them.
 - *Suggested:* Play music while girls are skipping within the boundaries or softly throughout the lesson.
3. Have each set of girls take a moment to introduce themselves, get to know each other, and come up with their best dance move. Use the following conversation starters:
 - What kind of music do you like?
 - Have you ever thought about being a dancer? What kind of dance would you do?

KEEPING IT REAL

4. It is necessary for each girl to remember their partner and the dance move they created. Announce that this partner is their **Dance Move** partner.
5. Once the girls have taken a moment to briefly get to know each other and created their dance move, instruct the girls to follow along on page 7 in their *I'm GREAT Workbook*. Girls will answer the following:
 - Write down at least one thing you learned about your partner.
 - Share at least one thing you liked about your **Dance Move** partner.
 - What is one thing that makes her unique?
 - Write down what your partner said about you.
6. After ample time has been given to answer the questions, give the girls one minute to wrap up. Shout the "go" word so that the girls begin skipping within the boundaries again. Allow time for the girls to disperse then shout the "stop" word and instruct the girls to find a new partner closest to them. It cannot be the previous partner.
7. Announce that this is their **Fierce Face** partner. Remind them that they have two partners now: **Dance Move** partner and **Fierce Face** partner. Have each set of girls take a moment to introduce themselves, get to know each other, and come up with their best fierce face. Use the following conversation starters:
 - Who is your favorite actor?
 - If you could have an endless supply of any food, what would it be?
8. Once the girls have taken a moment to briefly get to know each other and put on their best fierce face, continue along on page 7 in the *I'm GREAT Workbook* and answer the questions below:
 - Write down at least one thing you learned about your partner.
 - Share at least one thing you like about your **Fierce Face** partner.
 - What is one thing that makes her unique?
 - Write down what your partner said about you.
9. After ample time has been given to answer the questions, give the girls one minute to wrap up. Shout the "go" word to have the girls begin skipping within the boundaries again. Allow time for the girls to disperse then shout the "stop" word and instruct the girls find a new partner closest to them. It cannot be the previous two partners.
10. Announce that this is their **Jumping Jack** partner. Remind them that they have three partners now: **Dance Move** partner, **Fierce Face** partner, and **Jumping Jack** partner. Instruct each **Jumping Jack** partner group to take a moment to introduce themselves, get to know each other, and do 10 jumping jacks together. Use the following conversation starters:
 - If you could meet anyone in the world, who would it be?
 - If you were an animal, what would you be?
11. Once the girls have taken a moment to briefly get to know each other and completed their 10 jumping jacks, continue on page 7 in the *I'm GREAT Workbook* and answer the questions below. After everyone has had the opportunity to discuss, open the discussion to the larger group and share responses.
 - Write down at least one thing you learned about your partner.
 - Share at least one thing you liked about your **Jumping Jack** partner.
 - What is one thing that makes her unique?
 - Write down what your partner said about you.
12. Once the girls have had ample time to share with their **Jumping Jack** partner, return as a large group.

KEEPING IT REAL

Closing

Once everyone is back together, open the discussion with the questions below. Have the girls write their answers on page 7 in their *I'm GREAT Workbook*, and then ask if anyone wants to share their answers.

- Was it nice to learn something new about your partners?
- Was it easier to find something you liked about your partner, or to find something you liked about yourself? Explain why.
- How many of you found it hard to write something you liked about yourself?
- Remembering what your partners said about you, how does it make you feel? Do you agree with them?
- What is one thing that you can take from this lesson back to your community?

Outcomes

- To inspire girls to become self-aware, confident, and see the beauty within themselves.
- To understand why it is sometimes easier to find beauty in others, than finding beauty in yourselves.

Activity 2 – Real Body Language

Time: 30 Minutes

Instructor Notes

This activity is designed to teach girls about the unique interaction between respect and communication through nonverbal language, also known as body language. Respect can be earned, awarded, or lost as a result of numerous interactions between two individuals. It is important to teach girls how to convey respect through body language.

The goal of this activity is to demonstrate how powerful body language is when communicating with others. You can understand people by their body language – positive and negative. The Real Body Language activity will teach girls a unique way to improve their confidence and show respect for others and themselves.

Materials

- Pens or pencils
- *I'm GREAT Workbook*

Set-Up Guidance

This activity can be done indoors or outdoors.

If indoors, be sure there is enough space for girls to get up and move around the room. Set up chairs in a large circle, facing inwards toward each other.

Instructions

1. Have everyone stand in a circle, or if indoors, stand in front of a chair. Mentors disperse yourselves throughout the group. The lead mentor should begin by asking everyone to look at their current body language and do a body audit check. Respond to the following questions below:
 - What are you doing right now?
 - How are you standing?
 - Are your arms crossed? Shoulders hunched? Feet together or apart?
 - Is anyone standing tall? Hunched over?

KEEPING IT REAL

2. Remember this body audit and have each girl take note of how they were standing on page 8 in their *I'm GREAT Workbook*. Introduce the concept of body language.
3. Explain to the girls that an often overlooked form of communication, body language is so powerful because we use it to constantly communicate with the outside world. Whether we realize it or not, we are communicating messages through the way we sit, stand, look, listen, and the list goes on!
4. Have the girls pair off into groups of two and face each other. Begin the exercise by having the girls take turns making themselves as small as possible while they remain standing. Examples of this include: crossed legs and arms, hunched backs and necks, and lack of eye contact. The girls should look as if they are pulling their bodies into themselves.
5. Share the questions below. Girls will find the questions listed on page 8 in their *I'm GREAT Workbook*. Provide the opportunity for each partner group to discuss, then open the discussion to the larger group and share responses.
 - What are the situations where this hunched and small position is okay? Why is that?
 - Suggested answers:
 - When you are ill.
 - When you are in pain.
 - When you are sad.
 - What are some situations where this hunched position is not okay?
 - Suggested answers:
 - In class.
 - When speaking with adults (teachers, coaches, parents, etc.) or other people.
 - Interviews.
 - What nonverbal message do you think you conveyed to others when making yourself small?
 - Suggested answers:
 - Disrespect.
 - Disinterested.
 - Lack of confidence.
 - How did your posture influence your feelings of respect toward one another?
 - Suggested answers:
 - I felt that my partner did not care what I had to say.
 - I felt that my partner was not listening because she wasn't making eye contact.
6. After the discussion, instruct the girls to expand themselves as much as possible while standing. Examples include: widespread arms and legs, shoulders back, chins up facing the person who is talking, and eyes focused on your partner. The girls should look as if they are standing proud and tall. In this position, have each pair create a list of places where being this way would be encouraged and why.
7. Return to a regular seated position and share the questions below. After everyone has had the opportunity to discuss with their partner, open the discussion to the larger group and share responses.
 - What nonverbal message do you think you conveyed to your partner when you were making yourself large and tall?
 - Suggested answers:
 - Confidence
 - Respect

KEEPING IT REAL

- Attentive
- Engaged
- How did the posture influence your feelings of confidence toward one another?
 - Suggested answers:
 - I felt respected by my partner.
 - I felt that my partner was listening to me.
 - I felt that my partner cared about what I had to say.
- 8. Once the discussion has wrapped up, instruct everyone that in 10 seconds the current pairs will split, and everyone should find a new partner. This new partner cannot be your previous partner nor someone who they partnered with in the previous activity. Once new partners are chosen, remain standing.
- 9. Standing, have one partner get in the first posture (hunched) and the other get in the second posture (tall). In these poses, discuss how the postures are influencing your thoughts about:
 - The message you receive from your partner
 - The message you interpret about yourself in the current posture
- 10. After two minutes, have the girls stand tall again and share the questions below. After everyone has had the opportunity to discuss, open the discussion to the larger group and share responses.
 - Which of the two positions showed respect and confidence? Why?
 - Suggested answers:
 - The large and tall postures show respect and confidence because the partner is engaged in the conversation, making eye contact, and facing their partner.
 - The partners that make themselves small are nonverbally communicating that they are closed off and not interested in the conversation.
 - How can you continue to show respect and instill confidence outside of this activity?
 - Suggested answers:
 - Remind yourself to stand tall and make eye contact when talking to someone.
 - Being aware of body language and posture.
 - Why is it important to represent yourself in an open, confident manner?
 - Suggested answers:
 - By being open and confident, you command respect from others.
 - You give respect to others by facing them while they are talking, making eye contact, and refraining from closing yourself off.

Closing

Have girls form a large circle. Discuss the following questions and allow the girls a moment to think. Encourage a few of the girls to share their responses aloud to the large group.

- How can you apply this to your daily life?
- What is one thing you learned from this lesson that you can bring back to your community?

Outcomes

- To teach girls that being aware of their body language, maintaining eye contact, and displaying confidence, makes a difference in how they are treated and how others treat them.
- To teach girls to identify and display positive and confident body language.
- To encourage girls to actively show respect to one another through body language.

KEEPING IT REAL

Take Home Challenge

Have the girls turn to page 9 in their *I'm Great Workbook*. Remember what your partners said about you in the I Am Beautiful, Too activity. At least once a day, look in the mirror and repeat those answers out loud to yourself. Be sure to stand tall and make eye contact with yourself while speaking out loud.

1. Watch the Dove Friends video at: <http://bit.ly/GreatDoveVideo>
 - How did the Dove Friends video relate to the I Am Beautiful, Too activity?
2. Sometimes your body language says things before you even open your mouth, and being aware of your posture can change the tone of a conversation.

Take notice of your posture and eye contact while talking to someone. Have a full conversation with three people while standing tall. Then answer the questions below:

- How did it feel standing upright with good posture?
- Was your attitude affected by your posture? If so, in what way?



THE REFLECTIVE GIRL IN THE MIRROR

Overview

The Reflective Girl in the Mirror lesson aims to help girls understand the effects of making healthy decisions and how this is an essential life skill. Each day, girls are faced with numerous decisions that affect them not only immediately, but later in life as well. The Reflective Girl in the Mirror lesson aids girls in recognizing that when making decisions, mistakes will happen, but if they reflect on their mistakes, they are able to learn and grow. Mistakes do not define an individual, what defines a person is how they learn and grow from their actions. This lesson allows girls to identify and to practice the necessary steps to make healthy decisions.



Objectives

- To guide girls in understanding how their daily decisions have an effect on the rest of their lives.
- To encourage girls to reflect on their experiences and mistakes, as well as use as an opportunity to learn and grow.

Warm-Up: Good Decisions

Set-Up Guidance

To start the lesson, have everyone stand in a circle. Mentors should disperse themselves throughout the circle.

Instructions

1. Have everyone form a large circle. Ask each girl to think about a good decision they have made and their reason(s) behind making that decision. Provide girls with a minute to think and ask them to give a “thumbs up” as a confirmation when they are ready to share.
2. Once a majority of the girls are displaying the confirmation gesture, ask for a volunteer to begin sharing their good decision and their reason(s) for making it.
3. After the first girl has shared, ask the other girls that have made a similar decision to raise their hands or take a step in the circle.
4. The mentor will encourage girls to look around at how many others have made the same or similar good decision. Continue around the circle having each girl share.
5. After everyone has had a chance to share. Ask the girls to partner up and answer the following questions:
 - How did these good decisions positively impact your life?
 - Did making this decision impact others?
6. Ask if a few girls are willing to share their responses. After they have shared, take an opportunity to thank the girls and begin Activity 1.

THE REFLECTIVE GIRL IN THE MIRROR

Activity 1 – The Human Knot

Time: 30 Minutes

Instructor Notes

This activity teaches girls to recognize that every day is full of decisions, some good, some not so good. However, the important idea for girls to understand is that if they make a mistake, they are able to correct it, and use their experience to learn from it.

The goal of this activity is to encourage girls to work together to create a strategy that will help them make tough decisions in life.

Materials

- *I'm GREAT Workbook*
- Pens or Pencils
- Playlist complete with strong female vocalists and empowering songs. (found on page 46)

Set-Up Guidance

This activity can be done indoors or outdoors.

On page 10, there is a playlist of song suggestions to play throughout the lesson. Prepare speakers, and iPod or other audio device to play music on a sound system in advance of the exercise when possible.

Instructions

1. Divide into groups of 5 to 8 students. Share with girls that they are going to be forming a human knot.
2. Have girls form a circle. Have everyone raise their right hand, then reach into the circle and grab another hand. Make sure no one is holding hands with the person to the left or right of them. Repeat the process with the left hands. When all hands are connected the human knot is formed. This knot represents difficult decisions and the taking of hands will symbolize how others are affected by our decisions.
3. The challenge is to untangle the knot carefully and strategically without letting go of each other's hands. If a group finishes early and others are having trouble, the team that has finished is encouraged to help.
4. When all knots are untied, bring the girls together.

Closing

Have teams work together and answer the following questions on page 10 in their *I'm GREAT Workbook*, then discuss each question as a group:

- What steps did you use to untangle the human knot?
 - Some possible steps:
 - Allowing time
 - Looking at different options
 - Pros and cons
 - Try again
 - How it affects others
 - What made it easy?
 - What made it difficult?
- Did you have to make adjustments along the way? What adjustments did you make?

THE REFLECTIVE GIRL IN THE MIRROR

- Possible adjustments:
 - Start over and try again
 - Try someone else's suggestion
- As a team, how to did you work together to untangle the knot?
 - What steps do you use when faced with a tough decision?
 - How can these steps help you make decisions in the future?

Outcomes

- To teach girls to identify steps to use when faced with a tough decision.
- To demonstrate that a person can correct a bad decision and learn from it.

Activity 2 – Cross the River

Time: 30 Minutes

Instructor Notes

The goal of this activity is for each girl to recognize that the decisions they make, even early in life can impact their lives. By learning how to reflect on past decisions, they will gain the tools necessary to make a better future for themselves. The Cross the River activity gives girls the chance to make decisions, understand why they made the right or wrong choice, and show them how to work with the outcome.

Materials

- *I'm GREAT Workbook*
- Pens and Pencils
- Poly Spots (anything for youth to be able to put down and stand on safely)
- Dot cones

Set-Up Guidance

This activity can be done indoors or outdoors.

You will need to set up the banks of the river. Dimensions will range depending on group size and age. Please ensure adequate space between each group as this is a physical activity and the girls will need room to move. Use the diagram on the next page as a guideline for setting up your river. Create the river by setting up two barriers parallel to each other, spaced apart approximately 15 feet, or 6 -10 comfortable paces. You can use dot cones, rope, lines on the floor—anything that you have on-hand to represent a barrier. The girls will all start on the same side of the river, and have to travel to the other side using stepping stones which can be poly spots, carpet squares, or any other markers that are safe to use on your floors.

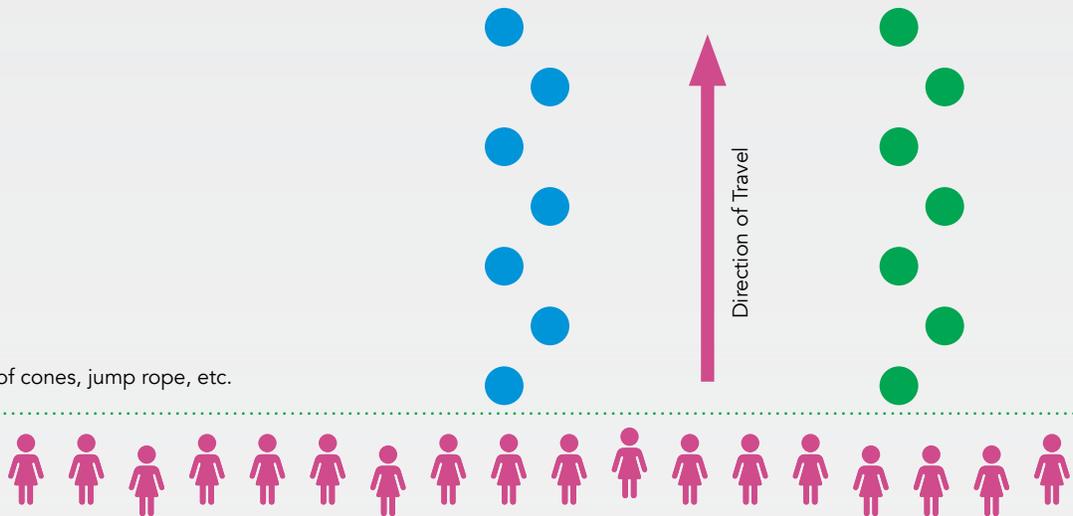
THE REFLECTIVE GIRL IN THE MIRROR

Finish

This barrier is made up of cones, jump rope, etc.

Start

This barrier is made up of cones, jump rope, etc.



Instructions

1. Split the girls into even teams (this works best for teams of up to 10 to 15 girls).
2. Explain the situation to the girls:

"Picture that you've been on an adventure exploring the woods. While you were walking, you found this raging river, and your bus to take you home is directly on the other side of this river. Your tour guide has special stepping stones that will help your team cross the river, but you must first help some of her friends. I will read you the friends' stories, and your team must come up with a way to help them out. Each team that provides a helpful solution will earn a stepping stone. The more stepping stones you have, the easier it will be to cross the river, so think carefully about your answers!"

3. Tell the girls to turn to page 11 in their *I'm GREAT Workbook*. Explain to the girls that they will have five scenarios to read and write down possible responses to how they would solve each scenario. Teams will be given two to three minutes to discuss each scenario. The girls must come up with their final decision and write it down in their Workbook. Next, have one team representative tell their team solution to the whole group. Give one stepping stone to each team whose answer is an appropriate solution to the scenario.
4. Read the scenario to the girls.

Scenario 1: Stacy had a math test on Friday. She started studying on Monday, and studied every day after school to prepare, even turning down her friend's offer to go to the mall. On Friday, she felt very confident going into the test, thinking she aced it. When she got her test back, her grade was a 55%. Stacy had failed the exam. Stacy was sad because she studied hard for the exam but still did not do well. If you were Stacy, what would you do to get a better grade on the next test?

After two to three minutes, have each team present. Award a stepping stone to all teams whose answers are appropriate.

THE REFLECTIVE GIRL IN THE MIRROR

Possible answers:

- Talk to the teacher and ask for help
- Try a different studying technique
- Ask a friend to help study

5. Read the scenario to the girls.

Scenario 2: Natalie had a bad day at school. When she got home, Natalie decided to vent her frustration on social media by posting some negative feelings about the school. The next morning when she got to school, Natalie was called into her counselor's office. They pulled up her posts, and based on Natalie's words, decided to give her detention. If you were Natalie, how would you handle your frustration next time?

After two to three minutes, have each team present. Award a stepping stone to all teams whose answers are appropriate.

Possible answers:

- Write your feelings down in a journal.
- Talk to your parents/counselor/a trusted adult.
- Not post on social media – think before hitting send.

6. Read the scenario to the girls.

Scenario 3: Emma is one of the 6 starters on the school volleyball team. She is confident in her skills as she is one of the best players on the team. When the school year ended, many of her teammates practiced together to keep up their skills. Emma was invited to practice with them, but decided that she would rather spend more time at the pool. Once the school year started again, the team was ready for games, but Emma was not a starting player anymore. If you were Emma, what would you do to get your position back as a starter?

After two to three minutes, have each team present. Award a stepping stone to all teams whose answers are appropriate.

Possible answers:

- Keep practicing
- Encourage teammates and show leadership
- Talk to the coach about your new goals.

7. Read the scenario to the girls.

Scenario 4: Karlie has been invited to a party at Debbie's house. Debbie has invited most of the girls from her class to come over to watch movies, eat pizza, and sleepover. Karlie arrives to the party and was having fun. Later, some other girls arrived and brought alcohol with them. One of the girls started to pass around a bottle for everyone to take a drink. Karlie was starting to feel sick to her stomach and wanted to go home. She didn't want to drink, however, she didn't want the other girls to make fun of her for going home. If you were Karlie, how would you handle the situation?

THE REFLECTIVE GIRL IN THE MIRROR

After two to three minutes, have each team present. Award a stepping stone to all teams whose answers are appropriate.

Possible answers:

- Call your parents, go home anyway
- Tell the other girls that you aren't going to drink
- Go to another room, tell Debbie's parents

8. Read the scenario to the girls.

Scenario 5: Taylor loves being on the soccer team. She knows that after school, she must do her homework, make a snack for her and her brother, and do the dishes before she can go to practice. Today, Taylor decided to talk on the phone with her friend Abbie for over an hour. She got her homework done and made a snack for her and her brother, but didn't do the dishes. Because of this, Taylor wasn't allowed to go to practice. The team rule is if you miss a practice, you can't play in the game on the weekend. If you were Taylor, how would you ensure that you were able to attend practice in order to play in future games?

After two or three minutes, have each team present. Award a stepping stone to all teams whose answers are appropriate.

Possible answers:

- Learn to manage your time by getting everything done before talking to friends on the phone.
- Prioritize your tasks.

9. After reading each of the scenarios and awarding stepping stones the teams will have the chance to cross the river. Have teams line up on one side of the river. Use the following prompt to introduce the rules of getting across the river:

"Your teams have successfully earned stepping stones, to cross the raging river. Hopefully, your team earned enough stones, but you have to work with what you've got. To begin, your team must stay behind the line of cones. The only time you can cross the line is by using stepping stones. Once stepping stones are placed in the water they grow roots and cannot move. You can only use the stepping stones to get across the river. If anyone falls in the river, they must go back to the line of cones where they began. All teams are competing against each other to see who can cross the river the fastest. Once your entire team is across the river, you win! When I say go, your team can start."

There are variations you can use to make the game a little more challenging. These can be additional rules to introduce before starting the game:

- Lose a stone: Somebody always has to have contact with the stepping stones. If a player loses contact with a stepping stone, the stone is removed and the team has to use their remaining stones.
- Relay Race: Only one person can be on the stones. The team must wait for one person to cross the river before the next person can start to cross.

10. When all teams have made it across the river, have the girls sit with their teams.

THE REFLECTIVE GIRL IN THE MIRROR

Closing

After all teams are seated, use the following questions to end the activity. Ask the girls to think about these questions and write their answers in their *I'm GREAT Workbook* on page 12. Ask if anyone is willing to share after allowing a minute or two to write their answers.

- What was the most challenging part of getting across the river?
- How did your team's answers to the scenarios help you cross the river?
- Looking back at your own lives, how do you think the decisions you make now can affect you in the future?
- Thinking about our scenarios, how did your team decide on what to do?
- How can you use these scenarios to help you in the real world?

Outcomes

- To teach girls that reflecting on their actions, choices, and mistakes will help them make healthier decisions in the future.
- To gain different perspectives and insight about healthy decision making.

Take Home Challenge

Find someone at home this week and ask them about a tough decision they made and how they made it. Have the girls turn to page 12 in their *I'm GREAT Workbook*. What strategies did they use when faced with tough decisions? Then share with them what steps you have written down when faced with a tough decision.



RISE ABOVE WITH RESILIENCY

Overview

The Rise Above with Resiliency lesson teaches girls the skills needed to respond positively to adversity. Today, girls are faced with many challenges in life such as bullying (in-person or cyber), family issues, and other crises. This lesson teaches girls not to view challenges as setbacks, rather think of them as an opportunity to learn and grow in order to make positive future decisions.

Objectives

- To inspire girls to oppose bullying productively as well as not be one themselves.
- To teach girls how to bounce back after adversity has affected their lives.

Warm-Up: The Scars of Bullying

Time: 15 Minutes

Materials

- Paper (enough for one sheet for each girl)
- Pencils or colored pencils

Set-Up Guidance

This activity can be done indoors or outdoors.

Before beginning this warm-up activity, tell the girls that they will be discussing bullying. Bullying happens all around us, at school, online, on our phones, on the bus, and even at work. It can happen anywhere to individuals of all ages.

Instructions

1. Provide girls with a piece of paper.
2. Ask each girl to write their name on the sheet and sketch a picture of themselves. Allow an adequate amount of time for completion.
3. Next, have the girls partner up and exchange papers.
4. Once they have exchanged papers, ask them to stomp on and crumple the paper they have into a ball without tearing it (representing bullying).
5. Then, ask each girl to throw the paper as far as they can. Once all papers have been thrown, the original owner can go pick up their paper sketch of themselves.
6. Have them straighten out their paper, and make it as flat and smooth as it was originally.
7. Ask the girls the following questions:
 - Were you able to make your paper look exactly like it did before?
 - Suggested answer: It will never go back to the pristine piece of paper it was before.
 - What do the creases or “scars” represent?
 - Suggested answer: They represent the hurtful words and bullying. Though the bullying may be over, people are still hurt by it, and they can remember it for a long time.
 - How did it make you feel to see your paper get crumpled? What about seeing other people’s paper get crumpled?



RISE ABOVE WITH RESILIENCY

Activity 1: Buddies and Bullies

Time: 30 Minutes

Instructor Notes

This activity teaches girls to recognize the characteristics of a friend versus those of a bully. While bullying can take many forms, people who get bullied experience emotional implications for the rest of their lives.

The goal of this activity is to have girls identify bullying behaviors, so they are able to prevent them.

Materials

- *I'm GREAT Workbook*
- Chart Paper
- Markers

Set-Up Guidance

This activity can be done indoors or outdoors.

Create a T-Chart with the heading "Buddy" on the left and "Bully" on the right as shown below:

Have a mentor serve as recorder to write the responses, so the girls are fully immersed in the discussion.

Buddy	Bully

Instructions

1. Have the girls turn to page 13 in their *I'm GREAT Workbook*. Ask the girls to think of the characteristics of someone they consider a good friend, a "buddy," and write them in their workbook. Then have the girls share their responses as the recorder is writing.
 - Questions to foster discussion:
 - What do good friends do for each other?
 - What do you look for in a friend?
 - How are you a good friend to people?
 - What are the characteristics of your good friends?

RISE ABOVE WITH RESILIENCY

2. Ask the girls to think of the characteristics of a bully, and write them in their workbook. Then have the girls share their responses as the recorder is writing.
 - Questions to foster discussion:
 - What is a bully?
 - What are some characteristics of a bully?
 - What does bullying look like?
 - What are some things that people do that you think are bullying?

Closing

Review the characteristics for the Buddies vs. Bullies. Then have the girls get in groups of three to four. Have the girls discuss the following questions in their small groups, then have a general group discussion for each question:

- Can a person display both buddy and bully characteristics?
- If they display both characteristics, does that make them a bully? Why or why not?
- Are the characteristics of a bully someone you would want to have as a friend?
- What can you do if you see your friends displaying bully characteristics?
 - Possible responses:
 - Tell them they're being mean
 - Tell them to stop
- How can you help your friends who are dealing with bullies?
 - Possible responses:
 - Talk to them
 - Tell an adult
 - Tell the bully no/stop

Outcomes

- To have girls recognize the characteristics of a friend versus someone who is a bully.
- To help girls develop strategies to help themselves and friends deal with bullying.

Activity 2: Connecting the Dots

Time: 30 Minutes

Instructor Notes

This activity teaches girls that when they are faced with challenges or down on themselves, they may act in ways that are unhealthy or that can set them back from reaching their goals. If they want a different outcome, they need to make different choices. Having a positive attitude about themselves is key to being resilient. Resilience helps girls to be strong enough to handle whatever life throws their way.

The goal of the activity is to learn to channel their emotions and energy in a productive way.

RISE ABOVE WITH RESILIENCY

Materials

- Two balloons
- A pin/thumbtack – something small and sharp
- *I'm GREAT Workbook*
- Skit/Role Playing topics - written on a piece of chart paper
 - You failed a test.
 - Someone important to you is no longer in your life.
 - Your team lost and one of your teammates blamed you.
 - Someone posted something online about you that isn't true.
 - You notice one of your friends is being bullied.
 - You come across someone who is being bullied.

*Add a couple more examples from the discussion – have another mentor add these during the first part of the activity

Set-Up Guidance

Blow up the first balloon partway, but don't tie it. Hide the pin in one of your hands. Ask the first question below, then add some air to the balloon with each response. Encourage everyone to participate until the balloon pops - secretly use the pin if it does not pop.

To start the lesson, have everyone stand in a circle. Mentors should disperse themselves throughout the circle.

Instructions

1. To begin, share with the girls that the balloon represents their challenges. Ask girls to "popcorn" out some challenges that they face. Have one mentor write down a couple of the girls' challenges to add to the above role playing topics.
 - What are some challenges in your life that make you mad, upset, angry, or frustrated?
 - Possible answers: didn't make the basketball team, classmate said something mean to me, my family always takes my sister's side, didn't get the sneakers I wanted.
2. Continue to blow up the balloon for each response. Use the pin secretly if you need help making the balloon pop. Once it pops, ask the following question:
 - Why did the balloon pop? Are there similar situations in your lives that make you "pop" or lose control? Why?
 - Possible answers: making the basketball team was important to me, my classmate said something mean about something I didn't like about myself, I feel like I can't do anything when my family takes my sister's side.
 - What are some of the things you do when you pop?
 - Possible answers: yell at people, throw things, break things, slam doors, say things you don't mean.
 - What happens after you pop?
 - Possible answers: your friends and family are hurt and upset at you, things get damaged, things get even worse.
3. Bring out the chart paper with the examples of challenging or difficult situations. Make sure to include a couple more examples from the previous discussion that the girls had about challenging situations they face. Have the girls get into groups of three to four. Have each group of girls choose one example of a challenging situation from the chart paper and create a skit showing how they could overcome the situation in a positive way. Allow 7 to 10 minutes.

RISE ABOVE WITH RESILIENCY

4. Have each group present their skit. Before the first group starts, blow up the second balloon enough so that you can release a small amount of air after each skit. Ask the following questions after each group presents their skit, and let out a little bit of air with each response until the balloon is deflated after the last skit.
 - What did you learn from the skit?
 - How can you channel your emotions in positive ways?
 - What happens when you channel your emotions in a positive way?

Closing

In your *I'm GREAT Workbook* on page 14 write down two ways that you can channel your emotions in a positive way when faced with bullying or a challenging situation.

Ask if anyone is willing to share their answers.

Outcomes

- Teaches girls to come up with appropriate choices to make when being bullied or confronted with a difficult situation.
- Teaches girls tactics to use when facing situations that make them angry or upset.

Take Home Challenge

Look back at the ways you would deal with your emotions during a difficult scenario. On page 14 in your *I'm GREAT Workbook* answer the following questions. Have you noticed yourself using these techniques? What ultimately helped you get through the situation? Have a few girls explain what they did the next time you see them.



REMARKABLE ME

Overview

The Remarkable Me lesson empowers girls to grow into remarkable young women. Every girl has the potential to make a positive impact on the world. By being mindful of their actions and understanding the effect social media can have on your life, both positive and negative, *I'm GREAT* girls are able to build a legacy worth following, therefore, becoming the new role models of tomorrow.

Objectives

- To teach girls how to use social media responsibly.
- To discover how mentoring can impact your life and how it can help others.

Warm-Up: Role Models

Time: 15 Minutes

Instructions

Have the girls turn to page 15 in their *I'm GREAT Workbook*.

Ask each girl to identify someone in their lives that they think is a positive role model. Have them write down the characteristics they recognize in that person that makes them a positive role model in their Workbook. After they have completed their writing, have the girls form a circle and each share a characteristic of a role model trying not to repeat what has already been said. Continue to go around in a circle until each girl has shared.

After everyone has had a chance to share, ask the girls to add other characteristics to their journal response if they would like. Allow a moment for them to write them down.

Activity 1: Is That a Fact?

Time: 30 Minutes

Instructor Notes

This activity teaches girls to reflect on how they use social media in a safe and secure way. As a society, we use social media daily to communicate comments, images, videos, and resources using Facebook, Instagram, Snapchat, etc. Using social media can be a lot of fun, it's quickly accessible and can be rewarding because it helps us stay connected with the people we care about. The Remarkable Me lesson helps girls to become informed, responsible users of social media by sharing only facts and positive things.

The goal of this activity is to understand why it is important to navigate social networks safely and post thoughtfully.

Materials

- *I'm GREAT Workbook*
- Fact & Opinion cards (one set per group)
 - See Page 40 for the cards.
 - Print one set of cards for each group.



REMARKABLE ME

- Cut out the statements, so they are one statement per card.
- Statement sheets (on pages 38 & 39)

Set-Up Guidance

This activity can be done indoors or outdoors.

Ensure that you have the statement sheets, and Fact and Opinion cards prepared ahead of time.

Instructions

1. Introduce the following:

“Understanding the difference between fact and opinion is a critical skill to examine our reactions to events and people. Stereotypes and prejudices are often based on opinions that are perceived as facts. Therefore, with all the information we have at our finger tips, we need to develop strategies to determine if something is a fact or an opinion.”

2. Hold up one of the statement sheets and ask if it is a fact or an opinion. Continue with the next statement sheet.
3. Have the girls pair up and discuss the definitions of the word “Fact” and the word “Opinion.” Have a few pairs share, and come up with a group definition. You can write this on a whiteboard or piece of chart paper.
4. Have girls break into groups of three to four. Each group will receive a set of cards. Ask the groups to separate the cards into three piles:
 - Fact
 - Opinion
 - Need more information
5. One at a time, the team will discuss the card and place it in the appropriate category based on the group definition that they came up with earlier. Allow 8 to 10 minutes for discussion and categorization in the groups.
6. When the small groups have finished, have everyone come back together. Have an individual from each group discuss how they categorized the cards based on their definitions. If there are disagreements between groups, have one or two share the reason for their placement.

Closing

Have a discussion with the whole group using the following questions, which are located on page 15 in the *I’m GREAT Workbook*. Have the girls write their answers in their Workbook, then discuss as a group:

- How can you tell if something is a fact or opinion?
- What makes deciding if something is a fact or an opinion difficult?
- Did everyone in your group agree which cards were facts and which were opinions?
- If you’re not sure if something is a fact, what can you do?
- Why is it important to know whether something is a fact or opinion?
- How can we apply this to social media? How can you be a more responsible social media user?

Outcomes

- To have girls set their own personal guidelines for making assumptions while viewing social media.
- To teach girls to think about statements they see and use critical thinking to analyze if it is fact or opinion.

REMARKABLE ME

Activity 2: Minefields

Instructor Notes

This activity teaches girls to work together and rely on strengths of others to complete a challenge. Remarkable Me encourages girls to build trust in others that will help them persevere and be strong enough to handle whatever life throws their way.

The goal of the activity is to teach girls the importance of building positive relationships, active listening, and clear communication as leaders of tomorrow.

Materials

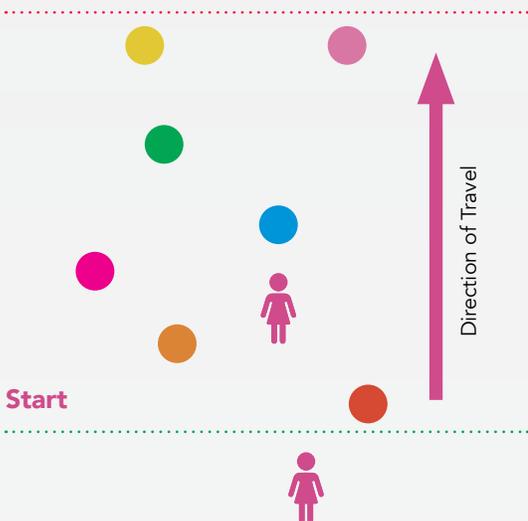
- *I'm GREAT Workbook*
- Blindfolds (or ask the girls to keep their eyes closed)
- Random equipment you have available to serve as "mines" (obstacles to avoid/step over/go around)
 - Hula Hoops
 - Foam balls
 - Mats
 - Cones
 - Poly Spots
 - Stands/Carts
- Timer (optional)

Set-Up Guidance

This activity can be done indoors or outdoors.

You need to set up a minefield prior to doing the activity. The minefield can be any open space, where you will place obstacles that the girls will have to navigate around without coming in contact with them. This can be in a large area, or even a small hallway. An example is shown below:

Finish



Instructions

1. Bring the girls together in a circle. Emphasize the importance of communication, trust, safety, and the need to have a serious atmosphere.

REMARKABLE ME

2. Have the girls pair up. In each pair, decide which partner will have the role of the listener (blindfolded and not allowed to ask questions) and which one will be the communicator (needs to communicate directions to avoid the mines). The communicator can see and talk, but cannot enter the field or touch their partner. If the blindfolded partner hits a mine, they must return to the beginning of the course. The first pair that successfully navigates the minefield is the winner.

If needed, you can do a group of three. To involve all three girls, have one girl blindfolded navigating the minefield, one girl with her back to the minefield so she cannot see but she can speak to the navigator, and one girl who can look at the minefield, but cannot speak and must find another way to communicate with her teammates. If larger groups are needed, have multiple people that can see but not speak, and still only have one person that can speak, but not see.

3. The challenge is for each blindfolded person to walk from one side of the field to the other, avoiding the mines, by listening to the verbal instructions of their partners. Allow the girls a short period of planning time to decide on their form of communication, then begin the activity.
4. Allow the girls to have several attempts, until a real, satisfied sense of skill and competence in being able to guide a partner through the minefield develops. The activity can be conducted one pair at a time or with two to three groups of partners moving through the minefield at one time. If you have multiple players going at one time, have mentors spread out throughout the minefield, so there are no crashes on the field. Then, have all pairs go to one end of the minefield. Once blindfolds are in place and everyone is ready, say "Go!" and the activity begins.
5. If time permits, allow partners to swap roles and repeat activity.

Closing

Have the girls come together as a group after everyone is finished. Have the girls turn to page 16 in their *I'm GREAT Workbook* and answer the following questions, then discuss as a group:

- What did you learn from this activity?
- What was the most difficult thing for you and your partner?
- Did both girls have an important role?
- What are some real life situations where you rely on people?
- How do mentors play an important role in your life? How can you serve as mentors?

Outcomes

- To have girls recognize the importance of communication and trust in mentoring relationships.
- To encourage girls to rely upon others and build relationships with people who care about their success.

Take Home Challenge

Think about who in your life serves as a positive mentor. What makes you like them? What do they do to support you? Have the girls turn to page 16 in their *I'm GREAT Workbook*. First, let's figure out how you would start out your letter. Who would you write your letter to? Why them? Write the first few sentences of a thank you letter to your mentor in your Workbook. To continue your letter, finish it on a new piece of paper. You don't have to send it, but if you want to, they will appreciate it!

Reflecting on the Is That a Fact activity, come up with a personal "code of conduct" for being a remarkable social media user. Write down your rules that you will abide by when posting on and using social media. Share your code of conduct with your parent/guardian or friends, and see if they will be remarkable online too.

The sky is
blue.

Chocolate
ice cream is
the best.

REMARKABLE ME - CARDS

<p>I can share anything on social media without anyone linking it back to me, even if I post anonymously.</p>	<p>You know you are popular if you get many likes on Instagram.</p>	<p>Sandra Day O'Connor was the first woman to serve on the United States Supreme Court</p>
<p>Instagram is better than Facebook.</p>	<p>$5 \times 3 = 15$</p>	<p>More people own a cell phone than a toothbrush.</p>
<p>Parents and teachers can help if someone is being mean online.</p>	<p>Everything you read online is true.</p>	<p>It's ok to accept friend requests from strangers – it just means more friends!</p>
<p>There are over 1 billion Facebook users.</p>	<p>Even though Leslie said not to, it's ok to share that picture with Ann.</p>	<p>I should not post mean things online because once something is posted, it has a digital footprint that exists forever.</p>
<p>Aretha Franklin was the first woman inducted into the Rock and Roll Hall of Fame</p>	<p>Use Snapchat to send messages that you don't want anyone to see because they disappear.</p>	<p>There is a woman coaching in professional football.</p>
<p>People who use Facebook are not cool.</p>	<p>Sally Ride was the first American woman to fly in outer space.</p>	<p>Social media is a fun way to keep in touch with friends.</p>

RESPECT STARTS WITH ME

Overview

The Respect Starts With Me lesson teaches girls to treat others the way they want to be treated. In order to appreciate the differences in ourselves and others, girls must recognize everyone thinks differently and possesses unique opinions and traits. This lesson will allow girls to develop respect for individual differences in people, gain self-respect, and identify respectful and disrespectful behavior. By discussing different ways to demonstrate respect towards others, girls will understand the importance of respect and of taking responsibility for their own individual behavior and actions.



Objectives

- To encourage girls to appreciate their own contribution as well as the contributions of others and the world around them.
- To teach girls to be proud of their accomplishments as well as admiring the work of others.

Warm-Up: Showing Respect

Time: 15 Minutes

Materials

- Chart Paper
- Markers
- *I'm GREAT Workbook*

Set-Up Guidance

This activity can be done indoors or outdoors. Have a sheet of chart paper sectioned off into two columns with the title "Respect." In the first column, create a list of the following people: coaches, teachers, parents, friends, siblings, and myself. Keep the second column blank to have the whole group fill in together. See the example below. Designate one mentor as the recorder and have the others disperse themselves throughout the circle.

Respect	
Coaches	
Parents	
Teachers	
Friends	
Siblings/Relatives	
Myself	

RESPECT STARTS WITH ME

Instructions

To start the lesson, have everyone stand in a circle. To begin, share with the girls that you are going to have a conversation about respect.

1. Have the girls take a moment to think about what respect looks like and feels like. Then have the girls “popcorn” out responses.
2. Have the girls take a moment to think about what disrespect looks like and feels like. Then have the girls “popcorn” out responses.
3. Show the girls the list of people. As a large group discuss and write down how you show respect for each individual or group of people.
4. Then, have the girls turn to a partner and discuss similarities and differences of how they respect each individual/and/or group. Have a few partners share their responses aloud. Keep the chart displayed for girls to refer to or look at during activity 1 and 2 of the lesson. They can also record their responses in their Workbook on page 18.

Activity 1: The Ceremonial Flags

Time: 30 Minutes

Instructor Notes

This activity teaches girls how verbal and nonverbal communication can be viewed as a form of respect and/or disrespect. In today’s society, technology allows individuals to communicate instantly using phones, texts, and social media, such as Snapchat or Instagram, without ever having to come face-to-face with another person. This lesson shows girls the importance of communicating face to face when getting to know someone. The girls identify characteristics of respectful communication and how displaying respect is necessary in order to receive respect from others.

The goal of this activity is to have the girls work together and discover the importance of communication. In this activity, girls learn to appreciate and respect individual similarities and differences in themselves and others.

Materials

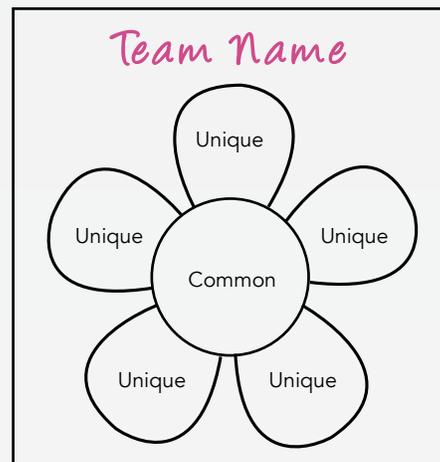
- Flipchart paper—1 sheet per group
- Markers
- *I’m GREAT Workbook*

Set-Up Guidance

This activity can be done indoor or outdoors with a flat surface to write on (table, walls, or floor). Display an example of the flower flag.

Instructions

1. Place the girls break off into equal sized groups, no limit on the number of groups. They should be placed with people they don’t already know or haven’t worked with frequently. Explain to the girls that these groups are their teams for the remainder of the lesson.
2. Pass out one sheet of chart paper and markers. Tell the groups that they will be making their own team flag. Have each group draw a large flower with a center and an equal number of petals to the number of girls in their group. See flower flag diagram to the right.
3. Girls cannot use physical attributes such as hair color, weight etc... for any part of this activity. The center of the flower represents something each



RESPECT STARTS WITH ME

member of the group has in common. Then each member should fill out a petal with something about them that is unique—unlike any other member in their group. Encourage each group to come up with a song, skit, dance, or something that includes movement and highlights each team member to present to the rest of the group.

4. Have each group present their flag and song/skit/cheer.
5. Allow a few minutes to have each group answer the following discussion questions:
 - Was it easy to find something in common?
 - Is it important to talk to people to get to know them?
 - Is it important to listen to others?
 - How did you all show respect towards each other while working together?
 - How can we show respect when we're playing team games?

Closing

In your *I'm GREAT Workbook* on page 18 answer the following questions:

- How does it make you feel when you are respected by others?
- Describe two ways that you can show respect to a group of people such as a team?

Outcomes

- To become aware of respectful ways to express different thoughts, opinions, and values to others.
- To learn to listen respectfully to others.

Activity 2: The I'm GREAT Games

Time: 30 Minutes

Instructor Notes

This activity teaches and reminds girls of the importance of working together in a variety of settings and celebrating individual strengths and differences. At home, school, and work girls will have to collaborate with several people in a variety of different situations. In this lesson, girls learn the importance of verbal and nonverbal communication when faced with a decision during competition and when celebrating the achievement of others.

The goal of this activity is to have girls participate in a variety of team activities to practice cooperation, sportsmanship, and learn to celebrate big and small successes.

Materials

The materials will vary depending on what games/activities are available to you.

Some suggested games are:

- Shooting a basket
- Running (100 meters)
- Soccer penalty kicks
- Jump Roping
- Hula Hooping
- Swimming
- Dribbling around cones and/or obstacle

RESPECT STARTS WITH ME

- Catching/throwing (softball, water balloons)
- Water Bucket Race
- Team Lightening
- Relay Race (running, balloons or dribbling)
- Charades

Set-Up Guidance

This activity can be done indoors or outdoors.

This activity should be comprised of several “games” much like the Olympics. Each team will have one representative compete in each event, with a final event that includes the whole team. You will need to pre-select and set-up games that suit your space, equipment, and girls’ ability levels.

If indoors, be sure there is space for the games you choose. Determine how you would like to reward the Gold, Silver, and Bronze winners of each event. One suggestion would be to give points to 1st, 2nd, and 3rd place and have each team add up their total number of points after the games to declare the team that has the largest amount of points as the winner. A variation could be to have colored circles of paper to represent the gold, silver, and bronze medals, and pass them out as the winners cross the finish line.

Instructions

1. This lesson will involve a series of games. The number of games should equal the number of girls in each team plus one team activity. For example, if there are six girls in a team, there should be seven games. The games are up to you—pick activities that work with your group and facilities. Get creative! Show why you’re a GREAT mentor.
2. Each girl will participate in a game—no girls should go twice (unless teams are uneven, as every girl should participate). Teams will decide which member of their team participates in each game.
3. The last activity should be a team activity, where the whole team participates.

Closing

Celebrate by having a closing ceremony recognizing the individual events and team event winners. After recognizing the hard work of the girls, have them open their *I’m GREAT Workbook* to page 19 and have them answer the following questions, then discuss as a group:

- How did you show respect towards your teammates?
- How did you show respect towards other teams?
- How do you see athletes showing respect during the Olympic Games?
- How can you use what you have learned and apply it to your friends, family, and everyone you encounter?

Outcomes

- To encourage girls to recognize that their communication verbally and nonverbally is a way of showing respect.
- To encourage sportsmanship both on and off the field.

RESPECT STARTS WITH ME

Take Home Challenge

Have the girls turn to page 19 in their *I'm Great Workbook*. In the Ceremonial Flag Activity we recognized the importance of listening and sharing in a conversation to get to know someone. The next time you have a conversation, take notice of how much time you spend listening. What did you learn from the conversation about the other person? How can you apply these listening skills to future conversations?

Respect was the key to our *I'm GREAT Games*. How have you seen people show respect in your daily life? What are some ways you've shown people respect after participating in the *I'm GREAT Games*?



I'M GREAT PLAYLIST

Here is a playlist of songs to inspire and empower the girls throughout *I'm GREAT*:

SONG	ARTIST	SONG	ARTIST
Don't Let Me Down	The Chainsmokers, feat. Daya	All About That Bass	KIDZ BOP Kids
Scars to Your Beautiful.....	Alessia Cara	Bulletproof.....	La Roux
How Far I'll Go	Alessia Cara	Born This Way.....	Lady Gaga
Superwoman	Alicia Keys	This One's for the Girls	Martina McBride
Brand New Me	Alicia Keys	Good Woman Down	Mary J. Blige
Girl On Fire.....	Alicia Keys	These Boots Are Made for Walkin'	Nancy Sinatra
Rise Up	Andra Day	Pocketful of Sunshine	Natasha Bedingfield
Run the World (Girls)	Beyonce	Unwritten	Natasha Bedingfield
Fighter	Christina Aguilera	Feeling Good	Nina Simone
Beautiful	Christina Aguilera	So What.....	P!nk
Titanium.....	David Guetta, feat. Sia	Just Like Fire.....	P!nk
She Wolf.....	David Guetta, feat. Sia	Who Says.....	Selena Gomez & The Scene
Confident (clean)	Demi Lovato	She Wolf	Shakira
Really Don't Care.....	Demi Lovato	Man! I Feel Like a Woman!	Shania Twain
Independent Woman, Pt. 1	Destiny's Child	Alive.....	Sia
Survivor.....	Destiny's Child	Unstoppable	Sia
Me & My Girls.....	Fifth Harmony	The Greatest.....	Sia
Shake It Out.....	Florence + The Machine	Wannabe	Spice Girls
Love Myself	Hailee Steinfeld	Call on Me	Starley
Miss Independent.....	Kelly Clarkson	Edge of Seventeen.....	Stevie Nicks
That's My Girl.....	KIDZ BOP Kids		

FINAL THOUGHTS

You are on the front lines, empowering kids in your community each and every day. You're there through life's challenges, just as Cal Ripken, Sr. was for his kids and his players: teaching them how to make the best of every situation, leading by example, and encouraging them to be the best they can be.

At the Cal Ripken, Sr. Foundation, we see our role as supporting you in this shared mission.

This guidebook is just a stepping-stone to start your *I'm GREAT* program! We hope you find ways to expand and keep your program going in perpetuity.

Additional Cal Ripken, Sr. Foundation Resources

For more information about the Cal Ripken, Sr. Foundation and our online portal which hosts additional free curricula, materials, and lessons to use with your kids, visit our website at <http://www.ripkenfoundation.org>

Follow us on twitter at <http://www.twitter.com/CalRipkenSrFdn>

Find us on Facebook at <http://www.facebook.com/CalRipkenSrFdn>

Follow us on Instagram at <http://www.instagram.com/CalRipkenSrFdn>

Check out our YouTube Channel at <http://www.youtube.com/CalRipkenSrFdn>

Acknowledgements

I'm GREAT would not be possible without the support of our donors and sponsors. We would like to thank Niagara Cares for their support of *I'm GREAT*.



The Cal Ripken, Sr. Foundation helps to build character and teach critical life lessons to at-risk young people living in America's most distressed communities.



www.RipkenFoundation.org