

To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.



Ralph Waldo Emerson

ALWAYS BE A
FIRST RATE
VERSION OF
yourself
INSTEAD OF A
SECOND RATE
VERSION OF
someone else

Judith Garland

Mighty Finger: The Power of One

- From: "Mean Girls: 101 1/2 Creative Strategies and Activities for Working with Relational Aggression"
- Lesson helps girls find their identity and their unique characteristics
- You need: Plain piece of paper, Ink Pad, Pencils/Pens/Crayons/Markers



Mighty Finger: The Power of One

- Use the ink pad to have each girl put their thumb print on the paper (you can use half sheets). Using the thumb print they can decorate the print by drawing animal faces, flowers, or anything else that represents who she is. You can have multiple thumb prints on paper.
- Stress that each fingerprint is different. Have girls write at least three special traits that make her different. Have student share out and discuss different ways to validate and encourage each other.



"Evolution" + Media Messages

- Show video clip (YouTube search)
- Group discussion
- Show "before and after" pictures
- What can we do?



Evolution + Media Messages

- Group Discussion Questions:
 - What do you think?
 - What did you notice in the video?
 - What surprised you?
 - What other subtle things do advertisers do?



What Can We Do?

- Increase our level of knowledge
- Pay attention to what media messages are really telling us
- Don't buy into it!
- Write a letter to the magazine editors letting them know that what they are doing negatively impacts teen girls.



What Can We Do?

- Focus on a realistic body shape/size/weight
- Focus on being healthy
- Create your own magazine with positive messages and REAL people
- Post "before and after" pictures on social media to remind your friends (and yourself) of the truth



"Truth Card"

- Use small size card-stock or playing cards
- Cut out words, pictures, scrapbook paper
- Provide students with list of words or quotes to use
- Use Mod Podge to seal the card



Source: bravegirl.com

Influential Women, Influential You

- Provide each girl with an "Influential Woman" handout- Download at <http://bit.ly/GenderServices> (click on Resources)
- Allow 2-3 minutes for girls to read the short biography
- Each student shares one thing that stood out from what they read



Bethany Hamilton
February 8, 1990 -

Bethany Hamilton was born in Lihou, Hawaii. Hamilton began pro surfing at an early age and entered many surfing competitions. She won first place at the Open Women's Division of the NSSA and Red Sun Memorial. In 2003, Hamilton was surfing in the morning when a 100 lb shark attacked her and bit her left arm off to her shoulder. Three weeks after her attack, Hamilton was back surfing.

Hamilton has not given up surfing due to her handicap but has paddled with it. She has adapted her surfboard to be longer and to have a handle to make paddling easier. Hamilton began competing in professional competitions again and has won first place many of them.

Hamilton wrote *Soul Surfer*, an autobiography about her shark bite, which was turned into a movie.

Anne Frank (1929-1942)

She was born in 1929. Anne Frank was a German Jewish teenager who was forced to hide during the Holocaust. She and her family, along with four others, spent six months during World War II in the attic of her father's office in Amsterdam, the Netherlands. After being betrayed to the Nazis, Anne, her family, and the others living with them were arrested and deported to Nazi concentration camps. In March of 1945, Anne died after she was arrested. Anne Frank died of typhus at Bergen-Belsen. She was 33 years old. Her diary, which was written by one of the family's helpers, *My Secret*, was first published in 1947. Today, her diary has been translated into 40 languages and is one of the most widely read books in the world.

There are only people like you in the world.
And if you have faith, anything is possible, anything at all.

Created by: San Diego County Office of Education, Student Support Services 2014

HELEN KELLER
June 27, 1880 - June 1, 1968

Helen Keller was born into a loving family. Keller fell ill from brain fever, which caused some of her sight and hearing. Due to her blindness and deafness, it was hard to communicate. Her parents traveled and met a specialist who led them to Anne Sullivan.

Sullivan had just graduated from the Perkins Institute for the Blind in Boston, Massachusetts into the Keller's house in March of 1887 to help Helen read, write and communicate. At first and lived in a nearby cottage. Sullivan was able to teach Keller words through sign language. At the first night, Keller had learned how to sign 30 words.

Keller began attending school and began learning how to speak. Keller met many friends. Mark Twain, who helped fund her education. She was able to go to various colleges. Sullivan, who would help translate and interpret lectures and texts.

After college, Keller became a social activist. She fought for women's suffrage, both for the disabled. Keller co-founded Helen Keller International and the American Civil Liberties Union. She traveled the world speaking and encouraging people and remains one of the most famous people ever. With her determination and hard work, she proved that anyone can overcome their disabilities.

Oprah Winfrey (1954 -)

On June 29, 1954, in Kosciusko, Mississippi, U.S. television talk show host and actress. After enduring an impoverished and troubled childhood, she became a news anchor for local CBS television station in Tennessee at age 19. After graduating from Tennessee State University, she worked as a television reporter and anchor in Baltimore, Maryland, where she anchored her first talk show from 1977-81, and in 1984, she moved to Chicago to host *A.M. Chicago*, which became the city's highest rated morning show. In 1986, the *Oprah Winfrey Show* in 1986, it was syndicated the following year making her the first African American woman to host a national daytime television talk show. The extremely popular show was rated for its uplifting and therapeutic tone. In 1991 Winfrey also formed her own television production company, Harpo Productions, and in 1995 she launched *O, the Oprah Magazine*. In 2004, she won the *Oprah Winfrey Award* (PBA) shared on cable television, and later that year the *first episode of the Oprah Winfrey Show* aired. Her acting credits include the films *The Color Purple* (1985) and *Beloved* (1988). In 2005, inspired by her own "bookle beginnings" and disadvantaged background, Oprah founded an All-Celebrity Academy for *young girls and leadership opportunities for academically gifted girls from impoverished backgrounds in South Africa who exhibited leadership qualities for making a difference in the world.* Her accomplishments as a television pioneer, producer, publisher, educator and philanthropist have established her as one of the most respected and admired public figures today.

"I've learned life is a lot like surfing. When you get caught in the waves, you need to get right back up. Because one wave never hits you the next way... and if you have faith, anything is possible, anything at all."

"Turn your wounds into wisdom."

"Security is an overrated thing. It exists in nature, the children of which expect to be protected and safe in their own right. Life is either adventure, or it is not."

Created by: San Diego County Office of Education, Student Support Services 2013

Influential Women, Influential You

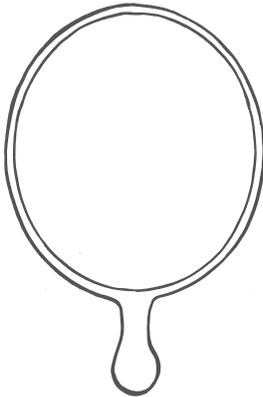
- What do you have in common with these women?
 - Stress that all women are resilient
- Provide students with a blank paper... what would their biography say about them in 10 years?



Imagine you are 10 years older than you are now. Place a photo of yourself in the box below and then write a biography about yourself and your accomplishments. What do you want your biography to say about you?

Name _____

Mirror Image Draw a picture of the important things you see yourself doing in the next year.



Source: "Building Assets in Elementary: Group Activities for Helping Kids Ages 8-12 Succeed." Search Institute, 2004.



Bullying / Relational Aggression

- Getting-to-Know Activities
 - Thumb-ball
 - "Back in the Day"
 - "People Search"
 - "Me Too"
- Healthy Friendship Wheel
- Handprint of Influence



Thumb-ball

- Can focus on teambuilding, emotions, empathy, bullying
- Create your own with beach ball or purchase online
- Create small cards with questions as an alternative



"Back in the Day"

- Introduce yourself and share one thing you did "back in the day"

Favorite Sport

Activity You Participated In

Hobby

Favorite Book

Show You Watched

Favorite Band

Game/toy You Played



Source: PLUS Program, John Vandenburg

People Search

PEOPLE SEARCH				
Directions: Find a person who can answer the following descriptions. The person with the most boxes filled wins! Write Each person can only sign one box.				
Find someone who...				
Is obsessed with Facebook.	Has an older sister.	Knows how to salsa dance.	Likes to sing.	Plans to go to college.
Speaks a second language.	Has a younger brother or sister.	Went to the same elementary school as you.	Knows how to speak another language.	Is confident.
Plays a sport.	Knows how to cook.	Has travelled outside California.	Likes to ride roller coasters.	Uses Instagram.
Has a pet!	Likes to read.	Has a driver's license.	Has lived in another state.	Likes to watch reality shows!
Was born in the same month as you.	Has family in another country.	Does not know how to swim.	Knows how to play a musical instrument.	Watches reality shows.

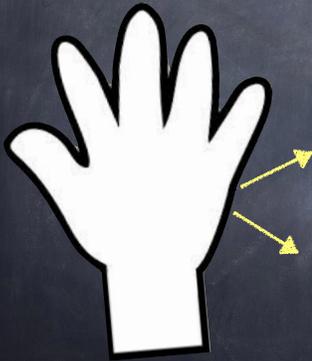
- Ask interesting facts
- Debrief and stress commonalities
- Who has something in common with someone else?
- Who learned something about someone they don't know?

"Me Too"

- Volunteers share anything they want about themselves to the group.
- When others hear something they share in common with speaker, they say "me too".
- Allow 45 seconds per person/volunteer
- When done, highlight the comments that received a lot of "me too" from group
- Why is it important or helpful to learn about each other?



Handprint of Influence



- Five people and/or experiences that have influenced/shaped your life (one per finger)
- Bullet points of how person/experience has shaped your life



Source: Adapted from "Handprints" of Teambuilding With Teens. Free Spirit Publishing, 2007

Handprint of Influence

- Variation:
 - Have students list only positive influences on one handprint and negatives on another
- Stress the importance of our influence on others (tie to exclusion, bullying, etc.)



Teambuilding

- Teamwork
 - "Think Fast"
 - "The Human Knot"
- Risk Taking (sharing/disclosure/bonding)
 - "40 Thought Provoking Questions"
 - "Hot Seat Scramble"



"Think Fast"

- Promotes:
 - Teamwork
 - Healthy competition
 - Brain break



"Think Fast"

- Create a list of "things" or flashcards of "things"
 - Things found at the park
 - Things found at the airport
 - Things that are cold
 - Things that start with the letter "A", etc.



Source: Think Fast In a Jar, Free Spirit Publishing, Inc.

How to Play...

1) With two or more players, one player draws a "Things" card (or you read the category from your list). Use a 30-second timer, and have all players write as many words as they can think of that relate to the "Things" category. The winner of each round is the team with the most words.

2) Use as flashcards and have players name a certain quantity of items from the card (3, 5, 10, etc.). This can be a timed activity or not.



"The Human Knot"

Instructions

- Groups of 10-12 are ideal.
- Arrange group members in a circle, standing shoulder to shoulder.
- Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
- Everyone then puts their left hand up in the air and grabs the hand of a different person.
- Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.
- Tell group members to untangle themselves to make a circle without breaking the chain of hands.
- If group members break the chain they need to start over.



"The Human Knot"

Ideas:

- Give teams a time limit on this activity to make it more challenging.
- You can also mute participants throughout the activity.
- Instead of making groups start over when the chain is broken you can create penalties like muting a group member.

Debrief/ discussion questions:

- How did it feel to be successful/ unsuccessful?
- How did it feel to be mute? Blind?
- What strategy did your team end up using to complete the task?
- Who were the leaders in this activity?
- Did the team reach consensus on a plan of action? What process did the team go through to reach consensus?
- How do you think your team communicated during this activity?



"40 Thought Provoking Questions"

- Have students pick a number and/or select a card.
- They can answer the question for themselves for pose to the group.
- Facilitate group discussion.
- Access questions via Dropbox Link
- Alternate: Use "Table Topics" Discussion Cards



"40 Thought Provoking Questions"- Samples

- What can you do today that you were not capable of yesterday?
- What's been on your mind lately?
- In order of importance, how would you rank: happiness, money, love, health, fame?
- What word best describes the way you've spent the last month of your life?
- What is the #1 motivator in your life right now?
- What memory from this past year makes you smile the most?
- What's the number one change you need to make in your life in the next twelve months?
- What have you done that you are truly proud of?



Life Skills

- Goal Setting
 - Priorities / Time Management
 - "It's Puzzling"
 - S.M.A.R.T. Goals
- Self-Care
 - Bingo + Plan



Priorities

- Show Rocks in Jar video (search for options on YouTube) or do illustration **OR**
- Show "The Time You Have (in Jelly Beans)" video



Source: "Building Assets in Elementary: Group Activities for Helping Kids Ages 8-12 Succeed," Search Institute, 2004.

Where Does the Time Go?

In the first column, make predictions about what you think you will be doing at each hour during the day tomorrow. In the second column, keep track of how you actually spend your time. Remember that it is fine if your activities do not match your predictions.

Time	Prediction	Actual Activities
8:00 A.M.		
9:00 A.M.		
10:00 A.M.		
11:00 A.M.		
12:00 P.M.		
1:00 P.M.		
2:00 P.M.		
3:00 P.M.		
4:00 P.M.		
5:00 P.M.		
6:00 P.M.		
7:00 P.M.		
8:00 P.M.		

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Time Management Tips

- Use a day planner or calendar
- Make a "to do list" (weekly or daily)
- Plan ahead- avoid procrastination
- **Put first things first**



"It's Puzzling"



- Source: "The Best of Building Assets Together," Search Institute Press, 2008.
- Divide your students into two groups. Give one group a 24-piece puzzle (without the picture). Give the other group a 24-piece puzzle with the picture.

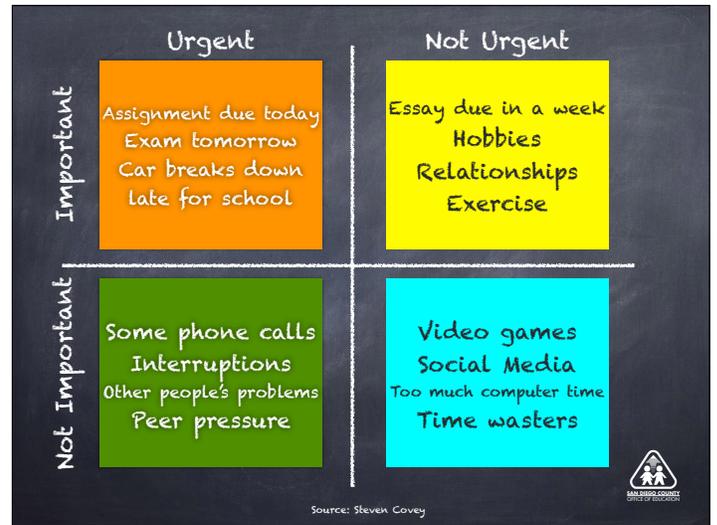
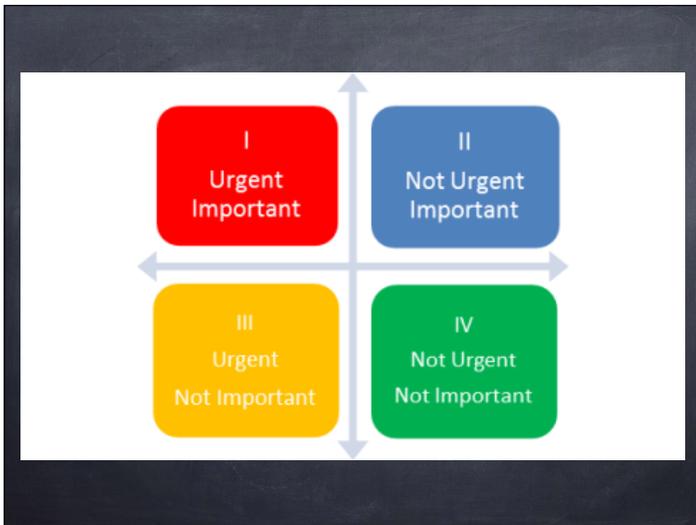


"It's Puzzling"

Debrief Questions

- Was this competition fair? Why or why not?
- What other competitions in life aren't fair?
- What's it like to work together when you know what you're doing? What if you don't know what you're doing?
- Why/how does it help to see where you're going when you're working as a group?





GOAL SETTING

- S** SPECIFIC
- M** MEASURABLE
- A** ATTAINABLE
- R** RELEVANT
- T** TIME-BOUND

SMART Goal Map

Name: _____ Date: _____ Class Period: _____

Directions: List the required information in the appropriate areas as indicated.

S	Make it Specific	What do you want to accomplish?
M	Make it Measurable	How will you know when you have accomplished your goal?
A	Make it Attainable	How can the goal be accomplished?
R	Make it Relevant	Is this goal worth working hard to accomplish? Explain.
T	Make it Timely	By when will the goal be accomplished?

MAKE THINGS HAPPEN!

Self-Care Bingo

Self-Care

Meditate	Exercise	Sleep	Eat Healthily	Pay attention to your needs
Get some fresh air	Hydrate your body	Treat yourself to something nice	Read a book for fun	Spend some time alone
Use your vacation time wisely	Forgive yourself	★	Practice mindfulness	Take a hot bath
Listen to music	Plan ahead/Prioritize	Small the roses	Yoga	Write in a journal
Laugh	Stop over-thinking	Be still	Don't compare yourself to others	Accept what is

BINGO!

Values

- "You're House is on Fire..."
- What three things do you take with you?
- Discuss with your group.

Values

- Use "Values Ranking" Handout- have each student complete it. Discuss.
- What are you doing today that is in line with your values? What are you doing that is not in line with your values?
- Alternate handout: 1,000 Points for Life.



146 A Thousand Points for Life

Imagine what it would be like if you could order the life you want on an Internet shopping site. Now imagine you have just received a gift card worth 1,000 points, and you have to spend it all to choose the things you want in life, but you can't overspend. Mark which things you would click into your "life cart."

Developmental Assets: 16-18
17- Personal Power
18- Self-Direction
19- Sense of Purpose
20- Positive View of Personal Future

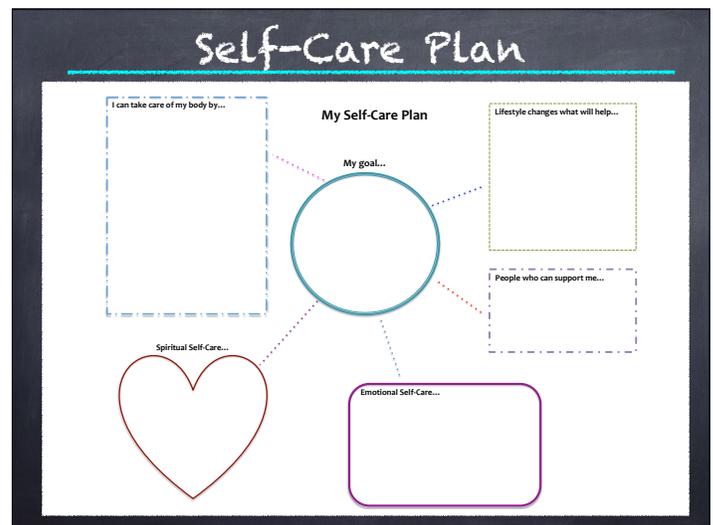
1,000 Points for Life	Points	Yes/No	Total
10 really good friends	100 points	<input type="checkbox"/>	_____
A big house with all the latest electronics	100 points	<input type="checkbox"/>	_____
A loving spouse	100 points	<input type="checkbox"/>	_____
A healthy son or daughter	100 points	<input type="checkbox"/>	_____
Belonging to a meaningful faith community	100 points	<input type="checkbox"/>	_____
A college degree	100 points	<input type="checkbox"/>	_____
An exciting career	100 points	<input type="checkbox"/>	_____
A job with good pay and benefits	100 points	<input type="checkbox"/>	_____
A pet cat or dog	100 points	<input type="checkbox"/>	_____
A brand-new car of my choice	100 points	<input type="checkbox"/>	_____
Good personal health	100 points	<input type="checkbox"/>	_____
A vacation each year to the place of my choice	100 points	<input type="checkbox"/>	_____
A good relationship with my parent(s) or guardian(s)	100 points	<input type="checkbox"/>	_____
A chance to make a positive difference in the life of another person	100 points	<input type="checkbox"/>	_____
A great wardrobe	100 points	<input type="checkbox"/>	_____
Money to give to my favorite charities and causes	100 points	<input type="checkbox"/>	_____
All the money I'll need to meet my and my family's needs	100 points	<input type="checkbox"/>	_____
Other items of your choice: _____	100 points	<input type="checkbox"/>	_____
GRAND TOTAL	=	_____	1,000

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Source: "Building Assets in Elementary: Group Activities for Helping Kids Ages 8-12 Succeed." Search Institute, 2004.

Self-Care Plan

- Opening discussion: What is self-care? Why is it important?
- Play "Self-Care Bingo"
- Discuss ways that girls practice self-care (based on the cards selected for game)
- Alternate activity: Self-care assessment
- Have each student complete "Self-Care Plan"



Thank you!!

