



# THIS IS ME

## Workshop Plan





# THIS IS ME WORKSHOP PLAN

## PROPS CHECKLIST

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

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

### **THIS IS ME PROPS**

- This is Me booklets
- Friendship booklets
- Strengths bracelet materials (letter beads, other coloured beads and stretchy bands)
- Sad and Happy Flower Print Outs to stick on wall and use for brainstorming
- Challenges cards
- Emoji Feelings cards
- Small canvases or thick paper for self-portraits
- Paint, paint trays, water pots, black crayons etc for self-portraits
- Gratitude words and pictures to stick around self-portrait
- 'Gardening tools' eg plastic shovel, water can etc (optional)
- Friendship Flower materials - coloured paper, textas, glue (flat flowers on paper) or tiny plastic seedling pots, small coloured pebbles, blu tac, sticky tape (for flowers in pots)
- Small bouncy ball and something that goes 'splat' eg a stress ball, play dough



# THIS IS ME WORKSHOP PLAN

## SETTING UP

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

To set up, you and your assistant will need to:



- Turn on lights and heating/cooling as necessary
- Place sign outside your entrance
- Place pull-up banners around the teaching space, if using
- Assemble trestle tables and cover with plastic table cloths
- Place enough chairs for all girls at the tables
- Place textas in several pots on the tables
- Place a Girl Power Bag or Folder at each spot at the table
- Set up your phone and speaker to play music
- Assemble other props and materials on a table for you to access throughout the workshop
- Ensure you have all attendee personal details, including medical details close at hand
- Place a table near or just outside the entrance of the teaching space where parents can sign-in their daughters – place the sign-in/sign-out sheet on the table along with biros
- Place name labels on the sign-in table, ready for girls to collect and stick on themselves as they arrive
- Stick several pieces of butchers' paper on the wall, ready for brainstorming
- Make a circle of cushions or mats on the floor and place the 'pre-workshop' activity in the centre

It is so important that you are organised. As parents and girls arrive, they will feel far more confident about your ability to deliver a quality workshop if they can see that everything is organised and you are composed, waiting to give them your full attention. If they arrive and you appear flustered, disorganised, trying to find things and still setting everything up, they will feel less confident about the overall quality of the upcoming experience. **Remember, first impressions are very important and it is hard to change someone's opinion once it is formed.**

# THIS IS ME WORKSHOP PLAN

## GETTING READY

Before you deliver your workshop, you need to pack up all the required materials neatly into large bags (we suggest duffel bags with wheels for easy transport). Check off the items on the relevant props checklist. Allow around hour to set everything up at your venue. Keep in mind that often girls arrive early, so aim to have your venue ready 15 minutes before the girls are told to arrive. To set up, you and your assistant will need to

- Turn on lights and heating/cooling as necessary
- Place sign outside your entrance
- Place pull-up banners around the teaching space
- Assemble 3-4 trestle tables and cover with plastic table cloths
- Place chairs at the table (20-30, depending on the number of girls attending)
- Place textas in several pots on the tables
- Place a Girl Power Pack/Bag at each spot at the table
- Set up your speaker to play music
- Assemble other props and materials on a table for you to access throughout the workshop
- Ensure you have all attendee personal details, including medical details close at hand
- Place a table near or just outside the entrance of the teaching space where parents can sign-in their daughters – place the sign-in/sign-out sheet on the table along with biros
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### Organisation

Organisation is key. As parents and girls arrive, they will feel far more confident about your ability to deliver a quality workshop if they can see that everything is organised and you are composed, waiting to give them your full attention. If they arrive and you appear stressed and disorganised, trying to find things and still setting things up, they will feel less confident about the overall quality of the upcoming experience. Remember, first impressions are very important and it is hard to change someone's opinion once it is formed.







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## BRIEF OVERVIEW OF THE DAY & SAMPLE TIME LINE

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



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## AS THE GIRLS ARRIVE

As girls and parents arrive, introduce yourself, smile warmly, welcome them and make friendly small talk. You want to appear approachable, professional and someone that everyone feels comfortable being around. Encourage your assistant to have the same demeanour. Once parents have signed girls in, encourage the girls to place their bag in a designated place in the room and sit on one of the cushions/mats in the circle. Your assistant can explain to the girls how to play the 'pre-workshop' activity eg dominoes, Connect 4, Pick Up Sticks etc

Explain to parents that they are welcome to leave once their child has joined the circle or they can stay until they feel their child has settled in (sometimes parents just want to see how the first few minutes of the workshop runs). Remember, the more in control and organised you appear, the quicker parents will leave! Remind parents to return for the last 15 minutes of the workshop for a short presentation.





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## PRE-WORKSHOP ACTIVITY (AS GIRLS ARRIVE)

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

## WARM UPS

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

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

### Warm Up 1: Jumping Jessica

Everyone stands in a circle. Tell students to think of their first name and the letter their name starts with. Then tell them to think of a word that begins with that same letter which they can act out. It can be an action, adjective (describing word), animal, etc. Start with your own name as an example (mine is always "Jumping Jessica"), showing them how to do a movement that corresponds with your descriptive word-name combination. Everyone repeats the word-name combination while doing the movement. You may need to help younger students. After everyone has had a turn, start again but this time have them as a group repeat the word-name and movement for each person around the circle to see if they can remember everyone's name and action.







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## Warm Up 2: Dance

Tell the girls that we are now going to get up and get our bodies moving! Spend a couple of minutes teaching some of the moves in the dance (don't take more than a minute doing this - they can follow most of the moves when you dance to the music). Tell the girls why you love the music you are using. For example, if you use 'Shake It Off', you could say that when you hear this song you think about 'shaking off' any worries that you might have and just enjoying the music. Play the song and perform the moves to the dance in front of the girls - they can copy you as you go. Make sure your own moves are clear and strong. Use the same choreography each time you perform the chorus and the also when you perform each verse. Be consistent. You will need to know the moves well - if you have to refer to notes or get mixed up yourself, the girls will lose interest and you won't be able to engage and connect as effectively.

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





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## Warm Up 3: Musical Feelings

Play music as the children dance around. When the music stops, ask a child to pull an Emoji Feelings card from a box. The group then moves around as if they are feeling that way and the music begins again. They continue to do so until the music stops again and another child pulls a different card from the box. Encourage the girls to think about the way people look when they feel that way e.g. angry – tight fists, stamping feet, clenched teeth or scared hands to face, little steps, big wide eyes. Continue for about 6 different feelings.







# THIS IS ME WORKSHOP PLAN

## TOPIC 1: IDENTITY

**Learning Outcomes:** The girls will gain a stronger sense of self and self-worth as they identify their own likes, dislikes, interests, achievements, personal qualities and the important people in their world. This self-awareness leads to inner confidence and healthy self-esteem. The more we understand ourselves and what brings us joy, the more self-assured and secure we feel.

**Prop/s:** This Is Me booklets, pens or pencils

### Discussion

*We all have unique qualities that set us apart from each other. What are some of these qualities? What makes you different from other people you know? ie. hair colour, personality, skills, nationality, family size etc. If we were all the same, we would be boring. At Girl Power we like to celebrate differences because they are what make you, you. Imagine if everyone looked and acted like you? How would you feel about that? Isn't it nice to feel unique, to set yourself apart from other people? Sometimes we might look at our friends and see qualities we admire, and although that is normal, remember they too will look at you and see qualities they equally admire.*

### Fitting the Mould - A Story About Emily

The story below can be either told in your own words as a storyteller OR performed if you have two people available (yourself and an assistant, or you could ask one of the girls to volunteer). As you tell the story with a lot of expression, the other person acts out the each part of the story. Embellish the story with a lot of emotion and a bit of fun too. At the end of the story, ask the girls to explain what messages were conveyed. It is a story about celebrating differences, talents and feeling proud of these unique qualities. It also shows that sometimes even adults might need a little help to see things in children and they might need help.



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*Once upon a time, there was a girl called Emily, who was a happy girl, except she was very different to the rest of her family. Her dad could play the piano, her mum was an excellent singer and her brother played the trumpet very well. Emily played the violin but she didn't really enjoy it - she just wasn't that interested. Emily felt different and left out because she wasn't the same as the others in her family. Her parents wanted her to keep practising the violin. They could understand why she didn't enjoy it. Instead of practising the violin, Emily would rather paint pictures! Her parents would tell her off and say she was messing around and that she should be practising violin which made Emily feel a bit sad. The thing was, when Emily was painting, she felt really happy.*

*One day, Emily's teacher saw one of her paintings and was amazed by Emily's talent. She phoned Emily's mum and told her that Emily had a real gift and had created a wonderful painting. Emily's mum was surprised as she didn't really ever think about Emily being good at Art. She just thought she should be good at Music. Emily's family finally saw Emily's talent as unique and important and celebrated her unique strength. Emily started to see her strength in Art as something very special too and felt very proud of herself. It took her art teacher to bring this to the attention of Emily's family. Sometimes we all need a little help to see the beauty of our gifts.*

After telling/enacting the story, prompt discussion with these questions

- What was Emily's special strength?
- What were her family's strengths?
- What are some of your strengths?
- What are some other strengths that people have?
- Would you agree that everyone is different?
- Apart from strengths, what are some other ways we are different?



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## Activity 4

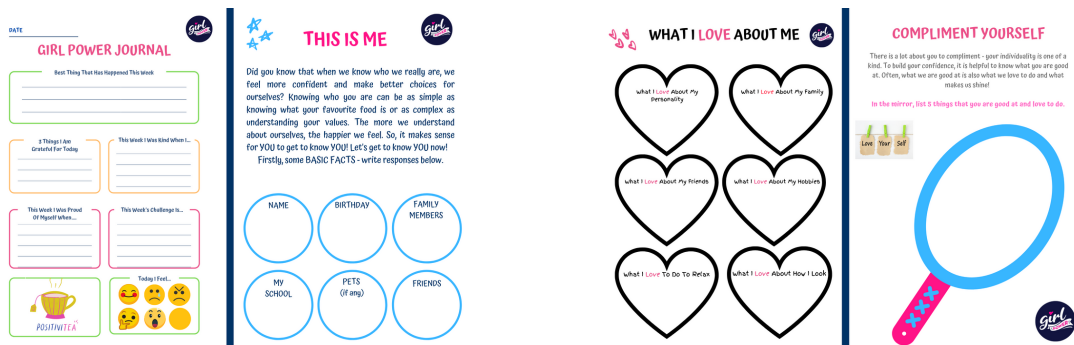
### *Paraphrase the following in your own words*

*'Like Emily, when we do something we love to do, it gives us a lot of energy and we usually create time for this particular activity. These types of activities give us our spark and make us shine. When we love a certain activity, we might wake up in the morning and think of it straight away and we lose track of the time while we are doing it (give the girls an example of something YOU love).*

### **Prompt discussion by asking these questions**

- What types of activities do you look forward to?
- What activities are you doing when you 'lose track of time'?

The girls will now complete the This Is Me booklets. Ask them to sit at their spot at the table and complete each section. As they are doing this, play some music softly in the background. Be prepared to assist the girls with their responses.



**GIRL POWER JOURNAL**

Best Thing That Has Happened This Week

3 Things I Am Grateful For Today

This Week I Was Kind When I...

This Week I Was Proud Of Myself When...

This Week's Challenge Is...

Today I Feel...

**THIS IS ME**

Did you know that when we know who we really are, we feel more confident and make better choices for ourselves? Knowing who you are can be as simple as knowing what your favorite food is or as complex as understanding your values. The more we understand about ourselves, the happier we feel. So, it makes sense for YOU to get to know YOU! Let's get to know YOU now! Firstly, some BASIC FACTS - write responses below.

NAME BIRTHDAY FAMILY MEMBERS

MY SCHOOL PETS (if any) FRIENDS

**WHAT I LOVE ABOUT ME**

What I Love About My Personality

What I Love About My Family

What I Love About My Friends

What I Love About My Hobbies

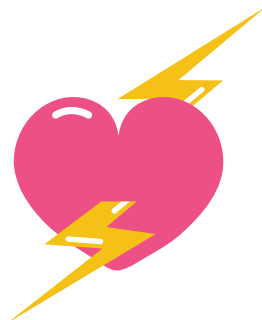
What I Love To Do To Relax

What I Love About How I Look

**COMPLIMENT YOURSELF**

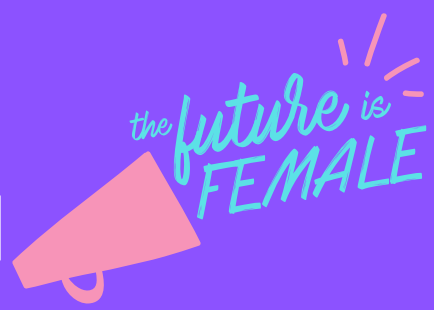
There is a lot about you to compliment - your individuality is one of a kind. To build your confidence, it is helpful to know what you are good at. Often, what we are good at is also what we love to do and what makes us shine!

In the mirror, list 5 things that you are good at and love to do.





# THIS IS ME WORKSHOP PLAN



## TOPIC 2: STRENGTHS

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

**Prop/s:** Coloured stretchy bands, letter beads, extra decorative beads

Ask the girls to **sit on their chairs** in front of the work table, ready for a fun creative activity!

**Paraphrase the following in your own words:**

*We have just discussed ways that make you unique and then we identified things that light you up. Some of you mentioned sporting activities, others, subjects like Maths, English or creative endeavours such as painting, dancing and acting. In this next activity, you will choose ONE OF OUR STRENGTHS to be the feature on a special bracelet. For example, you might choose the word KINDNESS or DANCE.*

**Now demonstrate** making a 'strengths bracelet'. One can make the bracelet very simply by adding just the word and a few colourful beads at either end of the word (tie a knot after last bead at either end to prevent their moving) OR you can bead the band the entire way round. Once the bracelet is ready to wear, simply tie the ends in a knot. The girls love to wear their bracelets straight away and proudly show their parents at the end of the workshop!





# THIS IS ME

## WORKSHOP PLAN

### TOPIC 3: HEALTHY FRIENDSHIPS

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

**Prop/s:** Butchers' paper, textas, blu tac, Friendship Flower materials, optional gardening tools such as shovel, watering can etc, Friendship in Bloom booklets

#### Discussion

Ask all girls to sit on the floor on their cushions in front of a table, where you have set up your 'gardening props'. Ask someone to be your assistant and give them a funny hat or other accessory to wear. Transform yourself into a funny gardener! Explain that you are going to show the girls how to grow 'friendship flowers'. In your own entertaining way, explain that..

*You need a pot and some soil- this is the foundation of the friendship*  
*- the way the friendship started (the pot can either be an actual small seedling pot OR cut out from paper)*



Ask the girls to suggest PLACES or SITUATIONS where friendships might form eg at school, sport, dance classes, through family etc. Write them on butchers' paper on the wall.







# THIS IS ME

## WORKSHOP PLAN

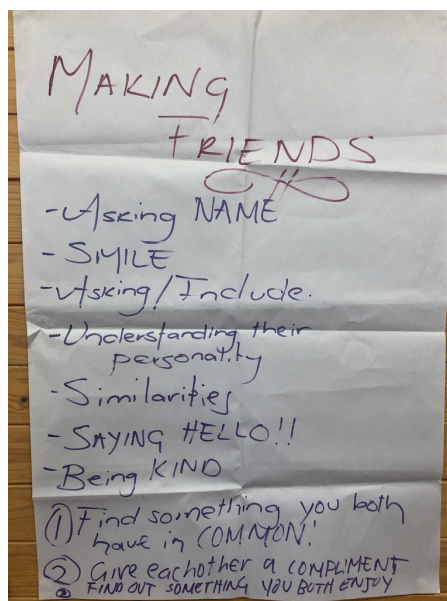
*The next part of the flower is the stem - this is how to MAKE a friend*

Ask the girls to suggest ways to make a new friend. Also ask for 'conversation starters' - these are things you can say to someone to start a conversation eg ask their name, find something in common, compliment them etc. Write them on butchers' paper on the wall.

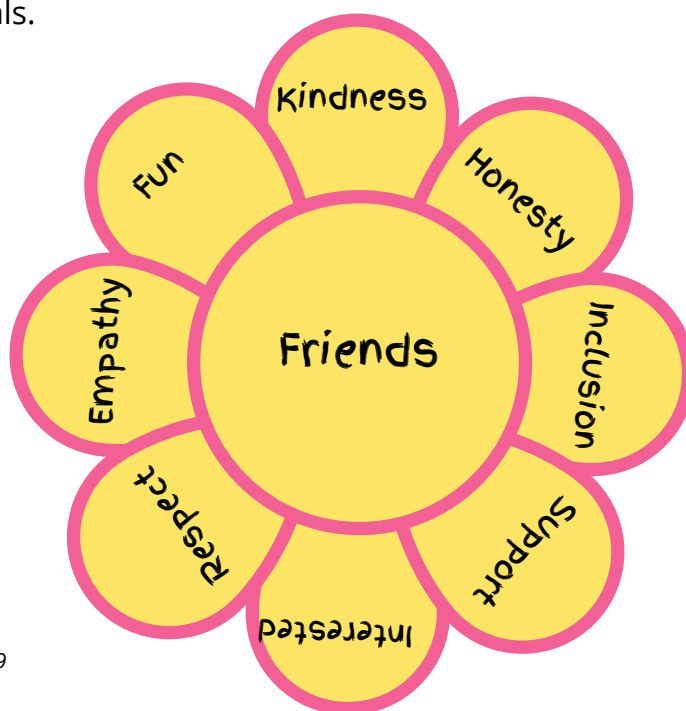
Roll up a green piece of paper, stick it together and stick it in the pot on a blob of plasticine or playdough. Sprinkle small rocks around it to keep it in place. So you now have the friendship FOUNDATION and some ways to MAKE a friend.



**Rolled up green paper  
for the stem**



*The next part of the flower is the petals - these are like the elements of a HAPPY friendship. Ask the girls to suggest elements of a happy friendship and write them on some pre-cut petals.*





# THIS IS ME

## WORKSHOP PLAN

Stick the petals around a pre-cut paper circle and then stick the circle and petals to the stem with sticky tape. You have now created a Friendship Flower!

Explain to the girls that just like a flower, friendships need to be looked after!  
*Flowers need sun and water to survive - what do friendships need?*

Now it's time for the girls to create their own Friendship Flowers!



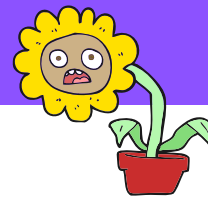
As an easier alternative to this activity, you and the girls could create 2D flowers stuck flat on paper (see below).





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## WORKSHOP PLAN



### TOPIC 4: FRIENDSHIP ISSUES

**Learning Outcomes:** The girls will learn to appreciate diverse perspectives, acknowledging the different values, opinions and attitudes of others. They will understand the difference between positive and negative relationships and ways of managing these. By developing an awareness others' feelings, needs and interests, they will learn ways to communicate effectively, identify causes and effects of conflict and able to practise different strategies to diffuse or resolve social issues.

**Prop/s:** Sad and Happy Flower print outs

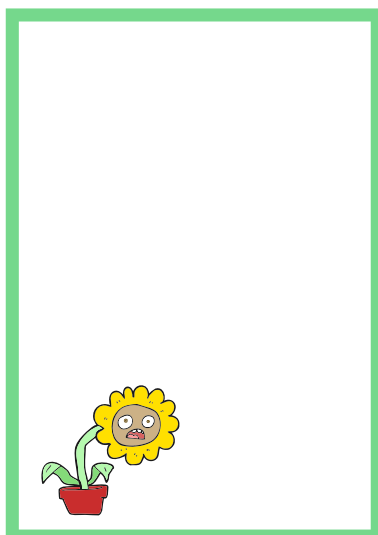
#### Discussion

**Paraphrase the following text that is in *italics***

*Sometimes, in our friendships, we might experience situations with our friends that make us feel sad, confused, upset or even angry. It is quite common for this to happen in relationships, even for adults! But what we want to try to avoid is letting little things get really big when they don't need to. We don't want our lovely happy flowers to be sad!*

Using the SAD FLOWER print outs, write down some friendship issues from the girls' ideas. The girls will most likely say things like..

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





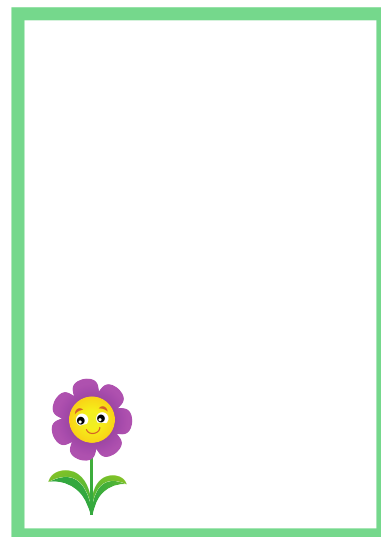
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## Discussion

*What do you think you could do to turn these sad flowers back into happy flowers?*

The girls will typically say things like...

- talk to your friend about how you feel, communicate 'talking is sorting' (feelings)
- compromise, take turns, respect others' opinions and differences (respect)
- invite them to spend time with you (inclusion)
- think from their perspective (empathy)
- show kindness (nice)
- have some time apart (distance)
- say sorry (sorry)



Write the FRIENDS acrostic poem on one of the HAPPY FLOWER print outs.

## Activity

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

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

### Managing Friendship Issues Word Search



P O N E L V B D O V T S T H  
S T T C R M E K S S I E E E  
E O A O O E K L T Y M L E T  
I O E I E T I A R H E F T A  
R S V A T T N T D A C R R  
A H I Y P S D D H A P A S E  
D A G I N O Y F E P A R N D  
N K R E A R L A N H M R E P I  
U E O R O V E O N E T L P S  
O I F E A H E E G S R A C N  
B T E T F O S R I C D I O  
B O O A F H S I E T S Y O C  
S F E E G E T N H L P E L E  
F F S E L F R E S P E C T B

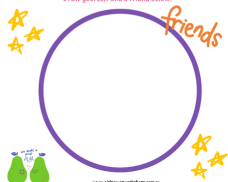
LETTER  
SELF-RESPECT  
EMPATHY  
MAKE ON  
JUNE, 11, 2011  
RE CONSIDERATE  
HONESTLY  
TALK  
SELF-CARE  
APOLOGISE  
GET HELP  
FRIENDLY  
TIME APART

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Friendship is awesome! Want to know why? Friends teach us about team work, empathy, helping others and support us during happy times and sad times. Having a friend is also fun! With a friend we can laugh, engage in games and activities together and talk about things we have in common.

Draw yourself and a friend below!



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### POSITIVE FRIENDSHIPS

There are lots of things that make up a positive friendship. Look at the words below - write or draw some examples of ways you can demonstrate these qualities in a friendship.

#### Kindness

Did something you do or say contribute to this issue? Would it help if you said sorry or something nice to the other person?

Trust

Respect

Support

Fun

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### FRIENDSHIP FIRES

Sometimes things can happen in a friendship that make us feel hurt, angry or confused. At GirlPower, we call these 'Friendship Fires'. Friendship fires are normal but it's important to not let them overwhelm us. To turn down the heat, consider one of the 'fire extinguishers' discussed in our workshop. See below...

Did something you do or say contribute to this issue? Would it help if you said sorry or something nice to the other person?

How bad is the problem? Could you 'blow it out'? Sometimes it's not worth making a fuss and the situation naturally settles down.

Could you compromise? Compromising is about reaching an agreement and each helping make things fair.

Try telling your friend how you feel in a kind, respectful and calm manner. Use statements that start with 'I feel...' rather than 'You...'.

It's natural for friends to need some distance at times or perhaps the friendship has run its course. It could be time to make new friends.

Even if you feel people are being unfair or mean, try to treat everyone around you with kindness and respect.

If none of the above strategies work, reach out for help from a trusted adult such as a parent, teacher or counsellor.

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## TOPIC 5: RELAXATION

### Relaxation Activity: The Balloon

*Read the following (or say in your own words) slowly and calmly*

*Find a comfortable spot to lie or sit, away from other people. Close your eyes. As you are lying or sitting there, gently place your hands on your tummy. Feel your tummy lift and expand as you breathe in and lower as you breathe out. Try to breathe slowly so you can feel your tummy going up and down. Now, as you are lying there with your eyes closed, you are going to create some pictures in your mind. Imagine that there is a red balloon floating high in the air above you. It has a long string attached. You wonder why it is there and where it came from. It gradually floats lower towards the ground, lower and lower until it is just above you and you can reach up and hold onto the balloon's string. The balloon pulls you up so you are standing on your tippy toes. It pulls you even higher until you are floating above the ground. It pulls you higher and higher until you are floating above the trees and the houses around you. What else can you see from way up high in the air? It then takes you to your favourite place in the whole world - somewhere that makes you happy. You float down into that happy place and look around. What can you see? What can you hear? What can you smell? What can you feel? Can you taste anything there? Are other people there? Are there any animals there? Or perhaps you like to be on your own at your happy place. Enjoy your time at your happy place for a few moments.*

*Now with that happy feeling still with you, you are lifted back into the air by the balloon and it carries you up high in the air once again. You float back over the trees, over houses and slowly back down into the park where you started. You gradually let go of the balloon and it gently floats off into the air. But the happy feeling you had at your happy place stays with you. Once again, feel your tummy rise and fall with your breaths. Now, slowly open your eyes and sit back up.*

Ask the girls to take a seat in a circle. Start a discussion about ways to calm down and centre ourselves when stressed. Ask the girls for ideas on what they do.



1. How does your body feel when you feel stressed?
2. What is your body telling you when you feeling these things?
3. What are some things you can do to calm your mind and body?





# THIS IS ME

## WORKSHOP PLAN

### TOPIC 6: GROWTH VS FIXED MINDSET

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

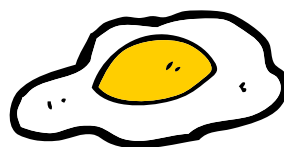
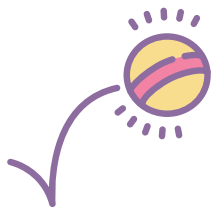
**Prop/s:** Challenge Cards

#### Discussion

Paraphrase the following in your own words.

*In life we are sometimes faced with challenges. Sometimes these are challenges like auditioning for a play, trying out for a netball team or learning a new skill. Other times these challenges might be things like how to manage someone who is saying mean things to you, dealing with disappointment or something happening that we didn't want to happen. Challenges can range from small things to more serious things. Just like most things, there is an upside to challenges. They provide us with the opportunity to develop problem-solving skills, resilience and something called a growth mindset. Who knows what a growth mindset is? Can you tell us? That's right, it's believing that with practise you can get better at something. Who can think of a situation when they have had a growth mindset? (discuss examples). Do you know what a fixed mindset is? (discuss examples). So some challenges are good for us and help us have a growth mindset and when we have a growth mindset we can feel more confident, happier and be more resilient. You may like to write some ways to overcome challenges on some butchers' paper on the wall.*

*So what's resilience? It's our ability to bounce back when things don't go our way and deal with tricky situations without getting really stuck in our problems and down in the dumps for a long time. Just like this ball - see? (bounce a super bouncy ball). If you don't have resilience, you just go SPLAT like this (throw play dough, slime or a splat egg prop on the floor). Who can think of an example of someone bouncing back and being resilient? (discuss)*





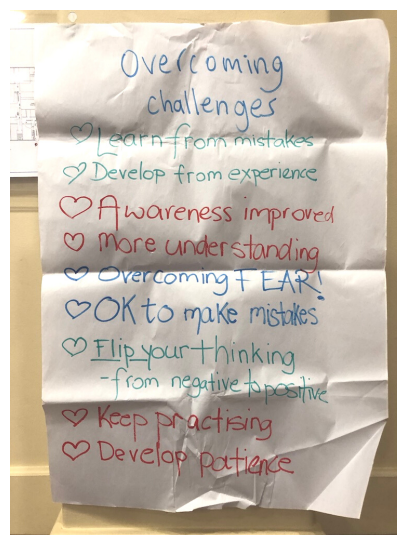
# THIS IS ME WORKSHOP PLAN

## Activity

Request that the girls form groups of around 2-4 people. Hand out 1 x card per group and provide an example of one of the cards by acting out the scenario with appropriate responses (can utilise assistant or volunteer). Ask the groups to role play and try to resolve the problem or challenging situation on the card by bouncing back (resilience) or adopting a growth mindset.

After the girls have had a few minutes to practise, they can perform for the rest of the group (if some girls don't wish to perform, they can discuss instead). Discuss the strategies the groups use in their role play.

Make sure that the girls understand that they are role playing the problem on the card and the SOLUTION (sometimes they just get carried away with the problem and forget the resolution!).





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## TOPIC 7: GRATITUDE

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

**Props:** Textas, butchers' paper, small canvases for the girls or thick art paper, black crayons, water colours, paint brushes, paints, water pots, Gratitude Word and Image print outs, scissors

### Discussion

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

### Activity

After the brainstorm, each girl will create a piece of Gratitude artwork. In the middle of a piece of a small canvas or thick paper, the girls are to draw and outline themselves (just their face) in black crayon (they may wish to use pencil first). They then paint the image and as it is drying stick on cut out words that represent the things they are grateful for in life. They could add sparkly stickers or other creative materials.

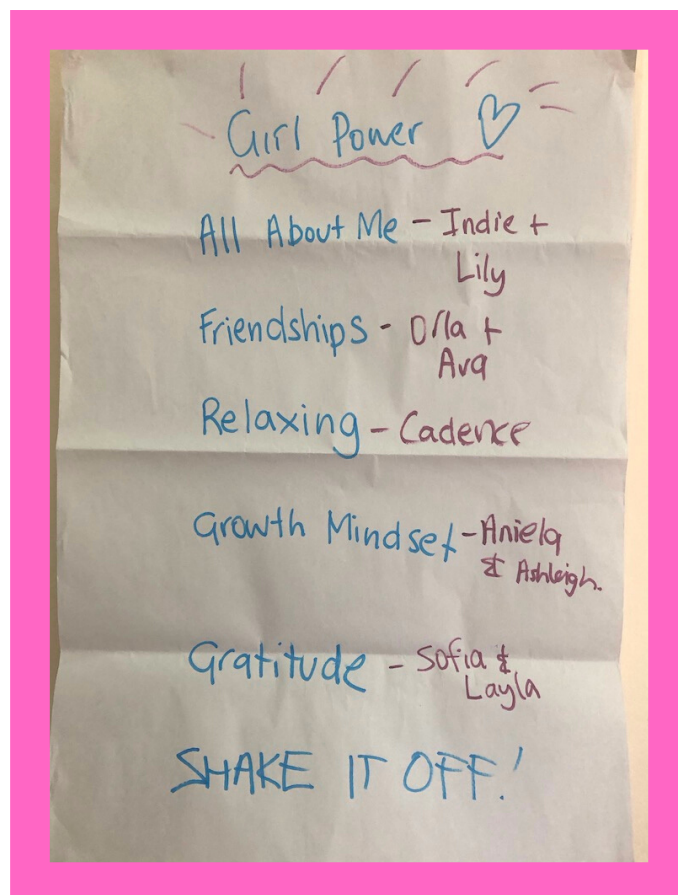




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## PREPARING FOR THE PRESENTATION

Around thirty minutes before the end of your workshop, allocate 'speakers' for the presentation – these are the girls who will be speaking (along with you) to the parents about each topic. They can speak in pairs – it's a good idea to ask one girl in the pair to explain what the topic was about and the other girl explain what they did. Write the names of the girls next to the topics list on the wall for easy reference during the presentation. Set the cushions up in a line and get all girls sitting comfortably with their workshop items on their laps. Set chairs up for the parents to sit and watch.







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## PRESENTATION

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

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

The presentation is an opportunity for the parents and carers of the girls to understand the topics covered throughout the workshop, appreciate the key messages and to see how much fun the workshop has been. It's a great way to finish the day with a bang! As the instructor, you will lead the presentation and introduce one or two volunteers (previously selected) as they speak about the topics. You can add to their speeches as you feel necessary to further clarify what the girls are communicating. Finish the presentation with the dance you went through at the start of the workshop. This is like the workshop 'finale' and guarantees a bunch of beaming smiles from the parents in the audience. At the end of the presentation, let parents know of other workshops you have coming up and if you feel comfortable, request that they write a quick review on your Facebook page if they feel their daughter gained something from the workshop. As the parents leave, make yourself available to chat with them about how their daughter went throughout the day. Always smile and be friendly and approachable.

