GIRL POWER WORKSHOPS



MANUAL

FOR GIRL POWER GUIDES

**GIRL POWER GUIDE MANUAL**

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**PART ONE - INTRODUCTION**

**Hi, I’m Joni!**

This manual is the culmination of twenty five years of practical experience, working with thousands of children and leading a large team of teachers. I began teaching and running a performing arts school called Theatre Bugs back in the 1990s. When I first started out, I wanted to help children develop confidence, self-esteem and a belief in themselves through Drama. All children have incredible potential, just waiting to be tapped and I loved watching children find their spark and shine. Theatre Bugs very quickly became the biggest school of its kind in South Australia, staging multiple major theatre productions each year, educating thousands of children in the performing arts and receiving rave reviews and awards.

As my school expanded, I wanted to learn more about how I could empower myself and my team with the tools required to help children thrive in a safe, supportive and enjoyable environment. I learned by reading, attending conferences, taking short courses, listening to mentors, observing the way other teachers teach and most importantly, by doing. The more I learnt, saw and did, the more I realised that there was so much more I could be doing to help children flourish. I wanted to start incorporating other creative activities into my classes to educate children about embracing challenges, recognising their strengths and looking at life with a positive mindset. So I made a big decision. I handed the Theatre Bugs reigns over to my General Manager started offering workshops that incorporated a range of different activities and approaches to empower children. I also decided that I wanted to just focus on girls. And so, Girl Power Workshops was born.

What you have now is the training, tools and support to deliver innovative, empowering and exciting workshops for girls in your community. Using the Girl Power Workshops plans and systems, you can run a successful business while making an incredibly positive impact in the lives of the girls in your community.

I welcome you to the ‘Girl Power Tribe’ and encourage you to strive for excellence in your pursuit of making a difference.

*“Find a job you love and you’ll never have to work a day in your life”*

**Harvey Mackay**

Joni Combe

**Founder – Girl Power Workshops**

This manual will provide the training you require as a Girl Power Workshops facilitator and as a business owner.

Our workshops include a diverse range of activities, all based on positive psychology principles. Our mission is that after attending a workshop, each girl will:

* Feel a stronger sense of self
* Recognise her strengths
* Understand what a healthy friendship looks like
* Have learnt tools to deal with challenging friendships
* Feel confident about embracing new experiences and challenges
* Feel gratitude on a daily basis
* Recognise when she feels stressed and know how to manage it

One of your challenges as a facilitator will be to educate and empower the girls in your workshop while also ensuring they are learning at their own pace and having fun. As you navigate through each section of this manual, you will gradually learn what delivering a Girl Power workshop entails. Read it over and over, make notes and refer to it before you deliver your first workshops.

I also strongly believe that Girl Power Guides should bring something of themselves into their workshops. I encourage you to tailor some of the ‘scripted’ sections as is appropriate and ‘make it your own’. You will have your own way of communicating with the girls, bring your own personal stories to share and develop entertaining ways to present each section. It is important to bring something of yourself to the workshops as this will help you create a connection with the girls and your manner will be genuine and authentic.

Above all else, enjoy yourself. Happiness is infectious; if you are having fun, the girls will also have fun. And fun is an integral part of learning.

*“What we learn with pleasure, we never forget”*

**Alfred Mercier**

Joni Combe

**Founder – Girl Power Workshops**

**PART TWO – WHY GIRLS?**

Since I started offering workshops for girls, I have been asked questions such as ‘Why just workshops for girls?’, ‘Why are these workshops necessary? We didn’t need these when I was a kid” and ‘Isn’t it the parents job to empower their kids?’ You may be asked similar questions. So I have compiled the TOP 5 reasons why the content and messages in our workshops are so important for young girls growing up in the 21st century.

1. **COMMUNICATION SKILLS**

Girls bond through communication. Wanting to connect and feel that they belong is a natural instinct. When conflict arises, girls fight through language rather than fists. Communicating effectively is harder for girls in today’s society as they have access to undesirable role models (eg reality tv stars that glorify drama) and are communicating more through digital devices, rather than face to face. With the use of digital devices, girls often say things to each other they may not say directly in person. This escalates friendship drama and often girls don’t have the tools or emotional maturity to manage this successfully.

At Girl Power Workshops, we teach the girls about both positive and negative emotions and how to manage them effectively. We also explore boundaries in friendships and provide practical tools to deal with conflict. The strategies we teach are based on kindness, self-awareness, assertiveness and empathy.

*“We have to teach girls communication skills”* **Rachel Simmons**

1. **HIGH EXPECTATIONS**

In our society, we have an unconscious bias regarding our expectations of girls. In general, we have higher expectations of girls than we do of boys. While girls now have far more opportunities than previous generations of women, studies have revealed that teen girls now believe they have to be almost ‘super human’. They feel they are under pressure to be ambitious, smart, hard-working, athletic, pretty, sexy, cute, socially active, nice and popular. This pressure can also come from parents as they bask in the glory of their child’s achievements by boasting on social media and enrolling their child in competitive activities with a ‘win or lose’ focus. Growing up being told girls can do anything sometimes translates into ‘I have to do everything and excel at it’.

Our workshops teach girls that we all have different strengths whether they be linked to creativity, logic, language, sport or personality. There will always be areas that we are stronger in than others. Our philosophy of highlighting everyone’s strengths is vital for girls to help them establish a healthy and powerful sense of self, stemming from who they are within. We teach girls that it’s ok to make mistakes, as this is how we grow.

*“There is nothing more rare, nor more beautiful, than a woman being unapologetically herself; comfortable in her perfect imperfection. To me, that is the true essence of beauty”*

**Dr Steve Maraboli**

1. **BUSY LIVES**

Every-day life for girls is busier than it was 20 or so years ago. With both parents working, financial pressure, blended families and divorces, family life is fast-paced and often stressful. Children also have less unstructured time as they participate in many competition based extra-curricular activities giving them little time to explore, reflect, create and just be themselves. This fast-paced lifestyle often revolves around a success-driven culture and social pressures to ‘keep up’. The intensity of such a highly stimulated life can lead to stress, anxiety and illness.

Practising mindfulness, meditation and gratitude can calm the mind, ease anxiety and promote reflection. We incorporate some of these practises in our workshops and remind girls that it’s ok to take time out to ‘just be’.

<https://motherwellmag.com/2019/02/11/why-are-girls-more-stressed-out-than-boys/>

*“Beware the barrenness of a busy life”* **Socrates**

1. **SOCIAL MEDIA AND IDENTITY**

Many girls feel pressure to be popular, wear the right clothes, have a certain body shape, be interested in the cool things and keep up with other girls as they compare themselves to unrealistic images on social media. Why do girls compare and go to great lengths to keep up with everyone else? Because they want to feel normal and that they belong. Wanting to belong is natural but social media has taken this to a whole new level. Living in a world where people’s ‘highlight reels’ are at your fingertips and one’s self-worth is gaged on the amount of ‘likes’ a post receives, it’s no wonder girls feel exhausted and stressed. Girls are disconnecting from themselves and who they truly are as they try to be like everyone else. When girls know who they are, they are more confident. Self-knowledge provides clarity.

Our workshops provide girls with healthy opportunities and space to connect with their deeper self and the world around them.. Our Girl Power team aim to instil young girls with a strong sense of identity, life direction and in turn, robust self-esteem.

*“Try to figure out who you really are and not who you want other people to think you are”*

**Salma Hayek**

1. **LACK OF RESILIENCE**

With the rise of ‘helicopter parenting’, parents are often actively attempting to remove obstacles that may cause their child harm, boredom, failure or disappointment. And research shows that parents tend to be more protective of girls. While well-intentioned, this style of parenting does not help build resilience, independence, creativity or problem-solving skills. Thinking they can never fail does not give girls the chance to reach their full potential because they will always be intimidated or hold back just to be safe.

We encourage girls to believe in themselves enough to take risks and step out of their comfort zone in order to live a happy and fulfilled life. We know that girls deserve to be educated about vital life skills, imperative to leading an enjoyable and successful life. We aim to teach girls the principles of a ‘growth mindset’ as this approach supports girls as they learn it is acceptable to both fail and succeed in multiple endeavours. We see the importance of understanding the elements of effort, practise and determination. Perfection is not the goal, rather the learning lessons along the way, the building of each unique strength.

# *“The more risks you allow children to take, the better they learn to take care of themselves”*

# **Roald Dahl**

**In conclusion**….... we are committed to nurturing the Girl Power ethos specifically in girls, to make this our niche and special focus – and become leaders in creating the courageous women of tomorrow. At Girl Power Workshops we carefully handpick empowered women to guide the girls in this critical time of their lives and are a tribe of women who proudly lead by example.

**PART THREE – POSITIVE PSYCHOLOGY**

Positive Psychology is a term created by Martin Seligman, also known as the ‘father of Positive Psychology’ - who wanted to zone in on what is right with an individual, versus the more traditional psychology model of focussing on what is wrong. The term can be misleading and give the impression that people are only to be positive and have zero negative feelings and emotions – thinking only positive thoughts. However, the field encourages all emotions and is more so interested in implementing positive and enjoyable activities unique to the individual, supported by a more positive way of viewing life. It is a scientific study, backed by solid research about what makes life worth living, filled with purpose and meaning. It concentrates on the positive aspects of living such as happiness, flourishing and well-being. It aims to bring scientific evidence to aspects such as well-being, personal strengths and the benefits of flow, creativity, community, physical and psychological health.

Seligman’s PERMA theory of well-being aims to highlight what brings happiness to an individual. He believes the five elements that produce positive emotions and flourishing are Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. People discover well-being from each of the five elements to a lesser or greater degree. A flourishing life looks different from one person to the next. ‘Positive Psychology is descriptive, not prescriptive’, and offers research on aspects of flourishing, providing informed choices on how to live a fulfilling life that resonates the individual’s values and interests.

*The following ‘PERMA Model of Well-being’ is based on Martin Seligman’s research on what leads to a good life. We refer to this model when designing Girl Power workshops.*

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**What is Learned Optimism?**

Martin Seligman said it is a ‘tendency to expect the best possible outcome or dwell on the most hopeful aspects of a situation’. He also posits, ‘the ripple effects of optimism make people more resilient, live longer, have better physical health, more likeable and will achieve more’. Optimism is about how we speak to ourselves (our internal dialogue) - also known as our individual ‘explanatory style’. Girl Power is committed to teaching the girls a better way of speaking to themselves – to understand that life is filled with many opportunities to learn, grow and change.

Yes, challenging events occur in life however learning an optimistic explanatory style creates increased resilience to bounce back like everything else – it takes practise!

Seligman points to three facets of optimism / pessimism, and they are:

* Permanence – thinking this is permanent VS this will not last as everything changes.
* Pervasiveness – thinking my whole life is bad VS this is only one area of my life.
* Personalisation – thinking I must have done something wrong, there is something wrong with me VS it is the circumstances of this event or situation that have created a negative outcome.

*Please see the table below for some examples of optimistic VS pessimistic explanatory style:*

|  |  |
| --- | --- |
| Bad Events Optimistic Explanatory Style | Good Events Optimistic Explanatory Style |
| Bad events will not last | Good events are long-lasting |
| Bad events are isolated | Good events happen all around us |
| Bad events are circumstantial and often someone else is to blame | I create my own good events |
|  |  |
| Bad Events Pessimistic Explanatory Style | Bad Events Pessimistic Explanatory Style |
| Bad events are endless and enduring | Good events do not last |
| Bad events are global | Good events are isolated |
| Bad events are caused by me | It is others who create good events |

**Why is Knowing your STRENGTHS Important?**

Strengths analysis and strength spotting (intuitively identifying strengths in yourself and others) are large components of Positive Psychology, and the strong foundation of our workshops. Knowing who you are is key to a healthy and robust self-esteem. [The VIA Character Strengths survey](https://www.viacharacter.org/survey/account/register) provides a profile of 24-character strengths. Most of the character strengths apply to us all, however, we each possess signature strengths that are stronger than the other listed strengths. When we are conscious of and live our lives based on our signature strengths, we have more energy for the activities we are doing and enjoy our life more (this applies to both children and adults). Strengths are generally not traits and can be honed, developed and worked on – although some or more fixed than others. The survey can be completed by adults and youth (for younger children, we suggest strength spotting rather than the survey – and to be aware, ‘the most common character strengths in children are love, kindness, creativity, curiosity and humour’, Langley Group, April 17, 2019).

Please find following a list of the 24-character strengths, and note their 6 sub-groups separating them into key areas:

1. Wisdom and Knowledge

Creativity, curiosity, love of learning, judgement and perspective

1. Courage

Bravery, zest, honesty, perseverance

1. Humanity

Love, kindness, social intelligence

1. Justice

Teamwork, fairness, leadership

1. Temperance

Forgiveness / mercy, humility / modesty, prudence, self-regulation

1. Transcendence

Appreciation of beauty & excellence, gratitude, hope / optimism, humour, spirituality.

**Growth Mindset**

Children with a growth mindset understand and believe their abilities and skills can improve through effort, hard work and persistence. Their brains can literally grow and learn new things. Mindsets are beliefs about ourselves.

Children with a fixed mindset believe their abilities are a fixed set of traits they are born with. It does not matter how hard they try; they cannot improve in specific areas and nothing will change this. Mozart, Einstein and Picasso would not have achieved what they did if not for years of practice and persistence!

A growth mindset is linked to success! Therefore, the Girl Power tribe is fully committed to implementing this approach into our workshops – our vision is to inspire and educate #### each year and to contribute largely to a growth in female leaders inside multiple industries and political arenas. Women are powerful creatures and often equipped with the added traits of intuition and empathy. Let this be our superpower!

*The following perspective of mindset provides a clear visual of the differences between ‘growth and fixed’.*

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**Mindfulness in Positive Psychology**

Ellen Langer has been researching mindfulness in positive psychology for 35 years and is particularly interested in the impact it has on our well-being. *‘Mindfulness is about training the mind into high states of focused attention’, Langley Institute.* It teaches the mind to be still and present and to notice things more intently - there is much research about its benefits when integrated into education. Mindless is the opposite of mindful – making rash decisions, not paying attention, operating in a way that does not support our best path.

When we function in a mindful state, we create space for helpful information, to be more intuitive in our decision making, to focus inwards and listen to our inner world. Other benefits include, and are not limited to, increased concentration, less anxiety, reduced depression, more resilience to handle life’s challenges, improved friendships and other relationships, and better sleep. Many of the techniques are derived from Buddhist traditions due to thousands of years of research. When we relax the body, we create stillness in the mind and body and clarity is the result. We are better equipped to make sound judgements and decisions (applies to children and adults). After all we are all a work in progress regardless of our age!

We can meditate to reach a mindful state and/or train to notice new things as we live our daily lives. For example, sit in nature and notice 5 x things that you see; or when you are waiting in line at the supermarket, notice how you are feeling, what you can see, what you can taste and so on. Being mindful can correlate with feeling grateful as we are being mindful of what we have in life, what we are thankful for. Teaching this skill to young children can take time and effort, however many children enjoy the process and benefits once they experience them.

**Integrating Flow Theory into Education**

*“Flow is an optimal psychological state that people experience when engaged in an activity that is both appropriately challenging to one’s skill level, often resulting in immersion and concentrated focus on a task. This can result in deep learning and high levels of personal and work satisfaction”, Mihály Csíkszentmihályi.*

Flow theory is an important aspect of Girl Power workshops as it is a fundamental element in developing a child’s understanding of who they are and what they enjoy. Have you ever tried to take yourself or your child away from a task or activity they were fully engrossed in? For both adults and children, it is when they are completely into something and hours pass without them noticing, they are in the zone, almost in a hypnotic trance. Often this happens through art practices, sport, writing, music and creating in many other ways. When an Olympian is intent on winning the GOLD, they are often in the flow state. It is vital to find what makes children tick as it brings quality to their experiences and usually increases their well-being. Mihaly Csikszentmihalyi has spent over 20 years researching flow – and discovered, it occurs in a broad range of settings. His research reflects it ‘happens when a person’s skills are fully involved with overcoming a challenge that is just about manageable, so it acts as a magnet for learning new skills and increasing challenges’, Finding Flow, by Mihaly Csikszentmiihalyi. The education and implementation of flow, growth mindset, mindfulness and strengths can all be integrated into developing confidence, creativity, success, resilience and life enjoyment in our young girls!

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As you can see, we draw from various Positive Psychology principles and integrate them into our workshops. It is a growing field and we incorporate teachings relevant to the specific gender and age groups we work with.

There are many key players in the positive psychology field - we relate to the following researchers as they reflect specific areas of educational interest at Girl Power.

*Click on the links below for quick references to further reading and videos:*

**Martin Seligman** – [Learned Optimism](https://positivepsychology.com/learned-optimism/)

Interview [Character Strengths](https://www.coursera.org/lecture/teaching-character/24-character-strengths-interview-with-dr-martin-seligman-q9noa)

**Carol Dweck** – ‘The Power of Believing that you can Improve’ [TED Talk](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en)

**Ellen Langer** – A talk about [mindfulness](https://www.youtube.com/watch?v=vlRJo51JWME)

**Mihaly Csikszentmihalyi** *(pronounced ‘cheek sent me hi’)* – Flow [TED Talk](https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow?language=en)

**Barbara Fredrickson** – [Positivity](https://www.positivityratio.com/)

**PART FOUR – HOW WE HELP GIRLS**

As discussed in the previous chapter, most of the Girl Power workshop material is underpinned by positive psychology principles and focuses on the following key areas:

* Identity
* Strengths
* Friendships
* Growth Mindset
* Gratitude
* Body Image (Yr 5+ only)
* Staying Calm

Our workshops aim to foster girls with a positive mindset, a greater sense of identity and resilience, giving way to increased confidence and higher self-esteem.

Identity

When a girl knows who she is, she is more confident and more likely to make healthy choices for herself. Knowing herself can be as simple as knowing what her favourite food is or as complex as being aware of the activities that make her feel happy and fulfilled. The more girls understand their own values, attitudes and what brings them joy, the more they will feel self-assured and secure.

In our workshops, we facilitate activities that lead girls to think about their interests, strengths, achievements, goals and the special people in their lives. Reflecting on who she is and what’s important to her, helps a girl connect with herself and ultimately understand her own unique identity.

*“Today you are you! That is truer than true! There is no one alive who is you-er than you!”*

**Dr Seuss**

Strengths

When we are aware of our strengths and use them as much as we can, we increase our overall well-being. If children are aware of their strengths, they can use them in abundance at school, by way of extra- curricular activities, hobbies and with friends and family.

During our workshops, we engage in creative activities that allow girls to identify their strengths. These strengths may be activity strengths such as netball, running and dance, academic strengths like Maths, Science or English or character strengths such as kindness, compassion and loyalty.

*“The good life is using your signature strengths every day to produce authentic happiness and abundant gratification”* **Martin Seligman**

Growth Mindset

When girls reach the age of around 7, they can often start to shy away from challenges and new experiences in the fear that they may make a mistake, fail or look silly. Some girls worry about what their teachers, peers and family will think of them if they don’t succeed. They may start saying things like ‘I’m hopeless at sport’, ‘No-one in my family can sing so I can’t either’. This attitude can reflect a fixed mindset, that is, the belief that their abilities are a set trait no matter how hard they try.

By way of creative activities and vibrant discussion, it is the role of a Girl Power Guide to try to instil a growth mindset in the girls. We teach them that it is effort and hard work that leads to success, not just talent and natural ability. Promoting a growth mindset means focusing on the way a child approaches a challenge, not how well they did. For example, a girl may have achieved full marks in a maths test due to the way she went about solving the problem. Focusing on the process helps girls think about trying different strategies, applying discipline and understanding that mistakes are how we learn.

*“In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I’m going to reveal my weaknesses, you say, wow, here’s a chance to grow”*

**Carol Dweck**

Friendships

As a pre-schooler, parents are usually the main source of company, comfort and fun for children. However, when girls start school, other girls take on this role. Suddenly, her social world at school is everything. While boys often physically fight it out with a friend, girls can stay upset for days over a funny look someone gave them or after being excluded from a game. Knowing how to respond or deal with these situations is hard – girls know they feel upset but they don’t always have the emotional maturity to deal with the situation effectively or manage their own feelings.

As Girl Power Guides, we help girls understand what a healthy friendship looks like. We also look at how and why tricky social situations arise and what girls can do to minimise the negative impact these situations can have on themselves and others. When armed with these tools, girls feel more confident when conflict arises and can make more thoughtful and informed friendship choices.

*“Friendship is quite complicated and the primary school years are the peak of learning how to make it work”* **Steve Biddulph**

Gratitude

Robert Emmons, a leading gratitude researcher, has conducted multiple studies on the link between gratitude and well-being. His research confirms that gratitude effectively increases happiness and reduces depression.

In our workshops, we ask girls to think about what they are grateful for, not just the big things like food, water and clothes but also the smaller things such as a sunny day, a compliment from a friend or a hug with a puppy.

*“There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle”* **Albert Einstein**

Body Image

It is difficult for girls to escape the “ideal” body image that is projected in today’s media. And often the messages girls receive from their friends and family reinforce the idea that we should all aim to look a certain way.

At Girl Power, we encourage girls to focus on all the amazing things their body can DO rather than just the way it looks. Through creative activities and discussion we explore what makes us happy, what makes us feel fulfilled and how much time, energy and money do we want to be devoting to the way we look?

Please note that we only focus on body image in workshops for girls in Year 5 and above.

*“I think learning to love yourself happens away from the mirror…humility, kindness and compassion should be the currency of beauty”* **Tarryn Brumfitt**

Calm

Girls today are under a lot more stress than they were 10-20 years ago. Families are busier than ever, parents are working more and girls are constantly bombarded with information and messages via tech and digital influences. In addition to this, children these days have less unstructured ‘down time’, are involved in more competition based activities and are sleeping less.

At Girl Power, we teach girls to recognise how our body feels when we are stressed or anxious and the underlying reasons why we might feel this way. We introduce girls to simple and fun mindfulness or yoga exercises that they can easily repeat at home. We also discuss calming techniques unique to each individual girl.

*“Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment”* **Buddha**

**Further Reading**

‘Flourish’ by Martin Seligman (2011)

‘The Optimistic Child’ by Martin Seligman (1995)

‘Raising Girls’ by Steve Biddulph (2013)

’10 Things Girls Need Most’ by Steve Biddulph (2017)

‘Embrace Yourself’ by Tarryn Brumfitt (2018)

‘Growing Strong Girls’ by Lindsay Sealey (2017)

‘Girl Stuff for Girls aged 8-12’ by Kaz Cooke (2007, 2016)

*If you come across interesting articles, books or videos, please let us know so we can add them to the list!*

**PART FIVE - You As A Girl Power Guide**

1. **Protecting Our Children**

Girl Power Guides need to be committed to providing child protection and child safe environments. The girls attending your workshops have the right to feel welcomed, safe, free from harm and have the opportunity to seek help at all times.

While the girls are with you at a public workshop, you have a **duty of care**. This means;

* **Strict Supervision** - You and your assistant are responsible for the safety of all children in your care. You must never leave children unsupervised in any circumstances. If the toilets are in an area outside of your main teaching space, girls should be accompanied by yourself or your assistant. Do not assist or touch the child while they go to the toilet. If possible, lock the door to the teaching space once everyone has arrived.
* **Drop Off/Collection Procedures** - At the start and the end of your workshop, all girls should be ‘signed in’ and ‘signed out’. As each girl leaves, check that she is with her parent/carer. Never let girls wander out of the venue on their own, even if they tell you that their parent told them to ‘eg ‘Mum said to meet her out in the car park’. **Parent/Carer Phone Number** – When the parent/carer signs their daughter in on the day of the workshop, they need to provide the best emergency phone number **for that particular day**
* **Collecting Important Personal Information –** When parents/carers book their child into a public workshop, you need to gather information regarding any medical conditions, allergies or learning needs. It may be necessary to talk to parents before the workshop about their daughter’s specific requirements on the day eg athsma puffer, epi pen, diabetic needs, medication etc Ensure you have this information on hand throughout the workshop and refer to it as required.
* **Manage Risks or Concerns –** This may include removing a nail protruding from the floor, promptly wiping up spilt water, avoiding an unsafe power point, not allowing girls to climb on stacks of chairs, not using broken chairs, removing broken glass, removing inappropriate banners/slogans etc
* **First Aid** - Carry an up to date First Aid kit with you at all times. You should have your own Emergency Response System in place should there be an incident. For injury, administer First Aid which includes removing the risk and assessing the problem. Then if required, call an ambulance and administer basic life support. Complete an Incident Report Form as part of your Emergency Response System so that you can refer back to the details should you need to at a later date. Ensure you inform parent/carers immediately of any incidents causing distress for their child which includes, but is not limited to; a fall, bump on the head, cut, bee sting, allergic reaction, vomiting, headache, generally feeling unwell. Do not administer any pain relievers or other medication without permission from the parent/carer.
* **Fire and Emergency** - Ensure you are aware of the venue’s ‘evacuation and fire safety’ procedures before commencing a workshop.
* **Police Checks** - This applies to anyone hired by you or providing assistance, including volunteers. Unless people have a working with children check, they should be prohibited from working with or around the children in your care. You also need to ensure there is no inappropriate direct or indirect physical contact between any adults and children.
* **Training** – Commit to appropriate and thorough induction for all staff *(see ‘Staff’ section for further details)*
* **Book Suitable Venues** – Before booking a venue for a workshop, ensure it

1. Has limited access for the public to enter the space
2. Has inside rather than outside toilets if possible
3. Complies with fire safety requirements
4. Has emergency exits and a visible emergency exit plan within the premises
5. Offers a safe entrance and exit eg not directly accessing a main road
6. Has heating and cooling
7. Provides access to at least 3 trestle tables and 30 chairs

In essence, we need to think both as an adult and as a child. We need to identify anything that may be unsafe or inappropriate for the conducting of workshops, both from a physical and a well-being perspective.

*“I think we have a moral obligation to our children that can be easily summarised: protect them from harm”* **Tom Allen**

1. **Professionalism**

As a Girl Power Guide and a role model for young girls, you are expected to act professionally at all times. You need to exude an air of confidence and respectability. To do this, ensure you are:

1. **Organised –** Know what you need to do and when to do it. Create checklists and procedures for yourself.Being disorganised will lead to mistakes, running out of time, letting people down and frustration. If you aren’t organised, your head will feel cluttered and you will get stressed.
2. **Reliable** – Plan in advance and never turn up to a workshop unprepared or late. Honour your commitments and deliver what you say you are going to deliver. Professionals also accept responsibility if mistakes are made.
3. **Honest**– Tell the truth and never compromise your values.
4. **Self-Control** – Stay calm during times of conflict and pressure. Do what you can do understand and help resolve the issue. Girl Power Guides should have a good degree of emotional intelligence, considering the needs and emotions of others.
5. **Flexibility** – Sometimes it is necessary to be flexible in order to be kind, considerate and reasonable.
6. **Respect** – Treating all people with respect is a given when working as a Girl Power Guide. This includes respecting those people that you find hard to get along with. Respecting others also involves supporting others when they need it and generally being helpful, which sometimes means doing a little more and going above the bare minimum.
7. **Presentation** – Your presentation should be squeaky clean! As a Girl Power Guide, you are on show and lasting impressions are made in a second. Ensure your clothes are clean and ironed, your hair is tidy, your nails are clean and you wear a smile!
8. **Communication** – Untidy written communication with poor grammar will imply that you are careless or disorganised and will therefore call the quality of your workshops into question.
9. **Verbal Language** – Girl Power Guides should speak clearly and (this may sound obvious!) not use coarse language such as ‘crap’, ‘bugger’, ‘shut up’, ‘damn’, ‘hell’, ‘pissed off’ etc
10. **Confidentiality** – Do not disclose personal information regarding an attendee, parent or staff member to anyone else. Think carefully about what is appropriate and what isn’t.

*“Professionalism is not the job you do. It’s how you do the job”* ***Unknown***

1. **Exceptional Service**

Fundamental to growing your business and gaining an excellent reputation in your community, is to provide an exceptional experience all the time!

Consistently providing a great experience will result in the ‘word getting around’ that your business is THE place to go to empower girls.

**A parent may consider their experience ‘exceptional’ if;**

* You respond to their email promptly
* You go above and beyond to help
* You welcome them with a big friendly smile at the workshop
* You chat to them at the end of the workshop about their daughter
* The workshop appears highly organised and professionally run
* Their daughter has a big smile on her face at the end of the workshop
* Their daughter demonstrates increased confidence, resilience and/or positivity over the days and weeks following the workshop

**A girl may consider her experience ‘exceptional’ if;**

* She has lots of fun
* She leaves feeling more confident and self-assured
* You use her name in a friendly way throughout the workshop
* You use humour when you teach
* You are energetic and positive
* You spend time chatting to her about something that is meaningful to her
* You show interest in her as an individual
* You smile and laugh throughout the workshop

*“Just having satisfied customers isn’t good enough. If you really want a booming business, you have to create raving fans”* **Ken Blanchard**

**PART SIX: RUNNING PUBLIC WORKSHOPS**

**i) Pre-Workshop Preparation**

Before you deliver your workshop, you need to photocopy all handouts, prepare materials and pack everything into large bags (I suggest duffel bags with wheels for easy transport).

Arrive at the workshop venue around an hour before the workshops starts to set everything up. Keep in mind that often girls arrive early, so aim to have your venue ready 15minutes 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 3-5 trestle tables and cover with plastic table cloths

Place chairs at the table (up to 30, depending on the number of girls attending)

* Place textas in several pots on the tables
* Place a Girl Power pack/bag at each spot at the table
* Set up your speaker to play music
* Assemble other props and materials on a table for you to access throughout the workshop
* Ensure you have all attendee personal details, including medical details close at hand
* Place a table near or just outside the entrance of the teaching space where parents can sign-in their daughters – place the sign-in/sign-out sheet on the table along with biros
* Place name labels on the sign-in table, ready for girls to collect and stick on themselves as they arrive
* Stick several pieces of butchers’ paper on the wall, ready for brainstorming
* Make a circle of cushions or mats on the floor and place the ‘pre-workshop’ activity in the centre

1. **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.

1. **Welcoming Parents and Girls**

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 the place their bag at one of the spots at the tables and sit on one of the cushions/mats in the circle. Your assistant can explain (to each girl as they arrive) how to play the ‘pre-workshop’ activity eg pyramid cups.

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 the parents will leave! Remind parents to return for the last 10 minutes of the workshop for a short presentation.

1. **Successful Teaching**

To be a successful teacher, you need to be engaging, supportive and in control.

To be **engaging**, subtly reveal little personal things about yourself throughout the day, share personal stories, use humour and ask the girls for their thoughts and ideas about topics and problems. Don’t talk for too long or the girls will switch off – you can tell children are ‘switching off’ when they start wriggling, yawning, looking around and talking. Use **light and shade** in your voice. Sometimes, suddenly talking very quietly as if you are telling a secret can be very captivating or dramatically introducing a new prop. **Empower** girls by making them feel part of the decision making and asking questions such as ‘*Do you think we should….’* and ‘*Shall we…’* – the word ‘we’ puts us all in the same team. When the children feel as if they own the ideas, they usually want to do them. If they say ‘no’, challenge them a little *‘Are we brave enough to… ‘* – this usually encourages everyone to join in.

**Support** the girls’ ideas and opinions. The girls often share personal experiences or personal problems with you. You are not there to be a counsellor but show them you care by responding with statements such as *‘That must have been quite upsetting for you’,* ‘*Wow, it sounds as if you worked really hard on that’ ‘Well done for trying something different’ ‘How would you do that differently next time?’* and *‘Great to hear that you were so kind. How did that make you feel?’*. If a girl shares something that gives you good reason for concern, speak confidentially to her parent after the workshop.

*“The mediocre teacher tells. The good teacher explains, The superior teacher demonstrates. The great teacher inspires”* **William Arthur Ward**

Girl Power Guides need to maintain **control** of the girls they are teaching. A controlled and organised environment gives everyone the opportunity to learn effectively. Children like and need boundaries. You might like to establish some basic boundaries with the girls at the start of the workshop – if they help create the boundaries, they are more likely to respect them. These boundaries might include

* + Put your hand up if you want to say something (respect)
  + Don’t talk while someone else is talking (respect)
  + Ask if you need to leave the room to go to the toilet (you or your assistant should go with them) (safety)
  + Speak nicely to others (kindness)

**Tips For Effective Class Management**

1. Treat each girl with respect and kindness.
2. Find opportunities to individually praise girls
3. Praise girls for effort
4. Disclose appropriate personal information that the girls may find helpful (a personal story may help support a particular point you are trying to make).
5. Give directions one step at a time and avoid long detailed directions
6. Use visual aids or a ‘teacher in role’ approach to help present concepts
7. Use humour
8. Show enthusiasm and be animated
9. Create anticipation for upcoming tasks
10. Model good listening skills by paying attention when the girls speak
11. For girls who find it hard to sit and focus, give them a job or something to look after (eg they may hold up props for you as you explain a concept)
12. When correcting misbehaviour, communicate in a respectful and positive manner
13. Use appropriate humour to de-escalate conflict situations
14. If a girl is too upset or angry to handle and discuss a particular situation, suggest postponing the discussion until they are calmer and prepared to talk about it
15. Instead of blaming, use ‘I’ messages to explain why the behaviour was disruptive. Instead of saying *‘You’re disruptive’* try saying *‘I lose my concentration when you are talking over me’*
16. Only address student *behaviour*, not personal traits

*“When little people are overwhelmed by big emotions, it is our job to share our calm, not to join their chaos”* **L.R Knost**

**PART SEVEN: STAFF**

1. **Your Assistant**
2. **Recruitment**

When recruiting a Girl Power Assistant or another Guide, you should be looking for someone who is:

* Experienced in a relevant field such as teaching
* Passionate about what Girl Power stands for
* Hard working
* Friendly
* Proactive
* Has a positive attitude
* Well presented

1. **Training**

You are running your own business so essentially it’s up to you how you train your Assistants and other instructors. I suggest that you firstly chat with them for about an hour, explaining what they will be doing and what your expectations are. Then ask them to assist you as you run a workshop, guiding them as you go. Tell them why you do things a certain way, in a certain order, what are the things they should look out for? Give them feedback along the way and at the end of the workshop.

If you are training an instructor, ask them to watch the training videos online and ensure they have assisted you for at least 2 workshops before leading a workshop themselves.

1. **Leadership**

Effective leaders don’t just provide direction, they also provide vision, encouragement, inspiration and support. You can do this by:

* Sharing the vision you have for your business
* Taking responsibility
* Demonstrating optimism
* Communicating effectively
* Leading by example
* Displaying courage
* Being flexible
* Showing empathy
* Empowering your people
* Giving praise
* Providing fair and reasonable renumeration
* Providing safe and comfortable working conditions
* Showing staff what they need to perform
* Letting your staff know what they have to achieve
* Providing the necessary tools and information to do the job
* Treating everyone with courtesy and respect

*“Leadership is a way of thinking, a way of acting and most importantly, a way of communicating”*

**Simon Sinek**

1. **Performance Standards**

As the owner of a service based business, you will rely heavily on people delivering the workshops at a high standard. To ensure a high standard, make sure you hire carefully. Trust your gut instinct. Also ensure you are very clear about your expectations. It will be difficult to initiate conversations and take action around poor performance if certain standards haven’t been communicated. Criticism of an individual’s performance must be based on objective, measurable data otherwise conflict will more than likely emerge over the validity of the criticism. In some cases, it needs to be understood that there is no room for negotiation eg matters relating to children’s safety.

Conversely, when rewarding or recognising good performance, be explicit and specific.

**PART EIGHT: MARKETING**

The way you go about marketing your business and your workshops is going to have a profound impact on the success of your business. While no method is fool-proof and different methods may be more effective in some cities/communities than others,  I am sharing some of the marketing strategies that I have found successful.

1. **Social Media**

Having a Facebook page for your business is of paramount importance. Through this you can promote your brand and your workshops, tell potential clients what you do, attract new clients and build stronger relationships with existing clients. Often people look at a Facebook page instead of a website. Consider running Facebook ads – but first make sure you know how to do this effectively and economically. You should also have an Instagram presence.

Try to post 3-4 x per week on Facebook and at least every second day on Instagram. Post photos from your workshops (only use photos of girls for whom you have permission), inspirational quotes and information about upcoming events. You can also use posts from the Girl Power Workshops page on your page.

1. **Website**

Without a website it is difficult to establish a sense of professionalism and be taken seriously as an organisation. So before you start promoting your business, establish your website. To create a website, you'll need a domain host for the website name and a website host for the website itself. Some companies such as Wix offer both. If you have limited I.T skills, I suggest you go with a company like Wix as it's easy to understand, relatively low in cost and you can make updates yourself. Paying an oustide party to create and update your website is pricey and also means you can't make updates instantly.

1. **Testimonials**

Testimonials are an extremely valuable asset for your business. They strengthen your reputation by expressing the trust that other people have in your business and what you offer.

As soon as you start running workshops, ask parents to write reviews on your Facebook page. If you receive positive comments via email or messages, ask whether that person would mind you using their comments in a testimonial.

1. **Email Marketing**

Gradually over time you will build your email database. Use this to regularly keep in touch with the parents of girls who have attended or expressed interest in your workshops. You might use an email marketing platform such as Mailchimp so that you can generate professional looking emails.

1. **Flyers and Posters**

You may like to generate general flyers/posters that advertise your business as a whole and/or for specific upcoming workshops eg a series of workshops during the school holidays or an upcoming workshop in a regional area.

1. **Community promotions**

Local community newspapers, online ‘What’s On’ platforms and radio stations are often quite happy to promote Girl Power workshops free of charge, as they understand the benefit that these workshops offer girls.

1. **Schools**

Schools are often quite prepared to display a Girl Power poster in their foyer, mention the workshops in their newsletters or distribute flyers to their students. Make contact with schools and ask how they might be able to let girls in their community know of the workshops you offer. You can also promote the workshops you offer in schools at the same time.

1. **Sporting clubs, dance schools etc**

Local sports, dance, gymnastics, church and other community groups are often interested in our workshops. Approach them about running a workshop for the girls in their club or ask whether they would mind spreading the word about your public workshops.

1. **Networking**

Get into the habit of carrying around business cards wherever you go. When you meet people, they will be interested in what you do – it’s a unique line of work! Most people know a young girl or someone who works at a school and they are often keen to find out more. You may also like to consider attending organised networking events in your community.

*“Marketing is really just about sharing your passion”* **Michael Hyatt**

**PART SEVEN: GIRL POWER ESSENTIALS WORKSHOP PLAN**

**PART EIGHT: SCHOOL/COMMUNITY WORKSHOP PLANS**

**PART NINE: TAKING PAYMENTS**

1. **Booking system**

Bookings for public workshops need to be made through the ticket booking platform designated by Girl Power Workshops. As a Girl Power Guide, you will create your own event content using suggested text and images and manage all bookings and enquiries. Payment is made directly to you.

1. **Discounts and donations**

At your discretion, you may decide to donate vouchers to charity fundraisers or discounts for certain individuals.

1. **Invoicing**

You will need to invoice school and community groups after you deliver workshops for them. You might consider using an accounting software program to keep track of all your income and expenses.

**PART TEN: TRACKING YOUR SUCCESS**

To measure the success of your business I suggest you email surveys to your database every couple of months, send surveys to schools/community groups straight after a workshop, ask for testimonials and feedback, track repeat business, ask people how they found out about your workshops, set budgets and constantly keep an eye on the financial health of your business.

**PART ELEVEN: GIRL POWER WORKSHOPS LOGO**

**PART TWELVE: GIRL POWER WORKSHOP MATERIALS**

**PART THIRTEEN: SUPPORT FOR GIRL POWER GUIDES**

The Girl Power Workshop team are available to you for general guidance and support. You can email us any time or phone during business hours.

1. **Compliance**

This manual contains commercially sensitive information about Girl Power Workshops and it is important that it is treated as confidential. Copying the manual, for any other purpose than training new employees, is not permitted without the prior written approval of Girl Power Workshops management. The materials are protected by strict copyright laws of Australia. Any misuse of these materials is illegal and instances of breach of copyright will be prosecuted to the maximum extent of the law.

**Girls and Anxiety**

**Behaviour Management**

**Why Girls?**