SESSIONS FOR AGES 11 to 13
Welcome to SMART Girls! Here are a few helpful hints to make your SMART Girls program successful:

- **Be consistent** in your meeting place, time and day.

- **Come prepared.** Having a box filled with binders, pens, markers and other SMART Girls supplies makes setup so simple.

- **Create a space that’s just for girls.** Invite them to help decorate it with posters about SMART Girls, or hang up each week’s main idea on the walls.

- **Always have extra worksheets!**

- Create a rule that **everyone has to talk one time** before others can talk again.

Some suggestions to make meeting more effective:

- Give the girls time to talk about their day during the beginning of the meeting. It allows them to be more focused during the lesson.

- Add movement whenever possible! Lots of times the girls want to learn, they just have tons of energy that needs to be released.

- Be willing to say, “I don’t know.” Then find the answer to their question and address it during the next session.

- Don’t be afraid to deviate from the plan. If the girls are more interested in a specific topic concerning that day’s lesson, talk about it more in-depth.

*Best practices submitted by Anita Douglas, Program Director, and Olivia Gahan, Program Aide, at Pedersen-McCormick Boys & Girls Club of Chicago.*
Welcome to SMART Girls!

Overview: This session introduces the SMART Girls program; gives girls a chance to get to know one another; and teaches girls about respect, trust, confidentiality and effective communication – key components of the SMART Girls program.

Topics covered: Respect, Trust, Effective Communication, Collaborative Decision-Making
Badges earned: SMART Girl Power

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 60 minutes

Materials needed:
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Badge Map
- Journal extension sheets
- Question Box slips
- Pens/pencils
- Binders equal to number of girls in program (if the Club is providing)
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Preparing for the session
1. Obtain signed permission slips from girls’ parents/guardians.
2. Gather writing and craft supplies. Set up writing/crafting stations.
3. Print session worksheets, Badge Maps and SMART Girl Power badges, equal to the number of girls in your program. Cut out badges.
4. Print Journal extension sheets. (Print more than you think you’ll need for this session, so that you’ll have a good supply for future sessions. Re-print as needed throughout the program.)
5. Print Question Box slips. (Print several sheets and cut out slips, so that you’ll have a good supply for future sessions. Re-print and cut out as needed throughout the program.) You can leave these next to the Question Box for future sessions.
6. Familiarize yourself with the content of the activities.

Conducting the session

Introductory activity: Introductions (20 minutes)
Start with a quick welcome to the SMART Girls program. Have girls introduce themselves and share two facts about who they are (e.g., hobbies, pets, favorite school subject) and two things they like about themselves (e.g., I’m good at math, I’m friendly, I like the color of my hair).

Alternatively, or in addition (time permitting), you can complete the following icebreaker activity, which helps build camaraderie among the girls.
Welcome to SMART Girls!

Desert Island game: Whether your girls know each other well or are meeting for the first time, this game can spark great conversations!

1. Have the girls sit in a circle, and ask them to consider the following question: If you were marooned on a desert island, which three possessions would you want with you? Give the girls approximately 60 seconds to consider their choices.

2. Go around the circle, and have each girl introduce herself and share her desert-island companions with the group. As the facilitator, you can start, to show the girls how the game is played.

Example:
Hi, I'm Keisha. If I were on a desert island, I'd want my iPod, so I always have good music; a copy of my favorite book, The Member of the Wedding, because I love to read; and my two cats, Woolly and Noodle, because they are sweet and fluffy, and they are great at snuggling!

3. Debrief by asking if anyone was surprised by what she learned, or if anyone has a question for another participant. Feel free to pose some questions first, to get the group started.

Once everyone has been introduced, give a brief overview of the SMART Girls content and structure:

- SMART Girls is split into three age groups. You are encouraged to participate in the program every year.
- The program is made up of weekly sessions that help us learn and grow, together. At the end of the program, you'll get a chance to celebrate at a party for SMART Girls and their friends and families.
- Sessions fall into three categories: Your Mind sessions focus on self-esteem, personal identity and sound mental health. Your Body sessions discuss physical wellness, hygiene and nutrition. Your Community sessions focus on building healthy relationships.
- For each session you complete, you'll earn a cool, customizable badge. Collecting several badges individually and as a group helps you earn achievements.
- You'll get a session worksheet every week, which has spots for you to take notes, reflect and participate in session activities. There's also a place to paste your session badge. (Note: If you choose to ask your group to complete these worksheets outside of SMART Girls session time, explain that now. Also detail any incentives you wish to align with worksheet completion.)
- At the end of every session, you'll have a chance to reflect on what you learned in your SMART Girl's Badge Book & Journal, where you'll collect your badges and session worksheets. (As above, if you choose to eliminate this part of the session and replace it with another activity type, tell your group.)
- The better your attendance, the more you'll get out of the program and the stronger our group will be. But if you miss a session, please come back – you're always wanted and welcome!

Knowledge activity: Respect, Trust, Confidentiality and Effective Communication (30 minutes)
Next, talk about the importance of forming bonds in SMART Girls. In order for everyone to get the most out of the program, the group needs to work well and be committed to:

- **Respect.** We treat each other the way we'd like to be treated and understand that everyone is equally important.
- **Trust.** Everyone in the group wants the best for each other. They can rely on one another to be honest, open and accepting.
- **Confidentiality.** SMART Girls sessions are a safe place to share, learn and have fun. Therefore, every girl agrees to keep other girls’ comments, questions and concerns to herself.
Welcome to SMART Girls!

A majority of the SMART Girls curriculum involves group discussions. Ask the girls what behaviors lead to a good group discussion. Write their answers on a whiteboard or on poster-paper. If your group is fairly independent or self-starting, play the game below:

**Good group discussion mini-activity:** Split the girls into two brainstorming teams, and give each team a section of the whiteboard/piece of poster-paper and markers. Set a timer for five minutes, and ask the groups to write down as many hallmarks of a good group discussion as they can. After five minutes, have the teams switch places, and ask each team to mark its top three favorite answers on the other team’s list. You can ask a spokesperson from each group to explain why they chose those answers, and then move to the SMART Girls Contract activity.

If your group is quiet or shy, use the elements and activities listed below to jumpstart the conversation, and to get the girls interacting as a group.

- **Everyone has a chance to speak.** Everyone should feel free to express herself. Interrupting, talking over, cutting off and dismissing are not allowed. Discussions should not be dominated by one person.
- **Everyone has a point of view.** In any group, people’s experiences and perspectives will differ. It’s OK to think differently from other girls in the group.
- **Everyone’s ideas are welcome.** Girls should feel safe to test ideas and share thoughts that aren’t fully formed when they’re in their SMART Girls group. This encourages collaborative thinking.

If the girls in your group have participated in the SMART Girls program before, they may remember the “Yes, and…” style of discussion. If so, remind them that using “Yes, and…” during discussions is a great way to support one another. If they aren’t familiar with it, play a quick round of the “Yes, and…” game, below.

**The “Yes, and…” game:** This brief activity demonstrates how girls can build on each other’s ideas, collaboratively. It was originated by actor and writer Del Close, who used it to great effect during improv theater performances. It’s great for keeping a discussion going in a positive direction.

1. Present the girls with a challenge. For example, “We’d like to buy a new computer for the Club, but how can we raise the money for it?”
2. Then ask for solutions to that challenge and explain the one rule of the game. After each girl speaks, the next girl builds on what the previous girl said by beginning her statement with the words “Yes, and….” Explain that this will support strong, collaborative thinking as they discuss the challenge as a group.
3. Play continues from one girl to the next. Remind them to begin their statements with “Yes, and…”
4. When the last girl has given her solution, tell the girls that you’d like them to use the words, “Yes, and…” model throughout the program during group discussions. It’s a great way to show each girl that her thoughts are valued.

- **Everyone can give feedback, but it must be constructive.** Girls are welcome to give honest and constructive feedback, but it should be delivered in a respectful manner. Invite girls to try the “compliment sandwich” when giving feedback (e.g., Melissa, I liked what you said about walking away from bullies, but I think you’re wrong in saying that a little teasing can’t really hurt someone’s feelings. It totally can! You’re an awesome listener, so let’s talk through this.). When you offer feedback sandwiched between two compliments, the person you’re addressing is more likely to listen carefully to what you have to say, because she knows you aren’t attacking her – you’re just voicing your opinion!
Welcome to SMART Girls!

**Life-skills activity: The SMART Girls Contract (20 minutes)**

This brainstorming activity will result in a values-based contract that all girls will agree to and sign. They will place the contract in the front of their SMART Girl’s Badge Book & Journal.

1. Tell girls that since this is the very first session, and since this is their program, they will get to devise the “rules” by which they’ll all abide. They’ll work together to make a contract for the group, which everyone in the group will sign. The final language for all of these rules will be a set of “I will” statements (e.g., “I will let everyone have her turn to speak, and will listen carefully when others are speaking.”).

2. Start with the list you generated in the previous activity. Ask girls for suggestions for turning that list into a set of rules that will express what matters to the girls most.

3. If your group is large enough, you can split girls into pairs or groups of three to brainstorm a list. (If not, you can record the girls’ ideas on poster-paper.)

4. If you’ve split into groups, have each group read its rules aloud. Record these on the poster-paper. Work as a group to synthesize similar ideas into a single rule (for example, combine “I will let everyone have a chance to speak” and “I will not interrupt.”). Narrow the list to approximately four to eight rules. Write the final versions of those rules on the poster-paper.

5. Pass out the SMART Girls Contract worksheets, and have girls fill in the blanks with the rules you’ve written. Then, have girls sign their individual contracts and the poster-paper contract, which you can hang in the meeting room.

**SMART Girl’s Badge Book & Journal activity / Question Box activity (20 minutes)**

Pass out binders (if the Club is providing), or have girls get the binders they’ve brought. Explain that each girl will be creating her very own SMART Girl’s Badge Book & Journal, where she will collect her session worksheets (like the SMART Girls Contract), badges and other materials; take notes during sessions; write down the names of resource persons and organizations; and reflect on what she learned during the session. Pass out SMART Girl Power badges for girls to decorate and affix to their worksheets.

While girls are decorating their badges, introduce the Question Box, which girls can use to ask anonymous questions throughout the program. Tell girls you will answer most questions, but you will also bring in guest speakers who may answer questions as well. Let girls know any question is welcome. Keep the box in an inconspicuous location in the room, and tell girls that they can submit questions at any time.

If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.
Badge : SMART Girl Power
Welcome to SMART Girls!
Over the next 10 weeks in the SMART Girls program, you’ll learn about self-esteem, health and wellness, and relationships in a small-group setting with other girls your age. You’ll learn together through interactive activities, group discussions and games. Welcome!

Section 1. **Respect, Trust, Confidentiality and Effective Communication**
In order for everyone to get the most out of the program, the group needs to work well – and to work well, everyone needs to be committed to the following:

**Respect.** What is it?
________________________________________________________________________________
________________________________________________________________________________

**Trust.** What is it?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

**Confidentiality.** What is it?
________________________________________________________________________________

**Effective Communication.** What is it?
________________________________________________________________________________
________________________________________________________________________________

Section 2. **The Smart Girls Contract**
This is your program! So, as a group, you’ll decide what you value most, and turn that into a contract everyone will follow. Write down the final set of values below, and then sign the contract. Keep it in the front of your SMART Girl’s Badge Book & Journal.

1. I will ______________________________________________________________
   ______________________________________________________________________

2. I will ______________________________________________________________
   ______________________________________________________________________

3. I will ______________________________________________________________
   ______________________________________________________________________

4. I will ______________________________________________________________
   ______________________________________________________________________

5. I will ______________________________________________________________
   ______________________________________________________________________

6. I will ______________________________________________________________
   ______________________________________________________________________

7. I will ______________________________________________________________
   ______________________________________________________________________

8. I will ______________________________________________________________
   ______________________________________________________________________

________________________________________  ______________________
Your Signature   Date
SMART GIRLS BADGE MAP

Keep tabs on your badges! Check out everything you can earn in SMART Girls!

Session 1: SMART Girl Power
Session 2: Awesome-Sauce!
Session 2: My Superpower Power-Up & I Am a Poet Power-Up
Session 3: Beautiful Me

Session 3: Unlocked! Your Mind Achievement!
Session 4: Presto Change-o
Session 5: Queen of Clean
Session 5: Ms. Clean Power-Up

Session 6: Foodie
Session 7: Fit & Fabulous
Session 7: Unlocked! Your Body Achievement!

Session 9: Nice Girl
Session 9: Shark Hunter
Session 10: Fantastic!
Session 10: Unlocked! Your Community Achievement!
You’re Super Awesome!

Overview: In this session, girls talk about what it means to be an individual. They define and discuss the concept of self-esteem – what it is, how you get it, and why it’s important. They identify their own “superpowers,” and work together to solve predicaments using those powers.

Topics covered: Self-Esteem, Personal Identity
Badges earned: Awesome-Sauce!, My Superpower Power-Up, I Am a Poet Power-Up (optional)

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 30 minutes

Materials needed:
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- SMART Girls Profile sheets
- Superpowers deck (cardstock optional)
- Journal extension sheets
- Pencils/pencils
- Laptop and projector, for viewing video online (optional)
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed: Dove’s “Selfie” video: http://youtu.be/BFkm1Hg4dT1 (optional)

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Awesome-Sauce! badges and My Superpower Power-Ups equal to the number of girls in your program. Cut out badges.
3. Print the Superpowers deck. Print or mount on cardstock for a playing-card feel. Print three times the number of My Superpower cards as there are girls in your program. Cut out cards.
4. Print SMART Girls Profile sheets, equal to the number of girls in your program.
5. Familiarize yourself with the content of the activities. Write your “I Am” poem for the Extension activity. Print and cut out I Am a Poet Power-Up badges (optional).

Conducting the session

Recap discussion: Welcome to SMART Girls! (5 to 10 minutes)
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Knowledge activity: What Is Self-Esteem? (10 minutes)
Pass out session worksheets, so girls have a place to take notes. Building strong self-esteem at this stage is vitally important; the onset of puberty heightens body-consciousness and spurs mood swings. At this age, girls start to solidify and express their individuality, but they also yearn to be part of a group. And if they get too wrapped up in “fitting in,” they can lose sight of who they are, which can halt their progress toward building strong self-esteem.
You’re Super Awesome!

Start a conversation about how the girls define and value self-esteem. The questions below are a great way to get the conversation going. Use the answers as guidelines for facilitating the discussion.

- **What is self-esteem?** Self-esteem is each girl’s idea of herself:

  *Self-esteem isn’t based on what other people think of you – it comes from inside you! Sometimes self-esteem is called self-worth or self-image. No matter what it’s called, though, remember that you are a valuable person with something to bring to the world.*

- **Why is it important?** Talk about why it’s important to have a positive self-image:

  *Self-esteem affects your confidence and your relationships with others. If you accept who you are (and love who you are!), you can have strong, healthy relationships with friends and family, because you aren’t busy worrying about what everyone else thinks.*

- **But other people’s opinions affect self-esteem, right?** Discuss the influence that both negative and positive messages can have on a girl’s self-esteem:

  *We’ve all been there. When someone says something mean about our clothes, or our friends, or the things we like, we feel bad about ourselves. On the flipside, when someone says, “Cool hat!” or “You’re an awesome singer!,” we feel good. Why is that? When you receive negative or positive messages from others, how do you deal with them?*

- **What’s the difference between having high self-esteem and being conceited?** It’s important to know when self-esteem crosses the line:

  *When you have high self-esteem, you don’t have to brag, or pretend that you’re the best at everything, because you don’t rely on what others think to make you feel good about yourself. Self-esteem is about accepting yourself as you are. That means understanding what you are good at, and what you’re not so good at, and being willing to improve.*

- **How do you get it?** Discuss a few ways that girls can shore up their self-esteem:

  *Self-esteem starts with you. Take some time every day to think about yourself. If you want, you can give yourself a positive pep talk when you wake up in the morning. Telling yourself that you’re valuable is a great way to build strong self-esteem. You can even think about it this way: Treat yourself the way you would treat a friend – with respect, understanding and love.*

If your group is talkative, ask each girl to say one thing she does now, and one thing she can do going forward, to boost her self-esteem. For example, “Now I smile at myself in the mirror right before I head off to school, and I tell myself it’s going to be a great day. Going forward, I can write down encouraging notes and inspirational quotes and tape them to the mirror, so I get an extra jolt of self-esteem every single morning!”

**Knowledge activity: “Selfie” (15 minutes)**

Show your group Dove’s short film “Selfie” (link listed in the Resources section above). Ask your girls how this film made them feel. Are they comfortable with photos of themselves? Why or why not? What did they learn from the girls in the film? How can selfies project self-esteem?

If your girls get excited about this film, stage your own SMART Girls Selfie art show as an Extension activity, outlined at the end of this session.
You’re Super Awesome!

**Life skills activity: What’s Your Superpower? (20 minutes)**
Every girl has a super-side! This activity lets girls imagine how different superpowers could help them solve problems.

1. Shuffle the Superpowers deck and have each girl choose a card at random.
2. Present the group with a predicament. Challenge each girl to “write her way out of it” using her selected superpower.
3. Explain that you want the girls to write in the first person – that is, start their stories with “I,” and tell them from their points of view. If it would be helpful, you can read them an example of a first-person story so they get the idea.
4. Have the group read their solutions aloud, and make sure everyone reveals her superpower.
5. If your girls aren’t into writing, let them act out their super-stories instead! Split girls into small groups, and have each girl narrate her super-story while two or three others act out or mime the scene.

**Sample predicaments:**

- You are hiking in a park with your best friend when you realize you are lost. It is the end of the day and it is getting dark, and your phone battery is dead. How can you use your superpower to get back to the park entrance?

- You invite a bunch of your friends over for a slumber party. At lunch on the big day, you and your girls are talking about how much fun you’re going to have, when you notice that the new girl, who has been hanging with your group, is looking sad. That’s when you realize you totally forgot to invite her. How can you use your superpower to fix this situation?

- At the mall, you and your friends run into a little kid who is lost. He is really upset, and he can’t seem to tell you where his parents are. How can you use your superpower to help him find his parents?

**Life-skill activity: Your Real Superpowers (20 minutes)**
This activity brings the session full-circle, encouraging girls to identify their own real superpowers and, in the process, boost their self-esteem. Plus, they’ll earn the My Superpower Power-Up at the end of the session.

1. Have girls pair up. Pass out three blank My Superpower cards to each girl.
2. Instruct the girls to have a conversation about what they each do well. Then, have them make a list of each other’s “real superpowers,” based on that conversation. For example, a girl might be a very fast reader, or she might be able to speak another language, or she might be good at telling jokes and making people laugh. Someone else could be a good listener, or a good singer, or good at math.
3. Once each girl has made a list of her partner’s three superpowers, have them trade lists and draw their own superpower cards to go with their real-life superpowers.
4. Go around the room and have the girls show their cards, and talk about how they use their superpowers in real life. If you completed the first superpower activity, see if girls can draw connections between that superpower and their real-life superpowers.

**SMART Girl’s Badge Book & Journal activity (20 minutes)**
Pass out Awesome-Sauce! badges and Power-Ups for girls to decorate and affix to their session worksheets. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.
You’re Super Awesome!

Pass out the SMART Girls Profile sheets as girls leave. Encourage girls to bring them back next session, to add to their journals. These Profiles are a great way to round out this session, as they get girls to think about themselves, and to write about what they like and what they do well – a great building block for self-esteem. If your group is gregarious, hand out extra copies for girls to share with their friends and family!

**Extension activity: SMART Girls Selfie Art Show**

Have girls take selfies, and then have them printed in large format (drugstores typically offer affordable printing services). Invite Club staff and members, as well as the girls’ friends and family, to the show. Pass out sticky notes and markers to each attendee, and ask them to write positive messages about each girl’s selfie. Serve refreshments, and collaborate with the girls on a fun art show playlist. Hang the sticky-covered selfies in your SMART Girls classroom, or send them home with their owners. Don’t forget to post your project on Dove’s Real Beauty page (http://www.dove.us/Our-Mission/Real-Beauty/default.aspx), or tweet it @Dove using the hashtag #BeautyIs!

You can engage all three SMART Girls age groups in this project, or make it a special event for your tweens. It’s up to you!

**Extension activity: “I Am” Poem (20 minutes)**

Pass out Journal extension sheets. Instruct the girls to write a poem that expresses who they are. The poem can be words or statements about strengths, interests, aptitudes, relationships or physicality. The poem can be as many lines as the girls want to write, but all lines should begin with “I am,” and all poems should either begin or end with “I am [insert girl’s name].”

**Sample:**

I am a sister and a daughter.
I am my own biggest fan – except for maybe my mom.
I am a writer. I am my words.
I am a diva-dancer.
I am a crier. Old movies get me every time.
I am the one, the only me.
I am Margot.

You can use this activity as an introductory activity for this session, or as a take-home activity. Either way, give girls who write an “I Am” poem an I Am a Poet Power-Up.

If you are writing “I Am” Poems as part of the session, read your own poem before girls start writing. After 10 minutes, have girls share their poems with the group. If girls are writing their poems outside the session, give them a chance to share their poems at the following session, or display the poems in the classroom.
Superpower Deck

- Ability to Fly
- Power to Heal
- X-ray Vision
- Breathe Underwater
- Read Minds
- Control the Weather
- Stop Time
- Super Strength
Superpower Deck

- Climb Walls
- Super Speed
- Shape Shift
- Invisibility
- Talk with Animals
- Night Vision
- Force Field
- Teleport

Cut out each of the cards
My Superpower Cards

Cut out each of the cards.
Badge: Awesome-Sauce!
Power-Up : My Superpower
SESSION 2 | YOUR MIND

Power-Up : I Am a Poet
You’re Super Awesome!
You’re the only YOU there is – and that’s great! In this session, you’ll learn about self-esteem and the strengths that make you SUPER!

Section 1: Self-Esteem Is Super Cool
What is self-esteem? Where does it come from? Why is it important?

Section 2. What’s Your Superpower?
Are you a quick problem solver? Do you make people laugh? Are you quiet and observant? Write down some of the things that make you super-special.

Section 3. My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
You’re Super Awesome!
You’re the only YOU there is – and that’s great!

Name: ____________________________
Age: ____________________________
Birthday: ____________________________
Best Friend(s): ____________________________

Favorite Food: ____________________________

Hobbies: ____________________________

Pets: ____________________________

One Cool Thing About Me: ____________________________
Overview: This session amps up the basic conversation on self-esteem. Given that girls' bodies are starting to change, they are encouraged to start thinking about how the media can influence how they feel about their physicality, as well as media pressure related to fashion, speech, likes and dislikes, music and other trends.

Topics covered: Body Image, Media Literacy
Badges earned: Beautiful Me

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 30 minutes

Materials needed:
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Computers with Internet access
- Fashion magazines, such as Seventeen, Teen Vogue or Girls Life
- Hand mirrors (optional); a bathroom mirror or other large mirror at the Club will work as well
- Laptop and projector, for viewing GIF online (optional)
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed:
- Jennifer Lawrence Flare cover GIF: http://www.huffingtonpost.ca/2013/12/16/jennifer-lawrence-photoshop-flare-cover_n_4452105.html (optional)

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Beautiful Me badges and Your Mind Achievements, equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities. Bookmark ads or editorial spreads in magazines, or online (one ad/editorial per group). Fashion spreads, especially ones that compel girls to buy the latest trends, and beauty ads work best for this session. Choose ads that target the 11- to 13-year-old age group.

Conducting the session

Recap discussion: You're Super Awesome! (5 to 10 minutes)
Recap the learnings from your previous session. Review that session's Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: How Does the Media Influence Us? (20 minutes)
Pass out session worksheets, so girls have a place to take notes. First, ask the girls if they can define "media." (Hint: It's all around us – ads, television shows, music, movies, magazines, the Internet.)

Start a discussion about how the media can influence what we think, do and say. Record answers on a whiteboard or poster-paper. This discussion is especially important for girls this age, who may be exploring traditional and social media for the first time, and who are particularly susceptible to media messages about beauty and status.
SESSION 3 | YOUR MIND

Beauty and the Media Beast

Ages 11 to 13

One of the topics below may resonate more with your group than the others. Feel free to pick one, or expand this portion of the session and address all four.

- Try to help girls make the connection between the messages the media sends to them, and the messages they then give to each other. **How can the media affect what you and your friends wear or buy? How does it influence the way you think about yourselves – how you should look, think or act?** Do these messages affect self-esteem? What do they tell us about beauty? What do they tell us about status, or what’s “cool”?

- Also discuss body image, that is, how girls view their own physicality. **How can the media – especially magazines, movies and television – influence our idea of beauty?** Do these types of media tell girls how they should look? Explain that what we see in magazines and even in movies doesn’t always represent reality. Magazine cover girls are retouched and visibly reshaped. Show girls exactly what you mean with the before-and-after GIF of movie star Jennifer Lawrence’s *Flare* cover (link in Resources above). Ask girls how this makes them feel. **What messages is the media sending to girls and women if this is standard practice?**

- **How can the media influence us through headlines, product names/taglines and headlines in newspapers and magazines, on billboards and online?** Do they always mean what they say? In this portion of the discussion, discuss a few product names/taglines relevant to the girls in your group, as well as a sample ad for a product in a magazine, such as *Teen Vogue, Ebony, Girls’ Life, Glitter* or *Essence*.

- **How does social media affect how we view our friendships and ourselves?** Girls this age may be discovering social media, and they may have access to personal technology, including computers and smartphones. Access to these tools can be incredibly beneficial – but it can expose girls to messages that aren’t. What’s more, it can pressure girls to interact with their social circles at all times. Invite girls to discuss how social media and texting influence their decisions: **Does 24/7 connection to your social circles stress you out? Do you think being active on social media can boost your status? Do you ever feel pressure to do what your friends are doing, or to say what they are saying via text or social media? Are Facebook friends your “real” friends?** *(Note: Per the Children’s Online Privacy Protection Act, social media users must be at least 13. But, according to a 2012 article by the AP, 7.5 million Facebook users are under 13 – and that’s just one of many social media outlets. If your girls are active on social media, you can adapt sections of the BFs, GFs & BFFs session for teens to expand this topic.)*

**Knowledge activity: Cool & Beautiful (20 minutes)**

Girls explore how marketers use the idea of “cool” to sell things. They also explore their own attitudes towards and perceptions of what is “cool.” Using magazines and the Internet, girls analyze ads and other forms of media, based on a specially developed SMART Girls Cool & Beautiful Quiz.

1. Split girls into groups (pairs or trios, whichever is best for the size of your group).
2. Pass out magazines, or station groups at computers. Ad- and editorial-heavy sites like TeenVogue.com or Seventeen.com work best for this activity. Bookmark fashion- or beauty-based ads or articles in the magazines, or have similar websites up when girls sit down at the computers.
3. Tell girls to use the SMART Girls Cool & Beautiful Quiz to analyze the ad or editorial you’ve bookmarked. Give them 10 minutes to fill out the quiz on their worksheets.
4. Then, have each group share its ad/article and the results of the quiz.
5. Talk about the messages these ads and articles send. How do they influence our concept of beauty, and how do they compel us to do and buy what’s “cool”? What do the ads have in common? Do they use similar definitions of beauty, or similar methods of trying to sell their products or ideas?
Life-skills activity: When I Look in the Mirror (25 minutes)
Tell girls to stand in front of a bathroom mirror at the Club, or pass out hand mirrors for girls to use. Ask girls to write down three beautiful things about themselves. Remind them that the mirror is only there to help them focus on themselves; it doesn’t mean that beauty is only on the outside.

If girls want to share their lists with the group, let them. Be prepared to discuss self-talk (that is, the voice in your head that can build you up or drag you down), and how engaging in positive self-talk is the healthiest way to treat ourselves. A great method for weighing whether self-talk is positive or negative is to ask: Would I say this to my best friend? If the answer is no, don’t say it to yourself!

Refer back to Dove’s “Selfie” film, or watch it now (link listed in the Resources section of Session 2). Did the girls in the film practice positive or negative self-talk? How did their self-talk change over the course of the film? How did the selfies influence their self-esteem?

If you haven’t already staged the SMART Girls Selfie Art Show, do it! It’s a great way to empower girls. More information is listed in the Extension activities section of Session 2.

SMART Girl’s Badge Book & Journal activity (20 minutes)
Pass out Beautiful Me badges and Your Mind Achievements for girls to decorate and affix to their session worksheets. Be sure to congratulate your girls on unlocking the Your Mind Achievement as you pass out badges. Let them know you’ll be moving on to the Your Body section next! If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

Extension activity: Beauty Book
Encourage girls to write down the beautiful things they notice this week. Remind them that beauty is so much more than what the media tells us. It’s all around, and it’s worth appreciating. Beauty could be anything: a sunset, the way a friend helps another friend who is having a hard day, a dress, a new song, a family dinner. Encourage girls to share their observations at the beginning of the following session.
Badge: Beautiful Me
Unlocked! : Your Mind Achievement
Girls unlock this achievement after completing all three Your Mind sessions.
Beauty and Media Beast
Media is all around us. Like your friends, the media can influence what you do, how you act, and the way you see yourself. Knowing how to recognize media messages can help you stay true to who you are.

Section 1: Media Messages: What's the Deal?
How does the media affect how you feel about yourself? How does it guide what you and your friends wear, buy and do?

How can the media influence us through product names or taglines? What about headlines in magazines and newspapers? Do they always mean what they say?

Section 2. Smart Girls Cool & Beautiful Quiz
Answer the questions below to get a closer look at what ads are really selling.

1. What is this ad trying to sell? A product? An idea? Both?

2. How does this ad define cool? What is it doing to make the product or idea appeal to you?

3. According to this ad, what is beautiful? Is it a certain type of person? Something the person shown is holding, or is doing?

4. Is there something in this ad that has a brand name? What makes a brand cool?

5. Does this ad work on you? Does it make you want to buy what it is selling? Why?

6. In your opinion, is this ad honest? Is it selling something that is real and achievable?
7. Can ads make us feel bad about ourselves? Can they make us feel good?

8. How does this ad make you feel?

Section 3. My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
Growing Up

Overview: Some girls this age may be experiencing the early stages of puberty, both physically and emotionally. In this session, girls talk about the changes they’ll go through during puberty, and how coping with change is a key life skill that they can apply to anything.

Topics covered: Puberty, Change, Female Reproduction, Pregnancy Prevention
Badges earned: Presto Change-o

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 30 minutes

Materials needed:
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Female Reproductive System chart (optional); laptop/projector, for viewing online interactive
- Journal extension sheets
- Pencils/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed:
- Female reproductive system interactive: kidshealth.org/parent/interactive/hrs_it.html

Preparing for the session

1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Presto Change-o badges, equal to the number of girls in your program. Cut out badges.
3. Set up laptop/projector to view online interactive.
4. Print copies of the Female Reproductive System chart, equal to the number of girls in your program (optional).
5. Choose and prep teens for the Puberty Panel (optional).
6. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Beauty and the Media Beast (5 to 10 minutes)
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Introductory/Knowledge activity: What to Expect from Puberty (20 minutes)
Some girls this age may have had sex ed in school, which means the information on puberty may be review. If that’s the case with your SMART Girls crew, skip to the All About Periods discussion.

Talk to the girls about the changes their bodies and minds will go through in the coming years, as some girls may already be experiencing the early stages of puberty, both physically and emotionally:

Puberty is all about change. It’s the transition period between childhood and adulthood. It can be a confusing time, because your body is changing, and so are your emotions. No one can tell you exactly how or when your body will change. People go through puberty at different times – some, before they hit their teen years; others, after they are well into their teens. The good news is that everybody goes through puberty, which means you’re not alone.
Growing Up

Emphasize that our bodies change all the time. Ask the girls to compare their bodies now to the bodies they had when they were born. Pretty different, right? Going through puberty brings on changes, too. Pass out session worksheets. Talk with girls about some of the physical changes they will be going through (included on the session worksheet):

- Growth of body hair: underarms, legs, pubic area, face
- Breast development
- Widening hips
- Rapid changes in height and weight
- Increased perspiration (sweating), especially under arms and in pubic area
- Appearance of acne (pimples); increased oil production on skin, including scalp
- Ovulation and menstruation (having a period)

**Knowledge activity: All About Periods (25 minutes)**

One of the main signals of the onset of puberty is the start of menstruation, or getting your period. On average, girls start their periods around age 12. Remind girls that everyone is different – some people start menstruating before age 12, and others start after age 12.

Some girls may have already started menstruating, but others may not. If your group is close-knit, take some time to let the girls share their stories about getting their periods, or to ask any questions they might have. This is a good time to include the Puberty Panel activity (see below).

Help girls understand, and cope with, their menstrual cycles by teaching them how their reproductive systems function. Knowing exactly how their menstrual cycles work empowers girls to deal with their fertility and their periods in confidence. (If this information is review for your girls, you can skip to the Sexual Myths and Facts activity below.)

Start up your laptop/projector to view KidsHealth.org’s Female Reproductive System interactive, noted in the Resources listed above. (Note: This interactive requires Flash, which you can download for free at get.adobe.com/flashplayer.) This digital experience explains the function of each female reproductive organ and takes viewers through the menstrual cycle, starting at day one (the first day of a girl’s period).

If you don’t have the resources to display this interactive, you can distribute copies of the chart provided and relay the information yourself, as follows.

- **The female reproductive system includes several parts:**
  - **Ovaries**, where a woman’s eggs are stored. *(Fun Fact! When you are born, your ovaries contain about two million eggs!)*
  - **Fallopian tubes**, which connect the ovaries to the uterus.
  - **Uterus**, a bag-like organ where a baby can grow.
  - **Cervix**, a ring-shaped muscle at the bottom of the uterus that keeps a growing baby inside.
  - **Vagina**, sometimes called the birth canal, which a baby passes through at birth.

- **About once a month, hormones signal a woman’s ovaries to release an egg.** Hormones are chemicals produced in one part of the body that travel to another part to help regulate different processes. For example, some hormones regulate the growth of breasts in girls; other hormones regulate the growth of body hair. When a woman’s ovaries release an egg, it is called “ovulation.”
Growing Up

- Over the course of a few days, the egg travels through the Fallopian tube to the uterus. Before and during ovulation, the uterus is busy building a nutrient-rich, blood-and-tissue lining to which a fertilized egg can attach. If the egg gets fertilized by a man’s sperm during its trip to the uterus – the result of sexual intercourse – it will implant itself in that soft lining, and the woman will become pregnant. If the egg doesn’t get fertilized, it starts to dissolve – this is what happens most of the time. If no egg implants, then the lining sloughs off through the vagina during what is called “menstruation,” or, more commonly, “having your period.”

- The average menstrual cycle – that is, from the first day of menstruation, to the day before the next period starts – lasts about 28 days. But a cycle can be longer or shorter: 21 to 35 days for adults, and 21 to 45 days in young teens, according to womenshealth.gov. It just depends on the woman. Menstruation lasts anywhere from two to seven days. Again, it’s individual!

- Menstruation can cause abdominal and vaginal cramps, as well as breast tenderness and mood swings, both before and during your period. While these things can be uncomfortable, remember that every woman deals with them. As with puberty, you’re not alone!

- Some people experience PMS, or pre-menstrual syndrome, a few days before their periods start. PMS can result in mild cramps and mood swings. These are caused by the rush of hormones that tell your body to shed your uterine lining because your egg hasn’t been fertilized. You might hear people talk about PMS and menstruation in a negative way – some people use it to describe a girl who is having a bad day, or is acting assertive or upset. Stigmatizing PMS and menstruation in this way is unacceptable. Your period is natural and normal, and you don’t have to deal with other people making you feel bad for having it!

- You can use pads or tampons when you are on your period to catch the blood. Be sure to change your pads or tampons multiple times daily. This is the best way to keep healthy and avoid leaking. Tampons can be difficult to use at first, so pads are a good starting point. Keep some in your school bag and in your bathroom at home, just to make sure you’re covered. To be extra-safe, you can keep a pair of leggings in your bag, or even a sweater you can tie around your waist, just in case you bleed on your clothes. If you do have an accident and don’t have a change of clothes, don’t sweat it. Talk to a trusted adult or older friend who can help you fix the situation – she’ll totally understand! It happens to everybody!

- You can track your periods by using a calendar. You can circle the first day of your period in red, or mark it with a sticker. Do the same for the next time your period starts, and count the number of days in between to get the number of days in your cycle. While your period won’t necessarily come on a regular schedule during the first year or two, tracking it can help you approximate when your next period might be, which means you can prepare!

If girls want to do more research on their own, they can visit www.ubykotex.com, a social network that connects real girls and health professionals in conversations about menstruation. These conversations dispel myths about and promote healthy relationships with menstruation. The site features interactive quizzes, user-submitted stories and questions, and product information.

Sexual Myths and Facts: Depending on the maturity level of your group, you can review the Sexual Myths and Facts below following the All About Periods. You can print copies of this to distribute, or you can use them as discussion points and encourage girls to take notes. Alternatively, you can turn it into a game by splitting the girls into two teams and asking each team to determine whether the statement is a myth or a fact. You can assign points using a whiteboard or poster-paper. The team with the most points at the end of the game wins.

- **Once a girl gets her period, she can become pregnant. FACT.** Once a girl has started menstruating, it is possible for her to become pregnant.

- **Tween and teen girls should have periods every 28 days. MYTH.** Periods range in length, especially for tweens and teens.

- **A girl can’t get pregnant when she’s having her period. MYTH.** Though unlikely, it is possible for a girl to become pregnant while she is menstruating.

- **A girl can’t get pregnant if she stands up during sex. MYTH.** There are no sexual positions that prevent pregnancy. Pregnancy occurs when a male sperm and female egg come into contact due to sexual intercourse.
Growing Up

- **The best way to prevent pregnancy is by practicing abstinence (avoiding sexual intercourse). FACT.** While condoms and other methods of birth control are effective at preventing pregnancy, they don’t always work. The only 100% effective method for preventing pregnancy is abstinence, or completely and consistently avoiding sexual intercourse.

- **A girl can bring on her period by eating certain foods, or by doing certain activities. MYTH.** A girl’s hormones are in charge of bringing on her period – nothing she eats or does will change that!

- **Girls can’t get pregnant the first time they have sex. MYTH.** If a girl has had her first period, it is possible for her to get pregnant, even if it’s her first time.

- **A girl can’t get a sexually transmitted infection if she is on her period. MYTH.** Sexually transmitted infections (STIs) are spread through intimate contact – oral, anal or vaginal sex, or in the cases of herpes and HPV, skin-to-skin – with an infected person. (Note: Discussing STIs with your tweens may be too advanced. Use your best judgment when including this point as part of the activity. If you need additional information on STIs, review the information in the Importance of Sexual Health section of the Your Sexual Health session for teens.)

Girls may feel pressure from peers and the media to engage in sexual activity, and they may give in to those pressures even if they don’t feel ready. Remind your girls that the decision to practice abstinence is personal, and they can feel confident and comfortable in their choice to avoid sexual activity. Each girl is in charge of her own mind and body. You can suggest that girls repeat the following mantra if ever they feel pressure to have sex: *It’s my body, it’s my choice.*

Also remind girls that sex isn’t requisite to a healthy, loving relationship. If a girl’s partner is compelling her to have sex or engage in activity that makes her uncomfortable, let her know that she can talk about it with you or another trusted adult.

Depending on the maturity of your group, you can discuss the risks of sexual activity as well. Review the Importance of Sexual Health section of the Your Sexual Health session for teens for additional information and discussion starters.

**Life-skills activity: Coping With Change (20 minutes)**

In addition to all of these physical changes, puberty brings on emotional changes, too:

> With all those hormones flying around in your body, and with all these new changes, it makes sense that you’d experience lots of different emotions. Mood swings are a natural part of puberty. Don’t worry if you feel sad, angry or overwhelmed, and you’re not sure why. Your body is working hard to grow up, and your emotions are working overtime to cope with all of those changes.

The following activity spurs girls to collaborate on strategies for coping with different types of change in their lives.

1. Ask girls if they’ve ever had to cope with big changes, like switching schools, losing a pet or a loved one, or even going bra shopping or starting their periods. Remind girls that, though change is sometimes scary and overwhelming, it can be good, too – like when they make a new friend, or discover a new sport or hobby they love. Encourage girls to suggest those types of changes as well.
2. Record all of the changes on the whiteboard or poster-paper. Put each in its own column.
3. For each change, pose a question to the group: *What can you do to deal with this type of change?* Encourage girls to use the “Yes, and…” technique (from Session 1) when they are discussing different methods of coping with these changes. Record the answers below each change.
4. After the group has addressed each of the major changes, take a moment to talk about how girls aren’t alone: Change happens to everyone! Let girls know that, if they ever feel like they can’t handle the changes in their lives, they can always talk with you, or any other trusted mentor or adult. Remind them that they have each other, too!
Growing Up

**SMART Girl’s Badge Book & Journal activity (20 minutes)**
Pass out Presto Change-o badges for girls to decorate and affix to their session worksheets. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

**Mentor extension activity: Puberty Panel (30 minutes)**
This can be a great time to involve SMART Girls teen mentors. Set up an extra 30-minute session and host a Puberty Panel, featuring a few teens who have shown strong leadership skills, who are well-versed in the SMART Girls curriculum, and who have completed the Your Sexual Health session. Let them field questions about puberty directly, or from the Question Box.

Alternatively, you can pair girls with teens for a puberty Q&A outside the session. Tween girls can benefit immensely from this kind of mentor attention from girls who are just a few years older than they are. Knowing that their mentors have just gone through puberty can encourage girls to be candid with their questions and concerns.

Be sure to remind teens that, if girls ask a question they can’t answer, or share something that makes them uncomfortable, they can come to you to discuss solutions.
Your Reproductive System!
The female reproductive system is amazing! It is made up of the parts below. Fill in the blanks with each part's function.
SESSION 4 | YOUR BODY

Badge: Presto Change-o
Growing Up
Change can be a little scary, but you’re not alone. It happens to everybody, all the time.

Section 1. What to Expect from Puberty
Everybody goes through it. Puberty is the transition period between childhood and adulthood, when your body starts developing its adult characteristics. Some of the physical changes you’ll experience are listed below.

- Growth of body hair: underarms, legs, pubic area, face
- Breast development
- Widening hips
- Rapid changes in height and weight
- Increased perspiration (sweating), especially under arms and in pubic area
- Appearance of acne (pimples); increased oil production on skin, including scalp
- Ovulation and menstruation (having a period)

Girls usually start puberty between the ages of 10 and 14, but some start earlier and some start later. It’s totally individual, and no one can tell you exactly when you’ll go through all of the physical changes listed above. Use the space below to take notes on puberty, and to write down any resources you’ll want to remember later.

Section 2. Coping With Change
Have you ever had to cope with a big change? Sometimes, change can be scary and overwhelming. But it can be good, too – like when you make a new friend, or discover a new sport or hobby you love. Write down a few strategies for dealing with change in a healthy way.

Section 3. My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
SESSION 5 | YOUR BODY

Keeping It Clean

**Overview:** This session addresses the tween girl’s changing hygiene needs – including using deodorant, bathing/showering regularly, and using pads/tampons during menstruation.

**Topics covered:** Personal Hygiene

**Badges earned:** Queen of Clean, Ms. Clean Power-Up

**Session time:** 90 minutes (max); can be broken into multiple shorter sessions

**Preparation time:** 30 minutes

**Materials needed:**
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Hygiene True or False sheets
- Toiletries bag with personal hygiene items
- Timer
- Journal extension sheets
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

**Resources needed:** None

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Queen of Clean badges, equal to the number of girls in your program. Print three to five Ms. Clean Power-Up badges. Cut out badges.
3. Print three or four Hygiene True or False sheets (depending on the number of teams you will have for the introductory activity).
4. Prepare toiletries bag(s) with personal hygiene items for the Pack It In activity.
5. Familiarize yourself with the content of the activities.

Conducting the session

**Recap discussion: Growing Up (5 to 10 minutes)**
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

**Introductory activity: Hygiene True or False (20 minutes)**
This game covers hygiene basics, and adds some competition to the mix.

1. Divide the girls into three or four teams. Give each team a Hygiene True or False sheet and a pen or pencil.
2. Tell them you will read off a numbered list of statements about personal hygiene. Next to the corresponding number on their sheets, girls must indicate whether that statement is True or False. They will have approximately 15 seconds to discuss after you read each statement.
3. Once you have read all 12 statements, ask the girls to trade their sheets with another group. Then, read off the answers and have girls “grade” the sheets they have. The team with the highest number of correct answers wins Ms. Clean Power-Ups.
Knowledge activity: How Do You Keep Clean? (30 minutes)
Start with a discussion about keeping your body healthy by keeping it clean. On a whiteboard or poster-paper, record the ways in which the girls practice personal hygiene. Possible answers:

- Using a tissue when you sneeze or cough
- Washing hands often
- Brushing teeth after meals and before bed at least twice every day
- Taking a shower or bath at least every other day
- Washing hair at least every other day
- Washing face (to remove dirt and/or prevent acne) every day
- Cleaning nails every day; trimming nails at least once a week
- Wearing clean clothes every day

For each habit you record, ask girls why they practice that habit. Steer the conversation toward staying healthy (that is, preventing germs by washing hands or brushing teeth), and being presentable (combing hair, using deodorant, trimming and cleaning nails), which shows that you have respect for yourself and want to present the best you there is.

Many girls this age are anxious about body hair and may consider shaving (legs, arms, underarms, face and pubic area). The desire to shave is often a result of cultural or peer pressure. Be sure girls know that body hair is normal and healthy, and that the thickness and amount varies from girl to girl. Talk with your girls about healthy shaving practices:

- **Before your first-ever shave, buy a new razor and a bottle of shaving cream or gel.** These products are designed to moisturize your skin and soften the hairs, so that you get a closer shave. Electric razors don’t typically give as close a shave as disposable or safety razors.
- **Soak the area you’re about to shave in warm water for a few minutes,** to hydrate the skin and open up the hair follicles. Taking a shower or bath usually does the trick.
- **Wash the area you’re about to shave to remove oils and bacteria.**
- **Go slowly.** Your legs, underarms, face and pubic area have lots of curves, and it’s easy to cut yourself if you go too fast.
- **Hold the razor firmly, and apply gentle pressure to the area you’re shaving.** This will help you avoid any slips.
- **Shave in the direction of hair growth first, then against it.** This will help you remove most of the hair’s length on the first pass, and the rest of it on the second pass.
- **Never share a razor.** Sharing a razor with a friend or a family member can spread bacteria. Be sure to use your own razor every time. Color-code the razors in your shower if you share it with other people in your household.
- **If you shave your pubic area, don’t go further than your bikini line** (that is, everything your swimsuit doesn’t cover). Shaving beyond this, especially the labia, can be difficult and dangerous – it’s hard to reach and see, which increases the chances of cutting yourself and introducing bacteria into your vaginal area.
- **If you are anxious about the hair on your face, talk with a trusted adult before shaving** – she will have advice and recommendations! Shaving facial hair can leave stubble, which may be more noticeable than the hairs themselves. As an experiment, take a few steps back from the mirror – you’ll probably find that your hair isn’t as visible from a few steps away than it is when you’re up-close-and-personal with your mirror!
Keeping It Clean

Encourage girls to talk to an older sister, friend, mother, grandmother or other female mentor before they start shaving. Having extra support can help them feel confident about their decision to shave (or not to shave!).

Some girls may have heard of other hair-removal options, such as waxing, sugaring, or using at-home depilatory products. Most hair-removal salons require patrons to be 18 – if they are under 18, they must be accompanied by a parent or guardian. Encourage girls to research local salons, and to choose one that is clean and hygienic. This is especially important when dealing with the pubic area. If girls have additional questions, or if they would feel more comfortable researching options on their own, refer them to KidsHealth.org’s page on Hair Removal, under the Teens tab.

**Life-skills activity: Pack It In: Memory Game (15 minutes)**

Girls compete to remember what types of personal hygiene items are packed in a toiletries bag for a chance at the bag and its contents. Alternatively, you can pack a bag for each of your girls, and pass them out at the end of the activity!

1. Pack a selection of personal hygiene items in a toiletries bag. Suggested items: shampoo/conditioner; toothbrush and toothpaste; mouthwash; travel soap or body wash; tampons or pads; Q-tips or cotton balls; nail clippers or other manicure items; comb or brush; deodorant; razor and shaving cream.
2. Let each girl come to the front of the room and look through the bag separately. Tell girls that they cannot remove anything from the bag, but they can touch the items inside. Give each girl 20 seconds to look through the bag. After the last girl has looked, close the bag.
3. Give girls two minutes to write down everything that was inside, and its use, on their session worksheets. Collect the worksheets.
4. Unpack the bag. As you do so, discuss the use for each item, or call on girls to identify the items and discuss their purposes. Review worksheets after you’ve passed out badges in the next activity. Whoever remembered the most items wins the bag and its contents.

**SMART Girl’s Badge Book & Journal activity (20 minutes)**

Pass out Queen of Clean badges for girls to decorate and affix to their session worksheets. Pass out Ms. Clean Power-Ups to winners of the introductory activity. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.
Badge : Queen of Clean
Power-Up: Ms. Clean
Keeping It Clean
You know that good hygiene keeps you healthy. But as your body changes, your hygiene routine should, too. Keep yourself in tip-top health by making sure you know how to keep clean!

Section 1: How (and Why) Do You Keep Clean?
Write down the ways you can keep yourself healthy by keeping yourself clean:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Next, write down the reasons why you keep yourself clean:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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Section 2: Pack It In!
Imagine you're going on a trip. What hygiene items should you pack? You'll have 20 seconds to look through a bag of hygiene essentials. Write down every item you can remember for a chance to win the bag!
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Section 3: My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
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______________________________________________________________________________________________________
Hygiene True or False
Circle True or False after each statement.

1. You should brush your teeth only once a day.   True   False
2. Wearing the same pair of underwear two days in a row without washing it is healthy.   True   False
3. All germs are harmful.   True   False
4. Getting a tan can stop you from getting pimples.   True   False
5. Shampoo cleans oils out of your hair.   True   False
6. Germs grow under dirty fingernails.   True   False
7. There's no reason to take a shower if you use deodorant or perfume.   True   False
8. Washing your hands often can help stop you from catching colds and flu.   True   False
9. You sweat more – especially under your arms and in your pubic area – once you’ve started puberty.   True   False
10. You should brush your teeth for at least two minutes at a time.   True   False
11. Washing your face every night is a good way to prevent acne.   True   False
12. You should wash clothes you've exercised or sweated in.   True   False
Hygiene True or False: ANSWERS
Circle True or False after each statement.

1. You should brush your teeth only once a day.  True  False
   You should brush at least twice a day.

2. Wearing the same pair of underwear two days in a row without washing it is healthy.  True  False
   You should change your underwear daily, and wash it after you wear it.

3. All germs are harmful.  True  False
   Some bacteria are good for us. For example, the bacteria that live in our stomachs help us break down food.

4. Getting a tan can stop you from getting pimples.  True  False
   Washing your face daily can help stop the production of oils that cause pimples. Other pimple-stopping products can help reduce the incidence of acne, too, but a tan isn’t one of them!

5. Shampoo cleans oils out of your hair.  True  False
   Washing your hair with shampoo helps get rid of oils that can make it look and feel greasy.

6. Germs grow under dirty fingernails.  True  False
   Cleaning under your nails can help protect you from nasty germs. Do it daily!

7. There’s no reason to take a shower if you use deodorant or perfume.  True  False
   Using deodorant and perfume can help you smell nice, but they don’t clean you up! Take a shower or bath, and wash your body with soap every day.

8. Washing your hands often can help stop you from catching colds and flu.  True  False
   Any surface you touch can be contaminated by the germs that cause colds and flu. By washing your hands often, especially after you touch a community surface – like a table, a doorknob, or a water fountain – can help protect you.

9. You sweat more – especially under your arms and in your pubic area – once you’ve started puberty.  True  False
   Sweat production increases during puberty. Keep bacteria and odors at bay by taking a shower every day.

10. You should brush your teeth for at least two minutes at a time.  True  False
    Set a timer, or listen to your favorite song to help meet your goal.

11. Washing your face every night is a good way to prevent acne.  True  False
    Washing your face nightly with soap and water, or a facial cleanser, removes the dirt, oil and makeup that can cause pimples.

12. You should wash clothes you’ve exercised or sweated in.  True  False
    Washing your exercise gear after you’ve worked out rids it of bacteria.
Eating Well

Overview: This session gets girls thinking about how the foods they eat impact their bodies and minds, and how food can be an excellent basis for building strong relationships and/or defining who you are culturally. Discussed: USDA food guides; the importance of a balanced diet and sharing a meal; how food traditions differ from culture to culture.

Topics covered: Nutrition
Badges earned: Foodie

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 30 minutes

Materials needed:
• Whiteboard or poster-paper; markers
• Session worksheets and badges
• Journal extension sheets
• Pens/pencils
• Laptop/projector, for looking at website (optional)
• Computers with Internet access
• Smoothie ingredients (recommendations included in activity description); blender(s); small paper cups for sampling (optional)
• Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed:
• USDA Choose My Plate website: www.choosemyplate.gov/food-groups

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Foodie badges, equal to the number of girls in your program. Cut out badges.
3. Purchase smoothie-making materials and secure space in the Club kitchen (optional).
4. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Keeping It Clean (5 to 10 minutes)
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Knowledge activity: Five Fabulous Food Groups (35 minutes)
Pass out session worksheets, so girls have a place to take notes. Start by explaining that healthful food – that is, nutrient-rich food from across the five food groups – gives our bodies the energy they need to do all kinds of things, like running, jumping, walking, dancing, working and growing.

Ask the girls if they can name the five food groups. Record answers on a whiteboard or poster-paper.

If you are using the laptop/projector, you can show girls an explanation of the five food groups at the USDA’s Choose My Plate website (link listed in the Resources section above). As you review each food group with the girls, you can share some fun facts, adapted from ChooseMyPlate.gov.

If this material is review for your girls, discuss food groups and daily servings during a hands-on healthy cooking activity, such as a smoothie-making session.
Eating Well

Smoothie session: Stock up on plain yogurt, 100% juice (such as orange, apple or carrot), nut butter, fruits and berries, and leafy greens and herbs – spinach, arugula, basil, mint, thyme and even kale are fantastic in smoothies! Make several smoothies, and pour sample portions for the group. Engage girls in washing and chopping fruits and veggies, and in recipe development.

A few ideas: Try a smoothie with yogurt, peanut butter, spinach and banana. Or create one with yogurt, berries and basil. Encourage girls to experiment with unconventional combos – they might discover a flavor they love!

Game-ify the smoothie session by asking each girl to create her own unique smoothie recipe. Then, after everyone has sampled all of the creations, vote! You can create several categories, including Best Tasting, Most Creative, Best Color and Best Consistency.

- Fruits. Girls ages 11 to 13 should eat 1½ to 2 cups of fruit per day.

  Real-world equivalents of 1 cup of fruit (a girl should eat two of these to get her recommended daily amount):
  - 1 large apple, peach, orange or pear
  - 1 large banana (about 8” long)
  - 8 large strawberries
  - 32 grapes
  - 1 snack-sized container of applesauce or fruit cocktail
  - 1 medium-sized glass of 100% fruit juice
  - About two handfuls of dried fruit (like raisins, apricots or prunes; no-sugar-added varieties are best!)

  Fruit is high in nutrients that we need and can’t get easily from other foods – things like vitamin C, potassium and folic acid. Fruit is also a good source of fiber, which keeps our digestive systems running smoothly. Eating fruit helps strengthen our immune systems and protects us from many kinds of serious diseases, including diabetes.

- Vegetables. Vegetables are an extremely important part of our daily diet, and girls ages 11 to 13 should eat 2 cups of vegetables per day.

  Real-world equivalents of 1 cup of vegetables (a girl should eat two of these to get her recommended daily amount):
  - 2 medium carrots
  - 2 cups of raw, leafy greens, such as lettuce, spinach or cabbage
  - 1 baked sweet potato
  - 1 medium-sized bell pepper
  - 1 cup of cooked mushrooms, zucchini, cauliflower, or broccoli – about the size of a baseball

  Remember to “eat the rainbow” to get the broadest variety of nutrients from the super-healthy vegetable food group. That means choosing veggies that are all different colors: dark green, like spinach and kale; red and orange, like bell peppers, carrots and sweet potatoes; purple, like cabbage and beets; and white, like cauliflower and mushrooms.

- Grains. Girls ages 11 to 13 should eat 5 ounces of grains a day, and at least half of that (approximately 3 ounces) should be whole grains, which are more nutritious than refined grains. Examples of whole grains include brown and wild rice, oatmeal, whole wheat flour, barley, bulgur, popcorn and quinoa. Refined (or processed) grains include white bread, cornbread, semolina pasta, grits and couscous.
Real-world equivalent of 1 ounce of grains (a girl should eat five of these to get her recommended daily amount):

- 1 slice of whole wheat bread
- 1 cup of breakfast cereal, like whole wheat flakes – about the size of a baseball
- ½ cup of cooked rice or pasta – about half the size of a tennis ball
- 5 whole wheat crackers
- 3 cups of popped popcorn

Grains are a great source of dietary fiber, which helps our bodies process waste and makes us feel full.

- Protein. Girls ages 11 to 13 who are somewhat physically active should eat 5 ounces of protein per day.

Real-world equivalents:

- ¼ cup cooked beans, about the size of a girl's fist, equals 1 ounce of protein
- 1 egg equals 1 ounce of protein
- 12 almonds, 24 pistachios or seven walnut halves equal 1 ounce of protein
- 2 tablespoons of peanut- or other nut-butter, about the size of a ping pong ball, equals 2 ounces of protein
- A piece of cooked meat, about the size of a deck of playing cards, equals 2 to 3 ounces of protein

Meat, seafood, beans and peas, eggs, soy products, nuts and seeds provide protein, which gives you energy and helps you build muscle. Getting protein from a variety of sources that don’t contain too much fat or sodium (salt) is best. For example, while some people really love to eat bacon, which provides protein, it is not a very nutritious protein.

**Pop quiz!** What makes bacon less nutritious than other proteins? **Answer:** It contains high levels of sodium (salt) and fat. Too much of these can lead to disease.

And, even if you are vegan or vegetarian, there are plenty of ways for you to get enough protein on your plate – soy, nuts, beans, peas and seeds are great sources of protein for people who maintain vegan and vegetarian diets. Vegetarians can add eggs to that list as well.

- Dairy. Girls ages 11 to 13 should eat or drink 3 cups of dairy food per day.

Real-world equivalents of 1 cup of dairy (a girl should eat or drink three of these to get her recommended daily amount):

- 1 half-pint carton of milk
- 2 snack-sized containers of yogurt (4 oz. each)
- 2 slices of cheddar, Swiss or mozzarella cheese
- 1 medium-sized glass of calcium-fortified soy milk

Milk products, and many foods made from milk, are part of the dairy food group. Calcium-fortified soymilk is included as well. Some dairy foods are more healthful for you than others; those foods typically contain high amounts of calcium. Calcium is especially important when you are still growing, because it helps strengthen your bones, teeth and muscles.

Some dairy foods – like cream cheese, butter and ice cream – have little calcium and lots of fat or sugar. This means they don’t provide as many benefits to you as other dairy foods. What’s the best way to choose dairy products that are good for you? Go for high calcium and low fat, like a glass of low-fat milk, or a container of low-fat yogurt.
Eating Well

**Life-skills activity: Dream Dinner Party (30 minutes)**
Each girl designs a well-balanced, three-course dinner for friends and/or family that features non-American cuisine, a guest list and conversation topics. This activity encourages girls to think about how a shared meal can be more than just food – it can also strengthen relationships.

1. Station each girl at a computer (if your group is large or highly collaborative, pair girls off, two per computer).
2. Give the girls 20 minutes to research a non-American cuisine and build a well-balanced, three-course menu (appetizer, main course and dessert). Have girls print recipes for their meals, as well as images of the foods.
3. Then have girls write down their guest lists. Guests can be friends, family, celebrities, even historical figures!
4. Next, ask girls to outline conversation topics they would like to introduce as hosts. Remind girls that a successful dinner party conversation is one in which everyone can participate, so topics like world events, popular movies or books, or thought-provoking questions (such as, “If you had a million dollars, what would you do with it?”) are best.
5. Bring the girls back together to share their menus, guest lists and conversation topics. Give each girl (or pair) a chance to field questions about the cuisine, the people or the topics. Ask girls what they learned about different food traditions. Talk about how food varies from culture to culture. Also discuss how sharing a meal with friends and family can be beneficial to those relationships. What is the significance of sharing food? Of preparing food together?
6. Post recipes in the classroom, and be ready to make extra copies in case girls want to prepare the recipes at home!

**SMART Girl’s Badge Book & Journal activity (20 minutes)**
Pass out Foodie badges for girls to decorate and affix to their session worksheet. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

**Extension activity: Cook a Balanced Meal**
Encourage girls to cook their dinner party menus at home or with friends during the week. Have them photograph their foods and their guests, and share with the group at the next session.

**Extension activity: Healthy Eating Goals**
Tell girls to visit PresidentsChallenge.org, The President's campaign to help people stay fit and healthy. The campaign’s eight goals are listed below. More information on each can be found on the website.

- Make half your plate fruits and vegetables.
- Make half the grains you eat whole grains.
- Choose fat-free or low-fat (1%) milk, yogurt or cheese.
- Drink water instead of sugary drinks.
- Choose lean sources of protein.
- Compare sodium in foods like soup and frozen meals, and choose foods with less sodium.
- Eat some seafood.
- Pay attention to portion size.

Encourage girls to pick one of the goals each week, and add another as they master each one. Let them report back on their progress at the following session.
Badge: Foodie
Eating Well
Nutritious food gives our bodies the energy they need to move and grow. Sharing a balanced meal with friends and family is a great way to enjoy good food and good company at the same time.

Section 1. Five Fabulous Food Groups
Fill out the Food Groups Chart below:

<table>
<thead>
<tr>
<th>Food Group Name</th>
<th>Foods in This Group</th>
<th>My Daily Serving</th>
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</table>

Section 2. Dream Dinner Party
Fill in the blanks below. Then share your Dream Dinner Party plan with the group!

Type of Cuisine: _____________________________________________________________

Appetizer: ________________________________________________________________

Main Course: ______________________________________________________________

Dessert: _________________________________________________________________

Guest List:

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
4. __________________________________________________
5. __________________________________________________
6. __________________________________________________
7. __________________________________________________
8. __________________________________________________
Conversation Topics:

1. 

2. 

3. 

4. 

Section 3. **My Reflections**

Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
Staying Fit

Overview: This session redefines the concept of exercise: could be speed walking, tetherball, freeze tag, dancing to music, or even doing household chores. Through the activities, girls discover just a few of the ways they can exercise without playing team sports or engaging in a traditional workout.

Topics covered: Exercise
Badges earned: Fit & Fabulous

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 30 minutes

Materials needed:
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Laptop with Wi-Fi (to stream a music playlist)
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed:
- Gym or playfield
- Music-streaming app, such as Spotify
- Wi-Fi connection
- “Screen Time vs. Lean Time” infographic: http://makinghealtheasier.org/getmoving
- Brain-exercise connection article: http://www.webmd.com/fitness-exercise/features/train-your-brain-with-exercise (optional)

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Fit & Fabulous badges and Your Body Achievements, equal to the number of girls in your program. Cut out badges.
3. Download the music-streaming app to a laptop and create an account. Make sure you can stream a playlist in the gym, or on the playfield. Alternatively, you can conduct the Freeze Dance activity in the classroom with a non-Wi-Fi-enabled computer – you’ll just have to move the furniture out of the way before you begin.
4. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Eating Well (5 to 10 minutes)
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: Why Should We Move? (20 minutes)
Start by asking girls why exercise is important. Record answers on the whiteboard or poster-paper. If girls need assistance, jumpstart the conversation with the information below:

Regular physical activity tones your muscles, strengthens your bones, and is great for your heart and brain. It regulates weight, and keeps your heart and lungs strong. It increases balance and endurance, and it helps prevent disease. It’s also great for your minds: complicated motions challenge your brain to move multiple muscles quickly, and in succession. Plus, physical activity can boost your mood – it generates chemicals called endorphins, which make you feel happy!²³
Staying Fit

If your group is interested in the science behind the brain-exercise connection, share this WebMD.com article on using exercise to train your brain: http://www.webmd.com/fitness-exercise/features/train-your-brain-with-exercise.

Ask girls what they do to stay fit. Give them a few minutes to share why they play sports, or dance, or enjoy P.E. class. Then, ask girls if they can think of the long-term benefits of regular physical activity. Some ideas are below, to focus the discussion:

- **Cultivating a routine of physical activity when you're young sets you up to maintain those healthy habits as an adult.**
- **Keeping your heart and lungs healthy can help you avoid disease in the future.**
- **Being fit will benefit you if you ever have kids of your own. You'll be able to keep up with them, and you'll be equipped to teach them how to stay healthy, too!**

**Knowledge activity: Screen Time vs. Lean Time (20 minutes)**

Check out the “Screen Time vs. Lean Time” infographic at MakingHealthEasier.org (link listed in Resources section above). Though aimed at parents, this infographic visualizes the ways kids can replace sedentary time with physical activity.

Talk about “screen time” – that is, the amount of time girls spend in front of a screen (TV, computer, video games) – and encourage girls to limit it to no more than two hours per day, as recommended by the American Academy of Pediatrics. Suggest that girls add some activity to their TV time. Encourage them to walk in place, or do jumping jacks, push-ups or sit-ups during TV commercials.

**Life-skills activity: Freeze Dance (25 minutes)**

Physical activity isn't just about being on a sports team or doing drills in gym class. You can be physically active in a lot of ways!

1. Start by asking girls to create a group playlist. Using the music-streaming app, create a group playlist with at least one song from each girl.
2. Move to the gym or playfield, or stay in the classroom. (Prepare the space by moving furniture out of the center of the room to create a dance floor.)
3. Start the first song. Tell the girls they have to keep dancing until you stop the music. Once the music stops, they have to freeze, and the first girl to move is out.
4. Start the next song and stop it at an unexpected moment.
5. Play continues until one person remains frozen on the dance floor.

If your girls aren't into dancing, you can collaborate on a playlist for another type of active play (e.g., jump rope competition; a Zumba class led by another Club staffer, local instructor, or a girl's parent or guardian; a nature hike near the Club; or even a fun game of tag).
Staying Fit

Take a few minutes during the activity to discuss the importance of staying hydrated, especially when engaging in physical activity. Remind girls to drink water before, during and after activities:

**Staying hydrated helps you avoid overheating. It also keeps your muscles and joints lubricated, which helps you avoid injury and perform at your peak.** You should drink between 14 and 22 ounces of water (about the size of a large water bottle) before physical activity, and continue drinking 6 to 12 ounces every 15 to 20 minutes during the activity. Post-activity, you should drink 16 to 24 ounces of water. The more you sweat during the activity, the more you should drink!

**SMART Girl’s Badge Book & Journal Activity (20 minutes)**

Pass out Fit & Fabulous badges, and Your Body Achievements for girls to decorate and affix to their session worksheets. Be sure to congratulate girls on unlocking the Your Body Achievement as you pass out badges. Let them know you’ll be moving on to the your community section next! If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.

**Extension activity: Club Fitness**

In addition to partnering with the President’s Challenge (http://www.presidentschallenge.org), the President’s nationwide nutrition and fitness program, Boys & Girls Clubs offers fitness programs for members, including:

- **Triple Play:** [http://bgca.net/Programs/TriplePlay/Default.aspx](http://bgca.net/Programs/TriplePlay/Default.aspx)
  Triple Play, BGCA’s comprehensive health and wellness initiative, strives to improve the overall health of members, ages 6 to 18, by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships.

- **WANNA PLAY?™ Program:** [http://groups2.bgca.net/sites/PYDS/SFR/WannaPlay/Pages/default.aspx](http://groups2.bgca.net/sites/PYDS/SFR/WannaPlay/Pages/default.aspx)
  The WANNA PLAY?™ program features a variety of fun and engaging activities to help Club members improve their fitness; increase awareness of good nutrition and hydration; learn basic baseball and softball skills; and develop a lifelong appreciation for the game of baseball.
Badge: Fit & Fabulous
Unlocked! : Your Body Achievement!
Girls unlock this achievement after completing all three Your Body sessions.
Staying Fit
Physical activity is a major part of a healthy lifestyle. Getting 60 minutes a day, five days a week is recommended for girls. How do you stay fit?

Section 1. Why Should We Move?
Why is it important to be active? What are the long-term benefits of leading an active lifestyle?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What do you do to stay fit? ______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Section 2: Everyday Activity
You don’t have to go to a gym or play a team sport to stay active. Incorporating physical activity into your day-to-day routine is easy – it just takes a little planning. Use the space below to jot down ways you can build physical activity into your daily life, whether you’re walking the dog every day after school, or dancing to your favorite tunes in your living room.

How I’ll stay active:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

Section 3. My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

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**SESSION 8 | YOUR COMMUNITY**

GFs, BFs & BFFs

**Overview:** In this session, girls define the qualities of a good friend, and discuss the composition of a healthy, fun friend group. They are encouraged to think about how their friendships have changed over time, and how they imagine those friendships will change in the future.

**Topics covered:** Healthy Friendships  
**Badges earned:** Best. Friend. Ever.

**Session time:** 60 minutes (max); can be broken into multiple shorter sessions  
**Preparation time:** 30 minutes

**Materials needed:**
- Whiteboard or poster-paper; markers
- Session worksheets and badges
- Journal extension sheets
- Pens/pencils
- Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

**Resources needed:** None

**Preparing for the session**
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Best. Friend. Ever. badges, equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities.

**Conducting the session**

**Recap discussion: Staying Fit (5 to 10 minutes)**
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

**Knowledge/Life-skills activity: Building Healthy Relationships (35 minutes)**
Of course, no friend is perfect, but we all have ideas about what we want most in a friend. Ask the girls to list the qualities of a good friend. Write their answers on a whiteboard or poster-paper.

Prompt them, if needed: *How do you want to be treated by a friend? How don’t you want to be treated?* Help girls evolve positive traits out of these discussion questions. For example:

> *How does it feel when a friend repeats a secret? No one likes that, right? So, “trustworthy” would be a positive trait that we’d like in a friend.*

Other questions to help the discussion:

- *What does it mean to have a BFF? Can you have more than one? How many friends should you have? Is it weird if you have only a few, or if you have a bunch?*
- *What do you want in a friend, and what can you give in return?*

**Girls this age love to talk about their relationships.** As friend groups and cliques start to solidify, peers become increasingly important. Helping girls define what they want out of their friendships and romantic relationships at this stage of their development can set them up for a lifetime of strong, positive relationships.
Once girls have talked about the qualities of friendship, segue into a conversation about romantic relationships. Many girls this age are starting to develop crushes, and SMART Girls is a great place to start building healthy attitudes and habits toward those types of relationships.

**Note:** Though cultural expectations assume that girls will crush on boys exclusively, keep in mind that some girls may be developing romantic feelings for other girls, or for transgender peers. Try to be inclusive in your language and discussions, in order to make everyone feel safe and supported. If you need additional education on LGBT issues, or if you’d like to pass on information to the girls in your group, visit the CDC’s LGBT Youth Resources page and the Gay-Straight Alliance Network at www.gsanetwork.org.

This session is perfect for involving the girls’ teen mentors. Bring in a few of your teen participants who have shown strong leadership skills throughout the program, and set them up as a panel (as with the puberty session). Alternatively, split girls into groups, with one teen mentor assigned to each group. Ask teens to facilitate a discussion about healthy relationships.

Some discussion questions include:

- **How do romantic relationships differ from friendships? How are they similar?**
- **Can the qualities of a good friendship translate to a romantic relationship?**
- **How do you know that you have a crush on someone? What does it feel like?**
- **What happens if you have a crush on someone, but s/he doesn’t feel the same way about you? What should you do?**
- **How physical should you get with your crush? What kind of touching and communication is OK?**

**Relationship Role-Play:** Alternatively, you can use these discussion questions to create role-playing scenarios starring your girls and their teen mentors.

1. Get your teens to come up with a few scenes based on the questions (e.g., role-play a conversation between two girls meeting for the first time, or receiving a note from a crush).
2. The teens can play out the scenario for the tween girls, or you can mix up the ages, with teens and tweens in the same scene. Give each group 60 seconds to act out its scene.
3. After each scene, give the group a chance to discuss what did and didn’t work in the scene, using the “Yes, and...” method.

**SMART Girl’s Badge Book & Journal activity (20 minutes)**

Pass out Best. Friend. Ever. badges for girls to decorate and affix to their session worksheet. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.
GFs, BFs & BFFs
Strong friendships can handle the ups and downs of life – you can always count on a good friend to dry your tears and make you laugh. With some people, you might want to be more than friends. Even though crushing on somebody can feel exciting and crazy all at once, it's a huge part of growing up that you don’t want to miss!

Section 1. Building Healthy Relationships
What do you look for in a friend? What makes a friendship strong?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Can the qualities of a good friend translate to a romantic relationship? What does it mean to have a crush on someone? How does it make you feel? How do you treat a crush? What do you do if your crush doesn’t feel the same way about you?

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
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Section 2. My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

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Place your BEST. FRIEND. EVER. badge here
Dealing With the Drama: Frenemies, Bullies and People Who Push You Around

Ages 11 to 13

Overview: In this session, girls discuss friends and frenemies – especially for girls this age, who deal with cliques and friend-drama daily. Girls talk about peer pressure and bullying, and how to address those challenges in a healthy way.

Topics covered: Personal Identity, Peer Pressure, Bullying

Badges earned: Nice Girl, Snark Hunter Power-Up

Session time: 90 minutes (max); can be broken into multiple shorter sessions

Preparation time: 30 minutes

Materials needed:
• Whiteboard or poster-paper; markers
• Session worksheets and badges
• Pens/pencils
• Laptop/projector, for watching video online (optional)
• Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed:
• PACER's National Bullying Prevention Center video: www.pacer.org/bullying/video
• Cyberbullying quiz: http://stopcyberbullying.org/kids/are_you_a_cyberbully.html

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets and Nice Girl and Snark Hunter Power-Up badges, equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities. Visit www.stopbullying.gov and/or www.pacer.org for background information on bullying.

Conducting the session

Recap discussion: GFs, BFs & BFFs (5 to 10 minutes)
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Introductory activity: Everyday Drama (20 minutes)
Girls this age deal with drama almost every day. Cliques and strong friend groups start to emerge during this period. Because girls at this age want to simultaneously express themselves and fit in with a group, they are particularly vulnerable to the mean games that friends (or frenemies, i.e., friends who aren’t actually friendly) play. For example, not inviting everyone in the friend group to a weekend sleepover, or ignoring certain friends without reason or warning. These rough situations are seemingly constant. Even worse, they are largely unpredictable, which causes extra tension and stress for tween girls.

Start the activity with a conversation about drama. Ask each girl to name one kind of peer-based drama she has to tackle in her daily life. Record ideas on a whiteboard or poster-paper. This will set up the following activity.
Dealing With the Drama: Frenemies, Bullies and People Who Push You Around

**Knowledge activity: Bullying Isn’t Cool (20 minutes)**

Bullying is a growing issue in the U.S. Every year, 13 million kids are bullied. That’s one in three American students. Bullying causes physical and/or emotional harm, and, typically, there is an imbalance of power between the bully(ies) and the target. That means the bully has more power physically, socially or emotionally: for example, the bully is physically stronger or larger, has a higher social standing, and/or s/he is verbally or emotionally intimidating. This often results in the target being unable to extricate herself from the situation.

Start a conversation about bullying with the girls. Feel free to add the statistics above. If time and equipment allow, you can show PACER’s National Bullying Prevention Center video (URL in Resources listed above).

*Bullying isn’t just hitting, kicking or pushing. Sometimes, peers – that is, people in our age group – can be really mean. They can leave us out or ignore us, tease us, or say mean things about the things we like, or wear, or do. They can talk behind our backs, and spread rumors. They can try to force us to do what they want. That’s bullying, and bullying is incredibly hurtful.*

Sometimes, bullying doesn’t happen face-to-face – it happens online, too. That’s called “cyberbullying,” and it’s a growing problem for young people. To help your girls understand the concept of cyberbullying, give them the “Are You a Cyberbully?” quiz at StopCyberbullying.org (link listed in the Resources section above).

Ask the girls if any of the scenarios they listed in the previous activity could be considered bullying. Have they ever had to stand up to bullies? What did they do? Have they ever witnessed a friend being bullied? How did they address that challenge? Ask them for ideas about how to deal with bullies. Record ideas on a whiteboard or poster-paper.

You can prompt the girls’ answers by bringing up some of these topics:

- **Say “Stop!” with confidence.** It is important to tell people clearly that you don’t like how you’re being treated, and that you want them to stop.

- **Make a joke.** If someone says something mean to you, you can say something funny in return, instead of getting upset. This can confuse the bully and stop her from mistreating you, because she isn’t getting the reaction she wants. When you get upset, she feels superior; but if you make a joke, she doesn’t get the satisfaction from making someone else feel bad.

- **Walk away.** If someone is saying mean things to or about you, you can always walk away. Again, it isn’t the reaction the bully wants, which can throw her off. Plus, it gets you out of a hurtful situation – and fast!

- **Tell an adult, such as a teacher, parent or mentor.** If a situation feels too tough to handle on your own, or if it happens repeatedly, tell an adult you trust that you are being bullied and you need help.

Recognize that it can be difficult to report bullying when you’re the target. It can be embarrassing or even scary, depending on the nature of the bullying. As the facilitator, you can make suggestions for coping with bullies, but it is crucial to let girls know that bullying is never OK. If girls are being bullied, encourage them to report it to an adult. You can bring in a school resource officer to discuss the legal ramifications of bullying, and to reinforce that bullying is a serious matter.

Tell your girls that, if they witness another person being bullied, they have the right and responsibility to inform an adult, too. Sometimes, even events that have multiple witnesses go unreported, simply because the bystanders assume someone else will talk with an authority, or they don’t feel a personal responsibility to the person in distress. Encourage your girls to assume that no one else has reported a bullying incident.
Dealing With the Drama: Frenemies, Bullies and People Who Push You Around

**Knowledge activity: The Peer Pressure-Cooker (10 minutes)**

Bullying isn’t always so clear-cut. Sometimes girls have to deal with negative peer pressure, which is closely related to bullying. Start this discussion by asking the group to define peer pressure. Be ready to help the girls if they need it: *Peer pressure is the influence your peers (friends, teammates, classmates, etc.) have on you. It can be both positive and negative.* Ask the girls to come up with an example of positive peer pressure. If they can’t, here’s a suggestion:

> Your older sister’s BFF is always practicing her dance moves. She knows you’re a dancer, too, and she invites you to join in whenever she comes over.

Then, ask them to come up with an example of negative peer pressure. Again, here’s a suggestion:

> Your friend wants some new nail polish, but she doesn’t have any money. She tells you that you should just go to the drugstore and sneak some into your pockets – they won’t miss it.

**Life-skills activity: Avoid the Snark Attack! (15 minutes)**

Role-playing games can be an effective learning tool for bully prevention. Use this skit-based activity to get girls thinking about how to avoid a serious snark attack. *(Note: Girls might be unfamiliar with the term “snark,” but they definitely know what it is: a snide, rude or critical comment.)*

1. Split girls into three or four groups. Tell them to brainstorm three bullying or peer pressure situations, and choose one of those scenarios to present to the group as a skit. They can refer to the list you made in the opening activity for inspiration.
2. One by one, groups present their bullying episodes. After each skit, have a group discussion about potential solutions. Refer to the list from the second activity for help, and remind girls to use the “Yes, and…” style of collaborative thinking.

If girls showed good collaborative problem-solving skills, pass out Snark Hunter Power-Up badges.

**SMART Girl’s Badge Book & Journal activity (20 minutes)**

Pass out Nice Girl badges for girls to decorate and affix to their session worksheets. If you are including journal time as part of your session, make sure girls have at least 10 minutes to reflect. Collect and secure journals.
Badge: Nice Girl
Power-Up: Snark Hunter
Dealing With the Drama: Frenemies, Bullies and People Who Push You Around
The flipside of friendship can be super-stressful. But learning how to deal with mean girls, bullies and peers who pressure you to do things you don’t want to do will make you stronger, more self-assured and more confident in your beliefs and values.

Section 1. Dealing With the Drama
What kind of drama do you face on a daily basis? Do cliques and other social circles treat you poorly, or leave you out? Do you know when to expect it, or is it unpredictable? How do these situations make you feel?

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Section 2. Bullying Isn’t Cool
Write down a few strategies for dealing with frenemies and bullies. Why do these strategies work?

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Section 3. What Makes Bullies Tick?
Sometimes, bullies treat others badly because they are scared, sad or insecure. Knowing this, how might you approach a bully in a friendly or kind way? Is it possible to turn a bully into a friend? How?

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Section 4. My Reflections
Take 10 minutes to write down your thoughts about this session. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.

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We Are Family

Overview: Everyone’s family situation is different. This session gets girls talking about how they define “family,” and why family is important to building a healthy life. Girls are asked to think about family in terms of a support network, rather than a unit strictly based on bloodlines.

Topics covered: Family Relationships
Badges earned: Famtastic!

Session time: 90 minutes (max); can be broken into multiple shorter sessions
Preparation time: 30 minutes

Materials needed:
• Whiteboard or poster-paper; markers
• Session worksheets and badges
• Pens/pencils
• Craft supplies: construction paper; markers, colored pencils and/or crayons; glue sticks or tape; scissors; stickers or other decorative items (optional)

Resources needed: None

Preparing for the session
1. Gather writing and craft supplies. Set up writing/crafting stations.
2. Print session worksheets, Famtastic! badges, and Your Community Achievements equal to the number of girls in your program. Cut out badges.
3. Familiarize yourself with the content of the activities.

Conducting the session

Recap discussion: Dealing With the Drama (5 to 10 minutes)
Recap the learnings from your previous session. Review that session’s Overview and/or your session notes to devise a recap question and discussion starter.

Introductory/Knowledge activity: Defining Family (20 minutes)
Having a strong support system is key for a girl’s development into a healthy adult, and families typically fill that role. But families can extend beyond bloodlines.

Start the activity by asking girls to define “family.” Record their answers on a whiteboard or poster-paper. If they need help, ask them about things they do with their families:

• Do you have dinner together every night?
• Do you go for walks on the weekends?
• Do you play games together?
• Do you see your family members every day, or only some days?
• Do you know your extended family members?

Then, extrapolate definitions from those answers. If girls’ families have regular game nights, perhaps a family could be defined as a group of people who spend quality time together, having fun. If they see their families infrequently, at holiday events or reunions, perhaps a family could be defined as a group of people who respect tradition and enjoy marking important events together.
We Are Family

Next, ask the girls if they think an influential teacher, Club leader or other mentor could be part of their family. How about a best friend? A step-parent or step-sibling?

Refer back to the session on building healthy friendships. Ask girls to recall their definitions of a good friend. Could those definitions apply to a family member? Initiate a discussion about the nature of family, and how that nature might change as girls get older and start to build stronger friendships and other relationships.

**Life-skills activity: Family Matters (30 minutes)**
As peer relationships grow in importance for girls, their traditional familial relationships can get a little rough. Start a discussion about how girls interact with their families. Ask each girl to state one great thing about her family. Go around the circle, so that all girls have a chance to say something positive.

Then, ask each girl to state one challenge she’s had with her family (using the narrow definition of family – that is, those who share their household – or a broader definition). Let the girls help each other devise solutions to those challenges, using the “Yes, and…” method. You can record the challenges and solutions on a whiteboard or poster-paper.

*Note:* Depending on your group, this discussion has the potential to become very heavy and emotional. Remind girls that everything they say is confidential, and that you are all there to support one another. Also remind them that they don’t have to share anything that makes them feel uncomfortable, and that you are available to talk about any lingering concerns at any time.

**SMART Girls Review/Badge Book & Journal activity (35 minutes)**
Pass out Famtastic! badges for girls to decorate and affix to their session worksheets. Be sure to congratulate your girls on unlocking the Your Community Achievement as you pass out badges.

Because this is the final session, it’s a good time to review and debrief the program with your girls. Open the floor to discussion, and be prepared to answer any lingering questions about the content of the past 10 sessions, as well as questions about what’s next. Remind girls that the SMART Girls celebration is taking place next week, to mark the end of the program. This is a great time to administer the SMART Girls Post-Test, to measure girls’ knowledge.
Badge: Famtastic!
Unlocked! : Your Community Achievement!
Girls unlock this achievement after completing all three Your Community sessions.
We Are Family
Everyone’s family situation is different. But everyone needs one, because we all need love and support – no matter what.

Section 1. Defining Family
How do you define “family”? What are the qualities of a strong family unit?
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Section 2. Family Matters
What do you love about your family? What’s challenging? Write down some solutions for handling family problems in a healthy way.
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Section 3. My Reflections
Take 10 minutes to write down your thoughts about this session, and about your SMART Girls experience. What did you learn? How did it make you feel? You can also use this space to record the names of resource organizations or people you learned about in this session.
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