

# TOOLS & RESOURCES



**BOYS & GIRLS CLUBS  
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## Mentoring Activities & Guidelines for Mentors

These discrete mentoring activities can involve your teen SMART Girls mentors, or the adult mentors you have identified and screened. They can bring together any number of older and younger girls, and can be added to any of the existing sessions at your discretion.

Share the following guidelines with your mentors to prepare them for meetings and activities with their mentees. These are adapted from the tips for session facilitation, located in the Introduction section of this guide.

- **Be prepared.** Familiarize yourself with the content of your mentee's SMART Girls sessions. Talk with SMART Girls facilitators for specific information on topics and resources, as well as your mentee's level of knowledge and understanding of those topics.
- **Be honest.** If you don't know the answer to a question, no problem. Assure your mentee that you will find the answer, and be accountable for reporting back.
- **Be respectful.** Show your mentee that you value her by listening carefully and responding in a respectful way. Respect her cultural and religious perspective, which may differ from yours.
- **Be empathetic.** What you might consider a small problem now can seem like a major crisis to a growing girl. Remember: You were there once, too! Take care to avoid patronizing your mentees – instead, be real and compassionate.
- **Be open.** Share your age-appropriate stories and experiences. Reassure girls that they aren't alone, and that they will get through their troubles. Tell them they can count on you for support and encouragement.
- **Be discreet.** Don't share what your mentees tell you with friends, family or other SMART Girls participants. Confidentiality and trustworthiness are key to maintaining a rich, productive and supportive mentor/mentee relationship. Exception: If a mentee shares something with you that suggests she is being abused, share your conversation with the SMART Girls facilitator, who can set up a separate meeting with your mentee.

### Die Writing (45 minutes)

This exercise is a fun way to get girls to work together. You'll need pens, paper and pairs of dice equal to the number of groups you have. You'll also need to come up with one or more writing prompts, which you'll type up on slips of paper.

1. Divide the girls into groups of six. Make sure each group has one teen mentor.
2. Give each group a pad of paper and a pen, and a pair of dice. Then, give each group a writing prompt. A fun way to find prompts is to pick the first line of a famous book, or the first line of a magazine article. You can use a different prompt for each group, or the same one. Distribute the prompts on slips of paper. Set a timer for 20 minutes.
3. Tell each group to choose a girl to start writing. When she rolls the dice, she can write as many words as are indicated by the roll. For example, a girl who gets two 2s can write four words. The dice, pen and paper then move to the girl on her left, who rolls to see how many words she can add. Play continues in this way until time is up.
4. Each girl in the group can now add up to 10 words to the story to bring it to conclusion. Give groups five minutes to complete this.
5. Then, ask the groups to read the stories exactly as they wrote them – in other words, they pass the pad around the group and read only the words that they personally wrote.

### Girls' Night (180 minutes)

Who doesn't love a slumber party? Get teen SMART Girls to host a Friday night "sleepover" at the Club. While girls won't be spending the night, encourage everyone to wear their PJs and bring a pillow. Provide healthy drinks and snacks (like air-popped popcorn, apple slices with peanut butter, and pure fruit juice). Ask teens to pick a movie, bring board games, and prepare some conversation starters. Since slumber-party talk typically revolves around crushes and issues with friends, make sure your teens are equipped to discuss those topics.

### **Pen-Pal (or Text-Pal) (20 minutes/week)**

Start this activity early on in the program, so girls have time to develop their relationships with one another.

1. Create a Pen-Pal box. You can keep it near the Question Box.
2. Pair one teen girl with a tween girl, but don't tell the girls who their Pen-Pals are. Have them create nicknames that they will only use with one another.
3. Each girl writes a letter of introduction to her Pen-Pal. Letters should include info about the writer, and a few basic questions for the reader. Then, you deliver the letters to their recipients.
4. Instruct Pen-Pals to write weekly letters to each other using their nicknames. They can leave letters in the Pen-Pal box. Girls can check the box prior to each session.

If letters seem too old-fashioned for your group, set up Text-Pals. Have teens and tweens exchange numbers, and to text words of encouragement to one another throughout the week. If you go this route, make sure that everyone in your group can participate.

Depending on the maturity of your group(s), you can implement the Text-Pal scenario between peers. Exchanging three to five encouraging messages with one another each week (e.g., *Good luck on your math test!* and *You're awesome – have a great day!*) can strengthen bonds between your SMART Girls.

### **Inspiration Book (45 minutes)**

Pair teens and younger girls to create an Inspiration Book that will help tween girls boost their self-esteem. Provide craft supplies, plus magazines and computers. Get teens to start a discussion about self-esteem with their tween partners. *For example: What do you see when you look in the mirror? Who do you want to be someday? What inspires you to do your best?* Then, have them work together to create a book of inspirational images and quotes (girls can find and print quotes and images on the Internet). You can keep books at the Club, or allow girls to take them home. Encourage tweens to add to their books each week, as they discover new sources of inspiration. Remind teens to check in with their tween friends weekly. Maybe that means a quick chat at the Club, or a text, or even a sticky note with a positive message in her Inspiration Book.

### **Mentor Dinner Party (90 minutes)**

Get teen girls to host a dinner for their tween friends! Allow teens to plan and prepare a balanced meal in the Club; create and send dinner party invites; create a seating chart and place cards; and choose dinner music and conversation topics. This is a great time to work on table manners, which teens can review at [www.emilypost.com/home-and-family-life/133/399-top-ten-table-manners](http://www.emilypost.com/home-and-family-life/133/399-top-ten-table-manners).

### **Group Fitness (60 to 180 minutes)**

Have teens plan a fun and physical outing or event for their SMART Girls compatriots. It could be anything, from a beach volleyball tourney, to a hike, to an evening at the roller rink, to a day of gardening or yard work around the Club. Make sure you obtain the proper field trip permissions before you go off-site, and don't forget to bring lots of water and healthy snacks.

### **Community Service (30 minutes/week)**

Everyone benefits from community service. When girls give back, it boosts their self-esteem; and the cause they support gets a boost, too. Committing just 30 minutes per week can make a big difference. Get teens and tweens to identify a cause they care about – maybe it's tutoring other kids, helping out in a food bank or animal shelter, or cleaning up litter in a local park. Then, help them contact the person who runs that organization's volunteer program to schedule a meet-and-greet, followed by some serious service. Encourage girls to journal about their community service experiences, and to report back during your SMART Girls sessions.

### SMART Girls Program Forms

The following forms are designed to help you enhance the program. They include the following:

#### Parent/Guardian Permission Form & Discussion Starters

The Parent/Guardian Permission Form allows a girl to participate in the SMART Girls program. Each participant must have a signed form on file. Collect forms before your program starts. Distribute the Discussion Starters to parents/guardians as well. Encourage them to use these to reinforce the SMART Girls curriculum at home.

#### SMART Girls Survey

The SMART Girls Survey is designed to help Club staff determine the knowledge and needs of the girls in their Clubs. Administer the survey, and use the answers to help guide your curriculum planning. For example, if several members of your group rank themselves as “needing improvement” when it comes to communication and resolving conflict, you can select session activities that help build communication skills. **Note:** The SMART Girls Survey does not take the place of the Pre- and Post-Test, which are required to implement this program.

#### SMART Girls Pre- and Post-Test

Clubs are required to administer a pre-test at the start of the program. When you administer the test, emphasize that girls will not be graded or ranked based on the results. Tell them that, at the conclusion of the program, they will be given the test again, to gauge how much they learned. Explain that results will be used to help you and other Club staff determine how to improve the program in the future.

The Pre- and Post-Test is designed to be self-administered – the Pre-Test before the program begins, and the Post-Test after it wraps up. If you suspect a literacy problem, you may want to read the questions aloud and let the participants respond verbally. Be sure to pace the questions at a quick rate to discourage talking among participants. Since tests may be self-administered, staff or junior staff may supervise the testing and grade the tests when complete. Tests are scored on a 12-point scale, with each question worth one point.

Pre- and Post-Tests reveal how much *information* youth learn by participating; they do not, however, measure how the program has changed a girl’s behavior. For tools to measure health-related outcomes among participating youth, Clubs may use the Boys & Girls Clubs of America’s Youth Development Outcome Measurement Tool Kit. This tool kit contains survey instruments designed for evaluating Club youth and non-Club youth in different age groups.

#### SMART Girls Certificate of Completion

Personalize a certificate for each girl who completes the program. Hand out certificates during the celebration activity at program-close.



# Parent/Guardian Permission Form

Your daughter has expressed an interest in participating in **Boys & Girls Club of** \_\_\_\_\_  
SMART Girls program. (city/town)

SMART Girls is a program that educates girls about healthy attitudes and lifestyles. The program is designed for three separate age groups: 8 to 10, 11 to 13, and 14 to 18 years of age. Depending on the age of your daughter, the program may address the following issues:

- Physical and emotional change and growth, particularly as regards puberty
- Self-esteem and body image, and the influence of media on both
- Healthy eating, and eating disorders
- The importance of physical fitness and exercise
- Sexual and reproductive health, including STD- and pregnancy-prevention and the importance of regular health exams, as well as healthcare connections
- Personal values and social interaction, and social media
- Healthy relationships with friends and family, and dating responsibility

In addition, as part of the SMART Girls program, we will administer a pre- and post-test to assess girls' knowledge and understanding of some of these topics.

If you have any questions about the SMART Girls program and your daughter's participation, please attend our SMART Girls program orientation for parents and community members, scheduled for \_\_\_\_\_, \_\_\_\_\_ (date/time), at \_\_\_\_\_ (location). For additional information, suggestions or concerns, please contact \_\_\_\_\_ (staff responsible for program) at \_\_\_\_\_ (telephone number/email address).

\_\_\_ I DO give permission for my daughter to participate in the SMART Girls program.

\_\_\_ I DO NOT give permission for my daughter to participate in the SMART Girls program.

**NOTE: Your daughter must return this signed letter prior to participating in the program.**

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Age

\_\_\_\_\_  
Boys & Girls Club (or Program Site)

\_\_\_\_\_  
Your Name (Printed)

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Date



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OF AMERICA**

# Parent/Guardian Discussion Starters

The SMART Girls program addresses a broad range of topics that pertain to a growing girl's experience. These discussion starters are designed to help you talk with your SMART Girl about what she is learning in the program. Each question addresses a major focus area of the curriculum. Feel free to adapt the language to your SMART Girl's age and level of maturity.

For additional information and resources, contact \_\_\_\_\_ at \_\_\_\_\_.  
(facilitator's name) (facilitator's number/email)

1. Respect and trust are an important part of the SMART Girls program. Each girl is expected to communicate with her peers respectfully and supportively.

**Ask your SMART Girl:** *Why is respect important? Who deserves it? How can you get others to respect you, and how can you show respect for them?*

2. Building strong self-esteem is central to SMART Girls. Self-esteem starts inside each girl – it isn't based on what others think of or say about her. Talk with your SMART Girl about who she is, and what she loves about herself.

**Ask your SMART Girl:** *What do you love about you? What lifts your self-esteem, and what brings it down? What can you do to keep your self-esteem high?*

3. The physical and emotional changes associated with puberty can be hard for your SMART Girl to handle on her own. Take note of your girl's physical development, and be ready to field any questions she may have about puberty. Though the average age to start menstruation (get a period) is 12, some girls start as early as 9. If your girl hasn't hit this stage yet, you can take this time to talk with her about change, which we experience all the time, both physically and emotionally.

**Ask your SMART Girl:** *How have you changed since you were a baby, or a little kid? Do you like change? Is it exciting? Scary? What do you do to cope with change?*

4. Fostering healthy relationships is key for your SMART Girl. Close friendships and crushes emerge as she ages. Helping your SMART Girl define the qualities of a good friend will give her the ability to evaluate her relationships, which in turn can help her cultivate a supportive circle of friends.

**Ask your SMART Girl:** *What are the qualities of a good friend? Do your friends have those qualities? What kind of friend are you? Have you ever had a crush on someone? What did that feel like? Did it change the way you treated that person?*

## Additional Discussion Starters for Tweens (ages 11 to 13)

1. Many girls at this age are experiencing the first signs of puberty, including developing body hair and breasts, and starting menstruation (getting their periods). Feel free to share your exciting and embarrassing puberty stories with your SMART Girl. Chances are, she'll relate!

**Ask your SMART Girl:** *Do you have any concerns about puberty? Do you feel comfortable in your changing body? How have your emotions changed? What can I do to ease your transition?*

If your girl is too shy or embarrassed to talk, you can still support her by keeping extra pads or tampons in the bathroom, setting up a bra fitting at a local store, or giving her a discreet emergency kit to keep in her bag (fill it with fun and functional items, like a lip gloss, an extra pad/tampon, a nail file and tissues).



BOYS & GIRLS CLUBS  
OF AMERICA

2. Girls this age may be moodier and more self-conscious than in the past. It is important to underscore the importance of strong self-esteem, as media messages and peers start to influence what your SMART Girl thinks, does and says. Body-consciousness takes root, too, as she experiences the rapid physical changes of puberty. Needless to say, it's easy for your tween girl to lose sight of her personal identity and values.

**Ask your SMART Girl:** *Is it important to be part of a group or to clique? To be cool? How do you know when you should go along with your friends, or when you should stand up for what you believe? How does the media influence what you wear, buy or do? Is it possible to maintain your individuality and be part of a group, too?*

Girls this age may try dating, especially in group settings. Be sure your SMART Girl understands that she is worthy of respect from her partner, and that she is responsible for keeping herself safe. Talk with your girl about age-appropriate dating behavior. Let her know that if she ever feels uncomfortable with something her partner says or does, she has the right and responsibility to say no, and to tell her partner that what s/he is doing is making her uncomfortable. Let her know that she can always come to you with questions, concerns and problems.

### Additional Discussion Starters for Teens (ages 14 to 18)

1. As your SMART Girl grows up, friends exert a stronger influence on her values and decisions than you do. She might start to pull away during her teen years as she starts to solidify her personal identity, and as her independence increases. Nevertheless, you are still responsible for her well-being. This tension can cause friction. Talk with your SMART Girl about effective conflict-resolution. Some tips, which she will learn in her SMART Girls session on building healthy family relationships, follow. These are adapted from the Women's and Children's Health Network's advice on collaborative parent/teen problem-solving.
  - *As in SMART Girls sessions, practice respectful communication when discussing disagreement, and be willing and open to listen to your teen's point of view.*
  - *Stay calm. Yelling, screaming and being violent don't accomplish anything. They obscure rationality.*
  - *Avoid blame. Stick to the facts of the issue.*
  - *As a group, determine the exact problem. Then, figure out the commonalities between what you want, and what your teen wants.*
  - *Devise a plan that meets those common goals. Remain open to all suggestions, and think creatively. Work together to formulate a solution that seems reasonable to everyone.*
  - *Once you determine a solution, stick to it.*
2. Social media and texting are a teen's main modes of communication with peers. Talk to your SMART Girl about the tech etiquette you expect from her. For example, no texting at the table or while driving; staying safe on social channels; and keeping computer and phone time to a minimum. Work with your teen to set ground rules; involving her in the process will increase her buy-in.

Most teens are active on Facebook. Encourage your teen to set up a profile that's restricted to friends and family members she knows personally. Here's an excerpt from the SMART Girls session on social media. You can use this to start a discussion with your teen about reputation management and cyberbullying, two major issues affecting today's social-savvy teen:

*Encourage girls to think twice before they post – while social media feels immediate and of-the-moment, it lasts. Just about anyone – even their grandmothers! – can see what they've posted. This is especially important as girls get older, and start building resumes and filling out college applications. Prospective employers and schools aren't blind to social media; they can check social profiles just as easily as friends and family can. A questionable post, or a series of inappropriate photos, could cost a girl a great opportunity down the line.*



*What's more, posting something hurtful via a social network is a breeze: the person posting is physically disconnected from her target, and doesn't have to deal with watching him/her suffer – needless to say, this is a dangerous habit to develop.*

3. Dating responsibly is a core value for every teen SMART Girl. Your teen will receive age-appropriate information on sexual health and responsibility in her SMART Girls sessions, including information on preventing pregnancy and sexually transmitted infections and diseases (STIs and STDs). While the program recognizes that abstinence is the only 100% effective method for avoiding pregnancy and STIs/STDs, it does provide information on condoms and birth control methods. Reinforce that it's your teen's responsibility to protect herself from unplanned pregnancy and disease, whether through abstinence, or through practicing safe sex – using both birth control and a condom, every time.

Tell your SMART Girl that if her partner respects and cares for her, s/he will never pressure her into doing anything that makes your SMART Girl uncomfortable. Encourage your teen to talk with you, or another trusted adult, if she has questions about sex and relationships. Try to be as open and honest with your SMART Girl as possible, and offer support and love as she navigates her sexuality.



**BOYS & GIRLS CLUBS  
OF AMERICA**

# SMART Girls Survey

Rate yourself in terms of how comfortable or knowledgeable you are in the following areas:

**Talking with someone your age of the opposite sex**

needs improvement      average      good      excellent

**Saying “no” to a request you think is unfair or unhealthy**

needs improvement      average      good      excellent

**Communicating respectfully and honestly**

needs improvement      average      good      excellent

**Exercising or being physically active for 60 minutes, five times a week**

needs improvement      average      good      excellent

**Being safe online**

needs improvement      average      good      excellent

**Knowing the various food groups**

needs improvement      average      good      excellent

**Making positive choices for yourself**

needs improvement      average      good      excellent

**Knowing organizations in the community that address girls’/women’s health issues**

needs improvement      average      good      excellent

**Having positive role models**

needs improvement      average      good      excellent

**Knowing how to positively resolve conflicts**

needs improvement      average      good      excellent

Rate your level of agreement with the following statements:

**A SMART Girl treats others the way she would like to be treated.**

strongly agree      agree      unsure      disagree      strongly disagree

**When making a decision, a SMART Girl decides what is right. She asks herself, “Is this best for me?” rather than worrying about what her friends think.**

strongly agree      agree      unsure      disagree      strongly disagree



**BOYS & GIRLS CLUBS  
OF AMERICA**

# SMART Girls Survey

**A SMART Girl knows how to resolve conflict calmly, and without violence.**

strongly agree      agree      unsure      disagree      strongly disagree

**A positive role model can help you realize their full potential.**

strongly agree      agree      unsure      disagree      strongly disagree

**Eating too many fatty foods and never exercising will help you lose weight.**

strongly agree      agree      unsure      disagree      strongly disagree

**You can't get pregnant the first time you have sex.**

strongly agree      agree      unsure      disagree      strongly disagree

**Understanding who you are, and standing up for what you believe, means that you have strong self-esteem.**

strongly agree      agree      unsure      disagree      strongly disagree

**You can say and do anything you want online, because it isn't real life.**

strongly agree      agree      unsure      disagree      strongly disagree

**During the last week, how many times have you (circle one):**

- |                                 |      |        |        |           |
|---------------------------------|------|--------|--------|-----------|
| a) Been in an argument          | None | 1 to 2 | 3 to 5 | 6 or more |
| b) Made a bad decision          | None | 1 to 2 | 3 to 5 | 6 or more |
| c) Practiced positive self-talk | None | 1 to 2 | 3 to 5 | 6 or more |
| d) Been a positive model        | None | 1 to 2 | 3 to 5 | 6 or more |

**In the last 30 days, how many times have you (circle one):**

- |                                 |      |        |        |           |
|---------------------------------|------|--------|--------|-----------|
| a) Been in an argument          | None | 1 to 2 | 3 to 5 | 6 or more |
| b) Made a bad decision          | None | 1 to 2 | 3 to 5 | 6 or more |
| c) Practiced positive self-talk | None | 1 to 2 | 3 to 5 | 6 or more |
| d) Been a positive model        | None | 1 to 2 | 3 to 5 | 6 or more |

**What will you be doing two years from now?**

**Do you think you will be sexually active?**

definitely not      probably not      unsure      probably will      definitely

**Do you think you will set goals?**

definitely not      probably not      unsure      probably will      definitely



**BOYS & GIRLS CLUBS  
OF AMERICA**

# SMART Girls Survey

**Do you think you will have a positive role model?**

definitely not      probably not      unsure      probably will      definitely

**Do you think you will eat healthy foods and exercise regularly?**

definitely not      probably not      unsure      probably will      definitely

**Do you think you will have high self-esteem?**

definitely not      probably not      unsure      probably will      definitely

**Do you think you will be a positive role model for a younger girl?**

definitely not      probably not      unsure      probably will      definitely



**BOYS & GIRLS CLUBS  
OF AMERICA**

## SMART Girls Pre- and Post-Test (Ages 8 to 10)

Administer this test at the beginning and end of the program to measure girls' knowledge. Let them know that, if they don't know the answers at the beginning, it's OK. SMART Girls is all about learning!

### Self-esteem is

- a) your reflection in a mirror
- b) how you feel about yourself
- c) how others feel about you
- d) how you feel about others

### Menstruation, or having a period, can cause

- a) bleeding
- b) a bad mood
- c) abdominal cramps
- d) all of the above

### Exercise or physical activity

- a) helps you vent your feelings
- b) lowers stress
- c) produces endorphins, which make you feel good
- d) all of the above

### The most nutritious afternoon snack is

- a) celery sticks with peanut butter, and a glass of 100% juice
- b) a slice of pizza and an apple
- c) a bowl of buttered popcorn
- d) milk and cookies

### Healthy friendships are built on

- a) respect and trust
- b) being in the same class
- c) forcing someone to hang out with you
- d) talking behind someone's back

### Being as thin as the models in magazines is the key to happiness.

True    False

### Feeling angry or upset is normal and can be controlled.

True    False



BOYS & GIRLS CLUBS  
OF AMERICA

**Puberty is the transition time between being a kid and being an adult.**

True    False

**Nutritious foods are breaded or fried.**

True    False

**A SMART Girl is respectful and honest.**

True    False

**Peer pressure is always negative.**

True    False

**Bullying is OK sometimes, especially if the person has been rude to you in the past.**

True    False



**BOYS & GIRLS CLUBS  
OF AMERICA**

## SMART Girls Pre- and Post-Test (Ages 8 to 10): **ANSWERS**

Administer this test at the beginning and end of the program to measure girls' knowledge. Let them know that, if they don't know the answers at the beginning, it's OK. SMART Girls is all about learning!

### **Self-esteem is**

- a) your reflection in a mirror
- b) how you feel about yourself
- c) how others feel about you
- d) how you feel about others

**Answer: B**

### **Menstruation, or having a period, can cause**

- a) bleeding
- b) a bad mood
- c) abdominal cramps
- d) all of the above

**Answer: D**

### **Exercise or physical activity**

- a) helps you vent your feelings
- b) lowers stress
- c) produces endorphins, which make you feel good
- d) all of the above

**Answer: D**

### **The most nutritious afternoon snack is**

- a) celery sticks with peanut butter, and a glass of 100% juice
- b) a slice of pizza and an apple
- c) a bowl of buttered popcorn
- d) milk and cookies

**Answer: A**

### **Healthy friendships are built on**

- a) respect and trust
- b) being in the same class
- c) forcing someone to hang out with you
- d) talking behind someone's back

**Answer: A**

### **Being as thin as the models in magazines is the key to happiness.**

True    False

**Answer: False**

### **Feeling angry or upset is normal and can be controlled.**

True    False

**Answer: True**



**BOYS & GIRLS CLUBS  
OF AMERICA**

**Puberty is the transition time between being a kid and being an adult.**

True False

**Answer: True**

**Nutritious foods are breaded or fried.**

True False

**Answer: False**

**A SMART Girl is respectful and honest.**

True False

**Answer: True**

**Peer pressure is always negative.**

True False

**Answer: False**

**Bullying is OK sometimes, especially if the person has been rude to you in the past.**

True False

**Answer: False**



**BOYS & GIRLS CLUBS  
OF AMERICA**

## SMART Girls Pre- and Post-Test (Ages 11 to 18)

Administer this test at the beginning and end of the program to measure girls' knowledge. Let them know that, if they don't know the answers at the beginning, it's OK. SMART Girls is all about learning!

### Self-esteem is

- a) your reflection in a mirror
- b) how you feel about yourself
- c) how others feel about you
- d) how you feel about others

### Menstruation, or having a period, can cause

- a) bleeding
- b) a bad mood
- c) abdominal cramps
- d) all of the above

### Exercise or physical activity

- a) helps you vent your feelings
- b) lowers stress
- c) produces endorphins, which make you feel good
- d) all of the above

### Which of these is the only 100% effective way to prevent pregnancy?

- a) abstinence, or not having sex
- b) using a condom
- c) taking birth control pills
- d) having sex standing up

### Healthy friendships are built on

- a) respect and trust
- b) being in the same class
- c) forcing someone to hang out with you
- d) talking behind someone's back

### Being as thin as the models in magazines is the key to happiness.

true                      false

### Sexual feelings are normal and can be controlled.

true                      false

Answer: True



BOYS & GIRLS CLUBS  
OF AMERICA

**Puberty is the transition time between being a kid and being an adult.**

true            false

**Nutritious foods are breaded or fried.**

true            false

**A SMART Girl is respectful and honest.**

true            false

**Peer pressure is always negative.**

true            false

**Texting and driving is totally safe.**

true            false



**BOYS & GIRLS CLUBS  
OF AMERICA**

# SMART Girls Pre- and Post-Test (Ages 11 to 18) : **ANSWERS**

Administer this test at the beginning and end of the program to measure girls' knowledge. Let them know that, if they don't know the answers at the beginning, it's OK. SMART Girls is all about learning!

## **Self-esteem is**

- a) your reflection in a mirror
- b) how you feel about yourself
- c) how others feel about you
- d) how you feel about others

**Answer: B**

## **Menstruation, or having a period, can cause**

- a) bleeding
- b) a bad mood
- c) abdominal cramps
- d) all of the above

**Answer: D**

## **Exercise or physical activity**

- a) helps you vent your feelings
- b) lowers stress
- c) produces endorphins, which make you feel good
- d) all of the above

**Answer: D**

## **Which of these is the only 100% effective way to prevent pregnancy?**

- a) abstinence, or not having sex
- b) using a condom
- c) taking birth control pills
- d) having sex standing up

**Answer: A**

## **Healthy friendships are built on**

- a) respect and trust
- b) being in the same class
- c) forcing someone to hang out with you
- d) talking behind someone's back

**Answer: A**

## **Being as thin as the models in magazines is the key to happiness.**

true                      false

**Answer: False**

## **Sexual feelings are normal and can be controlled.**

true                      false

**Answer: True**



**BOYS & GIRLS CLUBS  
OF AMERICA**

**Puberty is the transition time between being a kid and being an adult.**

true            false

**Answer: True**

**Healthful foods are breaded or fried.**

true            false

**Answer: False**

**A SMART Girl is respectful and honest.**

true            false

**Answer: True**

**Peer pressure is always negative.**

true            false

**Answer: False**

**Texting and driving is totally safe.**

true            false

**Answer: False**



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This award certifies that

\_\_\_\_\_ has successfully completed the SMART Girls program,  
and is therefore awarded this

*Smart Girl Forever Award*

Given this \_\_\_\_\_ day of \_\_\_\_\_,

\_\_\_\_\_ SMART Girls Staff Leader

\_\_\_\_\_ Chief Professional Officer



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# Recommended Resources

Use this shortlist of recommended resources as your go-to guide for researching the topics addressed in the SMART Girls program. You can share them with your group, too!

## **MayoClinic.com and CDC.gov**

Medically focused, both the Mayo Clinic and the Centers for Disease Control and Prevention (CDC) are exhaustive sources of information on health and wellness, with reliable search functions.

## **KidsHealth.org**

KidsHealth differs from typical health-based sites in that it is written for kids and teens. This is a good source to share with your SMART Girls, who may feel more comfortable doing their own research about sensitive topics. It is sponsored by the Nemours Foundation, a nonprofit organization dedicated to improving children's health.

## **HealthyChildren.org**

The online arm of the American Academy of Pediatrics, HealthyChildren.org addresses mental, physical and social health, organized by age group. While aimed at adults, this site does contain some information that could benefit your girls.

## **GirlsHealth.gov**

Created by the Office of Women's Health, GirlsHealth.gov addresses a range of topics that affect girls, including fitness and nutrition, personal safety and healthy relationships.

## **LetsMove.gov and PresidentsChallenge.gov**

These federal fitness programs encourage exercise and healthy eating habits for kids and teens. These sites can inspire girls to work toward fitness and nutrition goals.

## **PlannedParenthood.org**

With separate sections for educators and teens, Planned Parenthood is a good resource for information regarding sexual health and responsibility.

## **Emily Post Teen Scene (EmilyPost.com/teen-scene)**

An etiquette resource written especially for teens. It covers modern social decorum, everyday manners, school-related scenarios and tech etiquette.

es that focus on navigating the tough tween years. Both sites are written by girls, for girls, and both boast safe social tools that facilitate valuable conversations between peers.

## **BeingGirI.com, MyBlackIsBeautiful.com**

These two sites are great for mature tweens and teens – they offer content on health, wellness, beauty, relationships and goal-setting, and are great places for girls to share their thoughts and feelings with their peers.

## **RookieMag.com**

An online magazine with a mature and conversational tone. Featuring art and articles for teen girls, by teen girls.

## **UbyKotex.com**

Learn about puberty, sexual health, periods and U by Kotex products.



<sup>1</sup>These profiles were based on information compiled from a number of sources, including Dr. Michelle Anthony's "Guide to Ages 8 to 10" and "Guide to Ages 11 to 13" at Scholastic.com (n.d., <http://www.scholastic.com/parents/resources/collection/more-life-learning/guide-to-ages-8-10>, and n.d., <http://www.scholastic.com/parents/resources/collection/more-life-learning/guide-to-ages-11-13>); the American Camp Association's "Expert Advice" on child development at <http://www.campparents.org>; Haley Kilpatrick's *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (2012); Education.com's "Child Development Guides," with data compiled by the Washington State Department of Social and Health Services (2009) and the Centers for Disease Control and Prevention (2012); and Diane Rothenberg's "Supporting Girls in Early Adolescence" (2007, [http://www.education.com/reference/article/Ref\\_Supporting\\_Girls](http://www.education.com/reference/article/Ref_Supporting_Girls)). Also consulted: the American Pediatric Association's "Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents Pocket Guide" (Third Edition, 2008), located at [http://brightfutures.aap.org/pdfs/BF3%20pocket%20guide\\_final.pdf](http://brightfutures.aap.org/pdfs/BF3%20pocket%20guide_final.pdf).

<sup>2</sup>Kelly, S.M. "Half of Tween Girls are Online Gamers." *Mashable*. Retrieved May 16, 2013, from <http://mashable.com/2012/05/01/tween-gamers>.

<sup>3</sup>Pressures to achieve in all aspects of life, and a conscious effort to avoid the body-image and relationship drama associated with the tween years are integral to a girl's experience. Supporting sources include Sara Rimer's *New York Times* article, "For Girls, It's Be Yourself, and Be Perfect, Too" (<http://www.nytimes.com/2007/04/01/education/01girls.html>); Mandy Morgan's *Deseret News* article "'Anorexia of the Soul:' the pressure of perfection on young girls in today's world" (<http://www.deseretnews.com/article/865572376/Girls-on-the-edge-the-pressure-of-perfection-in-todays-world.html>); and Haley Kilpatrick's *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (2012).

<sup>4</sup>Kilpatrick, H., with Joiner, W. (2012). Introduction. *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (p. 8). New York, NY: Free Press.

<sup>5</sup>According to the United Nations Population Fund, educating women is key to confidence and empowerment, and is the first step to helping girls develop healthy lifestyles: <http://www.unfpa.org/gender/empowerment2.htm>.

<sup>6</sup>Kilpatrick, H., with Joiner, W. (2012). Staying True to Her. *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (pp. 33–34). New York, NY: Free Press.

<sup>7</sup>Self-esteem sources consulted include: KidsHealth.org's "The Story on Self-Esteem" ([http://kidshealth.org/kid/feeling/emotion/self\\_esteem.html](http://kidshealth.org/kid/feeling/emotion/self_esteem.html)); Love Our Children USA's "Teaching Kids Self-Esteem" (<http://loveourchildrenusa.org/teachingkidselfesteem.php>); Diane Rothenberg's "Supporting Girls in Early Adolescence" ([http://www.education.com/reference/article/Ref\\_Supporting\\_Girls](http://www.education.com/reference/article/Ref_Supporting_Girls)); and Haley Kilpatrick's *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (2012). Additional sources consulted include Mayo Clinic and the CDC online.

<sup>8</sup>American Academy of Pediatrics. "Media and Children." *American Academy of Pediatrics*. Retrieved February 2, 2014, from <http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/pages/media-and-children.aspx>.

<sup>9</sup>Medline Plus. "Puberty." *Medline Plus*. Retrieved September 16, 2013, from <http://www.nlm.nih.gov/medlineplus/puberty.html>.

<sup>10</sup>Neinstein, L., MD. "Puberty – Normal Growth and Development." *USC*. Retrieved September 16, 2013, from [http://www.usc.edu/student-affairs/Health\\_Center/adolhealth/content/a1.html](http://www.usc.edu/student-affairs/Health_Center/adolhealth/content/a1.html).

<sup>11</sup>Office on Women's Health. "Menstruation and the Menstrual Cycle Fact Sheet." *WomensHealth.gov*. Retrieved September 16, 2013, from <http://womenshealth.gov/publications/our-publications/fact-sheet/menstruation.cfm>. Planned Parenthood. "Menstruation." *Planned Parenthood*. Retrieved September 20, 2013, from <http://www.plannedparenthood.org/health-topics/womens-health/menstruation-20696.htm>.

<sup>12</sup>Centers for Disease Control and Prevention. "Handwashing: Clean Hands Save Lives." *CDC*. Retrieved September 14, 2013, from [www.cdc.gov/handwashing](http://www.cdc.gov/handwashing).



<sup>13</sup>Doheny, K. "10 Toothbrushing Mistakes." *WebMD*. Retrieved September 14, 2013, from <http://www.webmd.com/oral-health/healthy-teeth-10/brushing-teeth-mistakes>.

<sup>14</sup>Centers for Disease Control and Prevention. "Handwashing: Clean Hands Save Lives." *CDC*. Retrieved September 14, 2013, from [www.cdc.gov/handwashing](http://www.cdc.gov/handwashing).

<sup>15</sup>Recommended daily servings, and information on the benefits of each food group, were compiled from <http://www.choosemyplate.gov/food-groups>.

<sup>16</sup>KidsHealth. "Mission Nutrition." *KidsHealth*. Retrieved August 10, 2013, from [kidshealth.org/kid/games/mission\\_nutrition.html#cat20918](http://kidshealth.org/kid/games/mission_nutrition.html#cat20918)

<sup>17</sup>Centers for Disease Control and Prevention. "LGBT Youth Resources." *CDC*. Retrieved September 3, 2013, from <http://www.cdc.gov/lgbthealth/youth-resources.htm#school>.

<sup>18</sup>Bullying-prevention sources consulted include: KidsHealth.org's "Dealing with Bullies" ([http://kidshealth.org/kid/grow/school\\_stuff/bullies.html](http://kidshealth.org/kid/grow/school_stuff/bullies.html)); PBSKids.org's "Bullies: How to Handle It" (<http://pbskids.org/itsmylife/friends/bullies/article4.html>); Pacer.org's National Bullying Prevention Center website (<http://www.pacer.org/bullying>); and StopBullying.gov, the national bullying-prevention program (<http://www.stopbullying.gov>).

<sup>19</sup>Self-esteem sources consulted include: KidsHealth.org's "The Story on Self-Esteem" ([http://kidshealth.org/kid/feeling/emotion/self\\_esteem.html](http://kidshealth.org/kid/feeling/emotion/self_esteem.html)); Love Our Children USA's "Teaching Kids Self-Esteem" (<http://loveourchildrenusa.org/teachingkidselfesteem.php>); Diane Rothenberg's "Supporting Girls in Early Adolescence" ([http://www.education.com/reference/article/Ref\\_Supporting\\_Girls](http://www.education.com/reference/article/Ref_Supporting_Girls)); and Haley Kilpatrick's *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (2012). Additional sources consulted include Mayo Clinic and the CDC online.

<sup>20</sup>Ortutay, B. "Facebook Testing Accounts Just for Kids." *Huffington Post*. Retrieved February 14, 2014, from [http://www.huffingtonpost.com/2012/06/04/facebook-kids-accounts\\_n\\_1567922.html](http://www.huffingtonpost.com/2012/06/04/facebook-kids-accounts_n_1567922.html).

<sup>21</sup>The Sexual Myths and Facts are based on information from the following sources: The Office on Women's Health's "Menstruation and the Menstrual Cycle Fact Sheet" (<http://womenshealth.gov/publications/our-publications/fact-sheet/menstruation.cfm>); MayoClinic.com's "Menstruation: Preparing your preteen for her period" (<http://www.mayoclinic.com/health/menstruation/FL00040>); PlannedParenthood.org's page on menstruation (<http://www.plannedparenthood.org/health-topics/womens-health/menstruation-20696.htm>); and UbyKotex.com's "Top 10 Period Myths Busted" (<https://www.ubykotex.com/get-the-facts/article?id=50289>).

<sup>22</sup>Recommended daily servings, and information on the benefits of each food group, were compiled from <http://www.choosemyplate.gov/food-groups>.

<sup>23</sup>Mayo Clinic. "Exercise: 7 benefits of regular physical activity." *Mayo Clinic*. Retrieved September 3, 2013, from <http://www.mayoclinic.com/health/exercise/HQ01676>.

<sup>24</sup>American Academy of Pediatrics. "Media and Children." *American Academy of Pediatrics*. Retrieved February 2, 2014, from <http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/pages/media-and-children.aspx>.

<sup>25</sup>Centers for Disease Control and Prevention. "LGBT Youth Resources." *CDC*. Retrieved September 3, 2013, from <http://www.cdc.gov/lgbthealth/youth-resources.htm#school>.

<sup>26</sup>Bullying-prevention sources consulted include: KidsHealth.org's "Dealing with Bullies" ([http://kidshealth.org/kid/grow/school\\_stuff/bullies.html](http://kidshealth.org/kid/grow/school_stuff/bullies.html)); PBSKids.org's "Bullies: How to Handle It" (<http://pbskids.org/itsmylife/friends/bullies/article4.html>); Pacer.org's National Bullying Prevention Center website (<http://www.pacer.org/bullying>); and StopBullying.gov, the national bullying-prevention program (<http://www.stopbullying.gov>).

<sup>27</sup>Self-esteem sources consulted include: KidsHealth.org's "The Story on Self-Esteem" ([http://kidshealth.org/kid/feeling/emotion/self\\_esteem.html](http://kidshealth.org/kid/feeling/emotion/self_esteem.html)); Love Our Children USA's "Teaching Kids Self-Esteem" (<http://loveourchildrenusa.org/teachingkidselfesteem.php>); Diane Rothenberg's "Supporting Girls in Early Adolescence"



([http://www.education.com/reference/article/Ref\\_Supporting\\_Girls](http://www.education.com/reference/article/Ref_Supporting_Girls)); and Haley Kilpatrick's *The Drama Years: Real Girls Talk about Surviving Middle School – Bullies, Brands, Body Image, and More* (2012). Additional sources consulted include Mayo Clinic and the CDC online.

<sup>28</sup>Anxiety and Depression Association of America. "Body Dysmorphic Disorder (BDD)." *ADAA*. Retrieved September 16, 2013, from <http://www.adaa.org/understanding-anxiety/related-illnesses/other-related-conditions/body-dysmorphic-disorder-bdd>.

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<sup>30</sup>Recommended daily servings, and information on the benefits of each food group, were compiled from <http://www.choosemyplate.gov/food-groups>.

<sup>31</sup>Mayo Clinic. "Eating disorders: Risk factors." *Mayo Clinic*. Retrieved September 15, 2013, from <http://www.mayoclinic.com/health/eating-disorders/DS00294/DSECTION=risk-factors>.

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<sup>34</sup>Mayo Clinic. "Eating disorders: Causes." *Mayo Clinic*. Retrieved September 15, 2013, from <http://www.mayoclinic.com/health/eating-disorders/DS00294/DSECTION=causes>.

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