

Welcome/Orientation: Welcome and orientate participants to program.

Lesson Plans:

- 1) Orientation
- 2) Parent/Guardian Orientation

Lesson: Orientation

ESSENTIAL QUESTION: What is Girls Only?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Welcome participants to program; participants and teachers get to know each other; create or review rules; distribute journals; introduce motto, theme, Sister Bucks, and rewards system.

SUMMARY OF THE ISSUE: An orientation sets the tone for all subsequent meetings. An orientation provides a space for participants to get to know each other and for facilitators to make expectations clear. This is the starting point—make it fun so the participants will want to come back!

MATERIALS:

- Permission slips
- Sign-in sheet
- Name tags
- Notebooks/journals
- Pens or pencils
- Several pieces of poster-sized paper
- Large pens
- Motto
- Rules (optional)

LENGTH OF LESSON: 45 minutes to 1 hour

PROCEDURE:

1. Participants sign in as they enter the room and sit in a circle (or at tables according to their age group).
2. Staff members introduce themselves (name, something you like to do).
3. Participants introduce themselves (name, age, favorite color/food/thing to do/etc).
4. Getting-to-know-you/sponge activity #1—see attached lesson plans.
5. If creating rules, have a teacher or volunteer act as a recorder and have girls think of what rules they would like to have in their Girls Only program. Rules are important for the structure of class sessions. Allowing the participants to create the rules conveys the expectation that the class will operate as a community and makes them more willing to abide by the rules. Rules can **be both general (“be respectful”) and specific (“raise your hand to speak in class”) and should be brief and positive (stay away from rules starting with “no...”)**. Here are some sample rules: 1)

- What is said in Girls Only, stays in Girls Only. 2) Be respectful. 3) Make eye contact when talking. 4) Clean up after yourself. 6) Keep your hands to yourself. 7) One person talks at a time.
6. After rules have been agreed upon, have one person read one rule and then discuss that rule as a group. Go through all rules. Ask if there are any questions about the rules. Post the rules where everyone can see them.
7. If reviewing pre-made rules, have one person read one rule and then discuss that rule as a group. Go through all rules. Ask if there are any questions about the rules. Post the rules where everyone can see them.
8. Post the motto where everyone can see it. Have a teacher or volunteer read the motto out loud. Have all of the participants read the motto together. Ask them to discuss what the motto means, explain why that is the motto, and ask if there are any questions about the motto.
9. Getting-to-know-you/sponge activity #2—see attached lesson plans.
10. Explain and discuss the Sister Bucks program, discuss rewards system.
11. Distribute journals. Have participants write their names inside the journal. Have them write down the motto on the first page and, if they choose, draw a picture. Have them write two **words that describe how they're feeling about starting the Girls Only program**. Collect the journals and explain that the journals will stay at Girls Only and that they can take them home at the very end of the program.
12. Distribute permission slips—to be returned the following week.
13. Dismiss participants and invite them to come back the following week!

JOURNAL PROMPT: What is the motto? What does the motto mean to you? How are you feeling about starting Girls Only?

EVALUATION: Did the participants seem excited about the program? Were the participants engaged and participating during the various activities during the lesson? Did the journal responses indicate that the girls were looking forward to participating in the Girls Only program? Did the girls return the following week?

RELATED ACTIVITIES: Participants can memorize the motto and teach it to a friend or family member. Participants can memorize one or two rules and teach them to a friend or a family member. Send a letter home with the participants welcoming them to the program.

Lesson: Parent/Guardian Orientation

ESSENTIAL QUESTION: What is Girls Only?

OBJECTIVES/PERFORMANCE EXPECTATIONS: **Welcome participants' parents/guardians to program; parents/guardians and facilitators get to know each other; parents/guardians have opportunity to ask questions about the program.**

SUMMARY OF THE ISSUE: Involvement of and support from parents/guardians sets the tone for Girls Only as a holistic approach to prevention education. Having parents/guardians involved promotes healthy interaction between children and parents/guardians, provides insight into the home lives of participants, and provides opportunities to refer participants and

parents/guardians to outside services if necessary. The parent/guardian orientation ideally happens immediately following the first session of Girls Only. It is at your discretion whether or not to have the participants at this event or not.

MATERIALS:

- Permission slips
- Sign-in sheet
- Pens or pencils
- Motto
- Rules
- Resource packets—directory of local community organizations and service agencies

LENGTH OF LESSON: 20 to 30 minutes

PROCEDURE:

1. Participants sign in as they enter the room and sit in a circle.
2. Staff members introduce themselves.
3. Parents/guardians introduce themselves and say the name of their child.
4. Discuss the purpose and goals of Girls Only. Review rules, motto, themes, Sister Bucks, disciplinary policy, and referral process.
5. Share Girls Only schedule with parents/guardians, emphasizing field trip, talent show, and family day dates.
6. Discuss the open-door policy for parents/guardians. Explain that parent/guardian involvement is welcomed and encouraged: parents/guardians are welcome at all Girls Only sessions and activities.
7. Distribute and explain resource packets. These packets should be a directory of local community organizations and service agencies.
8. Open the floor for questions and comments. Let parents/guardians know you are available at anytime they may have questions or comments.
9. Distribute permission slips—to be returned the following week.
10. Dismiss parents/guardians and invite them to come back to subsequent sessions.

EVALUATION: Did the parents/guardians seem excited about the program? Were parents/guardians engaged with the purpose of the program? Were you able to answer parent/guardian questions? Is there any follow-up needed?

RELATED ACTIVITIES: Parents/guardians may attend/help with Girls Only sessions. Parents/guardians may attend/help with field trips. Ask parents/guardians for resources or suggestions for lesson plans, guest speakers, or related activities.