

POWERFUL VOICES

Because strong girls become strong women



POWERFUL VOICES CURRICULUM

Exploring identity and building community with adolescent girls

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ABOUT POWERFUL VOICES

Powerful Practices

All of our activities implement five practices based on best/promising practices from the field.

Personal Power: Develop girls' personal strengths so they become powerful advocates for themselves and others.

Safety: Prevent girls' victimization and help girls to transcend harmful conditions so they can live the lives they desire most.

Activism: Encourage girls to develop critical thinking, knowledge and skills so they can act to make the world a better place.

Positive Girl Culture: Transform culture among girls so that everyone is valued and respected.

Adult Guidance and Support: Ensure that girls experience positive relationships with supportive adults so girls are inspired to become strong women.

Powerful Voices intentionally uses the term **[GIRL]** when describing the young women we serve. Powerful Voices believes that gender is a socially constructed identity and that [GIRL] is a creation of the socialization and messages that a person assigned as “female” is given at birth.

Our expertise and programs reside in serving youth with personal experiences and issues that socialized females face; therefore we define [girl] as any person who has been socialized and/or identifies as female.

Our Mission

Powerful Voices fosters adolescent girls' development by providing programs and promoting social justice so girls can realize their dreams, engage their communities and shape a better world.

What We Do

Powerful Voices provides free, innovative programs to adolescent girls. Our programs address issues at their root by promoting the individual potential in girls while also promoting social justice. Each year, Powerful Voices reaches 500+ people through our four core programs:

- Powerful Choices Middle School Groups
- Youth Employment Program
- Case Management
- Community Engagement

Who We Serve

Powerful Voices creates opportunities for civic engagement and builds community with girls ages 12-18 years old. Our programs primarily serve girls facing economic and racial disparities in order to promote equitable gains in health, economic, education and juvenile justice systems for all girls. Programs are located in the geographic neighborhoods of the southeast, southwest and central Seattle, where indicators of future violent behaviors, such as discipline rates in schools, are the highest in the city.

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Module 3: Identity & Stereotypes10-13

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Explore what positive girl culture is and begin to think critically about how and why women are socialized to compete with and degrade each other. Girls will develop tactics to build solidarity and celebrate each other.

Module 5: Gender Mending 16-17

Develop an understanding between the difference of sex and gender. Girls will analyze how American culture socializes girls to fit into strict gender roles which reinforce binaries. Girls will begin to deconstruct social norms to accept, welcome and claim their own and other’s chosen gender identities.

Module 6: Media Literacy18-19

Define media literacy and begin to practice analyzing and critically viewing how media is manipulated, what messages it is sending girls, and how girl’s self-image is influenced by it.

Module 7: Healthy Relationships 20-23

Determine the qualities of healthy, unhealthy, and exploitive relationships. Girls will discover and identify qualities and values each individual needs in a healthy relationship and how to establish and practice asserting their own boundaries.

Building Collaborative Community

A collaborative community¹ is one in which people are willing to use the skills and knowledge that they possess to benefit the group because of their trust and commitment to that group. Collaborative communities do not just happen by chance or luck. They have to be carefully cultivated and cared for. They are the result of careful facilitation and leadership development.

Elements of a Collaborative Community

1. *Setting up the group for mutual benefit*

Structure the group so that it is obvious that individuals gain from their peers' success. Work with the group to create a vision of what they can achieve and an understanding that they will benefit most from the group by learning to trust facilitators, themselves, and each other.

2. *Vision and development of norms and procedures:*

Develop daily routines and actively address problems/conflicts with problem-solving techniques. If people are confused about the goals or procedures or if they do not see the benefit, the group can revert to a peer social structure they are familiar with (i.e. bullying, "too cool" to participate attitude, withdrawn, class clown, etc.).

3. *Develop trust:*

Find experiences and interests that participants share. Learn what everyone has to contribute to the group. Understand and deal with differences. The level of trust is the critical factor in group development because it influences whether groups will take emotional, intellectual, and creative risks that fuel learning and growth. It is important to constantly reevaluate the level of safety in a group and do more trust and community building activities when necessary.

Once a group develops this community, people will usually work hard to maintain it because they recognize it as a safe, healthy, supportive environment where they can be successful.



¹ Summarized from: Adolescent Development and Diversity, Peer culture as a Support to Learning, <http://ualr.edu/blstanford/id2.htm>

HOW TO USE THIS CURRICULUM

How many facilitators are needed to conduct this curriculum?

1-2 people are needed to facilitate each module. Powerful Voices (PV) recommends that there are 2 facilitators for groups of 8 or more participants and that co-facilitators meet in advance to plan, identify strengths and areas for growth, divide roles, and discuss how each likes to give and receive feedback.

Who is this curriculum designed for?

Youth that have been socialized as and/or identify as female, ages 12-19. PV recommends using it for groups whose ages align with where they generally are developmentally. For example ages 12-14 in a group and ages 15-19 in a separate group.

For what sized group?

From our experience an ideal group size is 6-12 participants.

Does the length of group and amount of times we meet matter?

This curriculum can be used for groups that meet ongoing, for a period of time, for one time only or for drop in and was designed for a group lasting 50 minutes or longer. From our experience, groups that meet ongoing or for a period of time for 50 minutes or longer create a stronger sense of *safety* and *solidarity* and have a stronger *impact* and *outcomes*. Currently our programs range from 50 minutes to 5 hours long for 4 weeks to 6 months.

Do I have to use all the modules in progression?

These modules can be used in progression (numbers below are our suggestion of order) or individually. If using individually for one-time or drop in groups it is also necessary to facilitate a version of the community agreement module to build safety and decide on expectations.

What if this curriculum does not exactly fit my needs/wants or the needs/wants of the group?

Put your own spin on it! This curriculum is meant to be a foundation and guide for facilitators. Facilitators should *review and change/revise* it for the amount of facilitators, participants, time allotted, duration of program, and program space. Facilitator(s) should also change/revise to accommodate meeting different goals, strengths of facilitator(s), and needs/wants of participants.

What is Powerful Voices requiring me to do if I want to use or share this curriculum?

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Below is an example of the modules to help guide you through the materials:

The banner at the beginning of each module will help facilitators plan how much time and resources you will need for your program. It will also lay out the goals and objectives that youth should obtain.

Values

Supplies needed: Community contract, markers, poster paper, "values" signs, printed value definition, values definitions on cut outs and values key

Time Needed: 55 minutes

Goal: To support the development of girls' personal power and safety by encouraging girls to reflect on their personal values

Objectives- Girls will be able to:

Define what a "value" means to them

Identify some of their own personal values

Check In :: Full Group :: 10 minutes

Each activity will be **bolded** and notify you whether the activity will involve individual, pairs, small groups or full group interaction, plus the time you will need to allot.



Values are...

"Things" (not physical) that are important to me like love or honesty

Dotted boxes help you define new and key terms.



Facilitator's Note

What are some examples of values and what do they mean to you?

Facilitator's notes mark important information that you will need. The *italicized* words will also help guide facilitators through the agenda. You should read them beforehand to prepare for the activities.

Community Agreement

Supplies Needed: Butcher paper, markers, tape, different colored pieces of paper, scissors

Time Needed: 50 minutes

Goals:

- Participants get to know each other and build a sense of community
- Youth connect across their differences
- Set expectations on how everyone (youth, volunteers, staff) will behave, interact and communicate with each other during the program



Introductions :: Full Group :: 10 Minutes

Have each person share:

- Name, age, and what school they go to
- If you could have one superpower what would you choose and why?

Ice Breaker-Common Ground :: Full Group :: 10 minutes

Everyone in the group stands in a circle. One person stands in the middle. The person in the middle says “I share common ground with anyone who...” and makes a statement that applies to themselves. Anyone to whom the statement applies steps away from their spot and finds a new spot. The last person to find a spot is in the middle.

Facilitator:

1. *You can only say things about yourself that can't be seen (for example I like to cook instead of I have black hair)*
2. *You can't step out and go back to your original spot and you can't move to a spot directly next to yours*
3. *You don't have to move if you don't feel comfortable revealing something about yourself*

Community Agreement:: Full Group :: 20 minutes

Facilitator: *This program is an amazing opportunity to meet some new people and build community. Our goal is to agree on some general expectations/rules for how the group will work together. A community agreement is created by and agreed upon by the whole group. It is used to express the expectations that the group is going to hold each other to and what we want in and out of the group so that people feel emotionally and physically safe here.*

- *Why do you think it is important for us to do this?*

1. Place a large piece of paper in the middle of the circle on the floor. Hand out different colored pieces of paper. Ask girls to trace an outline of one of their hands, write 5 strengths on each finger that they will bring to the group, write their name in the center (palm) of the hand, and then cut out the shape of their hand.



2. Once everyone is done, go around the circle and have each person share one or two (or all) of the strengths that they will bring to this group. Once they share, tape their hands down, side by side, in a circle on the paper.

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3. After all the hands are in a circle, facilitate questions to get the group sharing what they want for this group to be safe (for example: confidentiality, listening, no assumptions, step up/step back, etc.). The co-facilitator will write each addition in the middle of the circle of hands and ask follow up questions for clarification. They can also write things the group does not want outside of the circle (for example: gossiping, haters, judgment, etc.).

Closing :: Whole Group:: 15 Minutes

Facilitator: *Thanks everyone for participating and explains that this community agreement will be posted up and used for the rest of the program so that everyone can refer to and help hold each other accountable to them. These are the combined expectations that were created by everyone.*

Closing Question :: Whole Group :: 5 minutes

Each participant shares what they hope to get out of participating in this group and one thing they are thankful for.

Values

Supplies needed: Community agreement, markers, poster paper, “values” signs, values definitions on separate pieces of paper (see below) and values key

Time needed: 55 minutes

Goals: To support the development of girls’ personal power and safety by encouraging girls to reflect on their personal values



Girls will be able to:

1. Define what a “value” means to them
2. Identify some of their own personal values
3. Think critically about how their personal values affect and have affected their choices and actions

Check-in Question :: Full Group :: 5 Minutes

Before making a big decision, what is one thing you usually think about that helps you decide what to do?

Defining Values :: Full Group :: 5 Minutes

Facilitator: *In creating our community agreement, we identified some of things that we value in this community we’re creating together like respect and fun. Today we’re going to talk about the personal values that help shape who we are and the choices and decisions we make.*



Values are...

- “Things” (not physical) that are important to us like **love** or **honesty**
- What we use to guide us in making our decisions, especially in critical moments like **trust**
- Tools that we carry in an imaginary backpack to use in difficult moments in life like **courage**
- Chosen by us in relation to who we are, what we want and what we do



Ask the group: *What are some examples of values and what do they mean to you? (compassion, empathy, honesty, etc.)*

Facilitator's Note

Facilitators Note: Youth may share about material things they value like money or a cell phone. Ask questions to get them thinking about what personal value that is attached to the material thing that they value. For example, if a youth says they value “money” ask, “*What do you like about money?*” Youth may share things like “*I can buy what I need, I don’t need to ask anyone for it*” etc. Then ask “*So then when you can buy what you need and don’t need to ask anyone for help, how do you feel?*” Youth may respond “*Independent*” or “*Free*” which are strong personal values.

Graffiti Boards :: Individual :: 10 minutes

Facilitator: Taped around the room are pieces of paper with examples of values written on them (activism, personal power, critical thinking, faith, and loyalty). Ask youth to go around and write something on the piece of paper for each value. It can be a word that comes to mind, a short memory associated with that value, why that value is important, etc.

Reflection :: Full Group :: 5 minutes

- Ask people to stand by one value that they think is important and share why?
- If there is a value that you are thinking of, that isn't up here, what is that value?

Activity:: Full Group:: 15 minutes

Ask for 6 volunteers and hand out definitions to the different values that are posted around the room. Each volunteer will read their definition out loud and work with the group to determine which value it is defining. When the group comes to a consensus, they will tape the definition next to the appropriate value on the poster paper. Lastly they will define each value in their own words and share one reason they think having this value could be helpful in their life.

Value Key:

Activism: Taking action to change a situation that you think is unfair.

Personal power: Taking steps to positively empower yourself.

Critical thinking: Thinking that questions assumptions or beliefs. It is a way of deciding whether what may be true or false or what you personal believe.

Faith: Confidence or trust in a person, thing, or belief.

Loyalty: A feeling or attitude of devoted attachment and affection. Faithful to a person, ideal, custom, cause, or duty.

Independent: freedom from the influence, control, or determination of another or others.

Personal Values Brainstorm :: Individual :: 5 minutes

Have participants draw or write *at least three values they carry with them all the time.*

*If girls are having trouble identifying their values, remind them of things they wrote inside of their hands on the community agreement. Make sure community agreement is visible for girls to refer to.

Closing Reflection :: Full Group or in pairs :: 5 minutes

Choose one of the three values you wrote down and share how it helps you make important choices and decisions in life.

Identity & Stereotypes

Supplies needed: Poster paper, markers, definition of community & stereotype, iceberg worksheets, pens & markers

Time Needed: 70 minutes

Goals: For girls to gain awareness about the different intersections of their identities and how their identities and communities are impacted by stereotypes.

Girls will be able to:

- Define Community & stereotype
- Connect how their personal identities interact with communities
- Think critically about how stereotypes impact their identity and how they feel about themselves



Check-in Question :: Full Group :: 5 Minutes

Find a common definition of community through asking questions to the group-i.e. *What does community mean to you and what is one example of a community you are part of?*



Community is...

- A group of people any size that share common values, identities, location (neighborhood, city, school), culture, religion or historical background.

Step in the Circle :: Full Group :: 10 Minutes

Girls stand in a large circle. They will step in the middle of the circle if they identify with the statement that is being made.



Facilitator Note: Encourage girls not to call out experiences of other people and to step in the circle if they have experience any of the following:

- I have been followed around in a grocery store
- People have assumed that I eat certain things because of my race
- People have assumed that I do certain things because of my race
- People assume things about who I am because of what I wear
- I have been categorized as a race that I do not identify with
- People have assumed that I do or do not do certain things because of my religion
- I have been thought of as a threat because of what I was wearing
- I have been called weird
- I have been left out of activities because I am a girl
- I have certain responsibilities because I am a girl

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Small Group Reflection :: 10 minutes

Break girls into small groups and have them brainstorm answers to these questions:

- How do you define “stereotype”? What does it mean?
- Think of specific examples in which you felt like you were being stereotyped: How did you know you were being stereotyped? How did it feel?



Stereotypes are...

- A belief or assumption of a group of people that that is often negative and untrue.

Debrief :: Full Group :: 10 minutes

- What is wrong with stereotypes?
- Why are they an issue?
- How do stereotypes impact the way you feel other people think about your community or groups you are a part of?

Iceberg :: Individual :: 15 minutes

1. What is an iceberg? What do people and icebergs have in common?

2. Facilitator draw iceberg on the poster paper. Ask the girls to share what other people assume about them only by what they see. Facilitator writes that in the top section above the water. Then ask them what they know about themselves that is not visible (write this below the water line).



3. Give girls print out of the iceberg sheet and ask them to fill out their own icebergs based on how they’ve been judged/labeled by people and fill in the parts that represent who they really are.

Community Brainstorm :: Full Group :: 10 Minutes

Facilitator: Thinking back to our definition of community. What communities are you a part of? Think of communities that you have chosen and those that you don’t get to choose (race vs. dance team and friends)?

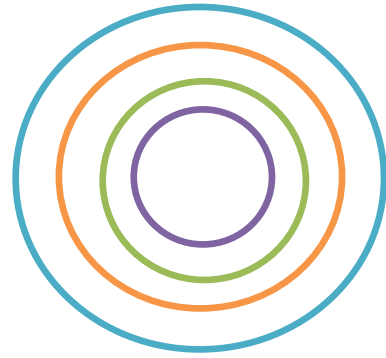
Community Map² :: Individual :: 10 minutes

Hand out piece of poster paper and markers to everyone
Have them draw a set of 4 concentric circles.

1. In the center circle write your name or draw a representation of yourself.

² Community Maps curriculum borrowed from: Media in Action. www.global-action.org

2. In the 2nd ring choose a specific community you are apart of. Draw or write in what that community is and what are some things that make up that community (i.e. neighborhood, school, church, group of friends, race, ethnicity, etc.)
3. In the 3rd ring draw or describe what challenges/barriers your community and the ways those challenges affect the people in the community.
4. In the 4th ring draw or write in strengths that your community has. In what ways has it overcome challenges, obstacles, and problems?



Reflection :: Pair & Share :: 5 minutes

Debrief Discussion :: Full Group :: 10 minutes

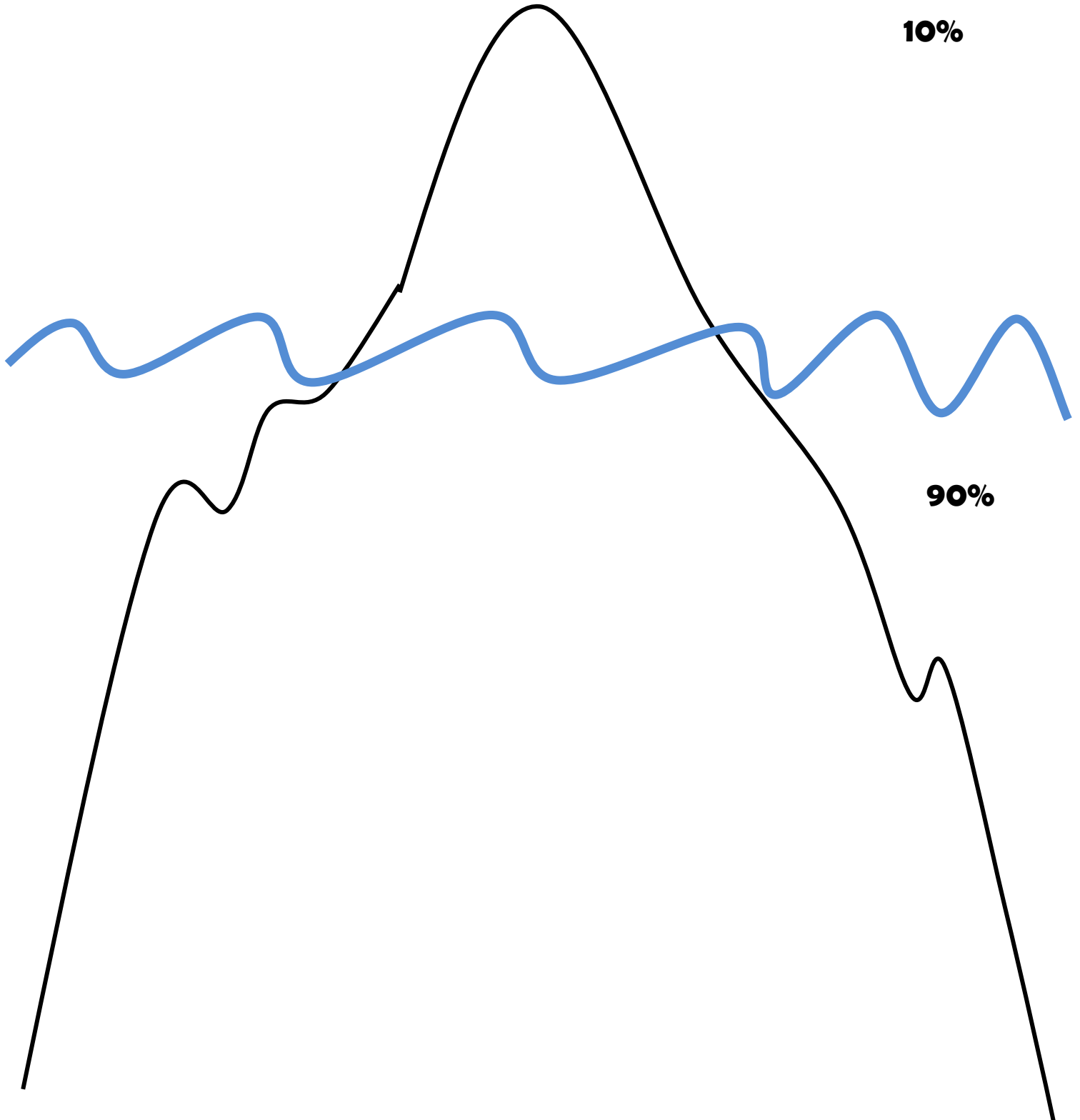
- *How did it feel to choose one specific community that you are a part of? Why did you choose this community?*
- *When you look at you community's challenges and struggles that you described in the 3rd ring, what are some of the causes of these challenges?*
- *What are the strengths that your community has that you're proud of? How do there help that challenges and struggles you face?*

Facilitator: *Most of the times stereotypes and assumptions are made-up myths by people who aren't part of that certain community to keep people in that community down, a lot of times stereotypes come from people not getting to know each other. Being part of a community means that you know the truth about your own identity and how your community works. Let's start thinking about ways that we can get to know the 90% of the iceberg when we meet people, instead of making assumptions or working off of stereotypes based off the 10% that we can see above the water.*

Closing :: Full Group :: 5 minutes

What is one thing you can do this week to challenge any judgments/or stereotypes you may make about people?

Identity Iceberg



Positive Girl Culture

Social Justice Frame: Identity and Relationships

Supplies needed: Scrap paper, pens, poster paper, markers

Time Needed: 60 minutes

Goal: To support girls in thinking critically about how they relate to and think about other girls. Reflect on how they can challenge and change the girl culture in their own worlds and be supportive, non-judgmental allies to the other girls in group and beyond.



Check in Energizer :: Genius :: Three People :: 10 minutes

Ask for three volunteers. Introduce the three girls to the group as one person, a genius, who is so smart she has three brains. Have girls ask questions about the topic for the day - tied to what it is like being a girl. The girls must answer the questions, but each only saying one word at a time.

- Ex: *What did your family teach you about being a girl?*
- *What makes you strong?*

Check-in Free Write :: Individual :: 5 Minutes

Free write reflection : Ask youth to write silently about at least 2 of the below questions:

- What do you like about being a girl?
- How would life be different if you were a boy?
- What do girls have control over?
- What do girls have to deal with that you feel is unfair?
- What is scary in the life of a girl?
- What issues do girls face that you wish they didn't have to?
- What experiences bond us all together as girls?
- What role models do girls have to look up to?
- How would your life be different if you were a girl 20 years ago? 100 years ago?

Check-in Question :: Pair & Share :: 5 Minutes

Pair girls up and have them each share on what they wrote about. *Ask a few volunteers to report back to the group on one thing that her partner shared with her and gave her permission to share with the group.*

Intro to Girl Culture :: Full Group :: 5 minutes

Facilitator: We're going to talk about Girl Culture today.



Girl Culture is...

- How girls relate to themselves
- How girls relate to and interact with other girls
- How others relate to and interact with girls (family, boys, teachers, etc.)
- Thinking about what things influence how and why people relate to and interact with each other in certain ways

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Think back to the communities you come from. By communities I mean your family, neighborhood, friends, schools, church, sports teams, ethnicity, etc.

- How are girls supposed to act, look like, treat each other, treat boys/men?
- Where do we get these messages on how a girl should act, look like, etc.?
- What does it feel like to be a girl in these communities
- Does that fact that some communities we can choose and some we can't? For example your family vs. your friends.
- What do you think "girl culture" means?

What Do You Hear/See/Feel :: Small Group Activity :: 20 minutes

Split the girls up into 3-4 groups. Each group picks one girl to facilitate, one girl to take notes, and one who will report back to the group

1. Give each group a bigger piece of paper with the name of a location on top: Bus stop, mall, home, school
2. Have each group work together to draw or write their ideas of how girls act and interact in their location:
 - What are girl interactions here like?
 - What do you see/hear?
 - Why do girls treat each other like this?
 - How does it feel to be a girl here?
 - Do girls feel good about themselves here?
 - If you could make this place however you wanted, what would it look/be like?
Draw or Write It.
3. Brainstorm ways in which girls can create positive girl culture at this location

Report Back- Discussion/Debrief:: Full Group :: 10 minutes

Bring the group back together as a whole – have each group's reporter review what they did and explain the changes they wanted to make to their environment.

Closing Question :: 5 minutes

What is one commitment you can make to promote positive girl culture in your life this week?

Additional Related Discussion Topics

- After hearing the descriptions, have the girls brainstorm the difference between negative girl culture and positive girl culture as a big group.



Facilitator's Note

Facilitator Note: If the girls are having trouble thinking of examples, prompt them with attributes such as "supportive" for positive and "judgmental" for negative. Emphasize that you understand that what we are working on creating inside of girls group is not necessarily true outside of group.

- Why are girls mean to each other? A couple of the examples will be along the lines of "boys," "girls are fake," "girls are drama," etc. Explore the ways in which much of negative girl culture has to do with the way that girls interact with boys and how this affects their relationships with other girls.

Gender Mending

Supplies needed: Large paper and marker

Time Needed: 55 minutes

Goal: To develop critical thinking about how social construction of gender oppresses girls to develop positive girl culture. Girls will define binary and understand the difference between sex & gender. They will share their views on the way women/girls are stereotyped and treated by society and build awareness around the messages we receive as “females” in American culture.



Check-in Question :: Full Group :: 8 Minutes

What is one label you have been called by someone else because you are a female that you feel is not true or was disrespectful?

Defining the Binaries of Gender :: Full Group :: 10 Minutes

What is the difference between sex and gender?



Sex: is biological – women are born with a vagina; men are born with a penis



Gender: is constructed by society (ex: women should take care of children/men should work in construction; women can wear dresses/men can wear suits; women can have short and long hair/men can only have short hair)

Binary: A system of categorization that divides groups into two oppositional parts, valuing one over the other

Define and give examples of binary: *How are binaries hurtful or unrealistic?*

Activity-Gender Boxes :: Full Group :: 20 minutes

Draw a line down the middle of a big piece of paper and across to make 4 squares

Title the two squares on the upper half of the paper:

- Positive female characteristics/labels
- Positive male characteristics/labels

Female	Male
+	+
-	-

Then on the bottom half title those two squares:

- Negative male characteristics/labels
- Negative female characteristics/labels

Debrief Questions :: Pair and Share :: 10 minutes

- *What is the similarity you see in the different boxes?*
- *What does this say about how women are thought of in our culture?*
- *Why is the worst insult for a boy to call him a girl? Or the names of body parts of girls?*

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- *How do you think this influences the power that that girls/women have in our community/culture/world?*

Have the pairs share back to the full group and write up on a large piece of paper.

Facilitator: *Do you notice that that the majority of the negative male characteristics will be are things that are considered “feminine”? and the majority of negative female characteristics are words that are considered positive for men.*

Closing :: Full Group :: 5 minutes

In the beginning of group you all said you have been called words that you don't like. So now say, “I am not a BLANK but I am BLANK”.

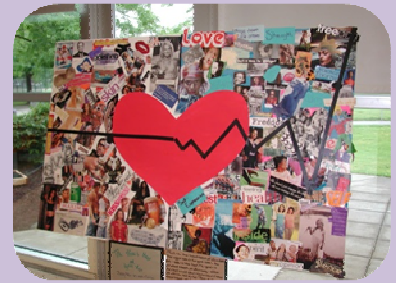
For example, “I am not a bitch, I am a strong minded woman.”

Media Literacy

Supplies needed: Posters, markers, printed before/after photo shopped images (online), note cards, computer w/speakers, internet connection, magazine ads, Dove “Evolution” video (online)

Time Needed: 55 minutes

Goals: To understand what media is and how to critically look at the way media images are manipulated. Girls will understand the influence of media in their lives and the messages it portrays.



Check-In: Question Swap :: 10 minutes

Ask each girl to write an open-ended question on a note card. When you are done find a partner and both ask each other the questions you have written down, answer, then switch cards, and find a new partner. Ask your partner the question you have on your new card.

Remind girls not to ask questions that they aren't comfortable answering

Facilitator's Note

Breaking Down Media Literacy :: Full Group :: 10 minutes

What is *media*?

- List sources of media → means of communication, as radio and television, newspapers, and magazines, that reach or influence people widely



What is *literacy*?

- The ability to read and write coherently AND think critically about the written word. Literacy can also include the ability to understand all forms of communication, be it body language, pictures, video & sound (reading, speaking, listening and viewing)

So what do we mean by *media literacy*³?



Media Literacy...

- the ability to access, analyze, evaluate and create media in a variety of forms*

-If technology is available: play Dove's “Evolution” video, as an example of how advertising companies digital retouch photos (this video is 2 minutes long):

<http://www.youtube.com/watch?v=5XF66Ku4a9U>

Facilitator's Note

Facilitator Note: Look up some before/after photoshopped images on the internet. Print enough for each pair to have 2 images (one before photoshop and one after). It is really helpful

³ Media Literacy Definition: <http://www.medialit.org/reading-room/what-media-literacy-definitionand-more>

POWERFUL VOICES

Because strong girls become strong women

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to be able to print these in color and to select people that are relevant and interesting to those in your group. Make sure some are of women of color, as they may be photoshopped differently than white women. It's also helpful to have a few of men to contrast and compare how they are photoshopped differently than woman and why.

Activity 1 :: Before and After :: Pair & Share :: 10 minutes

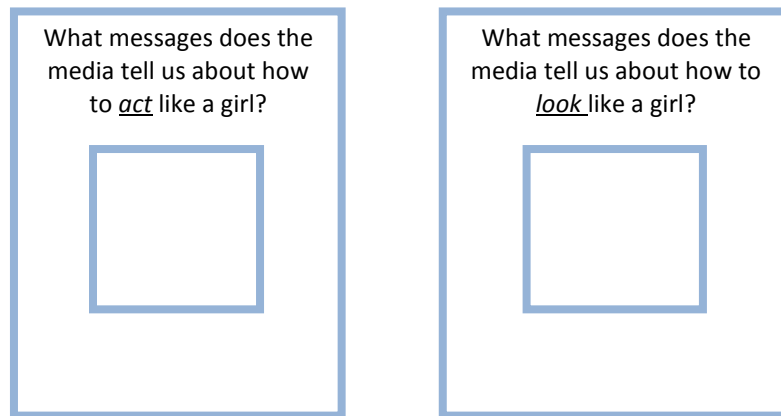
Hand each girl a picture. Ask them to find their partner who has a matching photo. In pairs, compare the before and after pictures.

- *What is different?*
- *What adjustments are made to the photos? Why?*

Have each team report back one thing to the group.

Activity 2 :: How To Look/Act Like A Girl :: Individual :: 10 minutes

Collect images of women in the media from various resources with various range of brands, types of women, etc. Pass out images of women in the media, so that each girl has her own to look at. Have two posters with the following questions on them and a medium sized box in the middle of the paper:



Inside of the box write down all of the descriptors, words and examples the girls give you.

Facilitator's Note

Facilitators Note: If girls are verbalizing their observations it does not necessarily mean they agree with the messages. Make sure to respectfully call out judgments and assumptions they may be making about the women in the images.

Thinking of who you are, and how you look and act, what is not represented in these images? Write these ideas outside of the box.

Reflection-How does media impact YOU? :: Full Group :: 10 minutes

- *What effect does the box have on your sense of identity?*
- *What effect does the box have on your self esteem?*
- *Who creates this box?*
- *What part do each of us have in enforcing the rules of the box?*
- *Do you fit in the box? How do you get outside the box? Is it easy to be outside the box?*

Closing :: Feedback :: Full Group :: 5 minutes

What went well today? What did you like? What would you want to do differently next time?

Healthy Relationships

Supplies needed: poster paper, markers, paper, pens, and relationship rights and responsibilities worksheets (optional and dependent on time)

Time Needed: 75 minutes

Goals: To bring awareness to healthy vs. unhealthy relationship dynamics in girls lives. Girls will think critically about what healthy, unhealthy, and exploitive relationships are, identify qualities they want in a relationship and think about their boundaries and how to set and communicate them to partners.



Facilitator's Note

Facilitator note: Speaking about healthy relationships with youth, especially girls, can be a very sensitive topic. Girls reside in a world that is exploitive and this can result in unhealthy personal and relational behavior as a coping mechanism. Before beginning, share that this subject may be tough for some in this room (including the facilitator). Remind youth that as an adult, you are a mandated reporter (www.dshs.wa.gov/ca/safety/abuserreport.asp) and that if anyone shares

about someone hurting them or them hurting themselves or someone else you may need to tell someone else. Let participants know it is ok to feel upset or need to step out of group. If a youth appears upset or leaves group make sure a facilitator checks in with them to ask for their consent to process and provide support now or at a later time. Be prepared to also follow up during the next group or with some youth one on one. We recommend utilizing 2 facilitators when delivering this curriculum.

Individual Check In :: Relationship Cross-Off :: 15 minutes

Youth write down 10 things they want in a relationship (they can decide which type of relationship or keep it general). When they are done, ask them to cross 5 off their list, then 4, then 3, then 2. Do this until 1 thing is left.

Facilitator Debrief Questions:

Ask youth to share out some of the qualities on their list (if other youth have the same ones or identify with what someone is saying ask them to snap or raise their hand in solidarity). As youth share write up these qualities on a poster paper and title it healthy relationships.

- *Was it hard to come up with qualities that you wanted?*
- *How did it feel to have to cross things off your list?*
- *How does it feel to be left with only one of the many qualities that you like and need in a relationship?*
- *Which were the hardest things to cross off?*
- *What are your deal breakers? Non-negotiables?*

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Group Discussion on exploitation :: 15 minutes



Facilitator's Note

Facilitator note: Acknowledge that relationships like people are complex. We understand that the qualities people have or the way they react can depend on other people, the situation, and their past experiences. For example in some relationships all of the qualities you want can be present in the beginning but slowly become lost. Our goal is to build self awareness so that you know what you need, want, and what you won't put up with in your relationships with others. It is also important to acknowledge power dynamics and how they affect relationships. For example how you handle a situation with a friend may be different then how you handle it with a parent, teacher, or cop.

- *What is exploitation?*
- *How are people exploited differently because of different relationships such as family, friends, teachers, dating?*
- *What are some scenarios that could happen where people feel like they don't have a choice about being exploited or not (safety, threats, retaliation, basic needs getting met, past trauma/abuse, etc.)*
- *Does anyone have an example of exploitation that they feel comfortable sharing (remind youth to only share about themselves or if sharing about others experiences to leave out names and any identifying factors i.e. school they go to, where they live, what they look like, etc).*



Exploitive relationship is...

- When someone uses their power or strength to gain something for themselves. Exploitation can be for money, resources, food, popularity etc.

Examples facilitator could bring up if safety in group is not built yet:

- *Someone you're talking to threatens to send the sexting (photos or text) you two have been doing to others at school or on FaceBook if you don't sleep with them.*
- *Someone who lives with you threatens to kick you out of the house if you don't do a sexual favor for them.*
- *Someone you are afraid of says they will hurt your sister if you don't do what they want.*

Whole Group Activity :: 15 minutes

Facilitators post 3 posters around the room. One of each poster has the words healthy, unhealthy, and exploitive on it. Youth walk around and brainstorm/write down words/characteristics they think of that relate to each word on each poster. When done, ask for 3 volunteers to report out to the group on each list

Whole Group Discussion:

- *How did it feel to do this?*
- *What similarities do you see across the posters? Differences?*
- *What changes when the relationships you are thinking of when doing this activity are about friends and family vs. dating?*

- *What other factors play into relationships besides the people immediately involved? (i.e. other people, peer pressure, drugs/alcohol, survival, kids, safety, etc.)*

Strategies for saying safe in relationships-Boundaries :: Full Group:: 20 Minutes

We are going to think about how we can avoid being in an exploitative or unhealthy relationships.

Facilitator return to qualities on healthy relationships poster. Use examples from posters to highlight qualities/characteristics of healthy relationships that are values. Use these examples to define a “value” as a non-negotiable or a characteristic of a healthy relationship that is most important to you (i.e. not cheating = faithful, loyal, or trustworthy)

Take 5 minutes to:

Individual free write: write three values that you want in a relationship to feel safe, healthy, and respected. Why are they most important to you?

- Pair and share: Find a partner and share what your values are and why they are important to you.

Debrief Questions:

- *If your values aren't being honored by someone, what are your options?*
- *How can you stay safe?*
- *What are some of the pros and cons of staying in a relationship vs. ending the relationship with someone who is not honoring your values or that you feel is unhealthy?*

Group closing- 2 options: 5 minutes

What is one thing you need in a healthy relationship and one thing you bring to make a relationship healthy?

OR

Ask the following questions and provide candy as incentive for answering review questions. Depending on the number of participants try to get everyone to answer one.

- *What's one difference between a healthy and unhealthy relationship?*
- *What makes a relationship exploitative?*
- *What is one thing you can do to protect yourself from being exploited?*
- *Name 3 components of an abusive relationship.*
- *Define a value.*
- *Why are values important?*
- *What is one thing you can do if someone makes you feel unsafe?*
- *What is a boundary?*
- *Why are boundaries important?*
- *What is one way to assert your boundaries?*
- *Name a resource in your community/school.*

Additional activity ideas

1) How & Where to Get Help: Have youth brainstorm community resources that they can think of for someone who is in unhealthy relationship (i.e Neighborhood, school, family, friends, self). What did you learn today about how to stay safe and healthy in your relationships? Facilitators hand out list of community resources w/ agencies, contact info and services that are relevant to youth they are serving

2) Bill of Rights & Bill of Responsibilities: Facilitators tie this into the previous activities where we explored characteristics, both positive and negative. But also address that just as we want and expect things from our partners, we also have a responsibility to respect and give to our partner in a healthy way. Girls take turns reading the relationship bill or rights and responsibilities out loud to the larger group. Then each writes her own Personal bill of rights and shares out.

Relationship Rights

I have the right to:

1. Be treated with respect always
2. My own body, thoughts, opinions, and property
3. Choose and keep my friends
4. Change my mind - at any time
5. Not be abused - physically, emotionally or sexually
6. Leave a relationship
7. Say no
8. Be treated as an equal
9. Disagree
10. Live without fear and confusion from my partners anger

Relationship Responsibilities

I have the responsibility to:

1. Not threaten to harm myself or another
2. Encourage my partner to pursue their dreams
3. Support my partner emotionally
4. Communicate, not manipulate
5. Not humiliate or demean my partner
6. Refuse to abuse - physically, emotionally or sexually
7. Take care of myself
8. Allow my partner to maintain their individuality
9. Respect myself and my partner(s)
10. Be honest

I have the right to be treated passionately, thoughtfully and lovingly.

I have the responsibility to love myself.

3) Introduce the Love Is Respect safety plan template

(www.loveisrespect.org/get-help/safety-planning). Youth complete a mock-safety plan.

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