

like a girl



THE EMPOWERMENT PROJECT.

Conclusion

In this section, you will find the guidelines and strategies to keep your project effective, adaptive, and meaningful! You will find evaluations for not only you and your teaching staff but most importantly, for the girls. The goal is to create themes that these girls can take into their own lives long after this program ends. In the spirit of sustainability and excitement, we encourage you to administer both a pre and a post-survey. This will allow you to see the growth in the participants over the course of this program. We have selected some themes that we feel are key takeaways from the curriculum with special attention to the most important things our girls should remember once they are done. This style of evaluation ensures that the girls are frontloaded with important themes to continue to think about as their journey progresses in this program. Feel free to add the pre-and post-surveys to whichever lesson makes sense to your team or during the final celebration.

We encourage you, as a part of the first pre-test, to come up with a system that ensures anonymity. As we mentioned in the introduction, we recommend randomly assigning each girl a color, flower, number, or letter to sign her assignments and journal with. Tell the girls to write this in their journal and also on the top of both the pre and post-test. This will ensure trackability as far as personal growth goes but also ensures anonymous and honest feedback. Encourage girls to keep this to themselves to prevent peer-peer oversharing as far as the pre and post-surveys are concerned.

We also want to mention that if girls come to you with questions regarding birth control, mental health, or other important concepts that may come up, we encourage you to look into your regional and state resources.

Next, we also want to challenge you to evaluate the project from your point of view. After all, you are the ones who taught the curriculum so your input is as valid as ever! As a part of any program, evaluation is important. It can give you measurements and markers of how well and how comprehensive this project truly was. This can help you implement changes as you see fit for future iterations as well as reflect on the successes you and your

team faced throughout the process. As such, we want to give you the tools to understand the project in a way that illuminates your hard work and dedication. The following questions can serve as guiding questions between the team of facilitators. As a debriefing method, we recommend printing these questions and handing them out when your staff is alone. You can give them time to reflect on these questions individually and then reconvene as a group and discuss in more detail the questions. Take note of similarities and differences in your answers as it will provide the most accurate accounts of evaluation. You may also take this time for reflection of teaching styles as well—we encourage all types of reflection!

Finally, as we have emphasized connecting with parents/caretakers throughout the program, we would also encourage a final meeting for parents/caretakers/mentors to join! This session can occur during the regular meeting time, or on a weekend day so it is easier to attend, depending on the group's preferences. Activities for the Final Celebration are included at the end of this document. This is another opportunity for the Post-Survey, and it also provides an opportunity for the girls to present their final project presentations (Lesson 10: Navigating the Media), if your program chooses to include it in your implementation.

Congratulations! You and your team have finished “Project Like A Girl,” but the work doesn't stop here. Female empowerment is a lifelong project and we want to make sure you and your participants feel well equipped to embark on this lifelong journey. Thank you for being part of “Project Like A Girl” and for your commitment to empowering women!

Post-Survey

Assigned Codename: _____

1. I understand what it means to feel good about myself. (1: not understanding, 5: full understanding)

1 2 3 4 5

2. I am able to do things as well as others.

a. Strongly Disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly Agree

3. I feel like I have many good qualities.

a. Strongly Disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly Agree

4. I have a positive attitude toward myself.

a. Strongly Disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly Agree

5. I wish I could have more respect for myself.

a. Strongly Disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly Agree

6. I am aware of barriers to my self-esteem. (1: not aware, 5: fully aware)

1 2 3 4 5

7. How comfortable are you knowing the differences between assertive, passive, and aggressive behavior? (1: unsure, 5: confident and comfortable defining all three)

1 2 3 4 5

8. How comfortable are you saying “no” to peer pressure? (1: not comfortable, 5: very comfortable)

1 2 3 4 5

9. I feel as though I am under a lot of pressure when making decisions.

- a. Not true for me
- b. Sometimes true
- c. Very true

10. How much do you know about the emotional effects of puberty? (1: not much knowledge, 5: very knowledgeable)

1 2 3 4 5

11. Having a sexually transmitted infection can make it difficult for me to have a baby later in life.

- a. True
- b. False
- c. Not Sure

12. A girl cannot get pregnant if she has sex before her first period.

- a. True
- b. False
- c. Not Sure

13. You cannot get a sexually transmitted infection if you have sex only once.

- a. True
- b. False
- c. Not Sure

14. How “ok” is it for the people you surround yourself with to call you fat, ugly, or some other names?

- a. Never ok

- b. Sometimes ok, if I deserve it
- c. Always ok, if I deserve it

15. How “ok” is it for the people you surround yourself with to threaten to hit or throw something at you?

- a. Never ok
- b. Sometimes ok, if I deserve it
- c. Always ok, if I deserve it

16. How “ok” is it for the people you surround yourself with to slap, kick, or punch you?

- a. Never ok
- b. Sometimes ok, if I deserve it
- c. Always ok, if I deserve it

17. How "ok" is it for the people you surround yourself with to force you to do something sexually that you don't want to do?

- a. Never ok
- b. Sometimes ok, if I deserve it
- c. Always ok, if I deserve it

18. I feel comfortable knowing the difference between a healthy and unhealthy relationship (1: unsure, 5: I know the difference completely)

1 2 3 4 5

19. I understand the psychological effects of the media and advertisements on me. (1: unsure, 5: I understand the effects very well)

1 2 3 4 5

20. Can you comfortably tell the people at home how you feel?

- a. No
- b. Yes
- c. Kind of

21. Is there someone you feel comfortable talking to about sex?

- a. No
- b. Yes
- c. Kind of

22. I feel comfortable acknowledging my identities and expressing my identities to others.

- a. No
- b. Yes
- c. Kind of

23. I understand the spectrum of gender and sexual identities and am comfortable talking with a diverse group of people in a careful and thoughtful way (1: not comfortable at all 5: very comfortable)

1 2 3 4 5

24. I feel like my knowledge and empowerment has increased since starting the Like a Girl Program. (1: I feel the same as when I started, 5: I feel empowered and more knowledgeable)

1 2 3 4 5

Facilitator Program Evaluation

Were you provided sufficient information before the program began? What would have helped you be or feel more prepared?	
Did you feel like the material was appropriate for the age group you taught?	
Did you feel like the material was inclusive of all the identities of the group you taught? Was the curriculum holistic? What would make the curriculum more inclusive and/pr holistic?	
Did you feel that the material was relevant to everyday life and significant to the development of the group you taught?	
Were the instructions for each lesson clear and easy to understand?	

Were the activities easy to facilitate? Did any stand out as difficult to facilitate or unproductive for the group?	
Did the participants engage in the activities and with the material in a way that produced meaning for them in and outside the project setting?	
Is the material free of any bias? Gender, race, socioeconomic status? If not, please provide examples.	
Is there anything else you would like to share?	

Final Celebration

Objectives:

- Practice techniques for open communication between mentors and girls on the basis of emotional, physical, and even sexual well-being.

Overview:

It would be helpful to set this day on a Saturday and frame it as an end-of-program celebration/party. Each of the girls should invite a mentor into their lives. This can be a parent, teacher, coach, or older sibling/cousin. It is important that the girl feel safe and comfortable with the person they bring to this session, as this session will strengthen and build upon the relationship with the girl and her mentor. The suggested timeline is, of course, open modification to fit the specific needs of your program.

Timeline:

9:30-9:45: Registration and Introductions

9:45-10: Icebreaker Activity

10-10:10: Mentor and Teen Appreciation Activity

10:10- 10:30: Mentor-Teen Connection - Values

10:30-10:40: Break and Snacks

10:40-10:55: Mentor-Teen Connection - Sexuality

10:55-11:10: Life Goals Planning Activity

11:10-11:25: Mentor Session and Teen Session (separately)

11:25-11:45: Final Project Presentations

*Note - the timing of the Final Project Presentations depends on the specific projects and the number of girls in the group. If this is expected to take longer than 15 minutes.

11:45-12:00: Closing

Icebreaker - The Number Game

The goal of this activity is to emphasize nonverbal communication skills. It is fun and can be challenging because the group has to come together.

Time: 15 minutes

Materials: A chair for each person

Facilitator Instructions: Tell everyone to gather in a circle. The goal is for them to count to a number (which should be equal to or greater than the number of people in the group) as a

group. You have no time limit, but if two people say the same number at the same time you must start over. Once you say begin, no one is allowed to talk, so any strategy must be communicated nonverbally. Play until either the time is up or the group successfully counts to the number set by the facilitator.

Mentor and Teen Appreciation Activity

The goal of this activity is to give the girls and their mentor figures an opportunity to show appreciation for one another. It is not always natural to say, I think you are great because A, B, C, so by writing it down and trading papers, or speaking it if the girls feel comfortable (give them the option), we have created a comfortable space for them to show appreciation and feel good about the feedback they are getting back.

Time: 10 minutes

Materials: A copy of the “Mentor-Teen Connection” handout for each participant

Facilitator Instructions: Ask each parent/mentor and girl pair to sit together. Instruct each of them to write their name at the top and then hand the sheet to the other person. Each person should then write 5 positive words they feel best to describe the other person. Once both people are finished, they will then hand the sheets back to one another, reflect upon them, and show their appreciation for the kind words shared. Ask the group what it feels like to give and receive appreciation. Let that go on for however long feels natural.

Mentor-Teen Connection Values

The purpose of this activity is to give mentors and teens an opportunity to eliminate assumptions from their lives. In having assumptions about what another person feels, wants, thinks, and makes decisions, we create unnecessary conflict. In discussing our own values out loud, and hearing the other person’s values, we have more understanding of the basis on which our mentor or mentee makes decisions. Like the previous activity, the girls will be paired with their mentor or parent and be given the opportunity to have a meaningful guided discussion on the values and importance of certain aspects of life.

Time: 20 minutes

Materials: A copy of the “Values” handout for each participant

*Note that there is one handout for mentors and one for the girls

Facilitator Instructions: Explain that the sheet being passed around is an activity on values. It has different categories listed, and under each, every person should write two statements that come to mind when you read the category. These statements can be, for

example, “Education is very important to me because I want to become a doctor one day and I know I need to do well in school.” Each person should fill out the sheet individually and then come together in pairs to share their answers. Instruct them to go through the sheet sequentially and spend time understanding similarities and differences between our own answers and the other person’s answers.

BREAK

Parent/Mentor-Teen Sexuality Activity

The purpose of this activity is to create an understanding of various perspectives on the topic of sexuality.

Time: 15 minutes

Materials: Copies of “Sexuality Questionnaire”

Facilitator Instructions: This will be the most sensitive activity, so the facilitator should be prepared for potential conflict. The facilitator should explain that the purpose of this activity is to provide a space and time for teens and mentors to have a healthy and positive conversation about their views on sexuality. We often have different perspectives on the topic of sexuality, and might assume others have the same perspective. The goal is not for the program to enforce any particular view on the mentor and teens. The goal of this activity is to begin the discussion, because open conversations will help the mentor/teen relationship and these conversations in the future. Instruct both the mentors and teens to fill out their respective sheets. When everyone is finished, invite mentors and teens to share their responses with each other. Remind the group that mentors and teens don’t have to agree on these topics right now, and don’t have to resolve any differences right now. The purpose of the activity is to allow each person to share their perspective and to begin a conversation around sexuality that can be continued outside the group.

Life Goals Planning Activity

The purpose of this activity is to establish that the mentors and girls are on the same page going forward. That—with the training the girls received through this program and the

activities they have done in this session with their mentors—they have a strong foundation and support going forward into their young adult lives. It is hopeful that the girls feel that they can talk more candidly about situations that they face, and their decision-making process with their mentor knowing they are on the same team.

Time: 15 minutes

Materials: Copies of “Mentor Life Goals Worksheet” and “Teen Life Goals Worksheet”

Facilitator Instructions: Hand each mentor a mentor life goals sheet and each girl a life goals sheet. Tell each person to fill out their respective sheets and then come together and discuss each pair of questions. Then, come together as a group and open up a floor for each pair to discuss something they have learned from their mentor.

Mentor and Teen Sessions

For this section, the girls will go into another room to complete the post-survey and to get ready to present their Final Projects. While one facilitator administers the survey to the girls and answers any questions about their final project presentations, another facilitator will conduct the mentor session. In the mentor session, the facilitator should walk the parents/caretakers/mentors through the entire curriculum and everything the girls learned. The facilitator should also explain that the girls have made a project that relates to the curriculum, and will present on them shortly. In addition, the facilitator should leave time for any questions the parents have, and provide resources that the girls have been informed of throughout the program, such as mental health resources and resources to access contraceptives. The facilitator should be prepared to answer questions about how the mentors can continue to empower their teens.

Time: 15 minutes

Materials: It is optional to include a powerpoint or print the curriculum to facilitate the mentor session.

Closing

We recommend ending on a fun note, perhaps with a game. We also recommend that each facilitator write a thoughtful note for each of the girls, highlighting their growth, contributions, and accomplishments. If desired, the facilitators could close with the weekly wrap-up in the previous lessons.

Mentor-Teen Connection

Write down five POSITIVE words you feel best describe your mentor or mentee as a person. These words should be respectful, thoughtful and realistic.

_____ is:
(Your mentor or mentee's name)

Share something you are proud of your mentor or mentee for. Record your answer here:

Thanks for taking the time to CONNECT!

Values

Write two statements you believe to be true about the issues listed below. There are no wrong answers. Write down all thoughts that come to mind (not just whether you find the issue to be important or not). These statements are indications of your values and guide the decisions you make in life.

Education

1. _____
2. _____

Family

1. _____
2. _____

Friends

1. _____
2. _____

Work/Career

1. _____
2. _____

Dating/Relationships

1. _____

Sexuality Questionnaire

For each statement below, write "True" or "False." Write additional notes if desired.

1. Sexuality is a normal part of life.
2. Parents should talk to their children about sexuality.
3. All teens should abstain from engaging in sexual behavior.
4. It is easy for teens to abstain from engaging in sexual behavior.
5. Teens should talk to their parents about contraception if they make a decision to engage in sexual behavior.
6. Being able to ask questions about sexual health to family members and mentors is essential in having a trusting relationship.
7. I am committed to having meaningful discussions about sexual health.

Life Goals Mentor Worksheet

1. When I have to make really hard decisions,

I _____

2. When I set goals for myself, I usually

_____ to make

sure I achieve them.

3. Feeling good about myself helps me

4. Something new I would like to try is

5. I want my mentee to know that I

6. I want my mentee to have a life full of

Teen Life Goals Worksheet

1. When I have to make really hard decisions,

I _____

2. Three goals I want to set for myself are

3. Feeling good about myself will help me

4. Something new I would like to try is

5. I want my mentor to know that

6. I want a life full of
