

new!

leader's guide
ages 11-13

**WOMEN'S
SPORTS
FOUNDATION**

Go Girl Go!

confidence | health | teamwork | self-esteem
fairness | respect | leadership | strength
movement | action | fun | sports | confidence
health | teamwork | self-esteem | fairness
respect | leadership | strength | movement
action | fun | sports | confidence | health
teamwork | self-esteem | fairness | respect
leadership | strength | movement | action
fun | sports | confidence | health | teamwork
self-esteem | fairness | respect | leadership
strength | movement | action | fun | sports
confidence | health | teamwork | self-esteem
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Go Girl Go!



acknowledgements

About the Women's Sports Foundation

The Women's Sports Foundation—the leading authority on the participation of women and girls in sports—advocates for equality, educates the public, conducts research, and offers grants to promote sports and physical activity for girls and women. Founded by Billie Jean King in 1974, the Women's Sports Foundation builds on her legacy as a champion athlete, advocate of social justice, and agent of change. We strive for gender equity and fight discrimination in all aspects of athletics. Our work shapes public attitude about women's sports and athletes, builds capacities for organizations that get girls active, provides equal opportunities for girls and women, and supports physically and emotionally healthy lifestyles. The Women's Sports Foundation is recognized worldwide for its leadership, vision, strength, expertise, and influence.

Thanks to...

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introduction

by Laila Ali — World Champion athlete, celebrity host and correspondent



Dear Program Leader,

Chances are you've seen the value of girls being involved in sports and physical activity firsthand. Girls who are 11–13 years old are experiencing peer and societal pressure to care more about what their bodies look like than what their bodies can do. And they need greater encouragement at this critical stage to participate in sports and other physical activities to prevent them from engaging in risky health behaviors.

For many of you, there is nothing more rewarding than witnessing a shy eleven-year-old blossom into a vocal social leader because of skills she learned on the soccer field. And certainly you've known an inactive girl with little confidence and poor classroom performance. Suddenly, her confidence and grades soar simply because she is exposed to dance.

Our GoGirlGo! program is designed to help develop these exact kinds of transformation through an educational, activity-centered curriculum with an emphasis on reducing and preventing the potential hazards of dealing with childhood and adolescent issues in unhealthy ways.

Not only have I seen transformations like these, I experienced one of them personally. Many assume that as the daughter of a beloved public figure, my life was always simple and successful and that I was always driven to be my best. But what they don't know is that until I found my passion in boxing, I was involved in some of the dangerous behavior that we so desperately want to keep today's girls away from.

Our goal is that you use this course to do two things: 1) introduce the fun of physical activity to girls who may be sedentary, and 2) nurture an honest conversation about the social and health risks that girls face today. As a program leader or a coach, you hold an extremely influential place in a girl's life, one that is often second only to her parents'. Your guidance, paired with your girls' desire to achieve for you, is the ideal combination for serious motivation, and hopefully, change.

Many of my fellow elite athletes have similar stories to mine; these stories are the foundation of GoGirlGo! While topics can be sensitive and difficult, they are introduced by some of the best known and most effective athletes in the world. Also, Testimonials from everyday girls are also included as a way for your girls to connect personally to each story.

Girls are also introduced to the GoGirls. The GoGirls, each with her own distinct personality and look, are cartoon characters designed to catch the eye of and be fun for the 11–13 age group.

Each topic has a dedicated session and provides you with expert information, activities, ideas, discussion topics, and resources for further exploration.


Billie Jean King, the founder of the Women's Sports Foundation and the inspiration behind the conception of our GoGirlGo! program, is a long-time champion for social change and individual development through sports and physical activity. Through her wise guidance woven into this entire curriculum, our expert contributors' knowledge and your desire to advance every girl in your life, we can come together to give all girls the power to succeed in a healthy, happy life.

Sincerely,

Laila Ali
President, Women's Sports Foundation

P.S. Sometimes sharing ideas meant solely for adults can make children feel very special, like they are privy to something not necessarily meant for their eyes. Please feel free to share my above message with your girls, as I would consider reaching just one of them through my words a total success.

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 * Symbol denotes "Tricky Topic." See "Facilitation Tips," p.4, for more information.

endorsements

ENDORSEMENTS



UNITED STATES TENNIS ASSOCIATION

AWARDS



2004
2006
2008
2011

introduction

Everyone is concerned about the challenges facing girls these days—from the pressure to smoke and drink, to dealing with bullies and intolerance, to being stressed out about how they look and if they fit in. We want girls to stay healthy, be active, eat right, and feel good about themselves. Sometimes girls don't have anyone to talk to about tough issues, and even when they do, the message may not be clear and does not always get through.

Most girls will turn to their friends or the media for information. And a lot of issues they will just keep to themselves. That's why your role is so important. There are some tough issues discussed in this curriculum. Research shows us that girls want a caring adult to talk to about the tough stuff. You have a great opportunity to develop an open environment for sharing and listening.


SOME BASIC GUIDELINES

- The materials in this guide are directed at girls aged 11–13 years old. Please visit www.WomensSportsFoundation.org/GGGCurriculum to download or order materials for other age groups.
- Be prepared to guide the girls through this curriculum. This curriculum is designed to be delivered by adult program staff, leaders, coaches, professionals, etc., and is meant to be integrated into a sport or physical activity program.
- You may find yourself in the challenging position of providing a safe place where girls may say things they want kept confidential.

One common code for confidentiality is to tell the girls at the beginning that anything they disclose that poses a threat to the safety of themselves or others will not be kept secret. In some cases, this is required by law.

- It's important to understand that this material serves a wide range of communities and populations throughout the country. What may be a pressing topic in one community, or for one girl, may not seem appropriate to a parent, depending on a family's particular values or beliefs. We've carefully presented this material based on what research has shown to be the issues most relevant to this age group, but we recommend making parents and guardians aware of the content before you begin. Parents may review sessions by visiting www.WomensSportsFoundation.org/GGGCurriculum. It's OK for a parent to have her/his daughter opt out of a particular session.
- These sessions are designed to make all girls feel included and comfortable to participate. When there is too heavy a focus on competition, girls who have less experience with physical activity may feel discouraged. Know the girls in your group. As a program leader, you should make your own determination about whether or not your group would benefit from a bit of healthy competition.
- Having a male coach or assistant working alongside a female facilitator presents an opportunity to model appropriate, respectful cross-sex interactions. As long as the male facilitator treats the women and girls in the program with respect and does not engage in sexist behavior, the girls will benefit from his presence. In such situations, no degree of "boys will be boys" behavior should be tolerated. The interaction between the female and male adults should demonstrate what the curriculum teaches about being an empowered young woman.
- These materials can be adapted for use with girls with disabilities. For more information on how to engage girls with disabilities in physical activity, visit www.aapar.org or see Appendix C: Resources.

FACILITATION TIPS

- Be prepared. Make sure to read through each chapter in advance to familiarize yourself with the content. This is especially important for the chapters that focus on sensitive topics (i.e., Dating and Sex). These topics are marked with a  to denote a "Tricky Topic." For these topics, you may wish to seek out additional information and resources, such as expert guest speakers. Be sure you understand your program's policies and protocols around discussing these sensitive issues with participants.
- Be supportive. Give positive feedback. Look for qualities and behaviors to praise. Avoid being judgmental. Most girls get enough of that already.
- Create a safe environment for the girls to share their feelings and ideas. Try to structure the conversations so that even the quiet girls have a chance to share their thoughts. Make a casual announcement before the discussions that all ideas and comments should be respected and that there is nothing too weird or silly to say. You may also want to occasionally break into small groups to have discussions about the stories because some girls may not be comfortable speaking up in a large-group setting. Make eye contact, smile, have an open body posture, and thank each girl for sharing her ideas.

- If you don't know the answers, it's OK to say so. Plan to research the answer yourself or do it as a group activity. Use the Women's Sports Foundation contacts and resources, such as those found in Appendix C.
- Maintain an upbeat attitude. Be patient. Some girls take longer than others to feel comfortable.
- Be creative. Keep in mind that there is no one way to deliver the program. You should implement it in a way that makes sense for your program. However, we hope you'll make time for all of the activities so that you and your girls can feel the full effect of the learning experiences included. By doing the activities, the girls are practicing new skills with you and reinforcing the messages from the sessions.
- Be a healthy role model. If you are making healthy changes, share your experiences. Eat well, exercise, rest, don't smoke, don't swear, and don't be quick to anger!

MESSAGES TO GIRLS

- "You are not alone." These are common worries and problems.
- "You have the right to feel good and be healthy." Help them understand that there are choices they can make and things they can do to feel better.
- "Being physically active brings positive results." Physical activity can lead to all kinds of benefits from better overall physical health to higher self-esteem to increased leadership skills. It also makes us feel good! It is important to teach girls the specific reasons to value "feeling good," namely that feeling good can help us achieve all of our goals. Wanting to feel good is the foundation to making healthy choices throughout life.
- "Everything counts!" You don't have to work out for an hour at a time to meet your goal of getting 60 minutes of physical activity each day. You can do it in shorter increments, starting with only a few minutes a day and work up to 60 minutes a day over time. Every physical activity you do counts, from sweeping the floor to walking to the store to dancing around in your room.
- "There are lots of people who can help." Encourage girls to find a trusted adult to talk to.

For more tips on creating a positive experience for girls, check out Appendix B: Tools for Facilitators. You can also find the following resources at www.WomensSportsFoundation.org/GGGCurriculum:

- Communication Skills
- Signals for Help
- Helping Girls with Stress
- Six Ways to Promote Girls' Positive Self-Esteem

For more information, see Appendix A: Frequently Asked Questions.

the GoGirls!

Although not as prevalent as in the GoGirlGo! curriculums for 5-7 year-olds and 8-10 year-olds, there are four GoGirl characters present throughout these materials: Alex, Rosa, Tee, and Uni. These characters represent a cross section of ethnicity, body types, athletic ability, and able-bodied-ness. Below you can see the character development and background for each.



ALEX

Alex is Caucasian and is an all-around athlete good enough to make the team, but not a star. She wants to win, but is more of a team player than a leader. She is tall, so she gets asked to play on teams a lot, and she struggles with her weight. She is friendly and good with younger kids. She's a little bit shy, especially around boys. She doesn't always feel very confident. She's a good student but has to work hard in school to do well.



ROSA

Rosa is Hispanic and a natural athlete. Her main sport is tennis. She plays for her school but also has a private coach and is competing on the amateur tennis circuit. Her heroes are Billie Jean King and Venus Williams. Rosa was born with a disability—she is missing a hand—but it doesn't keep her from competing—and winning—against girls with no disability. She could be a good student and gets A's when she tries, but she gets easily distracted. She sometimes has a hard time relaxing.



TEE

Tee is African-American and likes noncompetitive activities such as hiking, aerobics, and yoga better than team sports. She loves to watch her friends play sports, though, and goes to all the other GoGirls' games. Tee is a vegetarian. Her friends like to go to her for advice. Tee is definitely the best student of the four—straight A's and headed for college—but she also puts herself under the most pressure.



UNI

Uni is multiracial and probably the best all-around athlete of the four. She is a three-sport athlete at school: lacrosse, soccer, and basketball. Outside of school, she'll play anything and loves going fast and jumping high on her snowboard, inline skates, BMX bike—whatever. Uni likes doing her own thing and sometimes that gets in the way of her training and annoys her teammates. She loves "junk" food, and is loud, fun, rowdy, and certainly the risk-taker of the group. She is a good student but has to work at it—B's and the occasional A.

body image

SESSION 1A [1 HOUR]

Session Objectives: By the end of this session, girls will be able to:

- Measure their aerobic fitness, flexibility, and muscle strength.
- Understand the importance of warming up before exercising and cooling down afterward.
- Utilize the Activity Log in the GoGirls! Journal for recording and monitoring physical activity.
- Understand how much physical activity they should get every day (60 minutes) and that it can be accomplished in parts as long as an activity is at least 10 consecutive minutes in the “Fit Meter Zone” (see definition below).
- Articulate that there is no one “ideal” body type.
- Accept and appreciate their own body type.

Physical Activity Skills Practiced:

- Running
- Monitoring Heart Rate
- Muscle Strength
- Flexibility/Stretching

Materials/Equipment Needed:

- GoGirls! Guide to Life and Journal for each girl
- Stopwatch or clock with a second hand
- Yoga mat or towel for each girl for “Where Are You Now/Where Are You Going?” activity
- “Try @ Home” activity handout

Healthy Snack Suggestion:

- The athlete whose story is featured in this session is Cheryl Haworth. Her favorite healthy snack is toasted pumpkin seeds.
- See Appendix E: Healthy Snack List for other ideas.

Facilitator Tips:

- There may be girls in your group who are not used to exercising and the physical activities in this session may be challenging for them. Walking may be substituted for running if you think that running will be too difficult in the first lesson. Encourage girls to try their best and not to compare themselves with others in the group. If your girls are quite sedentary, give the girls permission to do what feels the best. Let them experiment but don’t create rigid expectations. The goal is to interest girls in being more physically active because it feels good.
- Being physically active can be an important contributing factor when it comes to building a healthy body image. The story in this session focuses on an athlete role model who has a larger build but who is healthy at her size because she is physically active. Help girls understand that there is no one “ideal” body type but that it is important to be fit regardless of one’s natural build.

Introduction (5 min)

Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is going to help us explore how being physically active can make us feel healthy, strong, and confident about what our bodies can do.

Physical Activity: Where Are You Now/Where Are You Going? (25 min)

Physical Skills Practiced: Running, Muscle Strength, Stretching, Monitoring Heart Rate

Explain to the girls that as a part of the GoGirlGo! program, they will have a chance to try out lots of fun activities to help their bodies grow stronger and to help them learn about themselves and each other. Ask if anyone knows what "body image" means. Take a few responses. Explain that body image refers to the way we see ourselves and how we feel about the way we look. Tell them that many girls struggle with their body image—they think they're too tall, too short, too skinny, too big. Explain that there is no one "ideal" body type. It is important to accept the body you have and appreciate all it can do! Being physically active, through sports and other activities, is a great way to focus less on what your body looks like and more on what it can do—and that can help us feel good about the body we have.

Tell them that over the next 12 weeks of the GoGirlGo! Program, they will get to try out lots of games that will help them get healthier and stronger. Today's activity will be a fun way of helping them see what their bodies can do right now. They will do it again on the last week to see how much progress they've made.

Next, give each girl a GoGirls! Guide to Life and Journal and a pen or pencil. Explain that this is a book they will use to keep track of all of the things they accomplish during the program. You may want to keep the books onsite because you will use them in every session. The girls will get to keep their book after the program ends.

Explain that for people to be as healthy as possible, they should set a goal of getting at least 60 minutes of physical activity a day. They can do that all at once or in increments as little as ten minutes at a time. Every physical activity they do counts! It can be as simple as helping sweep the floor or walking to and from school.

Tell the girls that one way to know how hard you are exercising is to measure your heart rate. This is how many times your heart beats in a minute. Measuring your heart rate helps you know how hard you're playing. Playing hard, doing sports or other exercise gets your heart beating and helps your heart and the rest of your body get stronger over time.

Explain that your resting heart rate is the number of times your heart beats in a minute when you're at rest (not playing hard or exercising). Have the girls measure their resting heart rate. Start by having them find their pulse on their wrist. Tell them they are going to count the number of times their heart beats in ten seconds. Have them start counting and then after ten seconds ask the girls to tell you how many beats they counted. Then explain to them what the numbers mean:

LESS THAN 20 = LIGHT ACTIVITY

Good for days when you're tired—you can do this forever!

20-26 = MEDIUM ACTIVITY

Good for your heart and lungs. Try to do activities like this that add up to 60 minutes every day.

26 OR MORE = HEAVY-DUTY ACTIVITY

Good for your muscles—you're breathing hard now!



Tell the girls that the important thing, whether you're moving your body for 10 minutes or 60 minutes at a time, is to play hard enough to get your heart rate up into the "Fit Meter Zone." That means your heart is beating at least 20 beats per 10 seconds (medium or heavy-duty activity).

Have them record the number of heartbeats they counted in the Activity Log in their GoGirls! Journal. Ask girls, "When your heart rate goes up, what do you think happens in your body?" (Elicit that when you are physically active you get warm and can start to sweat.)

Ask if anyone in the group has ever done any sports or other physical activities (like dance, yoga, cheerleading, etc.). Tell the group that one important step is to warm up before you do any physical activity. Doing a warm-up gets your body ready to move around and can help make sure you don't get hurt when you're playing sports or doing any kind of physical activity.

body image

Safety Workout Tips:

- Stand with your feet hip/shoulder width apart and your toes pointed straight ahead. Slightly bend your knees and keep your hips in line under your shoulders.
- Flex your stomach muscles before beginning the movements. This should feel like you're pulling your belly button in toward your spine. Do NOT lean back and hyperextend your back!
- Always stare straight ahead so that you don't hurt your neck.
- When extending your legs and arms, keep them slightly bent at all times.

Explain that you're going to do a warm-up to get ready for today's activity. Start by having the girls spread out so they have room to move without bumping into anyone else. Then, lead the girls through the following warm-up, making sure to use the stop watch or clock to keep track of the time:

- Take a deep breath in, while stretching your arms out and up over your head as you inhale. Hold for a second. Then exhale bringing your arms back down to your sides. Repeat this three times.
- Jump up and down while wiggling your arms around for one minute.
- Hop on one foot for one minute.
- Hop on the other foot for one minute.
- Find a partner, hold hands, and hop on one foot together for one minute.
- Keep holding hands with your partner and hop on the other foot together for one minute.

Next, tell the girls that you're going to give them a series of challenges. Give each girl a yoga mat or towel to place on the ground in front of them. They will use it for the exercises that are done on the floor. Lead the girls through the following exercises, doing 12 of each without stopping:

- **Human Chairs:** Start standing tall. Squat toward the ground until thighs are parallel to the floor and return.
- **Bent-Knee Sit-Up:** Start on the floor with knees bent. Tighten abdomen and then sit up toward knees and return. Arms can go on the chest or behind the head, but do not pull the head up.
- **Tuck Jumps:** Start standing tall. Jump up and tuck feet and knees up, then return with a soft landing.
- **Airplanes:** Start standing tall. Extend arms out to the side and spin them in small circles, clockwise and then counterclockwise.
- **Push-Ups:** Start in a plank position on toes and hands (or knees and hands if balancing on their toes is too difficult). Lower body slowly toward the ground and return to the top. Keep the body straight.
- **Supermans:** Lay flat on your stomach. Lift arms and legs up off the floor at the same time and hold, and then return them to the floor.
- **Chair Dips:** Start with hands on a stable chair and with the body straight. Lower the body slowly down and then up to work the back of the arms.
- **Mountain Climbers:** Start in the same position as a push-up. Bring one leg up under the chest and then back. The other leg does the same motion, similar to running but with hands on the ground. Keep the body straight.

Take It to the Next Level!

To make this activity more physically challenging:

- Have girls pick one of the exercises on this list and see how many they can do in one minute. They can write down their results on page 7 of the GoGirls! Journal. Encourage them to repeat this each week to track their progress.

Observe (10 min)

Immediately after the activity, have girls practice taking their heart rate again and record it in their Activity Log.

Afterward, lead the girls in a brief cool-down. Explain that it's important to take a few minutes after you play hard or exercise to bring your heart rate down slowly while keeping your body moving, instead of just stopping all at once.

Start by having the girls spread out so they have room to move without bumping into anyone else. Then, lead the girls through the following cool-down, making sure to use the stopwatch or clock to keep track of the time:

- Take a deep breath in while stretching your arms out and up over your head as you inhale. Hold for a second. Then exhale bringing your arms back down to your sides. Repeat this three times.
- March in place making sure to lift the knees up high and raise the arms up to the sky. Do this for two minutes. Encourage the girls to make big movements with their arms and legs.
- Walk slowly in place for two minutes leaving your arms down by your sides or letting them swing gently. Encourage girls to exaggerate the slowness of their motions, like they're walking through mud!
- Take a deep breath in while stretching your arms out and up over your head as you inhale. Hold for a second. Then exhale bringing your arms back down to your sides. Repeat this three times.

Ask girls: "How do you feel now? Any different than before you started?"

Elicit that one reason to get active is to feel good. Exercise and physical activity can make us feel good mentally and physically and that can help us achieve the goals that are most important to us in life.

body image

Story—Read and Discuss (15 min)

Explain that each time the group meets they will read a story together about a role model who talks about how playing sports and being physically active has made a difference in her life. Some of the role models are well-known as athletes and some are students or professional women. The stories are in the GoGirls! Guide to Life and each girl will get a copy to take home with her at the end of the program.

Read “Size Wise” by Cheryl Haworth (see below). You can read the story aloud to the girls and encourage them to follow along on page 5 of the GoGirls! Guide to Life, or you can ask for volunteers to help you read the story aloud, assigning a short section or paragraph to each volunteer.

Size Wise**Cheryl Haworth****Weightlifting**

Three-time Olympian, Olympic bronze medalist, 11-time National champion Savannah College of Art and Design - B.F.A., Historic Preservation, 2006

I am sure that I became aware of my body image in about second grade. The message I got from most people was that I was different. I was physically bigger, and my clothes were bigger. The kids would call me dumb names—all having to do with being chubby.

It didn’t really bother me, though, because I soon found out that there was nothing I couldn’t do because of my size. I could run fast and throw far and play and have fun. In fact, I was a lot stronger and more athletic than most of the kids. I was always playing sports.

My parents taught us to love sports. My dad was a wrestler and big-time college football player, and my mom played softball and basketball. We used to go to her games as kids. It was only natural that I played sports. And I loved the outdoors. I don’t remember ever coming home from school and sitting in front of the television. I would ride my bike, play in the woods, or go to a softball or basketball game.

In middle school, I quickly learned to make friends with the people who did not care about what you looked like or what clothes you wore. I thought that it was really sad to see the girls who were overly concerned about losing weight. They were so caught up in an unhealthy body image.



A good sense of humor was a lifesaver for me. I loved to laugh. I found kids who became my true friends. We would laugh together and talk about real things, and they would listen. We had common interests. We wrote funny stories together and drew funny pictures. We even developed our own comic book characters. My true friends helped me to explore my creative talents and supported me as an athlete.

I was already 190 pounds in seventh grade. I realized that I had an athletic gift, so I continued to exercise. I went to the gym. There I saw women lifting weights, and I thought, “I can do that!” So every day after school I went to the gym. The coaches would encourage me. The other weightlifters became my friends. They saw me in a different way. At school I would hear, “You’re so big!” At the gym I would hear, “You’re so strong!”

I started to use my strength to compete, and I became a famous athlete at school. I got to travel around the world and meet amazing people. And then, at 17, I was lucky enough to qualify for the first Olympic Games that had women’s weightlifting.

After reading the story, discuss the following questions with the group:

- Why do you think it didn't bother Cheryl when people called her names because of her size?
- Do you ever hear girls complain about their bodies? What do they say they would want to change?
- What are the dangers of wishing you could change your body type?
- What are the benefits of accepting your body the way it is?
- What is one thing you appreciate about your own body?

Wrap Up (5 min)

Ask girls to answer the following question: "How can being physically active make you feel good about your body?" Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

Give out the "Try @ Home" activity handout for the week (which can be found at the end of this chapter) and remind girls to do it on their own between Sessions 1A and 1B (or between Sessions 1A and 2A for programs that meet only once each week). Ask girls to complete the challenge on the sheet, write down their answers to the question(s), and bring it back with them next time the group meets.

If the girls in your group are using pedometers or another activity meter like Zamzee, let them know that there is a space on the "Try @ Home" activity handout where they can write down how many steps they took or how many "Pointz" they earned while doing the activity."

Educational Materials:

Deal With It!

- Take time to appreciate what your body can do—it jumps, it runs, it dances, it shimmies—it's great!
- Escape the screen! Turn off the computer or TV, get outside, breathe fresh air, and move your body.
- Use sports and fitness as social time—take a hike or go inline skating with your friends.
- Celebrate different body shapes and sizes. Notice the strengths of people's unique bodies—including your own!

Resources:

Check out these sites for tools and tips on developing a positive body image.

www.adiosbarbie.com

www.bodypositive.com

Resources to help girls get media sawy!

www.about-face.org

<http://fairshotproject.net/>

www.reelgrrls.org

body image

SESSION 1B [1 HOUR]

Session Objectives: By the end of this session, girls will be able to:

- Examine the way girls and women are portrayed in the media.
- Critically analyze the tools used by advertisers to encourage girls to purchase their products.

Physical Activity Skills Practiced:

- Varies depending on physical activity chosen (see below).

Materials/Equipment Needed:

- Several advertisements ripped out of a current teen magazine that contain images of girls or women
- GoGirls! Guide to Life and Journal for each girl
- Copies of “Ad Savvy” activity handout (which can be found at the end of this chapter).
- Pens or pencils
- Appropriate sports equipment if you are using your own physical activity module or a GoGirlGo! Sport Module

Facilitator Tip:

- This session aims to help girls look critically at the hidden messages contained in advertisements geared toward girls. Every single day, girls are bombarded with images and messages in the media that can undermine their self-esteem and make them feel that they are not “good enough” as they are. It is important for girls to become media literate so that they are less susceptible to being negatively influenced by these kinds of messages.

Introduction (5 min)

Welcome girls to the session and remind them about the activities and discussions they participated in during Session A.

Check in with girls about whether they completed the “Try @ Home” activity. Let girls who completed the activity share what the experience was like for them. Allow girls who did not complete the activity to talk about what stopped them. Encourage and help them to brainstorm ways of working around these obstacles so that they can participate next time.

Extension Activity: Ad Savvy (20 min)

Tell the girls that this activity is going to help them think about the way girls and women are portrayed in the media. Start by asking, “What do we mean when we talk about ‘the media’?” Take a few answers. Elicit that media refers to things like television, music, billboards, magazines, and the Internet.

Explain that one form of media that we all see every day is advertisement. We see and hear commercials on TV, the radio, the Internet, billboards, and magazines. Tell the girls that advertisers want us to buy their products, so they try to come up with ways to convince us that we should. Often, they try to send us a “hidden message” that we need their product in order to be better in some way. For example, we see ads for makeup and beauty products that tell us we need to buy products to make us look prettier. Ask if anyone can think of an example of a specific ad they’ve seen that tries to convince girls to buy a particular product.

Break girls into small groups. Give each group one of the advertisements you ripped out of the teen magazine, a copy of the “Ad Savvy” activity handout, and a pen. Tell the girls to look carefully at the magazine advertisement and talk about what they see. Then, they should answer the questions on the handout.

Give the girls about 10 minutes to work on this. Then, give each group a chance to share the ad they looked at and the answers they wrote. Ask the girls whether they notice any similarities in the different advertisements.

Physical Activity: CHOOSE ONE (30 min)

Choose one of the following physical activities to do with the group for 30 minutes:

- Repeat the “Where Are You Now/Where Are You Going?” activity from Session 1A.
- Complete a GoGirlGo! Tennis Activity (see GoGirlGo! Tennis on page 11).
- Try another sport/physical activity of your choosing (basketball, dance, running, etc.).

Have girls measure their heart rate immediately after the activity and record it in their Activity Log.

Wrap Up (5 min)

Thank girls for participating in the session. If time permits, go around the group and ask each girl to complete the sentence “One thing I can do when I hear other girls complain about the way they look is...”

body image

Try @ Home #1

Date Completed: Measure your resting heart rate and record it here: Now, go take a fast 20-minute walk, jog, or jump rope. Then, measure your heart rate again. Record the results here: Next, take a rest for about 10 minutes. When time is up, measure your heart rate one last time. Record the results here: How close to your resting heart rate is it?

How do you feel?

*BONUS: Choose one of the exercises from Session 1A and see how many you can do in one minute. Record your results here: Number of Steps/Pointz:

0



Quote of the Day:

I get a positive sense of well-being and a tremendous feeling of exhilaration from what I can do with my body.
– Michele Drole, Skiing

Ad Savvy

Who is the advertiser?

What are they trying to sell?

What do you notice about the girl/woman in the ad?

How does she look?

Does she look like most other girls/women you know? Explain:

What is the advertiser trying to make you believe about what will happen if you buy this product?

What is the advertiser saying about what will happen if you don't buy this product?

Do you think girls actually need to buy this product? Why or why not?
