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Girls on the Run is a positive youth development program that inspires third through eighth grade girls to stay true to themselves and live free from societal stereotypes. The 12 week curriculum innovatively weaves training for a 5k run with lessons that empower girls to celebrate their bodies, honor their voices and embrace their gifts.

### **Our Vision**

- To provide life-changing, high quality programs for girls
- To provide life-changing and high quality experiences to the women delivering the program
- To promote and provide an environment that allows girls and women to reach their full potential
- To positively transform how girls and women perceive themselves and their place in society

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## **Girls on the Run: 12 Week Curriculum**

### **Self-Care, Self-Awareness, Knowing Self**

Lesson One:	Getting to Know Each Other
Lesson Two:	Plugging into the Girls on the Run Cord
Lesson Three:	Choosing to be a Girl on the Run
Lesson Four:	Positive Self-Talk and Why I Choose It!
Lesson Five:	Fueling our Healthy Pace
Lesson Six:	Being Emotional is Healthy!
Lesson Seven:	Celebrating Gratitude
Lesson Eight:	Centering: The Importance of Slowing Down
Lesson Nine:	Valuing what's Really Important

### **Connectedness:**

#### **Selecting Healthy Relationships and Keeping Them Healthy**

Lesson Ten:	Learning About Cooperation
Lesson Eleven:	Standing Up to Peer Pressure
Lesson Twelve:	Standing Up for Myself
Lesson Thirteen:	Gossiping Hurts Everyone
Lesson Fourteen:	Beware of Bullies
Lesson Fifteen:	It's Okay to Choose Our Friends
Lesson Sixteen:	Practicing our 5k!

#### **Empowerment: Celebrating and SHARING Our Strengths**

Lesson Seventeen:	You Call It!
Lesson Eighteen:	Tuning into a New Message
Lesson Nineteen:	Learning About Community
Lesson Twenty:	Designing Our Community Impact Project
Lesson Twenty-One:	Implementing Our Community Impact Project
Lesson Twenty-Two:	Honoring Our Greatest Gifts
Lesson Twenty-Three:	The Finishing Touches
Lesson Twenty-Four:	Final Celebration!

## **Girls on the Run: 10 Week Curriculum**

### **Self-Care, Self-Awareness, Knowing Self**

Lesson One:	Getting to Know Each Other
Lesson Two:	Plugging into the Girls on the Run Cord
Lesson Three:	Choosing to be a Girl on the Run
Lesson Four:	Positive Self-Talk and Why I Choose It!
Lesson Five:	Fueling our Healthy Pace
Lesson Six:	Being Emotional is Healthy!
Lesson Seven:	Celebrating Gratitude
Lesson Nine:	Valuing what's Really Important

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Lesson Twenty-One:	Implementing Our Community Impact Project
Lesson Twenty-Three:	The Finishing Touches

The Final Celebration is conducted outside the regularly scheduled program when convenient for the girls and their parents/caregivers.

## ***A few words from Girls on the Run authors Molly Barker and Amy Way:***

Hi amazing Girls on Run coaches!

We are thrilled to present the Girls on the Run curriculum to you. We'd like to share a few important things as you set out to lead this exciting program.

The GETTING ON BOARD, WARM-UP and WORK-OUT each have a general flow that you will recognize as you proceed through the lessons. Generally, the Getting on Board activity takes about five to ten minutes, the warm-up about fifteen to twenty minutes and the work-out takes the bulk of the lesson time. Allow for approximately five to ten minutes at the end of the lesson for the wrap-up and closing processing questions. If you are having a spectacular time doing the warm-up and there are still activities remaining, never feel pressured to move on to the work-out. The girls should have fun and time should be spent on enjoyable warm-up activities!

There may be activities that cause you to personally feel uncomfortable. This is intentional. The pre-teen years can be challenging and the lessons can bring up memories of those trying times. Please be sure to deliver the curriculum as it is written and trust the process. This will ensure both you and your girls get through to the other side with strength and confidence.

There may be portions of the lessons that your girls may not enjoy. This is also intentional. There are elements in the curriculum that are physically, emotionally, and mentally challenging. Girls in this age group love to talk, but they must also demonstrate their capacity to physically accomplish a 5k by the end of the season. Please be sure to complete all elements of the curriculum as written.

Some girls may not be wild about running and getting them motivated to move around the track/field can be a challenge. Our philosophy at Girls on the Run is to encourage and reward positive behavior. Lap counters are used as a way to motivate and inspire girls to go the distance. These can be rubber bands to wear around their wrists, beads to put on a string, or writing out a "mystery" word on their arms with a non-toxic marker so that as a girl completes each lap she gets another letter towards completing the entire word (a bit like "hangman".)

Key components to the Girls on the Run curriculum include:

- Setting and striving to reach our goals is an important part of being a Girl on the Run. One way to encourage this type of reflection is to ask each girl to estimate how many laps she plans to complete that day before she starts the work-out portion of the lesson. Ask how many girls achieved their lap goal during the wrap-up activity.
- Every day ends with Girls on the Run “Energy Awards.” Energy Awards celebrate those girls in the group who have exhibited a positive Girls on the Run attitude – persevering, encouraging their teammates, showing gratitude, etc. During the wrap-up portion of the lesson, ask the girls who they believe deserves an energy award and also what girl thinks SHE deserves an energy award. We want the girls to celebrate the gifts and character of their teammates as well as themselves!
- Three stretching and warm-up routines are included and we suggest you rotate through these to increase the girls’ flexibility, conditioning and strength. These stretching/warm-up routines follow the Getting on Board portion of the lesson. The Getting on Board provides a chance to secure the girls’ focus and stretching *after* it ensures they are properly prepared for the warm-up portion!
- We speak about the freedom of choice. We want our girls to understand that at any point in their lives they have the power to make decisions that either elevate them or bring them down. We frequently refer to their ability to choose thoughts and actions that enhance who they are.
- We utilize a Girls on the Run coping strategy called the “SBLR strategy” - Stop, Breathe, Listen and Respond. This strategy is mentioned throughout the curriculum and is used when we are being pressured to participate in an activity or conform to something that doesn’t honor our highest self. The strategy gives us time to consider next steps and frees us to be intentional in our decision making. Examples of pressure situations include gossiping, bullying, dressing in a certain way, smoking cigarettes or partaking in other high-risk behaviors. This strategy is used to counter the temptation to give in to peer pressure.

To ensure efficacy, the lessons must be delivered as they are outlined. This means no skipping, altering or changing the order of any lesson. Each lesson takes a minimum of seventy-five minutes and optimal results are achieved if lessons are scheduled to be ninety minutes.

While we encourage collaborative relationships with other like-minded individuals and groups, due to the comprehensive nature of our program, no outside speakers or additional components are possible. Coaches are not permitted to customize the lessons in any way and cannot invite outside experts or speakers to participate during the scheduled time with the girls.

Please feel free to take plenty of photographs during the program! Coaches often compile these pictures into a touching slide show to be viewed at the final celebration. Review lesson 24 in advance to consider other options for the celebration that may require some additional planning during the season.

Thank you for sharing your spirit, enthusiasm, and authentic self with the girls in your community. We are truly grateful that you are joining us to create a cultural transformation where all girls recognize their individual power and are able to reach their highest potential.

With gratitude and best wishes to you,

Molly Barker, M.S.W.  
Founder, Girls on the Run International

Amy Way, M.A  
Hugh Downs School of Human Communication  
Arizona State University

## Responding to Sensitive Issues

Because we are an experiential learning program, there may be times when girls will make comments or ask questions that we feel unequipped to manage. While we may prefer to yield to their parents or a professional for the answers, the fact is that the girls will bring up sensitive issues and we must find an appropriate way to respond. For various reasons, some girls will not ask a parent about certain topics, and the way in which we respond can directly impact how the girl feels about herself and her situation.

It is important that we not disregard or avoid the difficult or sensitive comments and questions that are brought up in the context of Girls on the Run. Often when a girl makes an inappropriate or shocking remark, it is her way of expressing a need to be heard or calling out for help. When we ignore such comments or reprimand girls for speaking out of line (as a way to avoid addressing the uncomfortable comments they have made) we teach the girls that their concerns are not appropriate and should not be discussed. This can heighten a girl's anxiety about a bad situation and give them the feeling that they are a bad person for vocalizing their feelings.

Girls on the Run coaches are not counselors and we know that many of you may feel unprepared to address sensitive issues. The purpose of this exercise is to prepare you to handle potential comments or questions in a way that validates a girl's experience, without requiring you as a coach to be a counselor. We must embrace any opportunity to help a girl work through a potentially confusing situation. We want the girls to know they are in a space where it is safe to talk about sensitive issues, rather than trying to provide anyone with the "right" answer.

One way to feel more prepared and confident about handling such situations is to engage in role play and practice your own response to difficult situations that arise. The following scenarios are designed to role play with a partner. Have one person play the role of the girl while the other person responds as a coach. Put the responses into your own words as long as you are communicating the same basic idea.

GIRL: *“My sister is 13 and she drinks alcohol” or “My dad smokes cigarettes”*

COACH:

- *“Have you ever talked with her/him about it?”*
- *“Would you feel comfortable telling her/him some of the things we learned today about alcohol?”*

GIRL: *“When my mom drinks, she looks sleepy and she doesn’t make sense when she talks”*

COACH:

- *“What do you think about your mom’s drinking? Are you comfortable with it or uncomfortable?”*
- *“Is there something you can do or somewhere you can go to make you feel better or safe? Could you read a book or go to your room and listen to music?”*

GIRL: *“My mom smokes marijuana”*

COACH:

- *“How does it make you feel when she does that?”*
- *“Is this something you think you would ever do? Why? Why not?”*
- *“Is it a good or bad idea for you to smoke marijuana? Why?”*

GIRL: *“Sometimes my classmates say mean things to me and they make me feel bad”*

COACH:

- *“That doesn’t sound like something an emotionally healthy or confident person would do”*
- *“How do you feel when you hear those things? Are there things you can do to make yourself feel better? Like what?”*
- *“How do you think the people who are saying the mean things to you feel about themselves?”*
- *“What is something you could do when someone says something mean to you?”*

\* After any intense conversation it is important to reiterate to the girls that Girls on the Run is a safe place to share.

COACH:

*“We want you all to know that as your Girls on the Run coaches, we are here to listen to any questions or concerns you might have. If there is anything you would like to talk about, today or throughout the season, please find a time to pull one of us aside and chat.”*

During the workout that day:

COACH:

- *“Did you get all of your questions answered today?”*
- *“Is there anything else you would like to ask me or to talk about?”*

If you believe that the situation is beyond your ability to answer appropriately:

COACH:

*“This is a really big situation for you to be handling on your own. I want to help you, but I’m not sure I know the answer right now. Would you mind if I got back to you next week with some more answers?”*

The most important part of this situation is that you follow through with an answer to the question she has asked or to tell her that a school counselor can assist and wants to talk with her.

When tough issues are being discussed, make it clear to the girls that they can always talk to you about the issues, whether it is later in the lesson or later in the season. Feel free to spend some time running one at a time with the girls during the work-outs to give them a chance to speak with you personally. Some girls may not feel comfortable talking in a big group, but would love the opportunity for a private discussion.

Never condemn the behaviors of their friends or family members. The goal is to allow the girls to be heard and to have them understand that while they cannot control the behaviors of others, they can choose whether or not they personally want to participate in unhealthy behaviors. Remember, if a situation warrants professional intervention you can contact your Council Director to find help through a school counselor.

Please know that these situations are rare. We are well equipped from our own experiences to answer the vast majority of questions that the girls have. We provide this information because we want all Girls on the Run coaches to have the necessary resources if a situation like this occurs.

### **Flexibility, Conditioning and Strengthening Exercises**

The following exercises have been developed by Kathy Stieglitz, Certified Personal Trainer and Girls on the Run coach, specifically for girls in our age group. We encourage you to use these suggested exercises in each lesson immediately following the “Getting on Board.” We are including a traditional stretching regime as well. We recognize that each group may respond a bit differently to the stretching portion of the lesson.

The times and repetitions for each exercise listed are goals. Not everyone will be able to do every exercise for the duration stated and this is normal. Celebrate progress and encourage the girls to rest as needed during the exercise and to join back in before it is over. This way they can get familiar with the entire exercise program. A conditioning exercise is similar to running and walking to complete a distance; over time, there is less walking and more running. By the end of the season, most of the girls will be able to do all of the repetitions or the entire series of exercises.

## Cold Warm-Up Exercises

**(Do these first in every lesson and then flow into format one, two, or three)**

Time: 15 Seconds      High Knee Marches

1. Stand with feet shoulder width apart.
2. Hold arms out in front of you at approximately hip height.
3. Bring your right knee up to touch the palm of your downturned right hand.
4. Bring your left knee up to touch the palm of your downturned left hand.
5. Repeat at a moderate pace for 15 seconds.
6. This is a low-impact activity, meaning one foot is always on the floor.

Time: 15 Seconds      Wide Knee Marches

1. After 15 seconds of High Knee Marches, open up your stance wide.
2. Bring your knees up to touch your palms, but now your knees are out to the side.
3. Repeat at a moderate pace for 15 seconds.
4. This is a low-impact activity, meaning one foot is always on the floor.

Time: 15 Seconds      Knees Up Running

1. Run in place lifting the knees up high.

Time: 15 Seconds      Heels Up Running

1. Run in place keeping the knees low and bringing your heels up to “kick your bottom”.

## **Running Conditioning Exercises: Format One**

*Time: 15 Repetitions*      **Squat Jacks** (*Muscles Worked: Quadriceps, Gluteus maximus, Gluteus medius*)

1. This is at a moderate pace; not too fast.
2. 5 standard jumping jacks
3. 10 jumping jacks in the squat position.
4. Stay low in the squat while moving your feet in and out in a jumping jack motion.

*Time: 10 Repetitions*      **In and Outs** (*Muscles worked: Core, including hip flexors*)

1. Sit on floor with hands on floor beside you for support.
2. With your knees together, bring your knees up to your chest.
3. Straighten your legs out in front of you with your feet together.
4. Keep your feet off the floor for the duration of the exercise.
5. Continue to bring your knees in to your chest and then straighten your legs out for 10 repetitions.
6. Knees in and out is 1 repetition.

*Time: 1 set, 30 Seconds*      **Running Arms** (*Muscles worked: Biceps, triceps, core*)

1. Standing in a running position (1 foot slightly in front of the other) with your feet firmly on the ground, move your arms back and forth in a running motion **as fast as possible!** Continue for 30 seconds.

**DONE! GREAT JOB!!**

## **Running Conditioning Exercises: Format Two**

*Time: 30 Seconds*      **Squat Jumps** (*Muscles Worked: Quadriceps, Hamstrings, Gluteus maximus, Gluteus medius*)

1. Squat down and touch your fingers to the floor.
2. Jump Up!
3. Repeat for 30 seconds.

**Proper Squat:** When doing a squat, pretend there is a book balanced on your head that you do not want to fall off. When going down into the squat to touch the floor, you lead down with your butt – not your shoulders. Your weight is on the heels of your feet – not your toes. While doing a squat, you can see who or what is in front of you the entire squat.

*Time: 25 Repetitions*      **Bicycles - Forward** (*Muscles worked: Core including hip flexors*)

1. Sit on floor with hands on floor beside you for support.
2. Sit up straight with your upper body.
3. Bend your knees and lift your feet off the floor.
4. Keep your feet off the floor for the duration of the exercise.
5. Pretend to pedal a bike forward making circles with your legs.
6. 1 full pedal (left leg and right leg) is 1 repetition.
7. Keep upper body up. Resist lying back.
8. Repeat for 25 repetitions.
9. Now repeat for 25 repetitions pedaling backwards/in the reverse direction

**DONE! GREAT JOB!!**

### **Running Conditioning Exercises: Format 3**

*Time: 30 Seconds*     **1 Leg Squat – Right Leg** (*Muscles Worked: Quadriceps, Gluteus maximus, Gluteus medius, Hamstrings*)

1. Stand on your right foot only.
2. Squat down in proper squat form and let fingers dangle to the side.
3. Stand up straight without touching your left foot to the floor.
4. Squat down in proper squat form and touch fingers to the floor.
5. Stand up straight without touching your left foot to the floor.
6. Repeat and continue at a moderate pace for 30 seconds.

*Time: 30 Seconds*     **1 Leg Squat – Left Leg** (*Muscles Worked: Quadriceps, Gluteus maximus, Gluteus medius, Hamstrings*)

1. Stand on your left foot only.
2. Squat down in proper squat form and touch fingers to the floor.
3. Stand up straight without touching your right foot to the floor.
4. Repeat and continue at a moderate pace for 30 seconds.

*Time: 30 Seconds*     **Plie' Squat Leaps** (*Muscles worked: Quadriceps, Gluteus maximus, Gluteus medius*)

1. Stand with your feet wider than shoulder width apart and your toes pointing out.
2. Lower into a plie' squat and stay down in this position for the duration of the exercise.
3. Leap forward 2 times. Leap backward 2 times. Stay in the squat position.
4. Repeat for 30 seconds.

*Time: 1 set, 30 Seconds*      **Running Arms** (*Muscles worked: Biceps, triceps, core*)

1. Standing in a running position (1 foot slightly in front of the other) with your feet firmly on the ground, move your arms back and forth in a running motion **as fast as possible!** Continue for 30 seconds.

**DONE! GREAT JOB!!**

## TRADITIONAL STRETCHING REGIME ROUTINE

The benefits of stretching include:

- Maintaining and increasing range of motion
- Decreasing risk of injury
- Lessening muscle tension and fatigue
- Lessening or preventing muscle soreness after a workout

**Do mild, short stretching before each workout (less than 10 seconds) and a more complete stretch (more than 30 seconds) after each workout.**

Never bounce when stretching. This actually causes the muscle you are trying to stretch to contract. Stretch to the point of mild tension, and hold 10 to 30 seconds. The following stretches are to be done standing up for ease of use in any setting.

When stretching, gather the girls in a tight circle with them standing, feet spread apart, with their shoes touching the shoes of the two girls on either side of them. This brings everyone together and provides a sense of team in order for you to do the stretching. Or, if you choose to sit, ask girls to sit in a tight circle with feet out straight in front of them, and then all girls should reach in the middle and touch their hands together.

### Upper Body Stretches

#### **Shoulders:**

Standing, clasp hands and stretch arms above head.

Place right hand behind shoulders with elbow directed upward. Grab elbow with other hand and gently pull toward your head. Repeat on opposite side.

Keeping back straight and shoulders relaxed, clasp hands behind hips. Exhale and gently lift hands/arms as one unit.

**Lower Back:**

With legs shoulder-width apart, lean over with hands on thighs just above the knee. Arch back up to the sky, head down. Now reverse the stretch by lifting head and buttocks upwards (like "cat" and "dog" in yoga).

**Lower Body Stretches****Quadriceps:**

Using a wall or fence for balance, grab right foot with right hand, gently pulling it behind you, by bending the knee. Keep the angle slightly open.

**Hamstrings:**

Stand facing a tree, fence, or bench and elevate one leg onto the object. Slowly bend forward at the waist until a stretch is felt in the back of the elevated leg, keeping both knees slightly bent. Repeat with the other leg.

**Inner Thigh:**

Stand with feet apart, just beyond shoulder width. With hands on hips and torso upright, squat down so that knees bend outward until stretch is felt.

**Outer Thigh/Hip:**

Sit with right leg extended in front of you. Pull left knee into and across chest toward opposite shoulder. Repeat opposite leg.

**Calf and Ankle:**

Lean into a wall or fence with one foot in front of the other. Back foot points straight ahead. All weight forward, pressing back heel to floor. Hold. Then slightly bend back knee, hold. Repeat using other leg.

## Girls on the Run Materials

### Lesson One: Getting to Know Each Other

- ✓ Picture of Molly Barker
- ✓ Nametags (one for each participant)
- ✓ 2 traffic cones or something to designate 2 turnaround points
- ✓ A "Getting to Know You Card" for each girl (see end of lesson)
- ✓ Approximately 30 index cards
- ✓ Red, green, and blue markers (enough for each girl)
- ✓ A blue, red, and green piece of paper
- ✓ Roster and attendance page to keep throughout program
- ✓ Parental paperwork package (parental consent form, health inventory form, lesson overview, and a "Welcome to Girls on the Run" letter, etc.)

### Lesson Two: Plugging into the Girls on the Run Cord

- ✓ One large piece of poster board
- ✓ Two blank labels per girl
- ✓ Markers

### Lesson Three: Choosing to be a Girl on the Run

- ✓ Copies of the *Choosing to be a Girl on the Run* handout on cardstock paper to pass out to each girl
- ✓ 1 copy of the *Warm-Up Combinations*
- ✓ Markers or pens and pencils for survey
- ✓ Whistle
- ✓ Attitudinal Survey for each girl, plus one extra [if you are participating in this]
- ✓ Pencils to complete the survey

### Lesson Four: Positive Self-Talk and Why I Choose It

- ✓ One marker for each girl
- ✓ 4 index cards for each girl
- ✓ A large decorated box with the words "*No Nonsense Nelly*" on it (This is a box you have decorated in some manner – i.e. Big teeth around the hole, for example)
- ✓ Extra index cards

### **Lesson Five: Fueling Our Healthy Pace**

- ✓ A copy of the *10 Healthy Habits* card for each girl
- ✓ Markers

### **Lesson Six: Being Emotional is Healthy**

- ✓ Two sets of 20 Emotion Cards with the following words printed on them:  
**Angry, Sad, Compassion, Content, Joyful, Scared, Shame, Frustrated, Nervous, Bored, Excited, Calm, Confident, Lonely, Confused, Overwhelmed, Surprise, Anticipation, Hopeful, Disgust.**
- ✓ Two large manila envelopes labeled “Uncomfortable” and “Comfortable”
- ✓ Copies of the scenarios cut into strips and placed into a box
- ✓ 10-15 markers

### **Lesson Seven: Celebrating Gratitude**

- ✓ Objects as indicated in Getting on Board activity, but selected by individual coach
- ✓ G-R-A-T-I-T-U-D-E Worksheet
- ✓ Marker and pad of paper for coach to use

### **Lesson Eight: Centering: The Importance of Slowing Down**

- ✓ Coaches might want to have the girls bring a beach towel or blanket to lie on during the visualization, in case the grass or track surface is itchy and distracting.

### **Lesson Nine: Valuing What’s Really Important**

- ✓ Butcher paper or construction paper
- ✓ Markers
- ✓ Poster Board with the words “What makes our team ‘Girls on the Run Team beautiful’

### **Lesson Ten: Learning About Cooperation**

- ✓ 15 foot piece of rope to be used as a jump rope
- ✓ Lap counters
- ✓ Enough colorful and differently shaped beads to represent the number of laps required for each girl to run 1 ½ to 2 miles.
- ✓ A piece of string long enough to hold all of the beads.

### **Lesson Eleven: Standing Up To Peer Pressure**

- ✓ Markers
- ✓ Blank paper
- ✓ *I Choose to Run the Right Pace for Me* handout for every girl

### **Lesson Twelve: Standing Up for Myself**

- ✓ Work-out assertiveness statement cards

### **Lesson Thirteen: Gossiping Hurts Everyone**

- ✓ Toothpaste tube
- ✓ A ball of yarn or string that is at least 30 feet long
- ✓ A sheet of paper and a marker
- ✓ Scavenger Hunt Workout sheets, one for each girl

### **Lesson Fourteen: Beware of Bullies**

- ✓ Two envelopes with the words: **adult, like, scare, throwing, audience, emotional, name-calling, caught** and **hurtful** in each of them
- ✓ Enough Workout Activity pages for each girl
- ✓ Extra paper
- ✓ Markers

### **Lesson Fifteen: It's Okay to Choose Our Friends**

- ✓ Markers
- ✓ 6 labels per girl
- ✓ 4 index cards per coach

### **Lesson Sixteen: Practicing Our 5K**

- ✓ Music
- ✓ Balloons
- ✓ Lap Counters
- ✓ Certificates
- ✓ Water

### **Lesson Seventeen: You Call It**

- ✓ Any sports equipment that you may want to bring for the girls
- ✓ Any food necessary if you are doing a snack demo

### **Lesson Eighteen: Tuning Into a New Message**

- ✓ Paper for each group

- ✓ Markers for each group
- ✓ Advertisements from popular girl's magazines (Tiger Beat, Seventeen, Teen People)
- ✓ Lap counters

### **Lesson Nineteen: Learning About Community**

- ✓ The *Sentence Scramble* poster (See Workout Activity)
- ✓ Markers

### **Lesson Twenty: Designing Our Community Impact Project**

- ✓ Beach Ball
- ✓ Four to five large pieces of paper
- ✓ Four to five markers

### **Lesson Twenty-One: Implementing Our Community Impact Project**

- ✓ To be determined by your group's community project
- ✓ Music (optional) for girls to listen to while they work on their project.

### **Lesson Twenty-Two: Honoring Our Greatest Gifts**

- ✓ Sharpie Markers (any sort of marker that will permanently write on fabric)
- ✓ Folding Chair or stool

### **Lesson Twenty-Three: The Finishing Touches**

- ✓ One copy of Warm-up questions for each girl
- ✓ One marker for each girl
- ✓ Blank paper to create thank you letters for the sponsors of program for each girl, as well as the girl's family member or an outside/community sponsor
- ✓ A couple of self-addressed, stamped envelopes with your address on it [to be used only if needed by the girls]
- ✓ Post-surveys
- ✓ Pencils to complete the surveys

### **Lesson Twenty-Four: Final Celebration**

- ✓ Materials to be determined by your team's celebration activities

## LESSON ONE: GETTING TO KNOW EACH OTHER

### Learning Goals:

1. To learn about Girls on the Run and each other and how each of us is unique and special.
2. To reframe the word diversity to include a celebration of our unique gifts and talents.

### Materials:

- ✓ Picture of Molly Barker
- ✓ Nametags (one for each participant)
- ✓ 2 traffic cones or something to designate two turnaround points
- ✓ A "Getting to Know You Card" for each girl (see end of lesson)
- ✓ Approximately 30 index cards
- ✓ Red, green, and blue markers (enough for each girl)
- ✓ A blue, red, and green piece of paper
- ✓ Roster and attendance page to keep throughout program
- ✓ Parental paperwork package (parental consent form, health inventory form, lesson overview, and the "Welcome to *Girls on the Run*" Letter)

### Introduction:

All words in italics can be read out loud by the coach.

Have the girls comfortably seated in a circle on the ground. Take a moment and introduce yourself to the girls.

***Say to the girls:*** "My name is \_\_\_\_\_ and I want to tell you how excited I am to be here with you today!"

*Today we will be learning new things about each other. We will also learn all about what we will do together over the next twelve weeks.*

*I'd like to start by telling you a little bit about Girls on the Run. A woman named Molly Barker started it with a group of girls like us in North Carolina in 1996. Here is a picture of Molly. Today, there are girls like you all around the nation who are enjoying Girls on the Run like we will be! Molly asked that I share a message she wrote and I am going to read it to you now.*

***'Hi amazing girls! I am so glad you are now a Girl on the Run! I remember how I felt when I was your age. Sometimes I felt like I didn't fit in. I went through tough times wanting to be popular. When I was older, I was out on a run and I finally realized that all that mattered was how I felt about myself – not what others thought. I was in charge of my life.***

***I now know that I am amazing, beautiful, and wonderful. And so are you! We are all strong, wise, and beautiful just the way we are! Look at the girls with you in this circle and realize how wonderful you each are in your own ways!***

***Your friend and biggest fan, Molly Barker'***

Reiterate that Girls on the Run is not a running program. At Girls on the Run it is fine to walk, skip, hop or run - so long as we are moving in a forward direction – just like in life!

Take a moment to tell the girls about yourself, some of the things you like, how you feel about running and what you hope to learn from being involved with Girls on the Run. Be sure to share something unique or special about yourself.

Collect any information that may have been sent to parents in advance.

Explain to the girls how the time spent together will pass. Talk about the warm-up games, the stretching, and the work-out games. If you will be using a whistle to call the girls in from running, explain what the whistle means. Whether a whistle or something else, you will need a method to signal to the girls to return to you and get into a circle formation.

Discuss rules or instructions that help the group work together including being on time, talking one at a time, listening when others are talking, keeping a positive attitude, being honest with yourself and others, always cheering on the other girls, trying your best at all times, filling your water bottle, and using the restroom before the start of each session.

Describe “energy awards”. An energy award is a fun cheer, movement, or dance that is done to honor positive actions or behavior. Once you explain what an energy award is, give one (Superstar, Shopping Cart, Kangaroo, Round of Applause, WOW, Wild Silent Cheer, Standing Ovation, Disco Dance, Funky Chicken

Dance) to those who returned their packets or to the whole group for participating in Girls on the Run!

### **Getting on Board:**

*"Now we are going to play a few games that will help us to get to know each other. I hope that by the end of today we will know each other's names and a little bit about what makes each of us unique."*

Give each girl a pen and blank nametag and ask them to write their names on the tags.

The coach will start by stating her name with an adjective that begins with the same letter as her first name. For example: Magical Molly. The girl seated to the coach's right must repeat 'Magical Molly' and then state her name preceded by an adjective that begins with the same letter as her name: e.g. 'Smart Susan'. [Note: Be sure to encourage that the adjectives chosen are positive.]

The person seated to her right must repeat 'Magical Molly', 'Smart Susan' and then add her name with an adjective to the list.

Continue around the circle in this manner until everyone has stated her name. See if there is anyone who can say everyone's names. The objective is for the girls to learn everyone's name, not to win or beat their teammates. Allow the girls to give hints and help each other out if it helps them to get through every name.

### **Processing the Getting on Board:**

Note: When processing with the girls, always have them sit in a circle with their attention on you. You do not want them standing as they can wander and lose their attention. Involve all girls in the processing when possible to keep them engaged.

- *"How well do you think you know each other's names now that we have played this game?"*
- *"Which adjective surprised you the most?"*

Allow the girls to come up with a nickname that they can call you for the remainder of the season.

- *"Can you think of a positive nickname that you would like to call me for the remainder of the time we meet together?"*

STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)

### **Warm –Up:**

Hand each girl a marker and “*Getting to Know You*” card and instruct them to line up side-by-side in alphabetical order according to their first names. They must do this WITHOUT talking.

Divide the line in half to create two teams and place a cone by where the girls are standing. Have the assistant coach stand approximately 50 yards away from the group.

*“This game is called the ‘Getting to Know You’ relay. When I yell ‘Go’, everyone must run to (name of assistant coach). When you get there, find one person on your team that has the quality or description listed in square one on your card. For example, square one reads ‘Loves to Dance.’ You must find someone who loves to dance and write her first name on that square of your ‘Getting to Know You’ card. When your entire team has filled in square one, you will run back to this cone and find someone on the team who fits the quality listed in square two: ‘Is an Only Child.’ Remember, you must run as a team the whole time. Please do not run off when you finish—wait for your entire team.*”

*When your team has filled in square two, your whole team runs back to (name of assistant coach) and the game continues until all 12 squares are filled-in, in order. If there is no one in your group that can sign a particular square, come up with something else unique about someone on your team.”*

### **Processing the Warm-Up:**

- *"Was there one person who got to sign her name more than anyone else in your group?"*
- *"What did you learn about someone that you did not know before today?"*
- *"How are you like some of your teammates? What qualities do you share?"*
- *"What makes you unique from the other girls on your team?"*
- *"What are you proud of about yourself that makes you stand out?"*

*"Clearly we have a diverse group of girls in our program with different gifts and talents. Why do you think a Girl on the Run celebrates diversity?"*

### **Workout:**

*Divide the 30 blank index cards among the girls, and give each girl a red, blue or green marker. Try to have the same number of each color marker. (If you do not have different colored markers, color the corner of each index card so that there are 10 red, 10 blue and 10 green corners colored. You will need to do this before the lesson.)*

Ask the girls to write on their index cards so that you have 10 cards with the words "Good Job" written in blue, 10 cards with the words "Way to Go" written in red, and 10 cards with the words "Keep it Up" written in green.

*"When you hear these phrases, how do they make you feel?"*

Mix up the cards and hand each girl an index card. Try to equally distribute the various statements. Hold onto the remaining index cards.

Designate three different locations on the track as 'Color Spots'. For example, approximately one-quarter of the way around the track should be designated as the blue spot. Half of the way around the track is the green spot, and three quarters of the way around the track is the red spot. (An easy way to remember is to designate the spots in alphabetical order, blue, green, and red.)

*"For the next 10 to 15 minutes (base this on the amount of time left after completing the first two activities) I would like each of you to run/walk around the track. Every time you pass another girl or are passed you should say to her the statement that is on your card.*

*When I yell 'GO', I want you to run to the 'Color Spot' on the track that corresponds to the color of the words on your card. For example, if you have the red words, 'Way to Go', you will start at the red spot on the track.*

*When you get to the 'Color Spot', give a high-five to the other girls that are in that color group. Introduce yourself and say your name and adjective that described you. For example, 'Hi, my name is lovely Laura. It's nice to meet you!' Try to find out at least one new thing about one of the girls and remember what you learned. Once you high-five everyone and have introduced yourself, run around the track back to me.*

*When you pass me, you must get another card. It may have the same colored words or different ones. Again, I will yell, 'GO', and you are to run to the new color spot determined by the color on your new card. You will high-five everyone, introduce yourself, find out one new thing and then continue running. You will do the same thing each time I yell, 'GO' until I call the game over."*

Yell 'GO' approximately every 3 to 4 minutes. The objective of the 10 to 15 minute run/walk is for you to assess the running capabilities and motivation of each girl.

Stress at the beginning of the work-out activity that this is not a race. Though some girls will choose to race, as long as all are moving forward, they are doing fine. They can choose to run, speed-walk, walk, or skip – just keep on moving!

### **Processing the Workout:**

- *"What were a couple of the new things that you learned about other team members playing this game?"*
- *"What did you learn about yourself and how you are unique?"*

- *"Who thinks they can name everyone in the group?" (Allow two or three girls to stand up and walk around the group, naming the participants by touching each one on the head. It is fine to have teammates help with the names.)*
- *"What do you think is one of the most important things we celebrate at Girls on the Run?"*
- *"Why does celebrating our diverse gifts and talents make us feel so good?"*

### **Wrap-Up:**

- *"I want to thank everyone for being so cooperative. I can already tell we are all here to have some fun and learn about ourselves."*
- *"Let's take a moment to go around the circle and share our expectations for Girls on the Run – what do you hope to learn and do, what are you nervous about or what are you most excited about?" (This will help open communication lines early and give you a sense of how to support the girls in the future.)*

Distribute or collect any remaining parental consent forms, health history forms, welcome letters to parents, etc. Stress the importance of returning any distributed forms at the next session.

Encourage everyone to be on time, to wear running shoes, and to bring a full water bottle to every workout.

*"Today I'd like to give ALL of you our first energy award for being so cooperative and engaged during our time together! "*

Make sure the girls are in a circle and you get into the middle. Pick one of your favorite energy awards and give it to the girls. Have them repeat it for each other.

*"I'd like for you to start thinking about some fun cheers we can do to finish out our time together, but for now let's finish up with this one. Let's all get into a tight*

*knit circle with our hands in the middle. On the count of three, we'll all yell, "**Girls on the Run is so much fun!**"*



**(WARM-UP) Getting to Know You Card:**

<p>Square One</p> <p><b>Loves to dance</b></p>	<p>Square Two</p> <p><b>Is an only child (has no brothers or sisters)</b></p>	<p>Square Three</p> <p><b>Speaks more than one language</b></p>	<p>Square Four</p> <p><b>Loves to read</b></p>
<p>Square Five</p> <p><b>Lives in an apartment</b></p>	<p>Square Six</p> <p><b>Lives with a step-parent, aunt, uncle or grandparent</b></p>	<p>Square Seven</p> <p><b>Has participated in GOTR before</b></p>	<p>Square Eight</p> <p><b>Has brown eyes</b></p>
<p>Square Nine</p> <p><b>Was born in another city</b></p>	<p>Square Ten</p> <p><b>Loves to sing</b></p>	<p>Square Eleven</p> <p><b>Has run in a race before</b></p>	<p>Square Twelve</p> <p><b>Knows all the words to the Pledge of Allegiance</b></p>

## LESSON TWO: PLUGGING INTO THE GIRLS ON THE RUN CORD

### Learning Goals:

1. To introduce the concept of visualization.
2. To begin exploring various ways girls can use visualization/their imagination.
3. To further establish an open and honest rapport between the girls and between the girls and their coaches.

### Materials:

- ✓ One large piece of poster board
- ✓ Two blank labels per girl
- ✓ Markers

### Getting on Board:

Have the girls comfortably seated in a circle on the ground.

*“Does anyone know what visualization is?”* Allow the girls time to respond, soliciting a response from two or three girls.

*“That’s right. Visualization is where you picture something in your mind. It’s almost like it is happening while you are thinking about it! Today we will be doing the Girls on the Run visualization and it goes like this. First I need each of you to close your eyes.*

*Picture a bright white light that rests just on the inside of your body—maybe right where your heart is. That light is so bright and when we are feeling good about ourselves it just shines out of us—through our eyes, our fingertips, in the way we walk, and stand up tall and straight. That white light is the very essence of who we are. It is what makes us special, unique, and beautiful on the inside.*

*Now picture a large socket in the top of your head—kind of like an electrical wall outlet where you plug in a computer. Can you see it in the top of your head? Now imagine a long cord going into that socket. The inside of this cord is really yucky—it’s got dirty, slow-moving thick liquid flowing through it. It also has messages*

*coming through it for your brain. Some of these messages are: 'you are not smart enough, you're not pretty enough, you're not popular, you're not sporty enough and you don't have cool clothes.' When these mucky messages get into our brains, they ooze down into our bodies and we feel bad about ourselves. The message of this cord puts out that bright light and we don't stand up as tall, we feel sad, and we may not try exciting activities we'd like to do. We just don't feel good about ourselves with this negative cord coming into our spirits.*

*Now here is the fun part. We each need to take our right hand and take that cord out of the socket on our head. Pull it out and throw it right behind you, somewhere far away. Now I want you to take your left hand and plug in a new cord – it's the Girls on the Run cord. The liquid in this cord is bubbly, bright, multi-colored and sparkling like glitter. It moves freely into your body and makes the light inside of you sparkle even brighter and stronger - so strong that you begin to have light coming out of your fingertips, your mouth, your nose, your toes, and your eyes! The Girls on the Run cord helps us stand tall and believe in ourselves. We express everything we are feeling. We know that we are wonderful. We can look all people right into their eyes and know that we are amazing just the way we are! This is what Girls on the Run is all about! Helping all of us, including me, realize how special we are as individuals and also as a wonderful team together!!!*

*Now you can open your eyes."*

### **Processing the Getting on Board:**

- *"Would someone be willing to share how a girl who is plugged into the negative cord might feel about herself?"*
- *"How does she look?"*
- *"How do you feel when you hang out with someone plugged into the negative cord?"*
- *"Will someone share how a girl who is plugged into the positive cord might feel about herself?"*
- *"How does she look?"*
- *"How do you feel when you are with someone plugged into the positive cord?"*

*"Anytime we are having a yucky cord kind of day, we need to realize it and ask each other to help us unplug from those negative feelings and let the multi-*

*colored, sparkly, positive light in each of us shine. Can we promise this to each other?"*

*STRETCH and STRENGTHENING EXERCISES: Format Two (outlined in introduction to curriculum.)*

### **Warm-Up:**

*"We are now going to play a fun game."*

Hand each girl two blank labels and a pen.

*"Take a moment and think about the way a girl who is plugged into the positive Girls on the Run cord might feel, look, or act. Write down one of these characteristics on each label."*

*The game we are going to play is called 'GOTR MOTOR'. 'GOTR' is an acronym for Girls on the Run. When I say GO, start running around in a silly and fun way. When I yell STOP, find a partner." (If there are an uneven number of girls, have assistant or junior coach participate.)*

*"Take one of your positive Girls on the Run stickers and give it to your partner to put on her shirt. Once you have traded stickers, start moving around again in a fun, crazy way. When I yell STOP, find a different partner. Give her your second sticker to put on the front of her shirt."*

Gather the girls back into a circle.

*"Good job! Look down at your shirt and pick the sticker with the word you like the most. Let's go around the circle now and when I come to you, jump joyfully into the middle of the circle and shout your 'GOTR MOTOR' word!"*

Proceed around the circle and have each girl share her sticker word with the group.

### **Processing the Warm-Up**

- *"How do you feel right now?"*
- *"Who feels like they are plugged into the positive Girls on the Run cord?"*

- *“What are some ways we can use the Girls on the Run cord when we are afraid or feeling down?”*
- *“On the count of three, I want everyone at the same time to shout out one of the words on their labels.”*

**Coaches Note:** Explain that people cannot always be plugged into the positive cord! Life is always in transition and the emphasis is on gaining self-awareness in the process.

*“My hope is that you experience what it is like to be plugged into the positive cord every time you come to Girls on the Run. You will never be put down here or judged. We want every girl to discover just how wonderful she is at Girls on the Run and to have fun every time we are together! Got it?”*

### **Workout**

Take the poster board and position it at a starting point on the track. Place 10 to 15 markers on it. Ask the girls to walk, run, skip, or hop laps. They can do this by themselves or with a friend or friends. Instruct the girls that each time they complete a lap, they are to write on the poster board something they do to help stay plugged into the positive cord. You may need to provide examples to the girls such as ‘playing with my dog’, ‘talking with my best friend’, ‘running’, etc.

**Coaches Note:** It is very important to be aware of any pressure that slower runners may feel to ‘keep up’ with faster runners. This pressure can reduce a girl’s enjoyment or willingness to give it her personal best. Always start the workout by saying *“Remember, we are not competing with one another. Doing your personal best is what matters!”*

When you have ten minutes remaining, ask the girls to stop and gather into a circle.

### **Processing the Workout:**

Read out the items on the board and have the girls cheer or applaud after each one.

- *“Do you feel plugged into the positive Girls on the Run cord right now? How do you know? What does it really feel like?”*
- *“Is it a girl’s choice to plug or not plug into the positive Girls on the Run cord? Why?”*

**Note to Coaches:** A theme throughout the curriculum is to lead the girls toward a greater awareness that they have the power to make intentional and healthy decisions. We never just DO something because someone tells us. We do it because we have thought it through and made the decision to do it!

*“When we are plugged into the positive Girls on the Run cord, we intentionally celebrate ourselves. Let’s go around the circle and each name one thing about ourselves that we think is beautiful. This can be a physical trait or something about your spirit!”*

### **Wrap-Up:**

Today and for the rest of the sessions, use the wrap-up time to give energy awards. An energy award celebrates and honors a girl who has exhibited some type of Girls on the Run behavior. The coach will select and honor this individual in the first few sessions, but the girls will eventually become aware and excited enough to identify and honor their teammates!

Place an individual in the middle of the circle whenever they are receiving an energy award.

Be sure to ask the girls *“Who thinks THEY deserve an energy award and why?”* We want to teach the girls the importance of honoring and celebrating themselves as well as their teammates.

Finish the session with a closing cheer. Have everyone place their hands into the middle of the circle and say *“Girls on the Run is so much fun”* or something similar.

**Coaches Note:** It is recommended that a healthy snack be provided to the girls at the end of each session.

## LESSON THREE: CHOOSING TO BE A GIRL ON THE RUN

### Learning Goals:

1. To choose attitudes and actions that will help our Girls on the Run team work well together.
2. To explore the importance of holding ourselves and our teammates accountable to these choices.
3. To increase awareness around the concept of living with intention.

**New Terms/concepts:** Accountability, Living with Intention

### Materials:

- ✓ Copies of the *Choosing to be a Girl on the Run* handout for each girl
  - ✓ 1 copy of the *Warm-Up Choices* for each team
  - ✓ Whistle
  - ✓ Four *Work-out Lists*
  - ✓ Markers
- Optional:
- ✓ Attitudinal Survey for each girl
  - ✓ Pencils to complete the survey

***Coaches Note:*** Your council may distribute an attitudinal survey to evaluate program results. You will receive specific information from your council if the survey is to be distributed.

### Introduction:

Have everyone sit in a circle.

*“We are continuing to learn about our team members. Can anyone remember every girl’s name in the group?”* [Allow one girl to go around and say all of the names.]

***Coaches Note:*** If your council is evaluating the program with an attitudinal survey, please read below. If not, proceed to the Getting on Board section.

*“Today, we are going to start with something which we will not do again until the end of Girls on the Run. I am going to have each of you fill out a survey. Does anyone know what a survey is? A survey is where you give your VERY OWN opinion about something. We will be giving our opinions about things we will be talking about in Girls on the Run. There are no right or wrong answers, so just answer how you feel about each question. We only want to know what YOU think, so there is no need to look at your teammate’s answers. Your answers are what matters. If some of the questions are confusing or you don’t understand a word that is being used, please raise your hand so we can help you.”*

Pass out the surveys and pencils. Read the instructions and make sure that the girls understand how to answer the questions. Remind them that they are giving their own opinions, so whatever answer they choose IS THE RIGHT ANSWER. If you choose to read the questions aloud for the group, read each question and wait 10-12 seconds for the girls to record their answer. Collect the surveys and follow your council director’s instructions on how to return them.

A post-survey will be given at the end of the season to assess changes.

### **Processing the Survey:**

- *“What does this survey measure?”*
- *“Why do you think it is important to the Girls on the Run program to know what you think about these things?”*

### **Getting on Board:**

*“Today we are going to talk about choosing to be a Girl on the Run. Can someone share what she thinks it means to be a Girl on the Run?”*

Have the girls brainstorm ideas. You may find it helpful to give some examples of choices that are on the **Choosing to be a Girl on the Run** handout.

Hand each girl a **Choosing to be a Girl on the Run** handout. Explain that these are some examples of things we can choose to do to make Girls on the Run fun. They may agree with some or all of these and add their own ideas, as well.

Go around the circle and have each girl read one of the choices.

*“Does anyone have questions about any of the choices on the sheet?”*

Take the handouts back to distribute to the girls at the end of the session.

*STRETCH and STRENGTHENING EXERCISES: Format Three (outlined in introduction to curriculum.)*

### **Warm-Up**

Have the girls line up in a straight line in birthday order (January 1 birthday to December 31 birthday). Count off by three’s to divide into three teams.

Have the three teams line up behind a starting line and give each group a Team 1, Team 2, or Team 3 **Girls on the Run Warm-Up** set of choices.

Explain that you will be calling out one of the choices. If the choice you call out is on their team’s list, then all members of that team are to run to a cone (or the assistant coach) and back to the starting line. Remind the girls to be careful not to bump into their friends when they are running!

### **Processing the Warm-Up:**

- *“Which choice was your favorite?”*
- *“Are any of these choices ones that you have made for yourself in other areas of your life? Like what?”*
- *“What is the opposite of ‘encouraging your teammates’?”*
- *“Do we have to choose to do the items on this handout? What would happen if we didn’t?”*
- *“What is the difference between being forced to do these things and choosing to do these things?”*

**Coaches Note:** When we choose to do something, we are in control of the decision and our behavior.

### **Workout:**

Place one workout list and a marker at four different stations approximately 100 yards apart around the track. If you have a small running area, you may choose to use only two stations.

Tell the girls that they are going to start running laps and that every time you yell 'GO', they are to run to one of the four stations as quickly as they can. They should choose the station closest to them when they hear your signal.

The girls must wait until everyone who is coming to that station has arrived before they begin the activity listed. The group will then solve the word puzzle or do the physical activity listed together.

After they have done the activity, they will cross it off the list. They will begin to run again until you say 'GO!' again and the above is repeated.

As soon as a station group has finished its activity, they may start running again. They do not have to wait for all groups to finish. Note: If a group gets stuck on a particular activity, it is fine for a passing girl to stop and assist them!

Plan to signal 10 times, allowing approximately 2 minutes between each signal. After giving the last signal, have each girl return to you and tell you one of the Girls on the Run choices, cool down and stretch. Have the girls form a circle to process the workout.

### **Processing the Workout:**

- *“Did anybody find that they worked really well with a particular group at one of the stations? Why?”*
- *“What did you discover about yourself in this activity? Were there any particular contributions you made that were helpful to the group?”*
- *“What does being intentional about something mean?”*

- *“Can we be intentional about the choices we make when it comes to choosing to be a Girl on the Run?”*
- *“Let’s go around the circle and each name an item from the list or come up with one of our own that we will choose to do that demonstrates respect for ourselves or others.”*

**Coaches Note:** You can start with an example like “I choose to try to get eight hours of sleep every night because it is good for my health.”

### **Wrap-Up:**

Highlight the positive behaviors you noticed during today’s session.

Distribute a copy of the **Choosing to be a Girl on the Run Handout** to each girl.

Use the remaining time to give energy awards. An energy award celebrates and honors a girl who has exhibited some type of Girls on the Run behavior. The coach will select and honor this individual in the first few sessions, but the girls will eventually become aware and excited enough to identify and honor their teammates!

Place an individual in the middle of the circle whenever they are receiving an energy award.

Be sure to ask the girls *“Who thinks THEY deserve an energy award and why?”* We want to teach the girls the importance of honoring and celebrating themselves as well as their teammates.

Finish the session with a closing cheer. Have everyone place their hands into the middle of the circle and say *“Girls on the Run is so much fun”* or something similar.

**Coaches Note:** It is recommended that a healthy snack be provided to the girls at the end of each session.

## Warm-Up Choices

Distribute one copy of choices to each team as indicated.

### **Team 1**

- I choose to be truthful.
- I choose to encourage others.
- I choose to be a good listener.
- I choose to respect other people's belongings.
- I choose to serve my community.
- I choose to keep an open mind and allow others to express themselves.
- I choose to help create a safe environment where all girls can be themselves.

### **Team 2**

- I choose to try and make healthy choices.
- I choose to do the best I can.
- I choose to express my feelings.
- I choose to be accountable to myself and others.
- I choose to celebrate what makes me unique.
- I choose to be grateful.
- I choose to stand up for myself and my values.

### **Team 3**

- I choose to help others in my community.
- I choose to keep an open mind and allow others to express themselves.
- I choose to help create a safe environment where all girls can be themselves.
- I choose to express my feelings.
- I choose to find the positive in myself and others.
- I choose to exercise regularly.
- I choose to get enough sleep each night.

## Workout Station Activity Lists

Make 4 copies of each page. Place them around the track with a marker or pen. Have the girls cross out the activities once they have been completed.

1. Solve the mystery phrase by adding the missing vowels. Write the sentence on the line below.

I chs t rspct mslf, m frnds, m fml, nd t d m bst t ll tms.

\_\_\_\_\_.

2. Do 15 Jumping Jacks.

3. Fill in the blanks:

*Girls on the Run* is teaching me that I can choose to respect \_\_\_\_\_, to have \_\_\_\_\_ for myself, and to do my \_\_\_\_\_ at all times.

4. Do 10 Push-Ups.

5. Write 3 ways we can choose to be a Girl on the Run on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6.** Do 15 Sit-Ups.

**7.** Unscramble the following words:

Levo \_\_\_\_\_

Rtsecp \_\_\_\_\_

*Nru* \_\_\_\_\_

**8.** Run to the other side of the track and then run back to your station. Laugh out loud the whole way!

**9.** Everyone who is at this spot together has to jump up and down and shout out one way you will choose to be a Girl on the Run.

**10.** Strike a pose that shows what confidence looks like.

**11.** Run to your coach and tell her one favorite way you will choose to be a Girl on the Run. Stay there and stretch after you have told her.

## Choosing to be a Girl on the Run®

### I CHOOSE TO RESPECT OTHERS by:

- Choosing to be truthful.
- Choosing to encourage others.
- Choosing to be a good listener.
- Choosing to respect other people's belongings.
- Choosing to show gratitude.
- Choosing to serve my community.
- Choosing to keep an open mind and allow others to express themselves.
- Choosing to help create a safe environment where all girls can be themselves!

### I CHOOSE TO RESPECT MYSELF by:

- Choosing to stand up for myself and my values.
- Choosing to try and make healthy choices.
- Choosing to do the best I can.
- Choosing to express my feelings.
- Choosing to find the positive in myself and others.
- Choosing to exercise regularly, eat well and get enough sleep each night.
- Choosing to be accountable to myself and others.
- Choosing to celebrate what makes me unique!

### Dear Girls on the Run Family,

I have asked your daughter to share our **Choosing to be a Girl on the Run** handout with you. Please post this in a prominent place in your home to serve as a reminder of what we value at Girls on the Run. Thank you so much for your support of this program and for supporting your Girl on the Run on her journey!

---

Girls on the Run Coach

## LESSON FOUR: POSITIVE SELF-TALK AND WHY I CHOOSE IT!

### **Learning Goals:**

1. To learn how to catch negative self-talk
2. To become aware of and practice using positive self-talk

**Coping Skill being provided:** Celebrating and honoring our strengths, gifts and talents is a way to improve our confidence and feelings of self-worth.

**New Terms/Concepts:** Negative self-talk, positive self-talk.

### **Materials:**

- ✓ One marker for each girl
- ✓ Four index cards for each girl
- ✓ A large decorated box with the words “No Nonsense Nelly” on it (This is a box you have decorated – i.e. Big teeth around the opening)
- ✓ Extra index cards

### **Introduction:**

Have the girls sit in a circle.

*"The last time we were together, we talked about intentionally making choices that will help our team work together. Today, we are going to talk about the words we use to describe ourselves as well as other people. Does anyone know what negative self-talk is?"*

*Negative self-talk is when we think or say negative things about ourselves. You may not use negative self-talk, but I am sure you have heard it. For example, women on TV talk a lot about their weight or their appearance. Negative self-talk can also be saying things like 'I am not smart' or 'I am not brave enough to try something new.'*

*If a girl uses negative self-talk a lot, is she choosing to be a Girl on the Run? Why not?"*

### **Getting on Board:**

Hand each girl four index cards. Instruct them to write down a negative self-talk expression they have said about themselves on two of the cards. Younger girls may have never personally experienced negative self-talk, therefore it is important to share that they can choose to write down negative self-talk they have heard others use.

Instruct the girls to write two positive things about themselves on their remaining two cards. It is important that she honor and celebrate something she considers to be one of her greatest gifts.

Give the girls the time they need to complete this activity. The girls should not write their names on the cards.

***Coaches Note:*** It is important that you provide examples. Two negative self-talk examples might be, "I'm too slow to run" or "I'm not brave enough to answer questions aloud in class." Two positive expressions could be "I'm strong enough to try what feels safe to me" and "I love my freckles!"

### **Processing the Getting on Board:**

- *"Why is it important to be aware of negative self-talk?"*
- *"What is a funny sound or motion we can do when we catch ourselves or hear someone in our group say something that sounds like negative self-talk?" (i.e. - a noise that sounds like a game show buzzer, exclaiming "that's a put-down", etc.)*

Go around the circle and have each girl read one negative self-talk expression. After each girl reads the example, have the team practice responding with the noise or motion that the group has decided to use.

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

### **Warm-Up:**

*“During our warm-up, let’s think about how wonderful we are. To do this, we need to get rid of our negative self-talk expression cards. Please give me your two positive cards.”*

Ask the girls to line up in two lines facing each other, arms-length apart. Instruct them to raise their arms and clasp hands with the person facing them to make a tunnel. Put the “No Nonsense Nelly” box about 25 yards past the tunnel. Tap one girl who will run through the tunnel to the box first, and dramatically place her negative self-talk behavior into the box! She will then perform the team’s “caught in the act of negative self-talk” noise or movement before running back to the tunnel. When she returns, she will tap another girl to go until each girl has had two turns and all of the negative behaviors are gone.

### **Processing the Warm-Up:**

- *“Outside of Girls on the Run, is it easy or hard to get rid of our negative self-talk? Why or why not?”*
- *“What are some examples of changing negative self-talk into positive self-talk?”*

Provide an example of how to re-frame negative self-talk. For example, instead of saying ‘I am a terrible runner’, say ‘Running is a challenge for me’. Allow a few of the girls to practice re-framing negative self-talk.

- *“Why do you think girls and women get in the habit of speaking negatively of themselves?”*

### **Workout:**

*“Now we are going to explore our positive self-talk! We put all our negative self-talk expressions in the “No Nonsense Nelly” box. Now, Nelly is going to help us re-frame our self-talk by giving us positive expressions instead.*

*Each time you complete a lap today, I will give you a positive expression card. It may not necessarily be one that you wrote and that is ok. Think about these new positive expressions and how you can fit them into your life. Repeat the positive expressions over and over, either out loud or in your head, as you run. If you want to run with someone you can. You can even exchange cards or share cards and say the positive expressions together!”*

Instruct the girls to begin running when they are ready. Pass out positive cards as the girls pass by you. If you run out of cards and there is still time for the girls to run, have the girls swap cards with a teammate.

### **Processing the Workout:**

- *“Why do you think it is important to catch ourselves and our friends when we use negative self-talk?”*
- *“Who got a positive self-talk expression that they had not thought of, but they are glad they received? What was it?”*
- *“Take a look at the positive self-talk expression cards you got. If you would like to switch cards with someone else who has one that is more appropriate for you, go ahead and do that.”*
- *“I want you to take these cards home and put them somewhere in your room where you can easily see them. Why do you think it is important to put them where you can see them every day?”*

### **Wrap-Up:**

Gather the girls into a circle.

*“Way to go girls! We are all about celebrating our diverse gifts, talents, and beauty and that starts with speaking positively of ourselves!”*

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON FIVE: FUELING OUR HEALTHY PACE

### Learning Goals:

1. To teach the importance of healthy nutrition, healthy habits, and regular physical activity.
2. To explore the concept of maintaining balance in our lives.
3. To learn the importance of “pacing” when we run.

**Coping Skill being provided:** Finding balance leads us to a healthy lifestyle and decreases opportunities for stress to negatively affect our health.

**New Terms/Concepts:** Finding Balance, Pacing

### Materials:

- ✓ 4 items that can be used to designate bases in the warm-up activity
- ✓ Coach questions for the warm-up activity
- ✓ A copy of the **10 Healthy Habits Card** for each girl
- ✓ Markers

***Coach’s Note:*** This lesson is part of the Girls on the Run curriculum because healthy eating is an important part of a healthy lifestyle. We only devote one lesson to this topic because the overall goal of Girls on the Run is to teach girls to be mindful, to be aware of their own choices and to recognize the power they each possess to act with intention. We believe that these larger lessons translate across all subjects enabling girls to make healthy choices in all areas of their lives, including what they eat.

### Introduction:

*“Part of being a strong and healthy person means taking care of our physical bodies. Can you all think of something that you do to take care of yourself physically?”*

Allow time for the girls to brainstorm healthy things they do for their bodies.

*“Does anybody know what the different food groups are?”*

**Coaches Note:** While nutritional guidelines have changed over the years, we have found that teaching the importance of balance and moderation is more easily understood by this age group when we use food groups as the basis for that concept. The food groups are: breads/grains, fruits, vegetables, dairy, meat and fats/oils.

*“It is important that we eat foods from all of the food groups in order to stay healthy. Breads have carbohydrates that give us energy. Meat has protein that makes us strong. Milk has calcium that helps our bones grow and keep us strong. Fruits and vegetables provide us with vitamins and nutrients that we need to stay healthy.”*

### **Getting On Board / Warm-Up:**

The girls are going to play a modified softball game using questions instead of balls.

Ask the girls to line up according to how many siblings they have – include half and step siblings. Only children will be at one end of the line, and those with many siblings will be at the other end. Have the girls count off one-two, one-two to divide into two teams.

Explain to the girls that they will be playing an imaginary softball game. Have each group determine a name for their ‘team’ while you place the ‘bases’ in traditional softball style at least 25 yards apart. If space does not permit this, set up the bases in a way that ensures a proper warm-up.

In order to ‘hit the ball’, the team must answer a question correctly. There are four types of questions:

Single – a true/false question

Double – a multiple-choice question

Triple – a challenging multiple-choice question

Home Run – a difficult fill-in-the-blank question

Each team will have 3 minutes to be 'at bat' and answer questions while the other team watches and listen.

If Team A is at bat, the girl who is up will choose the type of question she wants, either a single, double, triple, or home run. Once the question type is chosen, the coach will ask the designated question. Her teammates may help her answer; the other team may not. If she gets it correct, she runs to the base that she selected and Team B must do 10 jumping jacks. If she incorrectly answers, both teams must run in place for 20 seconds before the next girl on her team is up to bat. This will cut into the team's 3 minutes, so they must try their best to get the questions correct!

The rules of softball apply. If a team receives three strikes (incorrect answers), then the next team is up to bat even if it is before the team's 3 minutes are up.

The other team should not shout out the answer to the missed question, since they might get that question when it is their turn at bat. If a team answers incorrectly, keep the question to use again if necessary. Only eliminate a question once it has been answered correctly.

Remember, each team only has 3 minutes to answer as many questions as possible before the other team is up 'at bat'.

Coaches will keep score of the total number of runs for each team. Conduct two innings or 6 minutes maximum per team.

### **Processing the Warm-Up:**

- *"Were you surprised by any of the answers?"*
- *"Why is it important to eat a variety of all the foods in the food groups?"*
- *"Why is it important to drink lots of water?"*

**Coaches Note:** Our bodies are made up of 70% water, so it is important that we stay hydrated.

*STRETCH and STRENGTHENING EXERCISES: Format Two (outlined in introduction to curriculum.)*

### **Workout:**

Make sure to leave at least 5 minutes at the end for processing. Distribute a copy of the healthy habit cards, and a marker to each girl.

*“You will be running as many laps as you can in the remaining time but there’s a catch. You want to keep the same pace ALL the way through each lap. In other words, you don’t want to wear yourself out or start so fast that you have to stop. Set a comfortable pace, probably not as fast as you can run, that you will be able to keep doing without stopping. This may mean that you run very slowly or you may decide to walk very quickly. It’s more challenging than you might think, but fun also!*

*Before we start, write your name on the top of your healthy habits card and also write how many laps you think you can do in the next [state number of minutes left being sure to leave five minutes for processing.]*

*You will take a small break after each lap to number from one to six, the healthy habits that are most important to you. There are no right or wrong answers - just start with the one that is most important to you.”*

### **Processing the Workout:**

- *“Why did you rank the healthy habits in the order that you did?”*
- *“Why is it important to take care of your body?”*
- *“Who was able to keep a constant pace today?”*
- *“What does taking care of our bodies have to do with running a 5k?”*

### **Wrap-Up:**

Gather the girls into a circle.

*“Way to go everyone! We are becoming stronger every day! We are all taking care of ourselves and making healthy choices with what we eat and how we exercise! Awesome!”*

As instructed in lessons 1, 2, and 3, use the remaining time to give energy awards, assemble for a closing cheer and/or enjoy a healthy snack.

## Warm-Up Softball Game Questions

### SINGLE (TRUE-FALSE) QUESTIONS:

1. Fruit juice is as healthy as a piece of fruit. FALSE

While fruit juice is better than soda, the “closer we get to the earth” the better. Please take the time to explain this concept to your girls. Processed foods are not “close to the earth” and do not have nearly the same positive impact on our bodies as do foods that are, such as fruits, vegetables, water. People who choose to eat beef, fish, pork and chicken are of course better off eating those products when they haven’t been heavily processed such as those meats that are packaged.

2. Unless a doctor says that you are dangerously overweight or have a medical problem that requires a special diet, you should NOT diet. ANSWER: TRUE

Most fad diets are not nutritionally balanced nor do they help people learn healthy habits.

3. If you do not eat enough calories, you reduce muscle and bone strength. ANSWER: TRUE
4. Eating too much food is always the cause of being overweight. ANSWER: FALSE

Vegetables, for instance, have few calories but many nutrients. Candy bars have many calories but few nutrients.

5. It is very important to like yourself and take care of yourself no matter how much you weigh. ANSWER: TRUE
6. Very low calorie diets that do not have enough fat can give you dry skin and dull-looking hair. ANSWER: TRUE
7. Fluid replacement or “sports” drinks with sugar in them are the best thing to drink before and after running for twenty minutes. ANSWER: FALSE

Discuss the importance of water to hydrate.

**DOUBLE: (Pick the correct answer):**

1. Yogurt goes into what food group?
  - a. meat group
  - b. fruit group
  - c. fats group
  - d. milk group

ANSWER: D

2. What is the most important meal of the day?
  - a. breakfast
  - b. lunch
  - c. snack
  - d. dinner

ANSWER: A

We need to eat a healthy breakfast to “kick-start” our day so that we have enough energy to fuel our bodies and our brains!

3. Diets that do not provide enough nutrition can weaken your immune system so you are more likely to:
  - a. grow more hair
  - b. have more energy
  - c. get sick
  - d. do better in school

ANSWER: C

4. Until a girl reaches puberty (age 10-14) it is recommended that she run no more than:
  - a. 1 mile at one time
  - b. 3 miles at one time
  - c. 4 ½ miles at one time
  - d. 6 miles at one time

ANSWER: B

**TRIPLE: (Pick the correct answer)**

There are six food groups. Which two did I leave out of this list: Meat group, Milk group, Vegetable group, Fruit group?

- a. Fat group and Meat group
- b. Bread group and Fruit group
- c. Fat group and Bread group
- d. Vegetable group and Bread group

ANSWER: C

Peanuts, soybeans, tofu and black beans are part of what food group?

- a. Meat group
- b. Milk group
- c. Vegetable group
- d. Fat group

ANSWER: A

Peanuts, soybeans, tofu, and black beans are considered proteins which puts each in the Meat group for food classification purposes.]

Which food group provides us with energy?

- a. Fat group
- b. Fruit group
- c. Bread group
- d. Vegetable group

ANSWER: C

The best dinner to eat the night before running 2-3 miles is:

- a. One high in fat
- b. One high in carbohydrates, like pasta, bread, and pizza
- c. One containing only fruits and vegetables
- d. One containing only potato chips and chocolate milk

ANSWER: B

When you are hungry, it is good to:

- a. Eat lots of ice cream
- b. Eat healthy food just until you are full
- c. Eat a fat-free yogurt and a fat-free bagel
- d. Eat lots of healthy food until you are really full

ANSWER: B

After running, if you go to the bathroom and your urine is really yellow (like Big Bird) you are:

- a. tired
- b. sick
- c. dehydrated
- d. just fine

ANSWER: C

Urine may also be yellow from Vitamin B supplements.

**HOME-RUN: (Fill in the Blank)**

We all have favorite foods and foods that we don't like as much, but it is important that no matter what we eat, we eat everything in \_\_\_\_\_.

ANSWER: MODERATION

The food group that is very important for keeping your muscles strong is the \_\_\_\_\_ group.

ANSWER: MEAT/PROTEIN

A girl in 3-5<sup>th</sup> grade should try to exercise \_\_\_\_\_ times per week.

ANSWER: 3

It is important to \_\_\_\_\_ after running and drink plenty of \_\_\_\_\_.

ANSWER: STRETCH and WATER

You should drink plenty of \_\_\_\_\_ after running or exercising hard.

ANSWER: Water

## HEALTHY HABIT CARD:

Distribute one card of ten blocks to each girl.

<b>Eats Breakfast Every Morning</b>	<b>Gets 8 Hours of Sleep Every Night</b>	<b>Brushes Teeth 2-3 Times per day</b>	<b>Eats 2-4 Servings of Fruit Everyday</b>	<b>Exercises at Least 3 times per week</b>
<b>Stretches After Running</b>	<b>Drinks Lots of Water</b>	<b>Takes Quiet Time every day</b>	<b>Eats 2-3 Servings of Protein Everyday</b>	<b>Washes Hands Before Every Meal</b>

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## LESSON SIX: BEING EMOTIONAL IS HEALTHY!

### Learning Goals:

1. To explore uncomfortable emotions, such as anger, sorrow, and frustration
2. To understand the importance of identifying our emotions and dealing with them.

**Coping Skill being provided:** Recognition that experiencing uncomfortable emotions is part of being human. Learning to express them in a healthy manner helps us avoid using negative coping mechanisms to avoid them.

**New Concepts:** “Being human”

### Materials:

- ✓ Two sets of Emotion Cards with the following words printed on them: **Angry, Sad, Compassion, Content, Joyful, Scared, Shame, Frustrated, Nervous, Bored, Excited, Calm, Confident, Lonely, Confused, Overwhelmed, Surprise, Anticipation, Hopeful, Disgust.**
- ✓ Two large envelopes labeled “Uncomfortable” and “Comfortable”
- ✓ Copies of the Emotion Scenarios cut into strips and placed into a box
- ✓ 10-15 markers

### Introduction:

Have the girls sit in a circle.

*“At our last session we talked about being physically healthy. Today, we are going to talk about emotional health.”*

- *“What does it mean to be emotionally healthy?”*
- *“Do you know someone who is emotionally healthy? What makes them this way?”*

*Some people think that being emotionally healthy means being happy or nice all the time. That is just not true or even possible! No one is happy or joyful all the time. Part of being human means feeling ALL of your emotions which means you can feel sad, happy, angry, and more – often all in one day! The key point is to learn how to cope in a healthy way with all of your emotions.*

*Can someone give me an example of some emotions you have felt today?"*

### **Getting On Board:**

Have the girls stay seated in their big circle. Share that emotions are strong feelings that are neither good nor bad.

State an emotion and ask each girl to act out the emotion by making a facial expression. For example, upon saying the word “joy” each of the girls will reveal a “joyful” facial expression.

Call out approximately ten of the emotions on the index cards. Acknowledge how different emotions were expressed differently by each girl.

### **Processing the Getting on Board:**

- *“Which emotion was easiest to act out? Why?”*
- *“Which emotion was hardest to act out? Why?”*
- *“Why do you think it is better to call emotions ‘uncomfortable’ and ‘comfortable’ instead of ‘bad’ and ‘good’?”*

**Coaches Note:** Share that emotions are not good or bad, but rather uncomfortable or comfortable based on how they make us feel. It is natural to feel a range of emotions.

- *“Why are all emotions good?”*
- *“What would life be like without a lot of different emotions, including the uncomfortable ones?”*

*STRETCH and STRENGTHENING EXERCISES: Format Three (outlined in introduction to curriculum.)*

### **Warm-Up:**

Divide the girls into two teams and give each team twenty emotion cards. Instruct each team to distribute the emotion cards as evenly as they can among their team members.

Have the teams line up in a relay fashion and designate a turnaround point approximately 50 yards away.

Stand between the two teams and place the 'comfortable' and 'uncomfortable' envelopes on either side of you.

Start the game by acting out one of the emotions on the index cards. Each team must then determine which emotion the coach is acting out. The girl on each team holding that specific emotion card will run to the turn around point with the card and return to the coach and high-five her.

When the girl high-fives the coach, she must show the emotion card to the coach and then place it in the 'comfortable' or 'uncomfortable' envelope.

Some emotions such as joy and happy are not easily distinguishable and you may have more than two girls running at a time.

Continue until all 20 emotions have been acted out. If pressed for time, act out fewer emotions but ensure that each girl has had the opportunity to run.

### **Processing the Warm-Up:**

- *"Have any of you ever felt an emotion, but were not exactly sure what it was that you were feeling?"*

**Coaches Note:** Explain that we often confuse emotions such as anger with fear. For example when someone makes fun of the clothes you are wearing, you may

not be angry with them, but fearful that you won't be accepted. We also sometimes know how we are *supposed* to feel in a situation, but we don't always feel that way. For example, we know we should be happy when we finish a race, but we might have other emotions about it as well.

*"I know that when I take a deep breath, it gives me time to figure out what I am feeling instead of 'rushing' into the feeling. Could someone share a time that they rushed into an emotion and may have acted on it before they figured out exactly what they were feeling?"*

**Coaches Note:** Examples you can share include feeling anger toward a sibling and pushing them or having a friend do something that hurts our feelings and calling her names or gossiping about her.

### **Workout:**

The girls will be thinking about topics while running today, therefore they should run by themselves. They may run side by side, but each girl will be working on an individual item.

**Coaches Note:** The girls may not yet possess the knowledge to deal with the scenarios outlined in this workout. Skills such as standing up for themselves, stopping a gossip chain, and exiting a bullying situation will be addressed later in the curriculum. This game will prepare them to use emotions as a "read" when dealing with these topics in the future.

Place individual **Emotion Scenarios** into a box.

*"I am holding a box that has different emotional scenarios in it. Each of you will pick one before you start to run today. As you run, think about how you would feel in this situation and consider things you could do to work through the scenario in a positive and Girls on the Run kind of way! When you are done with your first lap you will get another scenario."*

Allow each girl to select a scenario and start running. Be sure to provide lap counters for this activity to encourage the girls to get as many different scenarios as they can.

### **Processing the Workout:**

- *"Let's read through some of the scenarios and discuss with each other."*

Make sure you have allotted enough time for the girls to share.

- *"Why is it important that we figure out what we are feeling in certain situations?"*
- *"Why is it important to take a few deep breaths before we respond to strong feelings we may have?"*
- *"Let's each take a few deep breaths right now and go around the circle and share what we are feeling!"*

### **Wrap-Up:**

As instructed in lessons 1, 2, and 3, use the remaining time to give energy awards, assemble for a closing cheer and/or enjoy a healthy snack.

## Emotion Scenarios

1. You and a group of your best friends have made plans to spend the entire day at the amusement park as a way to celebrate the first day of summer. You wake up and it is pouring down rain with a forecast of rain for the rest of the week!

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

2. You really want to sleep over at a friend's house this Friday, but your parent/caregiver won't let you because you have adult relatives coming to visit. It is always boring when your relatives are in town.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

3. Someone you love gets very, very sick.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

4. Your best friend is moving eight hours away.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

5. Your sister borrowed your favorite t-shirt and lost it.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

6. You see some boys making fun of a new girl at your school.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

7. You studied really hard for a test and failed it.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

8. Your friend invited you to go to a movie, but ended up taking someone else instead. You called and left her a message to find out what was going on and she never called you back.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

9. There is something that you really want to have, but your family cannot afford it.

What are you feeling? Take a few deep breaths. How would you deal with your emotions in this situation?

## Lesson Seven: Celebrating Gratitude

### Learning Goals:

1. To introduce the concept that seeking gratitude for our circumstances is a choice.
2. To provide girls with an understanding that seeking gratitude provides us with a positive perspective of our circumstances.

**Coping Skill being provided:** Recognition of the influence gratitude can have on our attitude toward our circumstances; seeking gratitude as a means to deal with stressors and possible depression and/or anxiety.

**New Terms/Concepts:** “Perception”, “Gratitude is an Attitude”

### Materials:

- ✓ Objects as indicated in Getting on Board Activity, but selected by individual coach
- ✓ G-R-A-T-I-T-U-D-E Worksheet
- ✓ Marker and pad of paper for coach

### Getting on Board

*“At our last session we talked about dealing with situations that bring up our emotions! This week we are going to do two things. The first is to see what distance we can run in 40 or so minutes and the other is to learn a little bit about gratitude.”*

- *“Can somebody tell me what gratitude means?”*

***Coaches Note:*** The girls may be more familiar with the word “thankful” and our responsibility is to deepen their understanding of the concept. Once you have introduced ‘gratitude’, you can intersperse ‘thankful’ as a way to bridge the girls understanding to a higher level of thinking.

- *“Can someone tell me something for which you are grateful? An example might be your new running shoes.”*

- *“Can somebody else tell me some **people** for whom you are grateful? An example might be your little sister.*
- *“Can somebody **ELSE** tell me some **circumstances** for which you are grateful? An example might be the school that you attend.”*

*“I am now going to pretend to be an ungrateful person. I will hold up an object and say what an ungrateful person might say about the object. As I do this, I want each of you to think about how a GRATEFUL person might perceive the object. When you have an idea, raise your hand so I can call on you.”*

Hold a nickel in your hand.

*“This coin is worthless. I can’t buy anything with a nickel.”*

*Select a girl with her hand raised to offer a grateful perception of that coin. She should share a statement such as “I am thrilled I have this nickel! My sister has a new piggy bank and I am going to give it to her to save.”*

Continue with this activity selecting different girls to share grateful responses after you have shared the ungrateful perception.

Hold a dirty stuffed animal or other old item.

*“This thing is gross. My parents NEVER buy me anything new anymore.”*

*“I wish my hair was straight. I hate my curly kinky hair.” (use a statement that relates to your appearance)*

*“I hate that my school starts at 7:30 a.m. It’s just too early.”*

### **Processing the Getting on Board:**

- *“What did you learn by doing this activity?”*
- *“What does our attitude have to do with how we view people, things, and circumstances?”*
- *“Do you feel as though you have a CHOICE in how you view a situation? Why or why not?”*
- *“How did you feel hearing me make the negative comments?”*
- *“How did you feel when you expressed gratitude and said something that was the opposite of that negative perception I had towards the situation?”*

- *“Why is choosing gratitude choosing to be a Girl on the Run?”*
- *“How can choosing to seek gratitude be a way to cope and plug into the positive Girls on the Run cord?”*

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

### **Warm-Up and Workout:**

**Note to Coaches:** Play music if possible to keep the girls moving during this run. If the girls are feeling negative, have them practice turning their negative statements into positive ones. For example, if a girl says she hates running, ask her to try and change that statement into a positive one, for example: “I get to run with my friends.”

Pass out a GRATITUDE worksheet to each girl.

*“Today, you are getting a chance to see how far you can go in about 40 minutes (or the remaining time, whichever is longer.) You can run with a friend or on your own. It’s totally cool to walk if you get tired. The goal is to just keep going!*

*This is not a test or a race. This is just giving YOU a chance to work towards a goal and mark your progress toward the 5k we will do at the end of the program.*

*Every time you run by me, I want you to write something on your GRATITUDE worksheet that corresponds to one of the letters and for which you are grateful. For example for the letter G you might write ‘Grandmother’. If you fill in all the letters, you can run a few more laps, but no more than three miles. Some of you may not run that far and that’s fine, too.*

*Each time you pass me I also want you to shout out what you just wrote. I’m going to write it down and do something special with it at our next session. You can start running whenever you are ready to go!”*

**Instructions for Coaches:** Your job is to compile a list of everything the girls came up with and print it on a piece of paper for each of them at your next session.

### **Processing the Workout:**

*“Good job everyone! Way to go!”*

- *“Tell me how you feel right now after shouting out those things for which you are grateful?”*
- *“Why is choosing to be grateful a way to automatically plug into the Girls on the Run positive cord?”*
- *“How can finding gratitude in a situation change your mood from an angry or sad one to a more joyful one?”*
- *“Let’s go around the circle and everyone share one thing for which they are grateful!”*

### **Wrap-Up:**

As instructed in lessons 1, 2, and 3, use the remaining time to give energy awards, assemble for a closing cheer, and/or enjoy a healthy snack.

## **Lesson Eight: Centering The Importance of Slowing Down**

### **Learning Goals:**

1. To identify how running can be a form of relaxation as well as a time for self-reflection.
2. To learn new stretching and deep breathing techniques that can be relaxing.
3. To develop a strong sense of self.

**Coping Skill being provided:** Meditation and deep breathing as a means of relaxation and coping with stress.

### **Materials:**

- ✓ Coaches may suggest that the girls bring a beach towel or blanket to lie on during the visualization, in case they feel that the grass or track is itchy or distracting.

### **Getting on Board, Warm-up and Workout:**

*“We have been moving and learning a lot, haven’t we? Remember when we talked about gratitude at our last session? Here is the list of items that each of you shared with me. Let’s take a moment to go over a few.”*

Hand out the list of items that you compiled. Discuss them and then collect to give back to the girls at the end of the lesson.

*“Today we are going to talk about the importance of relaxing.”*

- *“Can anyone share with us things they typically do to relax?”*
- *“Why do you think it is good to take time out of our day to relax and decompress?”*
- *“How would you feel if you never had a chance to take a break?”*
- *“Have any of you ever used running as a way to relax?”*

*“I’d like each of you to take a minute to think about what you imagine when you are taking a break. Where does your mind go? Right now, let’s just sit quietly and see where our minds go.*

- *“Would anyone share with us what they thought about?”*

*STRETCH and STRENGTHENING EXERCISES: Format Three (outlined in introduction to curriculum.)*

*“A challenge in our fast-paced society is that it is very hard to slow down for long enough to really let our minds wander. That is why so many people like to run. It helps them in lots of different ways. For some people, it gives them time to think about all the stuff on their to-do list. For other people, it is the only time they are alone by themselves. For others, it is time to connect with runner friends and for others it is all about completely emptying their minds.*

*Today we are going to take several minutes to run or walk alone and not talk to anyone else. I want you to be all by yourself. I want you to listen to the voices inside your head and see what they say. I want you to try to pay attention to your thoughts and where they go. When we are done, we’ll see who is able to tell us the flow of their imagination. Don’t worry about how long we are going to run or when we are going to stop. Just be present in the moment and pay attention to what you think about.”*

Allow the girls to run. Be sure to gently remind them that they are not to speak with or run with anyone. With **twenty minutes** remaining, ask them to gather in a circle.

**Note to Coaches:** If the girls are excited or ‘riled up’ after the run it will be useful to give them a couple minutes to wind down and stretch, before the actual visualization begins.

### **Processing the Getting on Board:**

- *“What happened in this activity?”*
- *“What did you think about while doing this activity?”*
- *“Was it relaxing for anyone? Tell us about it.”*

- *“What did you learn about running today? What did you learn about yourself doing this activity?”*

### **Wrap-Up:**

Today’s wrap up will be a visualized meditation with the girls that is approximately twenty minutes in length and quite different.

*“Not everyone likes to run or finds running to be relaxing. However, clearing our thoughts and taking time to slow down our brains is important to living a balanced life. It helps us plug into the positive Girls on the Run cord. For the next 20 minutes we are going to do an activity to feel truly relaxed.”*

### **Wrap-Up Activity Instructions:**

Have all the girls find a spot on the ground away from one another and ask them to lie down on their backs, with their hands at their sides. Slowly and peacefully read the following visualization.

- *Close your eyes and pay attention to your breathing. Breathe in and out slowly.*
- *Continue inhaling and exhaling. Inhale and count to three slowly and then exhale while counting to three slowly. Repeat this breathing pattern until you get into a nice rhythm.*
- *Now start thinking about all the “stuff” in your head and picture it all in a box of some sort. Think to yourself, “Is it a big box or a small box? Is it full and overflowing or does it just have a few things in it?”*
- *Focus in on one thing in your box. Pick it up and remove it from the box. You can put it aside.*
- *Focus on another thing in your box. Remove it as well and put it aside. You should feel lighter knowing that you have less things to think about.*
- *Keep removing items from your box, one by one, until your box is almost empty.*
- *There is now only one item left in your box and it is uncluttered, light, and free. Remove this last item and put it aside. Your mind feels clear and more focused. You feel happy and stress-free.*
- *Continue lying still with your eyes closed and just enjoy the way you are feeling right now.*

- *Breathe in deeply for a count of three. One...two...three. Now exhale for a count of three. One...two...three.*
- *Feel yourself inside your body. Where is your body touching the ground? What does the air feel like on your skin?*
- *Enjoy what you are feeling right now.*

With five minutes remaining, ask the girls to open their eyes and slowly sit up.

Instead of the traditional wrap-up, thank each girl for being there and being present today.

- *“Why do you think it is harder for girls to slow down today than it was when your mom was your age? (The internet, cell phones, texting, hundreds of television stations - we are constantly inundated with sensory overstimulation.)*
- *“By a show of hands, how many of you now realize why it is important to slow down a little bit every day?”*
- *“Who can share why slowing down is important?”*
- *“Who is willing to try adding quiet time like we just shared, also known as meditation, to their day?”*

Allow everyone to leave. If you have a healthy snack, offer it now.

## LESSON NINE: VALUING WHAT'S REALLY IMPORTANT (Redefining our Definitions of Beauty)

### Learning Goals:

1. To explore a new definition of beauty.
2. To learn the benefit of thinking positively about ourselves

**Coping Skill being provided:** Shifting focus away from a person's external characteristics to a deeper awareness of who they are.

### Materials:

- ✓ Roll of butcher paper or construction paper
- ✓ Markers
- ✓ Stickers, hair accessories, temporary colored hair spray or other fun things to designate laps completed that can be worn or placed on the girls bodies
- ✓ Poster Board with the following phrase written at top: **What makes our team 'Girls on the Run beautiful'?**
- ✓ Camera

### Introduction:

Have everyone sit in a circle.

- *"Today, we are going to talk about body image. Does anybody know what I mean when I say body image?"*
- *"Can anyone think of someone that has a good or healthy body image? Why do you feel that they do?"*
- *"What does it mean to be 'comfortable in your skin'?"*

### Getting On Board:

Have the girls divide into pairs.

*"I am going to give each of you a large piece of paper. I want you to lie down on the paper and have your partner trace around you. You will then trace around*

*your partner. Once you each have your body outline, fill it in with words that describe the positive things about you such as healthy, strong, good values.”*

*The idea is to fill in your outline with words about the inner YOU – not words that describe how you look or what you have. Try and come up with things that make you unique and YOU! Remember at Girls on the Run we choose to celebrate all the unique gifts and characteristics we bring to the world!”*

If you do not have butcher paper, you may use construction paper and have each girl draw an outline of herself to fill in.

### **Processing the Getting on Board:**

Once the girls are finished, have them share their outlines with the team.

*“Everyone’s outline is a different shape and full of great words and ideas! No matter what our body shape, we are all full of many gifts and positive qualities. Today we are going to celebrate and talk about our positive inner qualities.”*

- *“Why don’t we all look alike?”*
- *“Does anyone know what ‘heredity’ means?”*

*“We are each a unique individual from a different family. Heredity means getting physical traits from our biological parents and it is something that we have no control over. Our hair color, eye color, height, teeth, skin color, and body shape are all determined by our heredity. These physical traits and the way we look are determined when our mothers are pregnant with us, prior to our birth.*

*Everyone has a unique body! We can all appreciate what we look like. We were made the way we are for a very special reason. There is not much we can do about our basic outlines, but there is a lot that we can do about what kinds of positive things we put inside our outlines that define who we are.”*

- *“What are some things/ideas/qualities/values that we have on the inside?”*
- *“How do you think a Girl on the Run would describe her beauty?”*

*STRETCH and STRENGTHENING EXERCISES: Format Three (outlined in introduction to curriculum.)*

### **Warm-Up and Workout:**

*“Today we are going to write a book about the importance of celebrating beauty the Girls on the Run way! Is everyone ready to be an author?”*

*The title of our book is **What Makes our Team ‘Girls on the Run Beautiful’?***

Hold up a piece of poster board with **What Makes Our Team ‘Girls on the Run Beautiful’?** written at the top of it.

*“Every time you complete a lap, I want you to write something that you think makes our team beautiful. You can write something about yourself or about someone else on the team. For example, you could write ‘I am beautiful when I encourage people’ or ‘The way we help each other out is beautiful’. You can also write down something about your external appearance that you like. For example, ‘I love my red hair’ or ‘I love my smile’.*

*Each time you complete a lap, I am going to give you a sticker (bracelet, hair accessory, etc.) to put on yourself. Be sure you place the item where we can see it!*

*When you run today, remember how important it is to pace yourself. Take a minute and set a personal goal of how many laps you think you can do during the workout before you start.”*

Allow at least 5 minutes for processing.

### **Processing the Workout:**

Gather the girls in a circle and have them help you read out some of the phrases on the poster board.

- *How did it feel when you had the positive thoughts about beauty in your head?"*
- *"What is one of your favorite phrases written?"*

*"I am going to make a copy of our 'book' for each of you."* [Type the phrases on a piece of paper to give each girl either at the next lesson or at the final celebration.]

Gather the girls together for a group photo with all of the various stickers/hair accessories on them. Ask them to 'strike a pose' that reflects their inner and outer beauty and place this photo with the compiled phrases.

- *"Do you think you run better thinking positive or negative thoughts about yourself?"*
- *"Who will volunteer to 'strike a pose' and show the group their most beautiful self? Remember Girls on the Run beauty shows up as confidence, being ourselves, and having fun!"*
- *"Let's all take a minute and remember the visualization from our first day. I want everybody to reach up and yank out the cord that carries any negative thoughts and pop in the positive Girls on the Run cord. On the count of three let's all say POP together. One, two, three, POP! Now let's all say 'I am beautiful just the way I am!' at the same time!"*

### **Wrap-Up:**

As instructed in lessons 1, 2, and 3, use the remaining time to give energy awards, assemble for a closing cheer and/or enjoy a healthy snack.

Finish out with a cheer such as **"Girls on the Run...POP, POP, POP!"**

## LESSON TEN: LEARNING ABOUT COOPERATION

### **Learning Goal:**

1. To learn what cooperation means.
2. To understand why cooperation is important in society.
3. To begin applying cooperative skills to different situations.

### **New Terms/Concepts:** “Cooperative Skills”

### **Materials:**

- ✓ 15 foot jump rope
- ✓ Lap counters
- ✓ Enough different shaped and colored beads to represent the number of laps required for each girl to run 1 ½ to 2 miles
- ✓ A piece of string long enough to hold all of the beads

### **Introduction:**

*"Part of living a Girls on the Run lifestyle is choosing to work well and cooperate with others. Today we are going to do lots of activities that focus on cooperation. What do you think cooperation means?"*

*The last time we met, we talked about how we are each beautiful and unique on the inside. How might being unique make cooperation more difficult? How might it make cooperation easier?"*

**Coaches Note:** Diversity can initially make cooperation a bit more challenging because we each have different points of view and unique ways of communicating. Once we begin to understand another person’s perspective, cooperation is enhanced and unique ideas and skill sets can be utilized to solve problems.

### **Getting On Board:**

Have everyone sit very closely in a circle.

*“Today we are going to make a thunderstorm. Everyone must do exactly what I do and listen carefully for this game to work.”*

As the girls perform your actions, the resulting sounds will sound like rain and a thunderstorm.

Start by snapping your fingers, alternating back and forth from your left to right hand. When all of the girls join in with you, this will sound like rain on leaves.

After every girl has joined you in snapping fingers and recognized the sound of rain, begin to rub your hands together as if you are warming them. Have the girls join in and listen to the wind.

Begin to gently clap your hands together in no particular rhythm and have the girls follow suit. Proceed to get louder with your clapping to represent the storm moving closer. Stomp your feet on the ground.

Proceed backwards: Shift from stomping to clapping to rubbing your hands together to snapping.

### **Processing the Getting on Board:**

- *“What happened in this game?”*
- *“Why is the game called ‘Thunderstorm’?”*
- *“Did the group work well together?”*
- *“Could you have made these sounds without the help of your teammates?”*
- *“Why did choosing to cooperate make this game more fun?”*

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

### **Warm-Up:**

*“Now we are going to play an enormous game of jump rope, called Group Jump. Your goal is to get everyone from the starting line through the spinning rope, safely to the other side. If anyone touches the rope then the entire group will have to go back.*

*The group needs to determine a method that will work best for it. You could send one person through at a time, five people through at a time, or the entire group through. You can choose to stay and jump a couple times, or you can run right through. But remember, if any one touches the rope, then the entire group must go back.*

*If you are a girl who does not have much practice in jumping rope or if this activity makes you nervous, please say something now or to a friend later. This way, your teammates will know and can come up with a plan to help you cross successfully without feeling scared.”*

Make a starting line about 15 feet away from the spinning rope.

*“Take a few minutes and determine what your strategy will be to get everyone through the line.”*

You and the assistant coach will need to turn the rope **towards** the girls at the starting line so it is going over them, not under them. The rope can trip them if it is spinning in the other direction. Turn the rope slowly. If one particular girl is having a difficult time and continues to touch the rope, gently raise this issue to the entire team and encourage them to come up with a plan to help this girl through the turning rope. If you find that many girls are having a hard time or the group is getting frustrated by constantly having to go back, change the rules so that only the girl that touches the rope must go again or she can select someone to go in her place.

If the girls are waiting a long time before passing through the rope, make a rule that the rope can only spin once or twice before the next person must go.

Stop the activity, even if the team was unsuccessful, so you have at least 20-25 minutes for processing and the workout.

### **Processing the Warm-Up:**

- *"Why do you think this game is a lesson in cooperation?"*
- *"What have you learned about the importance of listening, cooperating, and setting goals when you are trying to cooperate with others?"*
- *"Is cooperating with your teammates a choice or something you are forced to do?"*
- *"What happens if you choose NOT to cooperate?"*
- *"What happens when you choose TO cooperate?"*

### **Workout:**

*"Today, we all really need to work together and cooperate with each other during our run. I am going to hand out x number of lap counters."*

Hand out enough beads, strips of paper, etc. so that each girl gets enough lap counters to equal about 1 ½ miles. If you are using a regulation quarter-mile track, each girl will receive six lap counters. Make sure the beads are different colors and shapes. Another option for this is to cut out strips of paper and as each girl completes a lap she can hand you her strip of paper to staple together to form a chain.

*"You will give me one of your lap counters after each lap that you run. As a group, our goal is to make sure that I get all the lap counters by the end of the workout. Work together and encourage each other. If you need to, you may give a friend one of your lap counters so that she can help run a lap for you. You may want to run together with a partner to cheer each other on as you run."*

*"What do you think? Can you collaborate on this project to get all the lap counters back to me?"*

As the girls hand you their beads, place them on a long string so that at the end of the workout you have all of the beads together on it.

## **Processing the Workout:**

Gather the girls in a circle when they are done.

- *"How did you all do?"*
- *"Will someone share ways that the group chose to cooperate to reach its goal?"*
- *"Why do we feel more responsible for our individual contribution when we are working together on a project?"*

*"I want you to look at this beautiful string of lap counters. Each of these beads represents something unique and beautiful about each of YOU! For example, one represents 'trying your best' and another one represents 'stepping in to help a teammate.' Another might be 'encouraging my teammates.' Each one of these beads represents something unique and wonderful that you did today as the group cooperated to reach its goal!*

*Let's go around the circle and each share something we personally chose to do with the team today so that we could accomplish our goal together."*

## **Wrap-Up:**

As instructed in lessons 1, 2, and 3, use the remaining time to give energy awards, assemble for a closing cheer, and enjoy a healthy snack.

## LESSON ELEVEN: STANDING UP TO PEER PRESSURE

### **Learning Goals:**

1. Have a greater understanding of peer pressure.
2. Explore and discuss various areas where people succumb to peer pressure.
3. Learn a Girls on the Run strategy that will help us stand up to peer pressure.

**Coping Skill being provided:** Learning the mechanics of the “stop, breathe, listen, and respond” sequence when we are put into difficult peer situations.

**New Terms/Concepts:** Peer Pressure, SBLR strategy

### **Materials:**

- ✓ Markers
- ✓ Blank paper
- ✓ **I Choose to Run the Right Pace for Me** handout for every girl

### **Introduction:**

*“Today we will be discussing a tough subject. To introduce it, I want to ask you a question. Although we know that smoking cigarettes is not good for us, some girls choose to smoke anyway. Why do you think they do this?”*

Give the girls plenty of time to discuss. Eventually someone will bring up the notion that they smoke because they think it is ‘cool’.

*“Thinking something is cool because other people do or doing something because other people do it is called giving into peer pressure. A peer is someone your age and pressure is what you feel when you aren’t sure about something but you feel like should do it anyway.*

### **Getting on Board:**

Split the girls into four or five even groups. Hand each group a piece of paper and a marker.

*“I’d like each group to come up with two or three different areas where girls can feel peer pressure. Have one girl in your group write them down. If you have*

*trouble with this, think about times you have felt pressure from a friend to do something, but you just weren't quite sure about doing it. This could be something as simple as staying up too late or participating in something that you really did not want to do."*

If the girls need help, feel free to give them a few hints. Areas where this age group feels peer pressure are gossiping, bullying, dieting, weight, and doing or wearing certain things to be part of the group.

**Coaches Note:** This group may be aware of pressure older siblings have faced to use drugs, tobacco, or alcohol or to engage in sexual activity before they are ready. It is not likely that this age group will have direct experience with these issues, but the tools they learn today will be beneficial for their future!

### **Processing the Getting on Board:**

*"I'd like each group to share their peer pressure list with the rest of the group."*

➤ *"Why do you think girls pressure other girls to say or do certain things?"*

**Coaches Note:** It is very normal for girls, particularly those in fifth grade, to begin to relate more to their peers than adults. Peer pressure occurs in a developmental stage where children are separating from adults and moving toward stronger peer relations. The key to making this transition in a healthy way is helping our girls understand the importance of choosing peers who lift them up, support them, and encourage them to be the best they can be!

*STRETCH and STRENGTHENING EXERCISES: Format Two (outlined in introduction to curriculum.)*

### **Warm-Up:**

*"At Girls on the Run we have a great strategy we use whenever we are feeling pressured to do something and we aren't sure whether we want to do it or not.*

*It's called the 'Stop, Breathe, Listen and Respond' or 'SBLR' method."*

*“Here is how it works. If you are feeling pressure to do something you STOP, take five deep BREATHS, LISTEN to that voice that you have on the inside that tells you when something is good for you or not and then RESPOND.”*

*“Let’s try it!”*

**Coaches Note:** Practice this role play with your assistant coach before the lesson.

Have your assistant ask you to ‘try this cigarette’. You will model the SBLR method for the group. Stop, breathe, take a moment to ‘listen’ to what your ‘gut’ is telling you on the inside and say “You know, I am just not interested in smoking. Talk to you later!” Walk away from your assistant coach.

*“Did this make sense to everyone? Repeat the strategy with me - STOP; BREATHE; LISTEN; RESPOND!”*

**Coaches Note:** Like the previous lesson, the girls have not fully developed the specific strategies or mechanics on HOW TO RESPOND to certain situations yet. We are providing them with a ‘prologue’ to using strategies that will be reinforced later in the curriculum.

Have the girls divide into pairs. One way to do this is whisper a letter from the alphabet in each girl’s ear. They have to pair up with someone who has a letter that is directly next to theirs in the alphabet song.

*“Now we are going to play a game. All of you will line up with your partner on this imaginary line. I am going to stand about thirty yards away. When I yell ‘GO’, each team will run to me.*

*I will then read a ‘peer pressure’ situation. You and your partner will run back to the starting line [mark the line by putting your assistant coach there] and take turns using the SBLR method to come up with a response for that kind of peer pressure. When you are done, I want both of you to clap for yourselves [this way you will know that they have finished the scenario] and wait until everyone is done.*

*We will do this several times. Does everyone understand? Something that is important to understand is that some of these situations may be something you’d LIKE to try. There are no right or wrong answers. Remember, you are listening to*

*the voice inside of YOU and not being forced to respond in any way other than what that voice tells you is okay.*

The Scenarios for this activity are as follows:

- “You’ll look good in this make-up! This color really accentuates your eyes.”
- “What’s the matter? Are you scared? Just try one puff off this cigarette.”
- “She is so mean – let’s hide her book bag so she can’t find it.”
- “We have our math test today and I didn’t get to study. Will you sit next to me so I can look at your paper? You are so smart!”
- “It’s not a big deal. Your mom will never know we watched an R movie. She isn’t even here.”
- “What’s the big deal? We are just taking a lip gloss. The salesperson won’t even see us. She is not even looking.”
- “You want to go to *her* birthday party? She’s so weird. You should skip it and come to the mall with me instead.”

Call the girls back over to form a circle.

### **Processing the Warm-up:**

- *How did it feel to do this activity?*
- *How would this have been different in a real-life situation if one of you was putting pressure on the other?*
- *Are there any situations in your life right now where you could use this strategy? What are they?*
- *What are peer pressure situations that might come up in your future where this strategy will come in handy?*
- *What are the four words in our SBLR strategy?*

### **Workout:**

*“Today we are going to demonstrate ‘listening to our inner voice’ by doing a GROUP run where it is important that you go your own pace and not try to run too fast.”*

Hand each girl a copy of the “I choose to run the right pace for me” handout.

*“Here is how this game works. Everyone has just received a piece of paper with the words ‘I choose to run the pace that is right for me’. Please notice that all of the vowels are underlined. Every time you complete a lap you will cross out a vowel.*

*Today’s goal is to have EVERY vowel crossed off before our time runs out. The challenge is this - you have to run YOUR pace. This means that some of you will be able to cross all the vowels off by yourself and some of you may not be able to accomplish this on your own. That is when you will need to help each other. If you have already crossed off all of your vowels, you can then start helping someone by crossing off THEIR vowels after you run a lap.*

*Before we start, I want each of you to set a goal for yourself on the number of laps you think YOU can do in the time we have remaining (state how much time is left). Use our SBLR strategy to help figure out what that number is and write the number on the top of your page.*

*When you are ready, you can take off!”*

### **Processing the Workout:**

- *How did it feel to run your own pace?*
- *Did having the pressure of marking off all the vowels on your sheet affect the pace that you ran?*

**Coaches Note:** The girls may have felt pressure to mark off all of the vowels on their sheet, but this should not have changed the pace that they ran. Similar to peer pressure, the girls may feel pressured to do something, but they should still make their own decision about it.

- *What does this workout have to do with feeling pressure to do something from other people?*
- *Is it always easy to figure out what to do when we others are pressuring us?*

- *Can someone state what the four words are in our 'how to resist peer pressure' strategy? STOP, BREATHE, LISTEN, RESPOND!*

**Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

Consider using the following as the closing cheer: **“Girls on the Run, STOP BREATHE LISTEN and RESPOND!”**

**I Choose to Run the Right Pace for Me**

Each girl will receive one strip of cardstock with this phrase written on it.

**I Choose to run the right Pace for me!**

**I Choose to run the right Pace for me!**

**I Choose to run the right Pace for me!**

**I Choose to run the right Pace for me!**

**I Choose to run the right Pace for me!**

## LESSON TWELVE: STANDING UP FOR MYSELF

### Learning Goal:

1. To learn the importance of standing up for ourselves using appropriate assertive behavior and to practice these skills
2. To understand the importance of using one's own voice and constructively expressing our feelings, wants and needs.

### Materials:

- ✓ Work-out assertiveness statement cards

### Introduction:

*"Today we are going to talk about standing up for ourselves"*

- *"How do you feel if someone is bothering you with inappropriate behavior?"*
- *"What happens if you don't do anything about it? Does it stop?"*

Allow the girls time to recognize that ignoring something may be the easier choice to make, but that it doesn't always resolve an uncomfortable situation. Encourage them to discuss how we build up resentment toward people who bother us and that it often comes out in other ways such as shouting or avoiding.

- *"Why is choosing to stand up for ourselves a healthy Girls on the Run behavior?"*

*"Standing up for ourselves, our thoughts, and our values means we are assertive and this is a very strong and brave way to live."*

### Getting On Board:

Before starting this activity, pull two girls aside and instruct them to be completely uncooperative during the **No-Handed Ball Pass Relay**. They can be uncooperative by being overly silly, not paying attention or making negative comments to others.

The 'uncooperative girls' will slow down the process with their behavior, but will eventually pass the ball down the row.

Divide the group into two teams making sure an 'uncooperative girl' is on each team. Give each team a ball. The ball should be tennis ball size or slightly larger. The smaller the ball, the more difficult this will be.

Have the teams stand in two lines. During the first round, the teams must pass the ball to everyone in the line using only the bend in their elbows. If the ball is dropped or touched by someone's hands, the ball needs to start back at the front of the line. The first team to finish will receive one point.

During the second round, the teams must pass the ball using only the bend in their knees. In the third round, the teams must pass the ball using only their chins.

Recognize the team with the most points with an energy award.

### **Processing the Getting on Board:**

- *"Did your team work well together? If not, what happened that prohibited your team from working together?"*
- *"What was happening that helped your group to cooperate?"*

Inform the girls that you had chosen one of their teammates to be uncooperative, and ask her to reveal herself.

- *"What were some of her uncooperative behaviors?"*
- *"What would be an appropriate way to tell her that her behavior was bothering you and hurting the team's effort?"*

*STRETCH and STRENGTHENING EXERCISES: Format Three (outlined in introduction to curriculum.)*

### **Warm-Up:**

Divide the girls into two new teams. Make sure to let the uncooperative girls know that they are no longer playing their "troublemaker" roles.

This activity will need to occur on a field or in a gym with a great deal of open space.

*"Has anyone ever been in a situation where something was bothering them, like in our previous game, but you didn't know how to talk about it? Or have you ever been so angry but instead of talking about it, you just got angrier and started to yell at someone? Did the yelling help or make the situation better? Because you were upset, it probably didn't since you were not able to communicate your feelings well enough for anyone to understand what the problem was or how you felt.*

*Remember when we talked about emotions and how they are not good or bad, they are just comfortable or uncomfortable? There are phrases that we will learn today that will help us communicate these types of uncomfortable emotions and also stand up for ourselves in situations when we experience gossip, bullying or other things that make us uncomfortable.*

*The four phrases are: 'I feel, When you, Because and I would like for you to'.*

*Repeat after me: 'I feel, When you, Because and I would like for you to'.*

Show the phrases written on poster board. Explain that the phrases work well for these reasons:

**I Feel:** By starting a statement this way, you are making it easier for the other person to listen to what you are saying. It also lets them know exactly how you feel. It is much better to start the statement with "I" than "You" to keep the other person from getting defensive.

**When you:** You are telling the person the exact behavior or thing that is making you feel the way that you do. This allows you to be very specific about what is bothering you.

**Because:** This tells the person how their behavior makes you feel a certain way and gives them a better understanding of exactly why you feel this way.

**I would like for you to.** This explains to the person in a respectful and non-demanding way what you would like them to do differently. It gives them a chance to change the behavior that is upsetting you.

*"Now, we are going to play a relay game that will help you remember these key phrases."*

Have the girls get in lines of about 5-7 girls each and squat down like 'leapfrog'. Tell the girls that you will tap the backs of the girls at the end, and they will run to the front of their line and squat down. Make sure the girls are careful not to step on anyone's hands nor jump over each other while in the squat position. Designate a finish line that the team must reach moving forward in this manner.

When the girl in the back runs and squats in the front, she will yell 'I FEEL'. Make sure that she yells loud enough for all to hear. That is the signal for the girl at the other end to jump up and run to the front of the line and squat. She will then yell 'WHEN YOU'. Girl #3 will jump up, run to the front, squat and yell 'BECAUSE'. Girl #4 will then jump up and run to the front and yell 'I WOULD LIKE FOR YOU TO'.

Start all over again with 'I FEEL' and repeat as above until both teams cross the finish line. Be sure to help them keep the phrases in order and remind them what the phrases are.

### **Processing the Warm-Up:**

- *"What is the first key phrase?"*
- *"What is the second key phrase?"*
- *"What is the third key phrase?"*

- *"What is the fourth key phrase?"*
- *"Would anyone like to make up a statement about something that has bothered you lately using these phrases?"*

### **Workout:**

Tell the girls that they are going to run laps today and that each time they complete a lap, they will receive a card with one of the statements on it.

When the workout time is up, ask the girls to get back in their groups and use the cards to create as many complete assertiveness statements as they can. Allow for at least ten minutes at the end of the lesson to form the statements.

### **Processing the Workout:**

Ask each group to fill in the blanks with real-life situations and then read their statements aloud together. It is very important that each girl has the opportunity to say out loud the key assertive statements she has chosen.

- *"How many of you believe you will remember the key phrases when confronting someone?"*
- *"Why is it more effective to choose being assertive instead of yelling at someone?"*
- *"Why is it more effective to choose being assertive instead of saying nothing?"*

### **Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## Getting on Board ASSERTIVENESS CARDS

Copy and cut out each of the following statements so you have equal numbers of each to hand out to your group.

I FEEL \_\_\_\_\_.

I FEEL \_\_\_\_\_.

I FEEL \_\_\_\_\_.

I FEEL \_\_\_\_\_.

I FEEL \_\_\_\_\_.

WHEN YOU \_\_\_\_\_.

WHEN YOU \_\_\_\_\_.

WHEN YOU \_\_\_\_\_.

WHEN YOU \_\_\_\_\_.

WHEN YOU \_\_\_\_\_.

BECAUSE \_\_\_\_\_.

BECAUSE \_\_\_\_\_.

BECAUSE \_\_\_\_\_.

BECAUSE \_\_\_\_\_.

BECAUSE \_\_\_\_\_.

I WOULD LIKE FOR YOU TO \_\_\_\_\_.

I WOULD LIKE FOR YOU TO \_\_\_\_\_.

I WOULD LIKE FOR YOU TO \_\_\_\_\_.

I WOULD LIKE FOR YOU TO \_\_\_\_\_.

I WOULD LIKE FOR YOU TO \_\_\_\_\_.

## LESSON THIRTEEN: GOSSIPING HURTS EVERYONE

### Learning Goals:

1. To learn that gossip hurts both the person about whom the gossip is being spread and the person who is spreading it.
2. To learn how to stop gossip.

**Coping Skill being provided:** Using the SBLR strategy to stop gossip.

### Materials:

- ✓ Toothpaste tube
- ✓ Ball of string
- ✓ A sheet of paper and a marker

### Introduction:

*“We have been talking a lot about choices we make with our actions and attitudes. I would like to show you something.”*

Ask one girl to squirt out a little bit of toothpaste from the tube and then ask another girl to try to put it back in the tube. The girls will recognize it is not possible.

*“No matter how hard we try, we cannot put the toothpaste back into the tube. This demonstration is much like our communication. If we say something hurtful about another person we cannot take it back, no matter how hard we try. Just like the toothpaste that we couldn’t put back in once it had come out of the tube.*

*Think about our demonstration this morning. Can anyone think of one behavior regarding communication that hurts everyone involved?”*

Encourage responses that are leading to the word ‘gossip’.

*“Gossip is right! Who can tell me what gossip is?”*

**Coaches Note:** Make sure the girls acknowledge each of the following: spreading rumors, changing the facts of a story we have heard, telling someone else

something that was told to us in confidence, talking behind someone's back, saying anything about someone that we would not feel comfortable saying directly to them.

- *“Why is choosing to gossip not choosing to be a ‘Girl on the Run’?”*

Role-play the following statements, adding an appropriate tone when you speak.

- ❖ COACH: (dramatic tone) “Oh my Gosh! Sarah told me that Helen and Mitchell were caught smoking cigarettes behind the cafeteria? They supposedly had to talk to the principal and are going to be in **huge** trouble! Their parents are going to be so mad!”
  - ❖ ASSISTANT COACH: (positive tone) “Wow! Did you see Emily perform in the musical? She was awesome! I had no idea she could sing so well! Her parents must be really proud of her.”
- 
- *“Which girl is gossiping?”*
  - *“Which girl is choosing to be a Girl on the Run?”*
  - *“Which girl would you want to hang out with? Why?”*
  - *“Who does gossip hurt? Why?”* [BOTH the one being gossiped about and the one doing the gossip.]

### **Getting On Board:**

Leave at least 20-25 minutes for the girls to do the workout. Have the girls sit shoulder-to-shoulder in a circle. Hand one of the girls a ball of string and ask her to hold the very end of it.

*“We are going to play a fun game. (Name of girl holding the string) is going to represent a girl who is going to start an untrue rumor about someone else in the circle. To start the rumor, she will throw or hand the ball of string to another girl while still holding on to her end of it, thus telling that girl the rumor.*

*The girl she throws it to will hold it so the length between her and (first girl's name) is tight. While holding this point of the string, she will then throw or hand the ball to someone else in the circle."*

Explain that the game will continue in this fashion as the third girl holds it at a certain point and passes the ball on to someone else.

The rumor is being spread. The girls are creating a web with the string and will continue to pass it randomly around the circle until everyone is holding a portion of the string.

### **Processing the Getting on Board:**

Have the girls continue to hold on to the 'gossip web' as they process the activity.

- *"Who remembers who started this gossip web? How did she start it?"*
- *"What happened when [name of first girl] threw out the rumor?"*
- *"What sort of shape did you create with the string?"*

Ask one girl to pull on the string.

- *"What happened when (name of girl) pulled on the string? Did it affect just one person or the entire group?"*
- *"Who started this web? Since you were each part of the gossip web, is it fair to point the finger at the person who started it only or did you all play a part in spreading the rumor?"*
- *"What could be done to stop the gossip web from growing?"*

*"Now we are going to learn what we can actually say and do to stop a gossip web from growing."*

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

## **Warm-Up:**

You will be playing a game to split the girls into pairs.

*"We are going to play a unique freeze tag game to get into pairs. When I count to three, I want you to start running in circles around each other. When I yell stop, I want you to grab the hand of the closest person to you. There can only be two of you holding hands with each other. We'll play this game several times until I yell stop for the last time and you will be with your partner. Ready? One, two, three, GO!"*

Continue the game for several rounds until they are warmed up and in their final pairings.

*"Remember when we talked about peer pressure? Gossiping and spreading rumors were mentioned as activities we can feel pressured to do by the people around us. Does anyone remember what SBLR stands for? [Stop, Breathe, Listen, Respond.] We are going to use those words again today."*

Role play the following for the girls.

- ❖ COACH: *"Did you hear that Helen and Mitchell were caught behind the gym smoking cigarettes?"*
- ❖ ASSISTANT COACH: *"Speaking of the gym, are you going to the basketball game this weekend?"*
- ❖ COACH: *"Didn't you hear me? I said that Helen and Mitchell got in trouble for smoking."*
- ❖ ASSISTANT COACH: Stop, take three deep breaths, indicate that you are listening to your inner voice and then respond: *"Yes, I heard you, but I think Helen or Mitchell should be the person talking to me about this, not you. I'll see you later on the bus!"* and then walk away.

Have the girls form two lines about twenty yards apart so they are facing their partners in the other line. Designate the groups as line 1 and line 2.

*“I’m going to tell the girls in line 1 a rumor. Each of these girls will then run to their partner in line 2 and tell them the rumor. I want the partners that are hearing the rumor to use the SBLR method and come up with a response so that the gossip web is stopped.*

*When the rumor is stopped I want the girls in line 1 to run back to their starting space. Then name of assistant coach (who is standing with the girls in line 2), will tell the partners in line 2 a rumor and they will run to their partners in line 1 and tell them the rumor. Their partners will choose the SBLR method to stop the rumor and then the line 2 girls will run back to THEIR original spot. We will do this several times. Is everyone ready?”*

Share all six of the rumors. Be very clear that you are just making them up and there is no truth to any of them.

- ❖ COACH: “Did you hear that Zac Efron and his girlfriend broke up?”
- ❖ ASSISTANT COACH: “Did you hear that [made up name] was yelling at [made up name] during lunch today?”
- ❖ COACH: “Did you hear that Mrs. [made up name] bought alcohol for her daughter’s senior graduation party?”
- ❖ ASSISTANT COACH: “Did you hear that [coach’s name] was arrested a couple of years ago for shoplifting?”
- ❖ COACH: “Did you hear that (made up name) cried in class today because she got a D on a test?”

Call the girls back over into a circle.

### **Processing the Warm-up:**

- *“Let’s start with the gossip. How did it feel to say those rumors to your partner?”*
- *“How did it feel to hear those rumors being said?”*

- *“When you chose to listen to that little voice inside, what did it tell you about whether or not to gossip?”*
- *“How did you specifically respond after listening to the voice within? What did you say to stop the gossip web?”*
- *“Sometimes we feel pressured to gossip because the conversation can be very exciting. Something that is minor can suddenly become quite a big deal! We can get swept up in the excitement or ‘drama’ of the situation. How does choosing to use the SBLR method prevent this from occurring?”*

Choosing to use the SBLR method helps us slow down, think more clearly and make an intentional choice about how we want to handle the situation.

### **Workout:**

Divide the girls into groups of two, ideally pairing them with someone they are unaccustomed to being with.

Today’s workout is a fun activity that is unrelated to gossip. Each pair will be sent on a scavenger hunt. The hunt location and items to be found will be determined by you, based on your site safety and access to the grounds. At no point in time should the girls ever be out of your sight.

Feel free to create a “theme” for the Scavenger Hunt. For example, if spring break is coming up, have your items be about spring (flowers, clover, etc.)

Distribute a Scavenger Hunt list, baggie and marker to each pair. They must collect all the items in any order they want. When finished, they must return to you with all collected items and place them on the ground for you to check off the list. If they are missing an item and time remains, they should continue to look for the proper item.

### **Processing the Workout:**

- *“How did you and your partner get along?”*

- *“Is it important to just have fun sometimes?”*
- *“What did you learn about gossip today?”*
- *“The next time you are pressured to be part of a gossip web how will you choose to deal with it?”*

*“Great job, everyone! We are definitely unplugging from the negative cord and choosing to be Girls on the Run! Are we ready to pop in the Girls on the Run cord? Here we go. Say it with me – One, Two, Three, POP!”*

**Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON FOURTEEN: BEWARE OF BULLIES

### Learning Goals:

1. To learn to recognize bullying behaviors.
2. To learn what to do if bullied or if a witness to bullying.

**Coping Skill being provided:** Using the ‘how to deal strategy’ to respond to being bullied.

### Materials:

- ✓ Two envelopes with the following words in each of them: **adult, like, scare, throwing, audience, emotional, name-calling, caught** and **hurtful**
- ✓ Enough Workout Activity pages for each girl
- ✓ Extra paper
- ✓ Markers

### Introduction:

*"During our time together, we have talked a great deal about choosing to be a Girl on the Run. Today, we will talk about a behavior that some people choose to do that has the potential to really hurt or even endanger others – we will be talking about bullying. Who knows what bullying is?"*

Bullying is an action that is intentionally done to hurt another person. These actions are hard to stand up to or defend one’s self against.

*"We may think of a bully as someone bigger than us that might try to hit or fight with us. There are quite a few other kinds of behaviors that are also bullying, like calling people names or leaving people out."*

### Getting On Board:

Have the girls gather in a circle. Divide the girls into three groups, and give each group a piece of paper and several markers.

Ask one group to write **'physical'** on their paper; ask another group to write **'social/emotional'** on their paper; and have the third group write **'verbal'** on theirs. Ask each group to brainstorm **examples** of their group's bullying type and to draw pictures of or list the examples they come up with.

Ask the girls to write down or illustrate the **effects** of these types of bullying on the other side of the paper. For example, if they wrote hitting or biting as an example, they could write or draw bruises or tears on the other side as an effect.

Allow about 4-5 minutes for them to complete this exercise.

### **Processing the Getting on Board:**

Give each group time to share a few of their ideas.

*"As we have seen, bullying can be physical – behaviors like hitting, kicking, pinching, biting, hiding people's things, etc. Bullying can also be verbal – calling names, teasing, putting others down. Finally, bullying can be emotional – spreading rumors, making fun of others, leaving people out, using computers and cell phones to send hurtful messages.*

*Do you know what the most common form of bullying is?"* (verbal – name-calling)

*STRETCH and STRENGTHENING EXERCISES: Format Two (outlined in introduction to curriculum.)*

### **Warm-Up:**

Divide the girls into two groups by having them line up in order of their height and counting off by twos. Set up a cone/turn around point about 50 yards away.

Give each group an envelope of the prepared *Bullying Words*. Stand between the two groups.

*"We are now going to do a relay about bullying. Different words are inside the envelopes I gave you. I am going to read a fill-in-the-blank statement, and your group must find the word in your envelope that best fits the phrase.*

*Once you find the correct word, a member of your team will run to the turnaround point and back to me. Everyone in your group needs to run at least once."*

Slowly read the statements, minus the underlined word, repeating if necessary. Stand with your hands outstretched so all the girls can give you a high-five as they return with the correct fill-in-the-blank word.

1. If you are bullied, stay calm, don't be mean back and tell an **adult**.
2. If someone bullies, you should let him or her know that you do not **like** the bullying.
3. Sometimes, bullying may **scare** us, but we are learning ways to deal with bullying.
4. An example of physical bullying is **throwing** things at someone.
5. Often someone will act as a bully if he or she has an **audience**.
6. Making fun of someone and leaving someone out are examples of **emotional** bullying.
7. The most common verbal bullying is **name-calling**.
8. Bullies are often very **hurtful**.
9. Cyberbullying on computers and cell-phones is on the rise because people think they can't get **caught**.

### **Processing the Warm-Up:**

Review the sentences again with the girls.

- *"Who can remember the Girls on the Run strategy we use when we want to manage the pressure placed on us to do something or when we don't feel quite right about something?"*

*"That is right, SBLR. **Stop, Breathe, Listen to your inner voice, Respond.**"*

- *“Who thinks this strategy might work when we are being bullied? Why?”*

### **Workout:**

Give each girl a sheet of lap questions.

*“Take a look at the questions on the sheet I just gave you. After the first lap, you will do what the first question says, and then after the second lap, you will do what the second question says and so on. Don’t write down your answer until you have thought about the question for a whole lap. Write your answer down when you have finished the lap. If you want to walk/run with someone and discuss the questions together, that would be awesome!”*

### **Processing the Workout:**

- *“What did you learn from this activity?”*
- *“Who wants to share one of their answers to one of the questions?”*
- *“Why is choosing to bully someone who has bullied us an unhealthy way to respond?”*
- *“Why do you think the SBLR strategy works when it comes to bullying?”*
- *“What do you think is going on in a bully’s life that leads them to this negative and hurtful behavior?”*

### **Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## (Workout) LAP QUESTIONS

Lap 1. List two reasons why people bully.

Lap 2. How could you use the SBLR strategy (Stop, Breath, Listen to your inner voice, Respond) if you saw a little girl in your neighborhood or apartment building being bullied by older, bigger girls?

Lap 3. Imagine that you are being bullied. Write down the names of two adults you would be able to talk to if you were ever being bullied.

Lap 4. Are there ever good reasons to bully someone? What are they?

Lap 5. You chose to use the SBLR strategy and responded by telling an adult about someone you saw being bullied to try to help her. Give yourself a pat on the back and a sip of water, and continue running. Great job!

Lap 6. One of your friends suddenly starts to bully you by purposefully blocking you every day from sitting at the lunch table with her. Use the SBLR strategy and figure out how you would respond.

Lap 7. Why is choosing NOT to bully choosing to be a Girl on the Run?

Lap 8. What did you learn today about bullying?

## Lesson Fifteen: It's Okay to Choose Our Friends!

### **Learning Goals:**

1. To identify qualities to look for in our friends.
2. To identify difficult situations that many young girls face when in a friendship.
3. To learn why it is important to be intentional about our friendships.

**Coping Skill being provided:** Using the SBLR method to determine whether a potential friend is a positive or negative influence in our lives.

### **Materials:**

- ✓ Markers
- ✓ 6 labels per girl
- ✓ 4 index cards per coach

### **Getting on Board:**

*“We have talked quite a bit about communicating with others, friendships, gossiping and bullying. We have also spent a lot of time talking about the choices we make and choosing to be a Girl on the Run. One very powerful idea is the idea that we can actually choose our friends.”*

- *“What do you think I mean when I say we can ‘choose’ our friends?”*
- *“Remember when we did our visualization about plugging into the negative cord or the positive cord? How do we feel when we spend time with people who are plugged into the negative cord?”*
- *“How do we feel when we spend time with people who are plugged into the Girls on the Run cord?”*
- *“Which of these two girls is more likely to enhance who WE are?”*

*“As I have gotten older, I have learned that is important for me to seek out friends who bring out the best in me. People who celebrate who I am and like me just the way I am. Today, we are going to discuss why that is important.”*

Have the girls line up side by side so they are facing you standing 30 yards away. Ask them to line up by shoe color - all girls with blue shoes should be standing next to each other, all with white shoes should be next to each other, etc. Have assistant coach stand with them to mark the starting line.

*“We are going to play a game now and here is how it works. When I yell ‘GO’, you will all run to me just as you are lined up. Once you get to me, I will read a statement. I want each of you to ‘Stop, Breathe and Listen to your inner voice’ to determine whether what I have said enhances who you are or brings you down. If it enhanced who you are, give each other a bunch of high fives and skip back to the starting line-up. If it brought you down, slump your shoulders and walk back to the starting line-up.”*

*Are you ready? GO!”*

Read one of the following statements in order during each round.

(negative, judgemental tone) *“Oh my Gosh. Can’t you do any better than that?”*

(happy tone) *“Wow! The report that you gave in class today was awesome!”*

(jealous tone) *“I saw you sitting with Michael today at lunch. You don’t think he likes you, do you?”*

(condescending tone) *“I can’t believe Abby wore her hair like that. Does she have any idea how ridiculous it looks?”*

(critical tone) *“Did you actually think that shirt looked good on you?”*

(excited tone) *“I can’t wait for recess so we can hang out some more! Will you meet me on the playground?”*

(bossy tone) *“I know you didn’t ask for my opinion, but you should tell her to leave you alone.”*

(positive tone) *“How can I be a good friend to you right now? Can I just listen? Would you like my advice? Tell me how I can help.”*

(sincere tone) *“You are my best friend so it is important that I let you know that you really hurt my feelings yesterday. I don’t want that to come between us. Can we talk about it sometime?”*

(condescending tone) *“I don’t know why she invited me and not you. I guess you just aren’t ‘in’ with her group like I am.”*

(enthusiastic tone) *“I just think it is so great that we both love running! What fun. Do you want to run together at 3:00 on Saturday?”*

### **Processing the Getting on Board**

- *“How did you feel when I used a tone and words that somehow put you down?”*
- *“How did it feel when I was enthusiastic and supportive?”*
- *“Why do you think girls hang out with people that don’t support or encourage them?”*

**Coaches Note:** Introduce the concept of forced popularity and real popularity. Forced popularity is when a girl uses put-downs and negative pressure to get friends and real popularity is when a girl is genuine and attracts authentic friendships and experiences by being real.

- *“Can someone name reasons why a girl might be a ‘forced popular’ girl?”*
- *“Can someone name reasons why a girl would choose to be a ‘real popular’ girl?”*
- *“Who would you rather choose to be your friend?”*

*STRETCH and STRENGTHENING EXERCISES: Format Three (outlined in introduction to curriculum.)*

### **Warm-Up:**

Pass out two index cards and a marker to each girl.

*“Think about two qualities you believe are most important to have in a friendship. They can be qualities about yourself or qualities you look for in another person or a mixture of both. Write one quality on each card I just gave you.”*

Examples to get them started include: Trust, Loyalty, Confidence, Kindness, Intelligence, Laughter, Fun, Thoughtfulness, Good Listening Skills.

As the girls write, label four pieces of paper 1 through 4 and place them to represent the four corners of a large square. Each side of the square should be a distance of 25 yards.

*“Now we are going to play a big game of four corners!*

*When I yell ‘GO’, I want you to start running all around the inside of the square. When I yell ‘STOP’, I want you to pick one of the four corners and run to it. (Name of assistant coach) will then shout out a number between one and four. If you are on that corner, I want you to run to me and give me one of your index cards and run back to the corner.”*

Repeat the game until all girls have given you both of their index cards. Once a girl has given both of her index cards to you, she must stand with you. Save the cards to use in the workout activity.

### **Processing the Warm-Up:**

Read the traits out loud to the group.

- *“How did you feel when I read these traits out loud?”*
- *“What does how you felt tell you about what it would be like to spend time with someone who possesses these traits?”*
- *“Why do you think girls choose to hang out with people who put them down?”*
- *“Where does being a confident person come into the picture? Would a self-assured girl spend time with someone who enhances who she is or someone who puts her down?”*

### **Workout:**

Distribute 2 cards from the warm-up activity to each girl. In addition to those two cards, give each girl 3 additional cards that read 'Health', 'Happiness' and 'Confidence'.

*"I want you to imagine that the track is one large game of tag. (Name of assistant coach) and I will begin our tag game and be 'it'. As 'it', we will each be representing an issue girls might come up against trying to develop friendships with other girls. These issues are 'Uses put downs to get friends', 'Gossips to get friends', and 'Puts pressure on people to be her friend'. When we tag you, you have to give us one of your positive cards and then FREEZE.*

*Here is the cool part! If you run by a girl who is 'frozen' on the track, you can unfreeze her by tagging her and giving her one of your positive cards!"*

Play this game for 15-20 minutes (or as time permits). Be sure to explain to gently tag one another during this game.

The girls must be moving in the same direction around the track in order for this game to work. Coaches must serve as 'it' during the entire game and will need to think of creative ways to tag as many girls as they possibly can!

### **Processing the Workout:**

- *"Why did you lose a positive card if we tagged you?"*
- *"Why did you get 'unfrozen' when another girl gave you one of her positive cards?"*
- *"What does this game symbolize when it comes to friendships?"*
- *"What does confidence have to do with attracting healthy friendships?"*
- *"Why is it okay to not be liked by everybody?"*
- *"Why is it important that we choose our friends?"*

### **Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## Lesson Sixteen: Practicing our 5k!

### Objectives:

1. To run a 5k.
2. To have the girls consider areas of improvement in their cardiovascular and emotional stamina so they can do their best at the season-ending 5k.
3. To learn that hard work does allow us to set a goal and accomplish it.

### New Terms: “Personal Best”

### Materials:

- ✓ Music
- ✓ Balloons
- ✓ Lap Counters
- ✓ Certificates
- ✓ Water

### Getting on Board, Warm-up, Workout:

*“Today is a very special day! We are going to run or walk a whole 5k! I don’t want to take up much time talking because I want everyone to have plenty of time to cover 3 miles today!*

*Before we start, I think we need to loosen up, have some fun and **DANCE!**”*

Play age appropriate music that the girls will enjoy. Form two lines and allow each girl, one at a time to dance through the middle of the two lines. Encourage the girls to be wild and crazy and to have FUN!

*“I want each of you to give it your best shot today. I believe in each of you and know you can accomplish whatever you set out to do in your lives. It is very important that we stretch before we get started.”*

Explain what you will be using as lap counters.

Leave the music on and pick one of the three formats described in the introduction to do with the girls. While you are stretching, explain what you will be using as lap counters and reiterate the importance of stretching really well before a long run like this one.

Enthusiastically high five each of the girls before they start to run!

**Coaches Note:** As the girls finish running the 5K, encourage them to show their support for the girls that are still running by cheering them on. No one should leave until the entire team has finished running and processing is completed.

### **Processing the 5k:**

- *“How do you feel?”*
- *“Who is exhausted?”*
- *“Who is energized?”*
- *“What did you learn about yourself today?”*
- *“Which cord are you plugged into right now at this fabulous moment in time?”*

Have the certificates pre-prepared with each girl’s name. Gather the girls in a circle.

*“I would like each of you to stand beside me when I call your name. When I give you your certificate, I want you to answer a question for me. The tricky part is that your answer can only be ONE word, okay?”*

*The question is: ‘What are you feeling right now?’ Remember – you can only use one word to answer!*

Proceed.

### **Wrap-Up:**

For today’s wrap-up, don’t pick one girl in particular to receive an energy award. Instead, take a moment and talk sincerely and authentically from YOUR heart about how much the girls have given you and how proud you are of their accomplishments. It is quite common to well up with tears as you share your feelings with the girls. They will appreciate the true expression of your emotions however they come across!

Finish out with a cheer and snack.

---

ran \_\_\_\_\_

on \_\_\_\_\_.

**CONGRATULATIONS!**



***Educating and preparing girls for  
a lifetime of self-respect and healthy living***

## Lesson Seventeen: You Call It

### **Learning Goal:**

- To have fun playing together!

### **Materials:**

- ✓ Four cones
- ✓ Any sports equipment that you may want to bring for the girls.
- ✓ Any food necessary if you choose to do a snack demonstration.

### **Today's Activity:**

Today is a break from the regular Girls on the Run format. The session will begin with three fun activities to get the girls bodies warmed up and their spirits in a playful mood.

*“I hope everybody is doing GREAT today! The last time we were together, we all ran a 5k!”*

- *“Who wants to share how they felt the day after completing the 5k?”*
- *“How do you think you did with your pace?”*
- *“Would anyone share what they might do differently next time we run our 5k?”*

Ask the girls to line up behind you. Begin to slowly run as a group with the girls staying in line order behind you. Ask the last person in the line to sprint to the front of the line to become the leader. Continue running and ask the new last person to sprint to the front to become the leader. The goal is to complete the game in five minutes so that each girl has had a chance to sprint to the front of the line.

The second game is called ‘Pairs Walking’.

*“Now we are going to play a fun game to get into pairs. When I say ‘GO’, you will start running around this area. When I yell ‘STOP’, I will then yell the name of a body part. You have to connect with the closest person to you by touching those*

*two body parts together. For example if I yell 'STOP KNEE', you have to touch knees with the person that is closest to you. We will do several rounds of this until I yell 'STOP' with no body part announced. Whoever is closest to you at that time will be your partner for our next activity!*

*Are you ready? One, two, three, GO!"*

Body parts you can use include knees, elbows, shoulders, ears, etc.

*"Now we are going to play a third game. Determine in your pair who is A and who is B. When I yell 'GO', A will start to chase B, but here is the trick: you can't run, you can only walk and you must stay within these four cones."*

What makes this game fun is the chaos as the girls will be weaving in and out of each other trying to tag their partner. Play this game for several minutes.

*"When I yell switch, B must start to chase after A."*

- *"Which game did you like the best?"*
- *"What does it mean to be a good sport?"*
- *"Why is it important to be a good sport when we play games like this?"*
- *"Why is it important to be a good sport in general?"*

After these games you can do one of the following:

1. Let the girls decide what games they want to play. You may want to provide a kickball, a frisbee, something to designate bases or any other equipment/toys that may help them in playing a game. They may decide to play a game of "Mother, May I" or "Freeze Tag." Games are a perfect way to build community. Do **not** allow the girls to choose any potentially injurious activities such as climbing on one another, building pyramids, Red Rover, etc. You could choose to lead the girls in one of your favorite games or activities. You could also set up some stations and have the girls rotate through fun activities set up at each. Play **with** them and let your fun, spirited self emerge!

2. Participate in a cooking demonstration with the girls. Have the items listed below displayed on a table. Demonstrate how to make each snack and then let each girl make her own.

*Dessert Fruit Kabobs* – place the following items in separate bowls: pineapple chunks, strawberry slices, seedless grapes, and large marshmallows. Have kabob sticks, napkins and paper plates at the beginning of the line and let each girl assemble her stick however she would like. Optional: provide chocolate syrup for the girls to drizzle over their completed kabobs.

*Ants on a Log* – place the following items in separate bowls on the table: ½ sticks of celery, peanut butter with a teaspoon and raisins. Let each girl take 1-2 sticks of celery, spread peanut butter down the middle of it, and then place raisins on the peanut butter.

Allow for 10 minutes at the end to do a cool-down lap and stretching.

### **Wrap-Up:**

Inform the girls that they will have a chance to do a community project together and ask them to start thinking about creative ideas for this project.

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON EIGHTEEN: TUNING INTO A NEW MESSAGE

### Learning Goals:

- To become aware of the negative ways in which the media portrays girls and women
- To develop critical thinking skills when viewing advertisements or media images.

**Coaches Note:** When girls begin asking questions about what they see and read, they sharpen their critical thinking skills. This activity will focus on the following two questions:

1. What are the different purposes of media messages?
2. What techniques are used to attract the attention of a reader?

The goal of this lesson is for girls to learn that the purpose of all advertisements is to persuade people to act in a certain way.

### Materials:

- ✓ Magazine ads
- ✓ Advertising critical analysis worksheets
- ✓ A completed critical analysis worksheet with answers that correspond to the advertisement you are using as an example
- ✓ Enough pieces of paper for each girl
- ✓ A marker for each girl

### Introduction:

*"We have talked a lot about the positive and negative cord. Today, we are going to talk about one way that information, both positive and negative, can get into our thinking."*

- *"Who can share what an advertisement is?"*
- *"Can someone give an example of an advertisement?"*

- *“Who creates advertisements or messages?”*
- *“What is their purpose? What are they trying to do?”*

Hold up the large version of the worksheet.

*“When you see an advertisement ask yourself the following questions:”*

- ***Who created this message or picture?***
- ***What is the purpose of this message or picture?***
- ***What message does this ad try to give to those viewing it?***
- ***What information are they leaving out?***
- ***Is this a healthy message for girls? Why or why not?***

Show the girls a sample advertisement and walk through the answers to each of these questions. For example, show a shampoo ad that gives the message that you will be popular if you use the product.

**Created by:** The maker of the shampoo.

**Purpose:** To get me to buy the shampoo so the company makes money.

**Messages:** Everyone will like me if I use this shampoo. My hair will look like the girl in the ad if I use this shampoo. I will be beautiful like the girl in the ad if I use the shampoo. This shampoo will help me have more friends. I will be happy like the girl in the ad if I use this shampoo.

**Information left out:** I don't know anything about what is in the shampoo. I don't know how much the shampoo costs. People will not be friends with me because I use the shampoo - some people that use it have a lot of friends and some don't! My hair texture and color are part of my heredity and can't be changed by shampoo.

**Healthy message? Why or why not?:** No, girls shouldn't make friendships based on hair.

*"Advertisements are often misleading and may try to make you believe something that is not true so you will buy the product."*

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

### **Getting On Board/Warm-Up:**

Divide the girls into groups of 4 or 5. Explain to the girls that they will practice using these questions to examine some magazine ads.

Give each group a blank critical analysis worksheet and an advertisement. Instruct them to work as a team for 10 minutes to answer the questions.

After a group completes the first question, they will run to a cone set up about 25 yards away from the groups, and then come back and do the second question. They will complete a sprint after each question.

### **Processing:**

- *"What did you learn from this activity?"*
- *"If advertisers know that the message of their ad isn't healthy for girls, why do you think they do it anyway?"*
- *"What is one way we as a group can get them to stop creating those ads?"*  
(Stop buying their products. Write letters to the manufacturer of the product. Write letters to the government to create laws that protect the rights of consumers.)

### **Workout:**

Today the girls will be doing interval training. Give each girl a sheet of paper and a marker. Ask her to write her name at the top. Have each girl place her paper under her water bottle near the starting line of the track/field.

Ask the girls to start by running one lap as fast as they can. Remind them to pace themselves in order to make it all the way around the track without stopping. The goal is to NOT STOP RUNNING during the lap.

Have the girls rest for approximately two minutes by their piece of paper before running their next lap. Instruct the girls to write down at least one word that defines a strong girl or woman (i.e. educated, healthy, smart, kind) while they are resting.

Continue this activity for the remainder of the workout time. Try to keep track of the girls resting time and encourage the girls to go before their two minutes is up if they feel up for it.

### **Processing:**

Collect all the papers and read several words out loud.

- *“What did you learn today?”*
- *“How do you feel when you see negative advertisements? Positive advertisements?”*

*“It is important to be strong. Part of being strong is knowing what you believe and being able to see through the messages that we receive each day from TV, billboards, magazines, t-shirts and so on. These messages are trying to define strong for us, but WE know what is really going on!”*

- *“Will someone share the name a product that they will stop purchasing or NEVER purchase based on the negative ads they saw here today?”*

### **Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON NINETEEN: LEARNING ABOUT COMMUNITY

### **Learning Goals:**

1. To introduce the concept of community.
2. To learn the important role we all play in the community.
3. To have participants start thinking about a *Girls on the Run* community project they can conduct.

**Coaches Note:** Please pre-read Lessons #20 and 21 now to fully understand the upcoming community project.

### **Materials:**

- ✓ The **Sentence Scramble** poster
- ✓ Markers

### **Introduction:**

Gather the girls in a circle.

*"Today we are going to play some games that will teach us about community."*

- *"What is a community?"*
- *"What are some things that make a community run smoothly?"*

### **Getting On Board:**

Ask the girls to stand in a circle and hold hands. While holding hands, have the girls take two steps backwards so their arms are spread out rather than at their sides.

You must have an even number of girls to make this activity work. Join them if you have an odd number. Ask the girls to count off one, two, one, two around the circle.

*“Does everyone remember their number? When I say ‘one, two, three, GO’, I want all girls who counted ‘one’ to lean into the middle of the circle and all of the girls who counted ‘two’ to lean away from the circle. If we do this slowly enough, the ones will counterbalance the twos and everyone will remain standing.*

*I will then say ‘one, two, three, GO’ again and all of the ‘ones’ should switch to leaning toward the outside of the circle, and the ‘twos’ will lean toward the inside of the circle.*

*Do not bend your arms because this will mess up our balance. We have to trust each other and be trustworthy by keeping our arms straight.”*

Go back and forth several times with the girls.

### **Processing:**

- *"How easy was it to make this circle work?"*
- *"Why did the circle work?"*
- *"What did you have to do to make the circle remain standing?"*
- *"Did certain people emerge as leaders?"*
- *"What does this activity have to do with community?"*

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

### **Warm-Up:**

Ask the girls to line up, one behind the other. Pick one of your faster runners to be at the front of the line. Don't indicate to the group that is why she was picked. (Picking the faster runner simply facilitates the speed of the warm-up.)

Ask her to jog around a cone that will be about 50 yards away and back to the group. Instruct her to tag two girls when she returns to the starting point. Those

two girls will take off around the cone and back to each tag two additional girls. Stress that this is not a race. When those girls come back, they each tag two more girls. The game will end when all girls have completed one run around the cone.

### **Processing:**

*“Sometimes we look at our community and the world and realize that there are lots of changes that need to be made.”*

- *Can any of you think of one of those really big problems that needs to be solved?” (i.e. war, economy, unemployment, quality education, etc.)*
- *“Does it ever feel like a problem is too big for us to make a difference?”*
- *“Think about the circle activity we just did. What does it have to do with making a difference when a community problem seems too big to tackle?”*

I touch two people, those two people touch two more people and before you know it, we have a whole group of people that are affected. One person can affect a whole group.

- *“Do you now understand how you can change the world by helping one or two other people?”*

### **Workout:**

Understanding the physical ability of your girls is important to making this activity work. Estimate the number of laps that each girl can run in 20 minutes.

Create a statement that has the total number of LETTERS as laps that that you'd like the group to collectively run in 20 minutes. Write the statement in large letters on poster board. Be inspiring! Some examples are:

- **“I am a member of the Girls on the Run community. We are beautiful, strong and healthy and we can accomplish anything we choose to do!”** (105 letters)

- **“I am joyfully a member of Girls on the Run! We celebrate our bodies, our voices and our strengths. I love how we all choose to contribute to the world!”** (118 letters)

Ask the girls to cross out one of the letters of the sentence every time they complete a lap.

Emphasize the importance of each girl running her best for the entire time. Even if one girl only runs 3 laps, her 3 laps may make the difference of whether the group can cross out all of the letters or not.

Share with the girls that there are no individual lap counters for the day because they are working together as a community. The girls must focus on how their running is contributing to the team’s community goal.

### **Processing the Workout:**

Ask the following questions if the girls mark off all of the letters:

- *“How do you feel having accomplished your goal?”*
- *“Were there any winners or losers today?”*

Note that when a community runs smoothly and all members try their best, everyone wins.

- *“How did this activity demonstrate community?”*

Ask the following questions if the girls did not mark off all of the letters:

- *“What do you think happened today that kept the group from running the number of laps I had predicted you could run?”*
- *“Do we always accomplish our goals?”*
- *“What did you learn about community today?”*

## **Wrap-Up:**

*“Today we started our discussion on what makes a positive community. As we wrap up, I want to go around the circle and have each of you share something that you care very deeply about with your teammates.”*

Provide an example of something you care deeply about such as global warming, equal opportunities, violence against women.

*“Great! The things that really get to us, like what you all just shared, are a good starting point for when we think about our community project at our next session!*

*I want each of you to think about a project our group can do that will make our community a more positive place. You may want to consider a project to improve your school community, your neighborhood community or the whole city we live in. We will talk about this in more detail at our next session.”*

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON TWENTY: DESIGNING OUR COMMUNITY IMPACT PROJECT!

### **Learning Goal:**

To finalize what the group community project will be.

### **Materials:**

- ✓ Beach Ball
- ✓ Four to five large pieces of paper
- ✓ Four to five markers

### **Introduction:**

*“We've been discussing the different kinds of communities and the importance of using our unique gifts and talents to positively impact our community. It is now time to finalize what our community project will be!”*

### **Getting on Board:**

Ask the girls to stand together in one big group.

*“We are going to start today with a fun game. I am going to toss this beach ball into the air. Your goal is to keep it in the air for as many taps as you possibly can. Count out loud after each girl taps it to keep track of how many taps you have completed.”*

Allow them to do this activity three times to see if they can improve the number of taps with each attempt.

### **Processing the Getting on Board:**

- *“What was important to do to make sure the team did well in this game?”*
- *“What does this game have to do with our work on a community project?”*

- *“How does this game relate to doing our part to help the larger community achieve its goals?”*

*STRETCH and STRENGTHENING EXERCISES: Format Two (outlined in introduction to curriculum.)*

### **Workout:**

Today’s workout will be short so the group has time to plan their community impact project.

Ask the girls to attempt to run in unison for ten minutes with each step in sync. Have them count out their steps while running. They can sing the steps or shout them out as they do in the military: “Hut,2,3,4. Hut,2,3,4.”

### **Today's Activity:**

If possible, consider moving the girls into a structured indoor setting for today’s activity.

*“We are going to break up into three groups and come up with some ideas for our community project. The most important thing to know is that we must be able to do whatever we decide to do here at our Girls on the Run meeting spot during our one hour together.”*

Divide the girls into three groups and provide each group with a piece of paper and a marker.

*“I want each group to write down 5 to 6 groups of people such as the elderly, babies, the homeless or causes such as the environment or animals that you specifically care about.*

*Once you have come up with your list, I want you to think of 3 or 4 community impact ideas that would allow us to help these people or causes. Write these down on your paper.”*

**Coaches Note:** The project must be something fairly simple that can be performed during the next session's normally scheduled meeting time. Make sure the girls understand that they will be completely responsible for making this community project happen. You may have to assist them in figuring out what needs to be done, but ultimately they are responsible for getting project approval and bringing all of the supplies needed for the project. For example, if they choose to clean windows at the facility where they participate in Girls on the Run, they will need to obtain permission and sign up to bring either window cleaner or paper towels or both.

When each group has brainstormed 3 or 4 projects, tell each group to determine their favorite choice. If necessary, help the girls choose a realistic idea while not discouraging large visions! If they have a great deal of trouble choosing one, they may pick their top two.

Ask each group to share their top choice with the entire team. Encourage them to convey why they feel passionate about their idea to ensure the team understands exactly what each group is proposing. Write each of them down on a large piece of paper and post it on a wall to re-read to the girls.

Tell the girls that all of the ideas are great and that it is now time to vote for the one they think is the best. To prevent peer pressure, have the girls all shut their eyes and raise their hands for their choice.

The girls will complete the project during the next session, so it is important to allow enough time to determine project assignments that must be completed before it. (i.e. Susan needs to bring the ribbon, and Mary needs to bring the address labels.)

Some possible projects:

- Make holiday treats to give to school teachers or site personnel
- Clean up litter at the Girls on the Run site
- Make cards or crafts to mail to a children's hospital
- Wash windows at Girls on the Run site facility
- Bring toys to wrap and donate to a children's homeless shelter

- Hold a bake sale to raise funds for a specific cause
- Set up a refreshment booth for area runners or school children
- Write letters to local, state or federal elected officials about a cause or issue the group supports
- Draw door hangings for hospital patients,
- Decorate cookies for an adult to take to a food mission
- Make stepping stones from a cement tile kit for your school
- Shelve books in the school library
- Plant flowers on the Girls on the Run site property

### **Processing Today's Activity:**

- *“How well did our entire team collaborate to come up with and plan our project?”*
- *“Does everyone know what their role will be in doing the community project?”*
- *“Is the role you are doing using your unique gifts and talents? How?”*
- *“How do you feel right now after choosing to help positively impact your community?”*
- *“What materials do we each need to bring to our next session so we can complete our project?”*

### **Wrap-Up:**

Have the girls write necessary ‘to-do’ lists so they are prepared to complete the Community Impact Project at the next session.

Remind the girls to each wear their Girls on the Run t-shirts to the next session to wear as they complete their project.

Give an energy award to the entire group, assemble for a closing cheer and enjoy a healthy snack.

## LESSON TWENTY ONE: Using our Power Implementing our Community Impact Project

### **Learning Goals**

1. To complete the community project.
2. To have FUN!

### **Getting on Board:**

*“Today we are going to do our community impact project and hopefully have a great time while doing so. Let’s get psyched up by running, skipping or laughing one lap around the track!”*

### **Today's Activity:**

Today the girls will complete their community project. If the girls have any time left over, let them pick a game they enjoy.

### **Processing Today’s Activity:**

- *“How does it feel to have finished your community project?”*
- *“How did it feel to choose to do something to give back to your community?”*
- *“Why do you think giving back feels so good?”*
- *“Why are we feeling empowered right now?”*
- *“Will you choose to continue your interest in improving the world around you? Why?”*

*“Let’s go around the circle and each say out loud something we will personally do to help the world in some way.”*

### **Wrap-Up:**

*“It is important that each of you wears your Girls on the Run shirt to our next session as well! We will once again be doing something special together.”*

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON TWENTY TWO: HONORING OUR GREATEST GIFTS

### **Learning Goals:**

1. To celebrate our time together and honor our unique gifts and talents.
2. To begin the closure process for our Girls on the Run experience.

### **Materials:**

- ✓ Markers that will write permanently on fabric for each girl
- ✓ Folding Chair or stool
- ✓ Several 8 ½ x 11 pieces of construction paper

### **Getting on Board:**

*“We only have one more Girls on the Run session before our final celebration. Today we are going to honor our friendships and our unique gifts and celebrate the time we have had together.”*

Have the girls line up in single file with the Assistant Coach standing about thirty yards away facing the first girl in the line.

*“We are going to start today with a group high five! When I shout out ‘CELEBRATE’, (name of first girl in line) will take off running toward (name of Assistant Coach), high five her and then return to the group. You will each have your right hands held out and she will hold out her right hand and high five all of you as she runs to the end of the line.*

*Once she has high-fived the first girl in line, that girl will run to [assistant coach], high five her and run back to the group. The group will again hold out their right hands for her to high five as she heads to the end of the line.*

*We will repeat this until all of you have run to (assistant coach) and gone through the high-five line.”*

### **Processing the Getting on Board:**

- *“How are you feeling right now? Everyone show me with your bodies!”*
- *“How are you feeling right now? Everyone show me with your voices!”*

- *“How are you feeling right now? Strike a pose and FREEZE!”*
- *“How does the activity we just did automatically plug us into the Girls on the Run cord?”*

*STRETCH and STRENGTHENING EXERCISES: Format One (outlined in introduction to curriculum.)*

### **Warm-Up:**

Place a folding chair or stool twenty yards away from the group, facing the other way, but mid-center of where the girls will be lining up.

*“Today’s warm-up game is called ‘The Love Seat’! I need you to line up facing me, side by side. To do this, think back to when we first started Girls on the Run and stand next to someone that you did NOT know very well at that time.*

*When I tap someone on the back, they are going to run over to that chair and have a seat. Notice that when you are seated in that chair you will be facing away from the group.*

*Whoever is in that chair is in the ‘Love Seat’! I’ll give everyone else still in the line a few seconds to think of a positive word to describe their teammate sitting in the chair. Try to think of one of her unique gifts or something about her spirit that you love. Maybe it is her sense of humor, or the way she encourages other girls. Think about how WE define beauty at Girls on the Run when you are thinking of a word to describe her gifts and spirit!*

*When I tap you on your shoulder, you will run toward the girl in the ‘Love Seat’, slowing down as you go around her to share your positive word (or two) with her before running back here as quickly as you can.”*

**Coaches Note:** Only wait a few seconds between tapping each girl’s shoulder so there is a continuous stream of girls running to the girl in the ‘Love Seat’.

*“Once everyone has shared their positive words with the girl in the chair, I will tap another girl to sit in the ‘Love Seat’.”*

End with each coach taking a turn in the 'Love Seat'. It is important for you to hear what positive things the girls have to say about you and for the girls to have an opportunity to express them directly to you.

This activity will take twenty to twenty five minutes to complete.

### **Processing the Warm-Up:**

- *"How are you feeling right now? Show me with your bodies!"*
- *"How are you feeling right now? Show me with some wild and crazy sounds!"*
- *"The next time you are feeling as if you are plugged into the negative cord, what is something you can do that happened in this activity, to help get you unplugged and popped into the Girls on the Run cord?"*
- *"Were you surprised by anything your friends said about you? Who wants to share?"*

### **Workout:**

The workout will only last ten to fifteen minutes since today's warm-up took more time than usual. Each girl should be wearing her Girls on the Run t-shirt.

*"Today's workout will be fun! I am going to set out markers around the track. You will start running when I tap you on the shoulder. When you pass someone or are passed by someone, I want you to each stop at the next available marker and sign the back of your friend's shirt. Write your first name and an adjective that describes something wonderful about you that you want your teammate to always remember about you!"*

Share with the girls an example that you would write about yourself.

*"Remember to use words that show our real Girls on the Run Beauty! Are you ready? I am going to start tapping! Here we go!"*

There may be girls who do not want anything written on their shirts. They can choose to carry a piece of construction paper while they are running and their teammates can write on it instead of the back of their t-shirt.

- *“How are you feeling right now? Show me with a dance!”*
- *“How are you feeling right now? Show me with a song!”*

*“Let’s go around the circle and each share one of the words we wrote on t-shirts.”*

- *“What did you notice when you heard the words?”*

We are a diverse and beautiful group of girls who possess diverse and beautiful gifts and talents.

### **Wrap-Up:**

As instructed in lessons 1, 2 and 3, use the remaining time to give energy awards, assemble for a closing cheer and enjoy a healthy snack.

## LESSON TWENTY THREE: THE FINISHING TOUCHES

### **Learning Goals:**

1. To enjoy the last official day of *Girls on the Run* before the closing celebration.
2. To provide feedback to the coach about what they liked and didn't like about *Girls on the Run* and what they learned from *Girls on the Run*.

### **Materials:**

- ✓ One copy of Warm-up questions for each girl
- ✓ One marker for each girl
- ✓ Blank paper for each girl to create thank you letters for the sponsors of program, a family member or an outside/community sponsor
- ✓ A couple of self-addressed, stamped envelopes with your address on it [to be used only if needed by the girls]

Optional (only to be used if your council is evaluating the program)

- ✓ Post-surveys
- ✓ Pencils to complete the surveys

### **Introduction:**

*"Today is our last Girls on the Run session before our final celebration. This means that we will not meet again until our final celebration. Does everyone know when and where the final celebration is?"*

*Before we get started today, I am going to give each of you a piece of paper and marker to write a thank you note. I want you to write the note to the person or people who made it possible for you to be a Girl on the Run. This may be a parent or guardian or another member of your family for some of you. For someone else it could be a friend or person who really cares about you. For others it may be a business or individual that supports Girls on the Run. Regardless, it is important that we each express our gratitude to the person or persons that have made this possible for you. Be sure to share some of the things that you have learned while doing Girls on the Run.*

*I will collect the cards and bring them with me to our final celebration. If the person you are thanking is not attending the final celebration, you can take it with you today to give or leave it with me to send if it is for a donor or program sponsor."*

Allow the girls five minutes to write their notes.

**If your council is evaluating the season and you must participate in the Post-Survey, please read below. If not, proceed to the Getting on Board section.**

### **Post-survey Administration:**

*"Remember when we took the Pre-survey at the beginning of Girls on the Run? Today, we are going to complete the Post-survey. You should give your VERY OWN opinions."*

Pass out the surveys and pencils. Read over the instructions and remind the girls that they are giving their own opinions and that whatever answer they put is the right answer.

If you choose to read the questions aloud for the group, read each question and wait 10-12 seconds for the girls to record their answer. Collect the surveys and follow your council director's instructions regarding returning them.

### **Processing:**

- *"This was the same survey that we completed at the very beginning of Girls on the Run. Would anyone like to share a way that they think they have changed since the beginning of the program?"*

Due to time constraints, if you do the Post-survey, skip the Getting on Board activity and move right to the Warm-up section.

### **Getting on Board:**

*“Today we are going to play games and talk about some of the things we learned while doing Girls on the Run. The first game we are going to play is called ‘Amoeba Race’. An amoeba is a living organism that changes shape, from shapes like round and circular to long and skinny, so that it will always stay intact and connected. You all are going to form an amoeba with your bodies and work together in order to accomplish a goal.”*

The one rule throughout the entire activity is that the whole group must stay connected or be touching at all times and stay in a circular shape. In this fashion, they must then move from point A to point B which are approximately 25 feet apart. They must do this in a specific amount of time that they have determined they need to achieve the goal.

The only rule the group must follow the first time they attempt this is to all be connected in some way. The girls will most likely hold hands and run from one point to the next. This will not take much time, so make sure the time goal is reasonably challenging.

The second time will become a bit more challenging. The girls are only allowed to use half of the legs in the group – that is, if there are 10 girls and a total of 20 legs then they can only use 10 legs to move between point A and point B. (Be mindful if you have girls on your team who are physically challenged that you may have to adapt the game to accommodate their needs). The girls will probably choose to hop, so make the time goal a little more lenient.

### **Processing the Getting on Board:**

- *“How did you all work together?”*
- *“Do you all think you are working together better now than you did when we first started?”*
- *“How have you grown as a person?”*
- *“How have you grown as a group? How did you interact when we first came together and how do you interact now?”*

Encourage the girls to give specific examples such as “we support one another more”, “we are plugged into the Girls on the Run cord more often” or “we now define beauty in a different way.”

*STRETCH and STRENGTHENING EXERCISES: Format Two (outlined in introduction to curriculum.)*

### **Warm-Up:**

The girls will be doing a group relay. Line the girls up side by side at a starting line and give each girl a copy of the questions and a marker. Have assistant coach stand approximately 50 feet away from the group.

*“We are now going to do a group relay. When I yell ‘GO’, you will each run to (name of assistant coach). When you reach (assistant coach), stop running and answer the first question. Raise your hand to let me know that you have finished answering the question. Once the entire group has their hands raised, one of you can say ‘On you mark, get set, GO’ and you will all run back to the original line and answer the second question.”*

Repeat this process until all questions have been completed. Don’t allow the girls to rush their teammates to answer quickly. This is not a race, it a team warm-up. Collect all the completed papers and tell the girls know that you would like to read their responses aloud anonymously.

### **Processing:**

*“Wiggle your nose, wink or shake your hands above your head if you agree with what this person said.”*

Spend about 2 minutes reading through some of the answers.

### **Workout:**

*“Today, we are going to enjoy running, talking, laughing and just being with our friends. Today is also the time that [assistant coach] and I will say our personal farewells to each of you. As you all know, we don’t usually run with you, but today we are each going to take a lap with each of you individually. I’ll walk with one of you while [assistant coach] walks with someone else.*

*While we are walking or running a lap with each of you, the rest of the group can run or walk as a team or alone, so long as you keep moving forward!”*

**Coaches Note:** If time prohibits this, share that you will walk a shorter distance with each girl. During your walk with each girl, speak from your heart. Talk about specific moments you have shared over your weeks together. They may be funny or serious memories. The important point to convey is how you have witnessed her make choices that have allowed her to evolve and grow into a strong and empowered Girl on the Run!

### **Wrap-Up:**

Gather the girls in a circle. Speak from your heart and share how you have grown over the course of the program as well. What you say to the group on this final day will be personal, passionate and exactly what needs to be shared.

Remind the girls that the next time they see you will be at the closing celebration.

Have the girls stand and give each other one giant group hug!

Close with a final group cheer of ‘Girls on the Run is so much FUN!’



## LESSON TWENTY-FOUR: FINAL CELEBRATION!

Each season of Girls on the Run culminates with a final celebration. Feel free to be as simple or creative as you would like; just make sure that the girls feel loved, appreciated and sent off encouraged and happy!

You may review some of the things you did together and share some of their work from the season. You may choose to have a fun, final session with the girls and let them share what they liked and what they learned at Girls on the Run or you may invite the girls' families to attend a potluck with a slide show of photos from the season.

The Final Celebration is where you officially acknowledge the girls unique gifts and talents by honoring each girl with a 'Molly Award'. The 'Molly Awards' are named in honor of Molly Barker, the Founder of Girls on the Run. 'Molly Awards' honor the internal gifts of your girls and are a way to celebrate each girl in front of her peers and family/caregivers. Call each girl up to join you in front of everyone and give her a personal 'Molly Award' that reflects who she is.

Explain to the girls what the 'Molly Awards' are before starting.

*'At our first session together, I shared that Molly Barker is the name of the woman who started Girls on the Run. She believes like I do that EVERY girl is special with unique gifts and talents! Celebrating our individuality is what creates a safe, loving and open environment for all of us! To honor you and your amazing contribution to our Girls on the Run experience, I am now going to give each of you your very own 'Molly Award'.*

Say something special and unique about each girl as she stands in front to receive her award. Focus on a positive character trait, rather than her physical ability or appearance. Have the girls remain standing at the front until the last girl receives her award. When all the awards have been given, have everyone present give them an energetic standing ovation.

Additional ideas for the celebration are:

- Make a page for each girl and have all the girls write one kind word about every other girl on her page.
- Take pictures throughout the season and give each girl a photo CD.

- Make a laminated photo collage for each girl.
- Decorate picture frames (or have the girls decorate them at the final celebration) and insert a team photo.
- Allow the girls to prepare some talents to perform for the attending family and friends.
- Have each girl bring an item for a time capsule that represents her at this present stage of her life. Include her name and contact information and put it into something you will preserve until they graduate from high school. Gather as many of the original team together at that time and have a time capsule party to view the items.
- Have each girl bring one item that represents her and place it in a box. Draw each item out one at a time and have the group guess who it belongs to.

Get creative! Feel free to solicit the girls' help in determining some of the celebration activities.

Below are examples of 'Molly Awards' that you may consider using:

girl spirit	comfortable in her	good listener
cool chick	own skin	cooperation
smiling red face	styling and profiling	comfortable being me
good friend	shining spirit	determination
quiet strength	powerful pusher	thoughtful contributor
cool cat	coaches' helper	always optimistic
earth girl	positive attitude	joyful energy
energizer bunny	please & thank you	striving to excel
joyful jumper	girlfriend	gracious
encourager	not afraid of dirt	kind spirit
silent strength	never stops	love of life
irongirl	strong character	believing in myself
wild child	strong leader	smiley
flower power	being myself	outstanding teamwork
smiling body	helpful	caring friend
	true goodness	firecracker award

motivation in motion  
easygoing gal  
renaissance woman  
sunshine  
social butterfly award  
team player  
happy thoughts award  
full of life  
another lap (girls  
name)  
no cutting corners  
(girls  
name)  
touch of class  
shining eyes  
steady heart  
jump right in  
free thinker  
zippy  
determination diva  
wondergirl award  
helping hand award  
full of ideas  
good mood  
future girls on the run  
coach

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has joyfully and successfully completed

**Girls on the Run®**

on \_\_\_\_\_.



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**Girls on the Run® Coach**