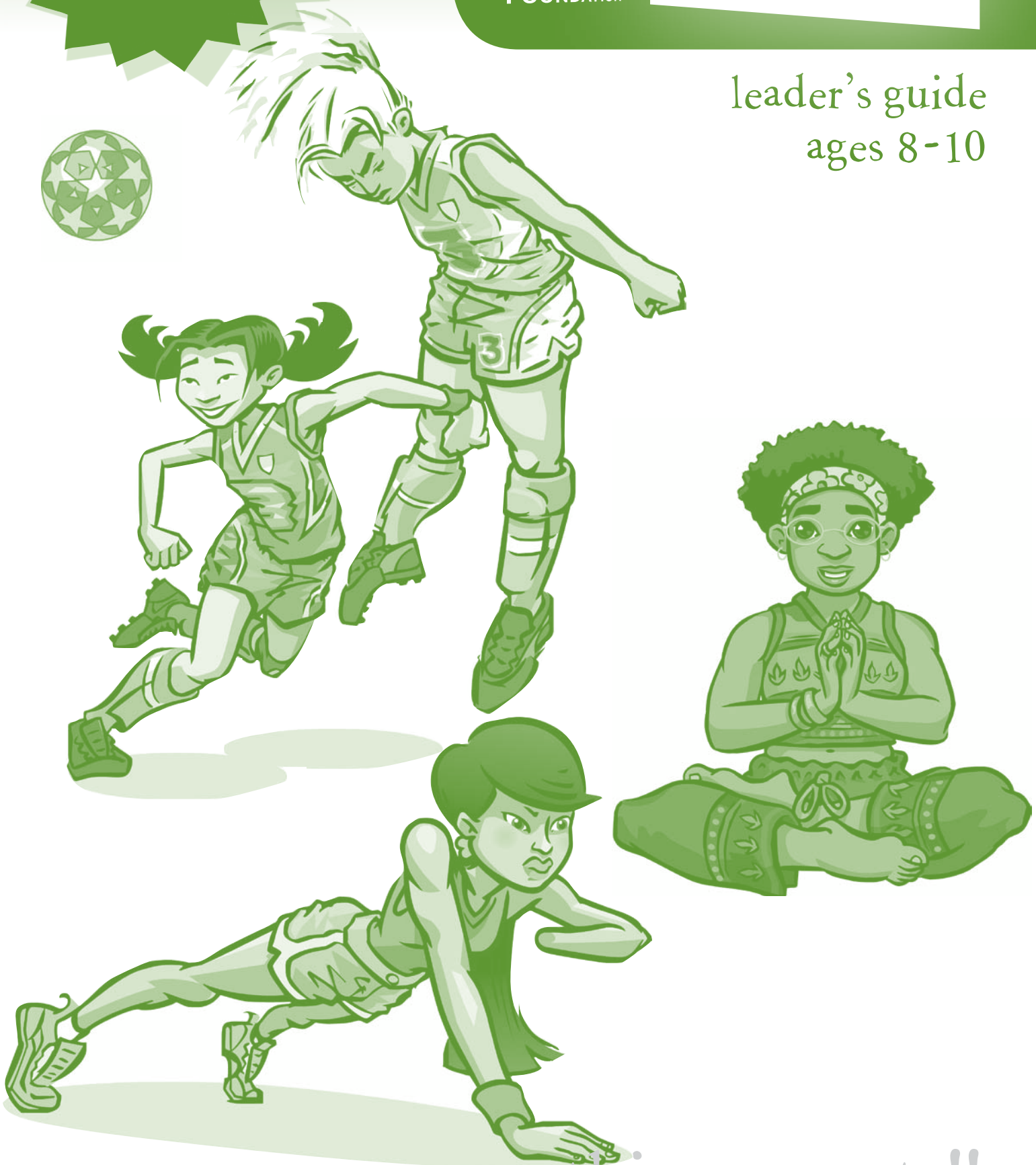


new!

WOMEN'S  
SPORTS  
FOUNDATION

Go Girl Go!

leader's guide  
ages 8-10



everything counts!!

# acknowledgements

## About the Women's Sports Foundation

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

## Thanks To...

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# introduction by Laila Ali

Dear Program Leader,

Chances are you've seen the value of girls being involved in sports and physical activity firsthand. For many of you, there is nothing more rewarding than witnessing a shy eight-year-old blossom into a vocal social leader because of skills she learned on the soccer field. And certainly you've known an inactive girl with little confidence and poor classroom performance. Suddenly, her confidence and grades soar simply because she is exposed to dance.



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

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

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

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

Girls are also introduced to the GoGirls. The GoGirls, each with her own distinct personality and look, are cartoon characters designed to catch the eye of and be fun for the 8–10 age group.

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

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

Sincerely,

Laila Ali  
President, Women's Sports Foundation  
World Champion athlete, celebrity host and correspondent"

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

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## endorsements



## awards



2004

2006

2008

2011

# introduction

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

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

## SOME BASIC GUIDELINES

- The materials in this guide are directed at girls ages 8-10 years old. Please visit [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum) to download or order materials for other age groups.
- Be prepared to guide the girls through this curriculum. This curriculum is designed to be delivered by adult program staff, leaders, coaches, professionals, etc., and is meant to be integrated into a sport or physical activity program.
- You may find yourself in the challenging position of providing a safe place where girls may say things they want kept confidential. One common code for confidentiality is to tell the girls at the beginning that anything they disclose that poses a threat to the safety of themselves or others will not be kept secret. In some cases, this is required by law.
- It's important to understand that this material serves a wide range of communities and populations throughout the country. What may be a pressing topic in one community, or for one girl, may not seem appropriate to a parent, depending on a family's particular values or beliefs. We've carefully presented this material based on what research has shown to be the issues most relevant to this age group, but we recommend making parents and guardians aware of the content before you begin. Parents may review sessions by visiting [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum). It's OK for a parent to have her/his daughter opt out of a particular session.
- Focus on *cooperation*, not competition. Although the competitive aspect of sports can be valuable, these sessions are designed to make all girls feel included and comfortable to participate. When there is a heavy focus on competition, girls who have less experience with physical activity may feel discouraged. In general, we recommend encouraging girls to work cooperatively and help each other during the activities throughout the sessions. Know the girls in your group. As a Program Leader, you should make your own determination about whether or not your group would benefit from a bit of healthy competition.
- These materials can be adapted for use with girls with disabilities. For more information on how to engage girls with disabilities in physical activity, visit [www.aapar.org](http://www.aapar.org) or see Appendix C: Resources.



### Facilitation Tips

- Be supportive. Give positive feedback. Look for qualities and behaviors to praise. Avoid being judgmental. Most girls get enough of that already.
- Create a safe environment for the girls to share their feelings and ideas. Try to structure the conversations so that even the quiet girls have a chance to share their thoughts. Make a casual announcement before the discussions that all ideas and comments should be respected and that there is nothing too weird or silly to say. You may also want to occasionally break into small groups to have discussions about the stories because some girls may not be comfortable speaking up in a large-group setting. Make eye contact, smile, have an open body posture, and thank each girl for sharing her ideas.
- If you don't know the answers, it's OK to say so. Plan to research the answer yourself or do it as a group activity. Use the Women's Sports Foundation contacts and resources, such as those found in Appendix C.
- Maintain an upbeat attitude. Be patient. Some girls take longer than others to feel comfortable.
- Be creative. Keep in mind that there is no one way to deliver the program. You should implement it in a way that makes sense for your program. However, we hope you'll make time for all of the activities so that you and your girls can feel the full effect of the learning experiences included. By doing the activities, the girls are practicing new skills with you and reinforcing the messages from the sessions.
- Be a healthy role model. If you are making healthy changes, share your experiences. Eat well, exercise, rest, don't smoke, don't swear, and don't be quick to anger!

### Messages To Girls

- "You are not alone." These are common worries and problems.
- "You have the right to feel good and be healthy." Help them understand that there are choices they can make and things they can do to feel better.
- "Being physically active brings positive results." Physical activity can lead to all kinds of benefits from better overall health to higher self-esteem to increased leadership skills.
- "Everything counts!" You don't have to work out for an hour at a time to meet your goal of getting 60 minutes of physical activity each day. You can do it in shorter increments. Every physical activity you do counts, from sweeping the floor to walking to the store to dancing around in your room.
- "There are lots of people who can help." Encourage girls to find a trusted adult to talk to.

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

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

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

### Goals of the GoGirlGo! Curriculum

The goals of the curriculum are for girls to:

- Become more physically active, working their way up to getting 60 minutes of exercise a day... and staying active for life!
- Develop and maintain self-respect, self-confidence, and a positive self-image.
- Understand the connection between mind and body.
- Internalize the message that there is no one “ideal” body type.
- Begin to understand the consequences of and explore alternatives to health-risk behaviors.
- Gain developmentally appropriate knowledge of nutrition and the health benefits of physical activity.
- Increase their motivation to participate in sports and other kinds of physical activity.
- Be able to respond positively to peer pressure.
- Accept and respect others.
- Build positive relationships with adult facilitators and the peers in the group.
- Build leadership skills and serve as role models for other girls to get physically active.
- Learn how to set goals and work towards achieving them.

### Overview

The curriculum consists of 12 chapters, each of which features a story by a champion female athlete or a peer role model and accompanying physical activities, discussion questions, facilitator tips, and healthy snack ideas.

The list of topics has been divided into two categories: Part I: The Girl and Part II: The Girl in Her World.

The chapters in Part I focus on helping girls explore important issues in their lives, helping them to build a positive self-image and motivating them to develop an interest in participating in sports and other kinds of physical activity. Part II helps girls discover how they interact with the world around them, and aims to empower them to affect change in their own lives and the lives of others in their communities. The topics appear in parentheses:

#### Part 1: The Girl

Chapter 1: Lisa Fernandez, Feeling Fly (Building Confidence)

Chapter 2: Sanya Richards-Ross, Emotion Commotion (Dealing with Difficult Feelings)

Chapter 3: Nia Abdallah, Fueling Up (Nutrition)

Chapter 4: Jennifer Rodriguez, Kicking Butts (Smoking/Substance Abuse)

Chapter 5: Seilala Sua-Zumbado, The Skinny Struggle (Body Image)

Chapter 6: Caring for Your Body: Tips from the GoGirls (Self-Care)

#### Part 2: The Girl in Her World

Chapter 7: Caitlin Baker, Teaming Up (Teamwork/Cooperation)

Chapter 8: Natalie Williams, Doin' the Right Thing (Playing Fair)

Chapter 9: Abisha Alshebaiki, You Gotta Respect (Diversity)

Chapter 10: Teresa Moreno, Beating Bullies (Bullying)

Chapter 11: Kiara Van Brackle, Giving Back (Community Service)

Chapter 12: Teresa Weatherspoon, Toughen Up (Strong Body/Strong Mind)

If you participated in previous years of the program, you may recognize some of the stories. Many of these athletes have appeared in previous years of the GoGirlGo! program. However, the chapters and activities have been updated.

The athletes' stories and educational information also appear in the GoGirls! *Guide to Life/Scrapbook*. The discussion questions and activities appear only in this guide. Facilitator tips are included to help guide you in leading the session and focus on the main messages to communicate to the girls. These materials are only guidelines. We encourage you to create your own discussion questions or activities if you think of ideas that are more appropriate to your specific group.



## About the Curriculum

- The curriculum consists of 12 chapters, each of which focuses on a particular topic (such as Building Confidence) with accompanying physical activities.
- Each chapter consists of two Sessions: Session A and Session B, each designed to last about an hour. If you meet only one day per week for about an hour, consider leading only Session A. If you meet twice per week or have a more than an hour with the girls, consider leading both Sessions A and B.
- Session A includes physical activities designed to get girls moving while exploring the chapter topic (such as Building Confidence). The physical activities are designed to take about 25–30 minutes and are the primary focus of the session. Session A also includes the story and accompanying discussion questions to help girls further explore the topic.
- Session B includes at least one activity focused on the chapter topic as well as 30 minutes of physical activity. The entire session should last about an hour. Suggestions for a physical activity are provided. Generally speaking, you can do any physical activity you choose. You might consider implementing the GoGirlGo! Tennis module (see “Introduction to Physical Activity and Sport Modules on page 7). If your program already offers dance, yoga, basketball, or other sports, you might choose to spend the 30 minutes doing those things instead.
- Each chapter also contains a “Try @ Home” activity. This is an activity girls should do at home on their own between sessions, working eventually toward a goal of being active 60 minutes a day. You will find the activities written into each chapter. You should plan to make photocopies of the “Try @ Home” activity handout that is included in each chapter of the Leader’s Guide and give it to girls to take home as a reference.
- Materials include a poster that girls can take home and use to track their progress on the “Try @ Home” activities. There will be a section of the poster for them to fill in for each activity they complete. Consider asking girls to bring their completed posters in on Week 12 for a “show and tell” about how they did with the “Try @ Home” activities. The poster can be found in Appendix F or you can download and print out the poster from [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum).

## Distributing the Materials

- Check the contents of your package(s) against the contents list to make sure you have received all your materials. Your package includes:
  - ☐ A Leader’s Guide
  - ☐ Ten copies of the GoGirls! Guide to Life/Scrapbook. You may wish to keep these on site as you will need to use them during each session. Girls can take them home to keep at the end of the program.
- Review this Leader’s Guide thoroughly; become familiar with the topics and text. Review all the materials in the box so you know the content. Do not distribute any materials to the girls without reviewing them first.
- Give each girl a poster (copied from Appendix F or downloaded and printed out from [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum)) and a copy of Appendix G: Parent Handout, which she should bring home to her parents or guardians.

## A Recommended Format

### PRIOR TO THE FIRST DAY

- Meet with your fellow adult leaders to review the materials and the session plans.
- Make any adjustments necessary to best fit your program.
- Remember that each session should include at least 25–30 minutes of physical activity. You can decide whether you want to do the physical activities provided or substitute your own physical activity. Alternatively, you could implement one of the GoGirlGo! Sport Modules. See “Introduction to Physical Activity and Sport Modules” on page 7 for more information.
- Determine whether you have the right number of materials.
- Prepare and distribute permission slips for parents.
- Review the Leader's Guide and the resources available to support your program. Also visit [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum) for additional resources.

### THE FIRST DAY

- Give each girl a copy of Appendix G: Parent Handout. Tell her to give the Parent Handout to her parent/guardian.
- Review with the girls how the program will be implemented.
- Tell the girls about the “Try @ Home” activities. Explain that they will be given a challenge to try at home on their own each week and that they will track their progress completing these activities using the posters provided.
- Give each girl a poster (copied from Appendix F or printed out from [www.WomensSportsFoundation.org/GGGcurriculum](http://www.WomensSportsFoundation.org/GGGcurriculum)). Explain that they should fill out the appropriate section of the poster each time they complete one of the “Try @ Home” activities.
- Give each girl a GoGirls! *Guide to Life/Scrapbook*. Remember that you will need these materials during each session, so you may wish to keep them on site. If so, explain to the girls that for now these books will be kept at your program, but at the end of the program, girls can take them home to keep!

### PRIOR TO EACH SESSION

- You can choose Peer Leaders for the upcoming session and meet with them. Delegate some of the work to the Peer Leaders and meet with them to make sure they understand their responsibilities.
- Read the session plan carefully and review the “Facilitator Tips.”
- Make sure you have all the materials and equipment you need for the session.
- Consider inviting an expert to a session. For example, you may want to have a nutritionist on hand for the Nia Abdallah “Fueling Up” session.
- Prepare a healthy snack to have on hand for the girls during each session. Each chapter contains a suggestion for a healthy snack. For a complete list of healthy snack ideas, see Appendix E: Healthy Snack List.
- Make copies of the “Try @ Home” activity handout.

### EVERY SESSION A

- If your program meets only once a week, implement Session A.
- Begin each session with a brief check-in to welcome girls and get them ready to participate.
- Check in with girls about whether they completed the “Try @ Home” physical activity and how it went.
- Read the story included in each chapter aloud to the girls.
- Encourage a discussion of their reactions to the story. (Suggested discussion questions are included with each story in this guide.)
- Do the physical activities together. **Remember: each session should include 25-30 minutes of physical activity!**
- Keep an eye out for “teachable moments” throughout the session. Make sure to reinforce the main messages of each session to the girls.
- Suggest the girls check out some of the resources listed in each chapter. These resources are also listed in the GoGirls! *Guide to Life/Scrapbook*.
- Give each girl the “Try @ Home” activity handout for the week.

### EVERY SESSION B [Optional]

- If your program meets a second time during the week, implement Session B in addition to Session A.
- Follow the same guidelines as in Session A, except you may want to change out the provided physical activity with one of the following:
  - ☐ Your own physical activity program
  - ☐ A GoGirlGo! Sport Module (e.g., GoGirlGo! Tennis). See “Introduction to Physical Activity and Sport Modules” on page 7

### THE LAST DAY

- Take time to celebrate the girls’ accomplishments! You may wish to plan a culminating event or celebration outside of your regularly scheduled sessions. See “Tips on Planning a Culminating Event/Celebration” on page 9 for more information.
- You may also wish to provide each girl with a certificate of completion. You can copy the one provided in Appendix D or download it from [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum).

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

### Helping Girls Use the GoGirls! Guide to Life/Scrapbook

An important part of the program is the GoGirls! Guide to Life/Scrapbook that the girls receive. This book contains the stories that are included in each chapter of the curriculum, educational materials and resources for the girls, as well as pages for the girls to use like a diary or a chronicle of their reactions, thoughts, and feelings.

Each girl should get her own book and her name should be written somewhere on the cover so she knows which book belongs to her. You will use these books during each session. Girls can follow along in the book as you read the story each week, and they will use space in the book to do activities like writing down their heart rate. For this reason, you may wish to keep the books on site rather than letting girls take them home. Make sure you can provide a locker or other secure place to store items for the girls. Girls will get to keep their copy of the GoGirls! Guide to Life/Scrapbook and take it home with them when the program ends.

There are also pages in the book that are not specifically connected to the curriculum that girls can use to free-express. While journal writing isn't formally included as an activity in the sessions, you may wish to give girls some unstructured time to write in the journal section of their books. Here are some guidelines you may want to share with the girls about keeping a journal:

- This is your record—nobody has to see it, unless you want to share something. There are no right or wrong answers. Nobody is going to grade it.
- You can put down your inner thoughts, feelings, and pictures.
- It's a way of keeping track; it's a way of learning about yourself.
- It may be easiest to have a special time each day that you set aside for journal writing.
- Write it all down—honestly and openly.
- Write the good and the bad.
- This can be a place to record any anger, frustration, and negativity you may feel.
- It can be used as a way of letting go of self-doubt.
- This can be a place to record all the joy and happiness you feel after an accomplishment.
- It can be used to reinforce how good you feel about yourself.

### Introduction to Physical Activity and Sport Modules

Each GoGirlGo! lesson consists of 30 minutes of educational activities and 30 minutes of physical activity. You can choose to utilize the physical activities provided in each lesson, use your own physical activity program, or adopt one of the GoGirlGo! Sport Modules, such as GoGirlGo! Tennis (see below).

If you decide to implement one of the GoGirlGo! Sport Modules, you will need to decide exactly when and how to do so. If you meet with your group of girls more than once each week, we recommend doing Session A on the first day and Session B on the second day. Session B includes several physical activity options. You can choose to do the activities provided in the session or you can use Session B to implement your GoGirlGo! Sport Module. If you meet with girls more than twice per week, you can use the additional days to do other activities from the Sport Module you're using.

A description of GoGirlGo! Tennis is provided here. Information on additional GoGirlGo! Sport Modules will be available at [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum).

### GoGirlGo! Tennis

In cooperation with the United States Tennis Association (USTA), GoGirlGo! has adopted the QuickStart Tennis play format as an official GoGirlGo! Sport Module that can be used in Session B of each chapter.

GoGirlGo! Tennis using the QuickStart Tennis play format includes six specifications: age, court size, racquet length, ball, net height, and scoring format. This enables girls to play and learn at the same time—as opposed to the traditional model of learning the skills before playing the game. Since rallying and playing is much more fun than standing in line, girls will want to continue to learn the game and develop the skills necessary to play with their friends on a team.

In order to include GoGirlGo! Tennis in your program, you must participate in the free 3.5 hour training offered by the USTA. Trainings are offered throughout the year in various locations around the country. Visit <http://10andundertennis.com/> for more information and a list of current trainings.

All instructional materials are made available free of charge to programs that participate in the training. GoGirlGo! Tennis includes instructions for the coach to make practice sessions safe and fun for young players. The materials are designed to give coaches and parents who work with girls at the beginning stages of development the necessary tools to get them playing the game during their first practice—tools such as simple lead-up activities and ways to modify the court, net, racquets, balls, and scoring. Just as the instruction for girls is age specific, the section and tips for adults is specific to youth coaches and provides examples of how to be fair, keep practices fun, view competition through a child's perspective, and provides input on performance and skill development.

[Information presented here is adapted from “Learn to Rally and Play: Practice Plans and Tips for Coaching Kids Ages 5–17” by the United States Tennis Association, White Plains, NY © 2009]

## tips on planning a culminating event/ closing celebration

After completing the 12-week GoGirlGo! program, girls should be given an opportunity to celebrate their accomplishments. Organizing a culminating event or closing celebration in recognition of girls' achievements is a great way for them to reflect on what they've learned throughout the course of the program and to share newfound knowledge with peers, families, and community members.

Examples of culminating events can include open houses, skill demonstrations, tournaments, presentations where girls share information they learned during the sessions, potluck dinners, or other special events. Community service days where girls complete a project together related to the topics they explored during the sessions are another great way to culminate the program.

A culminating event or closing celebration is also a great way to get parents involved in your program. Inviting parents to a special event or service project day gives you an opportunity to share what girls have been learning about, and to provide parents with additional information or resources on physical activity and healthy lifestyles to help insure that they are supporting the objectives of GoGirlGo! even after the program ends.

Another great way to celebrate girls' accomplishments in the program is to use a physical activity, such as a 5K race or sports tournament, as your culminating event. This gives girls something concrete to work toward as they move through the 12-week curriculum. In this case, you should be sure to tell girls at the beginning of the program exactly what the culminating event will be and make time each week to prepare for the event as a group.

### General Tips

- You will need to set aside time outside of your regularly scheduled sessions to plan your event. Start planning well in advance, set a clear timeline and to-do list, and designate who will be involved in set-up and clean-up.
- Empower girls to play a leadership role in planning and carrying out the event. Make sure each girl knows what tasks she is responsible for. Examples of tasks might include:
  - ☐ Making a list of family, friends, and community members to invite
  - ☐ Creating and sending out invitations
  - ☐ Marketing the event
  - ☐ Planning and ordering refreshments and other supplies
  - ☐ Planning how the room will be set up
  - ☐ Making a printed program to give out to guests
- If you don't have money in your budget for refreshments, consider making it a potluck where everyone brings healthy snacks and treats to share.
- Have one or two students greet guests as they arrive. Ask guests to sign in so you have a record of and contact information for those who attended the event.
- Remember that culminating events can be a great way to recruit new girls into the next cycle of GoGirlGo! programming. Make sure to have sample materials (GoGirls! Guide to Life/Scrapbook, flyers, brochures, etc.) for girls and their parents to look at to get them interested in participating. Then, sign them up on the spot!



## evaluating the program

The conclusion of the GoGirlGo! curriculum marks the point at which we would like you to evaluate the materials. Staff of the Women's Sports Foundation will work with you on the evaluation. We would also be pleased to receive additional feedback at any time. It's most important for us to see evidence that these girls are actually more physically active or more inclined to be physically active in the future.

We will be conducting visits to some of the programs so we can better understand the strengths and weaknesses of the GoGirlGo! program. A representative of the Women's Sports Foundation may call on you to participate in this important process. This project would not be possible without the generous support of our donors. They are very interested in the results of GoGirlGo!; they base their decisions to grant additional funds on its success. Your cooperation in participating in this aspect is critical to the program's continuation.

We would love to receive photos of your program and the girls participating in GoGirlGo!. We also welcome letters, drawings, collages, etc., from your programs that demonstrate how the girls are learning and growing. Please send these materials to the Women's Sports Foundation, Attn: Programs Department, Eisenhower Park, 1899 Hempstead Turnpike, Suite 400, East Meadow, NY 11554, along with a letter stating that you allow the Foundation to use the photos, letters, etc., in our materials or in materials sent to current and/or potential program sponsors. If you wish to send photos by email, please send each photo as a 300 dpi JPEG file to [GoGirlGo@WomensSportsFoundation.org](mailto:GoGirlGo@WomensSportsFoundation.org).

PLEASE NOTE: If you send photos, videos, letters, etc. from the girls in your program, we will need the permission of the girls' parents/guardians in order to use them in some of our materials. Please indicate if you have permission from the parents/guardians for us to use images or the names of the girls. See "Release Form Language to Consider" on page 11.

## general resources

A list of websites and phone numbers you and the girls may find useful appears in Appendix C: Resources. Several of the sites have links to information in Spanish. These resources were checked for accuracy just prior to the materials going to print, but know that URLs and phone numbers occasionally change. If you discover that any of them are incorrect, please let us know.

Additional resources are available at [www.WomensSportsFoundation.org/GoGirlGo](http://www.WomensSportsFoundation.org/GoGirlGo), including:

- Tips to Get a Girl Active
- Connect with a Regional Role Model
- Helping Girls with Stress
- Six Ways to Promote Girls' Positive Self-Esteem
- Signals for Help
- What is a "Girl-Centered" or "Gender-Sensitive" Program?
- Seeking Funding to Support Your Program
- "Yoga for Athletes" Activity Handout
- "Get Stronger Using Only Your Body!" Activity Handout
- "Preparing for Your First 5K Race" Activity Handout
- "Sleep Quiz" Activity Handout
- Certificate of Completion Template (also included in Appendix D)
- Healthy Snack List (also included in Appendix E)
- How to Design a Sports Program for Girls
- How to Conduct a GoGirlGo! Open House
- Icebreakers
- Spanish translation for select materials
- All athlete stories from previous years

Keep checking in at [www.WomensSportsFoundation.org](http://www.WomensSportsFoundation.org) for new and updated materials.

### Release Form Language to Consider

In addition to the standard liability language you include in your release forms/permission slips, you may also want to consider including:

- ☐ By signing this form, you are agreeing to allow [organization name] to photograph, record on video or in any other way document your child's participation in this program. You also agree to allow [organization name] to share any materials connected with your child's participation with the Women's Sports Foundation and allow [organization name] and/or the Women's Sports Foundation to use any such materials, including but not limited to, her name, photos, video recordings, or any letters she may write regarding the program, in their materials, including materials for promotional use.

### Training Available for Program Leaders

The Women's Sports Foundation now offers additional support for leaders like you who are implementing the GoGirlGo! educational and physical activity curriculum. This training will 1) prepare you to facilitate effective group sessions with girls that promote and encourage healthy habits while using GoGirlGo! and 2) help you deliver any specific sport modules that are affiliated with GoGirlGo!. For more information on upcoming training sessions, please visit [www.WomensSportsFoundation.org/GoGirlGo](http://www.WomensSportsFoundation.org/GoGirlGo).

### Educational Training

Conducted online, these interactive training sessions present attendees with the background of the GoGirlGo! program and explain the need for an early intervention tool to address inactivity. Specifically, the sessions cover:

- How to address the unique needs of girls
- Updates on the latest research on girls' health and the childhood obesity crisis
- How girls spend their time
- Best practices when collaborating with other organizations
- Tips on dealing with challenges within youth organizations
- Innovative ideas to make the curriculum "your own"
- Additional resources

For representatives of larger organizations, or Program Leaders who are experienced in implementing the program, a copy of the GoGirlGo! training for adult facilitators is available for you to present to larger audiences.

### Physical Activity Module Training

The 12-week GoGirlGo! program is designed to meet a minimum of once each week for an hour. The main session in each chapter is called Session A and this is the session you should lead with girls if you have only one hour each week. Session A includes about 30 minutes of educational activity and 30 minutes of physical activity. If you only conduct Session A, you should be sure to do the physical activities included in the curriculum because they reinforce the educational messaging of the session.

The curriculum also includes an additional session (called Session B) for programs that meet more than once a week. Session B includes 20–30 minutes of educational activity and 30 minutes of physical activity. In Session B, it is up to you to choose what type of physical activity you will do. Some suggestions are provided, but you might choose a sport or physical activity of your own design instead.

### Using the GoGirlGo! Trademarks

- Women's Sports Foundation®, the Women's Sports Foundation logo and GoGirlGo!® are registered trademarks of the Women's Sports Foundation and may not be used in any printed materials or in any other way without the prior written approval of the Women's Sports Foundation.
- GoGirlGo! curriculum materials are copyrighted by the Women's Sports Foundation. Materials cannot be altered or amended in any way or distributed under any name without the express permission of the Women's Sports Foundation.
- GoGirlGo! curriculum materials are provided for use by local organizations. The Women's Sports Foundation neither endorses nor should be identified as affiliated with your other local activities.
- GoGirlGo! must always be used in conjunction with the Women's Sports Foundation. For example, an organization should refer to a GoGirlGo! program as the Women's Sports Foundation's GoGirlGo! program, or that the GoGirlGo! curriculum is a product of the Women's Sports Foundation.
- GoGirlGo! is a program of the Women's Sports Foundation. Although groups are encouraged to utilize the materials, no individual group may form under the name GoGirlGo! (such as GoGirlGo! Club or GoGirlGo! New York). Please contact us if you have questions about naming your group.
- If you wish to create and distribute promotional materials referring to your use of the GoGirlGo! curriculum and wish to incorporate any of the Women's Sports Foundation's trademarks, please send your proposed materials for prior written approval to the Women's Sports Foundation, attn: Programs Department via mail at Women's Sports Foundation, Eisenhower Park, 1899 Hempstead Turnpike, Suite 400, East Meadow, NY 11554, or via email at [GoGirlGo@WomensSportsFoundation.org](mailto:GoGirlGo@WomensSportsFoundation.org)). The Women's Sports Foundation may withhold approval at its sole discretion. We will respond to such requests for approval promptly.
- For information about seeking funding for your program you can find the resource "Seeking Funding to Support Your Program" at [www.WomensSportsFoundation.org/GGGCurriculum](http://www.WomensSportsFoundation.org/GGGCurriculum).

# the GoGirls!

There are four GoGirl characters present throughout these materials: Alex, Rosa, Tee, and Uni. These characters represent a cross section of ethnicity, body types, athletic ability, and able-bodied-ness. Below you can see the character development and background for each.



## alex

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



## rosa

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



## tee

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



## uni

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

## chapter

## 1: building confidence / the girl

**SESSION 1A (1 HOUR)**

## Session Objectives:

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

- Measure their aerobic fitness, flexibility, and muscle strength
- Understand the importance of warming up before exercising and cooling down afterwards
- Utilize the Activity Log in the *GoGirls! Guide to Life/Scrapbook* for recording and monitoring physical activity
- Understand how much physical activity they should get every day (60 minutes) and that it can be accomplished in parts as long as an activity is at least 10 consecutive minutes in the “Fit Meter Zone” (see definition, below)
- Define confidence, articulate why it matters, and identify ways of building confidence

## Physical Activity Skills Practiced:

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

## Materials/Equipment Needed:

- *GoGirls! Guide to Life/Scrapbook* for each girl
- Stop watch or clock with a second hand
- “Try @ Home” activity handout

## Healthy Snack Suggestion:

- The athlete whose story is featured in this session is Lisa Fernandez. Her favorite healthy snack is bananas.
- See Appendix E: Healthy Snack List for other ideas.

## Facilitator Tips:

- There may be girls in your group who are not used to exercising and the physical activities in this session may be challenging for them. Encourage girls to try their best and not to compare themselves with others in the group. Keep the focus on fun and cooperation rather than competition. Keeping the focus on the *fun* they are having will motivate them to keep going!
- Convey the message that the ideal amount of physical activity girls should get each day is 60 minutes but that they can accomplish that in shorter increments. Every physical activity they do can count towards the total—even doing chores or walking for a few minutes at a time!
- Take time during the session to introduce girls to the GoGirls. Some of the stories as well as cartoons and tips included in the curriculum are based on these characters, so it is important to take the time to properly introduce them to the girls on the first day. See “The GoGirls” on page 13 for more information.

## chapter

## 1: building confidence / the girl

## Introduction (5 min)

Welcome girls to the session. Do a quick check-in and ask the girls how they are feeling. Explain that today's session is going to get us thinking about different things we can do to feel strong and good about ourselves.

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

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

Explain to the girls that as a part of the GoGirlGo! program, they will have a chance to try out lots of fun activities to help their bodies grow stronger and to help them learn about themselves and each other. Ask if anyone knows what "confidence" means. Take a few responses. Explain that confidence means feeling good about who you are. Tell them that one way to build confidence is by trying new things. Ask the girls if they've ever tried something new and felt good about themselves because of it.

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

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

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

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

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

**LESS THAN 20 = LIGHT ACTIVITY.**

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

**20-26 = MEDIUM ACTIVITY.**

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

**26 OR MORE = HEAVY-DUTY ACTIVITY.**

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



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

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

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

### Safety Workout Tips:

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

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

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

Ask the girls...  
has anyone ever  
done any sports or  
other physical activities?

# chapter 1: building confidence / the girl

Next, tell the girls that you're going to give them a series of challenges. Lead the girls through the following exercises, doing 10 of each without stopping:

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

## Observe (10 min)

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

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

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

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

Ask the girls: What does your body feel like when you are confident?

## Story – Read and Discuss (15 min)

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

Take a moment to introduce the GoGirls. (See “The GoGirls” on page 13 for detailed descriptions of each character.) Explain that the GoGirls are cartoon characters who will help us learn about how playing sports and being active makes girls healthy, happy, and strong. You may want to have the girls read the bios and look at the illustrations of each girl in the GoGirls! Guide to Life/Scrapbook as an introduction.

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

### Feeling Fly

**Lisa Fernandez**

**Softball**

Three-time Olympic gold medalist;  
struck out a record 25 batters in one game;  
attended UCLA and majored in psychology.

“You run like a turkey,” my coach would yell, making my teammates explode with laughter. Needless to say, when I was 11 years old, my softball experience was a big girl’s nightmare. With foul sarcasm, my coaches were always busting on me because I was big and slow. It didn’t matter what kind of player I would one day become—all that mattered were my tears of embarrassment. Those days at practice I wanted to just shrink and disappear. I felt so down on myself that I wanted to quit the game that I loved all together.

Lucky for me, my parents were great at taking the hard stuff in life and morphing it into something positive. They constantly boosted me with confidence, reminding me that I was strong and worthy of my place on the team. Instead of making me embarrassed of who I was, they made me proud. “Flex those muscles for me,” Dad would always say. We’d watch sports on television, and he’d point out all the great athletes who were big and strong. At games he’d say, “See, Lisa, she’s not the fastest, but she sure is good.”



Instead of feeling bad about myself and my weaknesses, I learned to start depending on my strengths. It really helped that I had people I could trust. My parents motivated me to pinpoint my talents and run with them. I became a power-hitter and focused on improving my base running. My self-confidence began to shine. I changed from wanting to quit to trying to prove the coaches wrong.

There will always be critics. I am the person and player that I am because I learned to focus on what I know makes me strong, instead of what other people think makes me weak. Success, pride, and Olympic medals don’t come from listening to the critics; they come from inside of you.

## chapter

## 1: building confidence / the girl

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

- How did Lisa go from feeling bad about herself to feeling confident?
- Have you ever felt confident about yourself? When?
- What can you do to help yourself feel more confident?
- How can participating in sports or physical activities make you feel more confident?
- Can you play sports or be physically active even if you don't have fancy equipment? (Remind them that the activity they did today didn't require any special equipment!)

### Wrap Up (5 min)

Ask the girls to answer the following question: What activity do you like to do that makes you feel confident? Go around the room and give each girl a chance to briefly answer the question. If you are short on time, take a few volunteers rather than taking answers from each girl in the group.

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

### Educational Materials

**GoGirls Tip:**

Alex says: Confidence means feeling good about yourself.

You can build your confidence by:

- \* Trying a new sport or activity for fun
- \* Setting a goal and working to achieve it (like running a mile without stopping!)
- \* Thinking of your best qualities. Are you a good friend? A good singer?  
Do you always try hard in school? Give yourself props for all the great things about you!

**Journal Ideas:**

What makes you great? Write down some of your best qualities.

Do you ever feel down on yourself?

What can you do for a confidence-boost when you need one?

**Resources**

[www.girlsinc.org](http://www.girlsinc.org)

[www.kidshealth.org](http://www.kidshealth.org)

**SESSION 1B (1 HOUR)****Session Objectives:****By the end of this session, girls will be able to:**

- Articulate how confident they feel in various situations, including sports settings

**Physical Activity Skill Practiced:**

- Varies depending on physical activity chosen (see below)

**Materials/Equipment Needed:**

- GoGirls! *Guide to Life/Scrapbook* for each girl
- Copies of "Buddy Interview" activity handout (which can be found at the end of this chapter)
- Pens or pencils
- Appropriate sports equipment if you are using your own physical activity module or a GoGirlGo! Sport Module

**Introduction (5 min)**

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

**Extension Activity: Buddy Interviews (20 min)**

Tell the girls that this activity is going to help them get to know each other better and think about things that make them feel confident. Give each girl a copy of the "Buddy Interview" handout and a pen or pencil. Break the girls into pairs and tell them they will have a few minutes to interview each other by asking their partner the questions on the paper and writing down their partner's answers.

Give the girls about 10 minutes to work on this. Then, give some of the pairs a chance to share what they learned about each other. Ask the girls whether any of their answers were the same as their partner's. Were any of them different?

**Physical Activity: CHOOSE ONE (30 min)**

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

- Repeat the "Where Are You Now/Where Are You Going?" activity from Session 1A.
- Complete a GoGirlGo! Tennis Activity (see GoGirlGo! Tennis on page 8).
- Try another sport/physical activity of your choosing (basketball, dance, running, etc.).

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

**Wrap Up (5 min)**

Thank girls for participating in the session. If time permits, go around the group and ask each girl to complete the sentence "I feel confident when..."

Ask the girls...  
when do you feel  
confident?

chapter

# 1: building confidence / the girl

## Try @ Home # 1:

**Make up your own 20-minute routine** that includes jumping, hopping, twisting, lunging, walking, and running forwards and backwards.

Measure your heart rate right after you're done

record it here:

Measure your heart rate again 10 minutes after you're done with your physical activity.

record it here:

How close to your resting heart rate is it?

record it here:

Date completed:

record it here:

How do you feel?

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## Buddy Interview

Your Name: \_\_\_\_\_

Your Partner's Name: \_\_\_\_\_

Ask your partner these questions and write down her answers on this sheet.

1. What is your favorite sport or physical activity? \_\_\_\_\_

2. Why do you like it? \_\_\_\_\_

3. How did you feel the first time you tried it? \_\_\_\_\_

4. Do you like trying new sports or activities? \_\_\_\_\_

5. Why do you like (or not like) it? \_\_\_\_\_

6. What other sport or activity do you want to try? \_\_\_\_\_

7. Do you feel confident when you try new sports or activities? \_\_\_\_\_

8. Why or why not? \_\_\_\_\_

9. What do you do to make yourself feel more confident when you need to? \_\_\_\_\_



