

GREAT ENCOURAGEMENT MOVEMENT

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G.E.M. Curriculum Vol. 1

SMALL GROUP LESSONS & ACTIVITIES FOR TEEN GIRLS
TO ENHANCE SOCIAL AND EMOTIONAL DEVELOPMENT

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Great Encouragement Movement// G.E.M. Curriculum Volume 1
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Available online at:
www.gemwithin.org

To my family, friends, and community.
I am only a G.E.M. because of the love, care, wisdom, kindness,
grace, and so much more that you have shown me!

To every teen girl everywhere,
may you discover your G.E.M. within!

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G.E.M. INTRODUCTION

G.E.M. CURRICULUM VOL. 1

Great Encouragement Movement Mission Statement:

Great Encouragement Movement's mission is to encourage our teen girls' to become confident in their identity, abilities, and purpose. Our goal is that all teen girls would recognize their value and be equipped to unlock greatness from within, moving forward towards their unique purpose.

Our hope for teens participating in G.E.M. is that they would gain a thriving community, heal through creative expression, gain insight through mentorship or guidance, and foster their social and emotional development.

Introduction

The G.E.M. Curriculum Book is meant to serve as a standalone tool for facilitators having recently completed the G.E.M. Coach Facilitator Training, or for counselors, educators, social workers, or youth pastors who have previous experience and/or training in leading a gender- specific group for young girls. The G.E.M. Coach Facilitator training incorporates resources for connecting to and empowering young girls, access to open-ended questions to get conversations flowing in group, and answers to questions about the proper use of G.E.M. Curriculum.

Listed below are Great Encouragement Movement's Core Beliefs and what we hope your teen girls obtain while going through these lessons and activities.



HOW TO USE G.E.M CURRICULUM

G.E.M. CURRICULUM VOL. 1

The Great Encouragement Movement provides a 21-week encouragement-based program that is divided into three phases. These phases are Hidden, Pressure, and Unveiled. The purpose of each phase

is for each girl to grow in awareness of how they are developing into and already are a true GEM!

- Hidden Phase: This phase allows girls to recognize the importance of understanding who they are, recognizing their values, seeing their worth, growing in self-love and appreciation, and being aware of how they are growing as individuals.
- Pressure Phase: This phase allows girls to learn that despite difficult circumstances one can still learn and become resilient. Girls recognize that the pressure one may face may be presently challenging, but it is allowing them to grow and positively shape them into the person they may never before have believed they could be.
- Unveiled Phase: The first two phases are pivotal in order for girls to move continually forward into who they always were and meant to be. In this phase, girls will recognize that who they are is invaluable and should be shared with others. They will learn how to move forward with vision and purpose.

Lessons, activities, and guidelines are included for girls in a specific age range, which is suggested on the back cover of the book. This may vary according to your own specific group. Each phase is created

with its own topics and activities. You can pick and choose which lessons you would like to utilize based

on the needs of your group. While G.E.M. Curriculum does go in order from proper use of Hidden Phase through Unveiled Phase, you are able to use certain lessons in all phases if unable to use the entire

book of lessons and activities.

UNDERSTANDING THE FLOW OF G.E.M. CURRICULUM

G.E.M. CURRICULUM VOL. 1

G.E.M. Lessons & Social Emotional Learning

Our G.E.M. Curriculum follows the guidelines of social and emotional learning. It creates opportunities for girls to grow in managing their emotions, becoming more self-aware, setting and achieving positive goals, growing in empathy towards others, establishing and maintaining positive relationships with self and others, and making responsible decisions (casel.org, 2020).

Flow of G.E.M. Curriculum.

1. Check-Ins: An opportunity for participants to share how they are feeling and how their day/week has gone.
SEL Connection: Self-Awareness, Self-Management
2. G.E.M. Encouragement Based Lessons: Lessons catered to encourage our participants and teach them valuable lessons that promote growth mindset, value and love for self, and encouragement. SEL Connection: Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision Making
3. Practical Steps: Ways participants can incorporate the lesson into their everyday lifestyles.
SEL Connection: Responsible Decision Making
4. Key Questions: Reflective questions that can be asked during the rap session circle.
SEL Connection: Self-Awareness, Social Awareness
5. Rap Session Circle: A restorative circle approach that gives each participant a voice and an opportunity to healthily and effectively share their emotions. Each lesson asks for the girls to share one value they have.
The goal is to have them think of new values each time
SEL Connection: Social Awareness, Self-Awareness, Self-Management, Relationship Skills
6. Activity/Creative Activity: Tailor-made creative activities that tie into the lesson.
SEL Connection: Self-Awareness
7. Reflection/Journal Time: A way for girls to sit and reflect on what they learned and how they are personally responding to the lesson given. This is a special space that is created for them to reflect on their progress.
SEL Connection: Self-Awareness, Self-Management

G.E.M. Curriculum Pro- Tips:

1. Within each lesson, add your own personal story! Let the girls connect with you and your triumph while learning valuable lessons for themselves!
2. Pick and Choose Activities: No time to do all the activities? No problem! Pick and choose between the rap session circle, creative activities, and reflection/journal time based on the needs of your group.

HIDDEN PHASE



LOVING YOURSELF WELL

Objective: You will learn the importance of loving yourself well by understanding more of what makes you unique.

Duration: 1 hour

Materials Needed:

- Canvas paper
- Paint
- Markers
- Tissue paper (multi-color)
- G.E.M. journals
- Hidden Phase 1.1 Worksheet- Character trait worksheet
- Device to play calming music
- Pens
- Index cards
- Rap session ball

**We are all unique,
wonderful, and
complex in our design.
There is not another
person in this world
who is like you!**

Icebreaker:

“Walk to the Line”- Girls will walk to the line if they can relate to any of the following statements (look to page GEM resources for sample statements under the Icebreaker section)

Check-In:

Introduce Check in with the girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Have each participant write down one value that they have (i.e. Love) on an index card and share why that value is important to them.

Lastly, ask how they like to be shown encouragement from others and how it makes them feel..

Lesson:

“If you want to learn to soar in life you must first learn to F.L.Y. (First Love Yourself)” -Mark Sterling

You are at the most precious age and time of your life where you are still growing, still discovering, still learning who you are as an individual. **We are all unique, wonderful, and complex in our design. There is not another person in this world who is like you.** There will never be another person in this world who is like you. Now begins the important journey of discovering who you truly are.

Take a moment and complete the Character Trait Worksheet. Try to find at least five traits that you identify with. If you find more than five, even better! How was it finding out which trait matches with who you believe you are? Did you find this to be challenging?

There is a phrase “to know me is to love me”. Let’s adjust that phrase a little bit and say **“to love me is to know me”**. The best way to begin knowing how to love yourself well is to first be willing to know who you are. Beginning with your character traits is an amazing start and, to go a step further, it is good to include knowing more of your emotional, physical, and even spiritual needs.

Emotional Needs = positive self-talk, belief, education, processing, expression of self

Physical Needs = food, water, energy, sleep, exercise

Spiritual Needs = faith, hope, meditation, unconditional love

Often you may be faced with different challenges that try to make you doubt who you are. However, loving yourself well is choosing to believe the very best about yourself regardless of what you may be faced with! Be unapologetically you! You are worth it, G.E.M.

LOVING YOURSELF WELL

Practical Steps

1. Take 5 minutes every day to learn about character traits and which ones you identify with most.
2. Take 5 minutes to Encourage yourself three days or more this week. Look at yourself in the mirror and say what you love about yourself (example: I love that I have joy!)
3. Once a week spend 15 minutes with just yourself and learn what you truly enjoy and even more what character traits are helping shape who you are! Try to do this without any distractions. No technology!

Key Questions:

1. What does it mean to love yourself?
2. Has there ever been a moment in your life when you didn't feel loved? What did that feel like? Are you still working through that feeling?
How did you overcome it?
3. Why do you think it's easier to think negative things about ourselves than to think positive things?
4. Why do you think it is important to know more about yourself?
5. How do you think loving yourself well impacts those around you?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity:

"Who You Are" abstract portrait

- Pass out canvas paper.
- Place paint pallets on tables for girls to use.
- Place glue and tissue papers on tables for girls to use.
- Girls can choose to fill a blank portrait with tissue paper or paint it in with the paint.
- Once the portrait dries they can fill it in with a marker of what they love about themselves (i.e- kind, loved, gentle).

Reflection & Journal Time

Play some soothing music and have them reflect on the following G.E.M. standards:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- Write down 2-3 different ways you will love yourself well this week.
 - What is one short-term goal of how you will love yourself? (i.e. getting a manicure)
 - What is one long-term goal of how you will love yourself? (i.e. speak life over yourself)
- Write down 1-2 names of people you would like to encourage and show kindness to this week.

G.E.M. Lesson 1 Highlights

- It is important to first love yourself so you can love others well.
- You are unique, wonderful, and complex in your design.
There is no one in this world who is like you and there will never be another person who is like you!
- It is important to understand the type of character traits you want to develop .

THE DARK ROOM

HIDDEN PHASE: LESSON 2

Objective: You will learn the value of allowing yourself to grow in a true state of fullness without rushing. Also, you will learn to wait well and enjoy the process and progress you experience in between.

Duration: 1 hour

Materials Needed:

- Disposable cameras
- G.E.M. journals
- Pens
- Rap Session Ball

It is not about seeking after immediacy but instead building a character that is long-lasting.

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g, Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

As tempting as it may be, we cannot rush past one moment to try to get to the next. **There is value and purpose in the waiting as much as there is in the receiving.** If we continue to rush the process of growing, discovering, understanding, valuing ourselves and others, discomfort, and more, we may miss the beauty of seeing progress. Every form of growth - growing pains, life lessons, hardships, gifts discovered, character developed - is pivotal to our existence. **It is not about seeking after immediacy but building a character that is long lasting!**

A practical example is thinking about how photographs are developed. Our cell phones give us photos instantly, which is amazing. However, before we had this awesome technology, we used to have to wait for our snapshots to be fully developed before we were able to see the outcome of our photos. Photos used to be and often still are developed in what's called a "dark room". A dark room is where film is exposed and negatives are made from the film, producing the positives that show the actual photos in their entirety. If you ever try to rush the process of fully developing the negatives, you risk the chance of destroying the image.

We all have our own personal dark rooms where we have to deal with our negatives, learn healthy habits, build character, grow in values and standards, overcome challenging circumstances, and more. **Try to rush through any process, and you risk destroying something that was bound to make a wonderful impact on your life!** Being in the dark room is an opportunity for you to fully develop. At the right time, you will be called to do what only you can do and be who only you can be.

THE DARK ROOM

HIDDEN PHASE: LESSON 2

Practical Steps:

1. Enjoying the process means to be present. Be aware of yourself and the things happening around you. It's all important, not just the next thing.
2. Focus on what you can do now. Set SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals.
3. Enjoy Joy! Do something that makes you happy. Explore new hobbies.

Being PRESENT is the best character trait developer for whatever greatness lies ahead

Key Questions:

1. What does it look like for you to have to wait? Is it easy or hard, and why?
2. What are some benefits to having to wait and not receive what you want right away?
3. What characteristics would you want to discover about yourself while in your own personal dark room?
4. Why do you think it is important not to rush?
5. How can you begin to enjoy seeking progress versus seeking immediate results?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity:

Give each girl a disposable camera. This will be a take home activity. The challenge is to have the girls take photos with their camera instead of using their phones. Once the girls are finished with their cameras they can take it to the local store that develops film (i.e. Wal-Mart, Rite-Aid) and wait for their photos to be developed and picked up.

The next time you meet have girls share their experience of taking the photos and not immediately being able to see the outcome of the photos taken. Also, ask them if the pictures received came out how they thought they would.

THE DARK ROOM

Reflection & Journal Time

Play some soothing music and have them reflect on the following G.E.M. standards:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- Take some time to look up how photos are made. As you learn about the process, how can this apply to your own life? What benefits do you see?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 2 Highlights

- There is value and purpose in the waiting as much as there is in the receiving. Learning to wait well is key in growing.
- It is not about seeking after what can happen right away but enduring the wait to build character that is long lasting.
- Being in the dark room is an opportunity for you to fully develop -- don't rush this process.
- At the right time, you will be called to do what only you can do and be who only you can be.
- What are you doing while you are waiting? Is it making you better or worse?

WHAT ARE YOUR G.E.M. STATEMENTS?

Objective: You will learn the importance of positive versus negative self talk. You will learn how to encourage yourself and to receive encouragement from others that speak into the truth of who you are.

Duration: 1 hour

Materials needed:

- Hidden Phase 1.3 Worksheet- G.E.M. Truth Statement handouts
- Markers
- Mini cardstock papers
- Envelopes
- G.E.M. journals
- Pens
- Hand held mirrors
- Device to play calming music

**What
you
think
matters!**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g, Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Did you know that we think a lot? I mean, over 6000 thoughts per day! Of all those thoughts, which thoughts are we giving our attention to? What we see, hear, taste, and smell can all influence our thoughts. For right now, let's focus on SEE and HEAR. What are you watching daily? What are you listening to? It is important to start thinking carefully about what you are watching and listening to as these senses can influence your thoughts. Fill your thoughts with more truth statements and affirmations rather than consuming the opinions, statements, or suggestions of those around- especially when it comes to social media! **What you think matters!**

Did you know that you have the power to choose what you believe and what you want to respond to? What statements are you speaking about yourself or believing about yourself? Truth statements or lie statements?

Truth outweighs every lie. Every time! The challenging part is choosing to seek out truth. So how do you take the negative or lie statements and turn them into a positive? Simple. **You have to know your truth.** Your truth is what you believe about yourself; the true characteristics of who you are that others may not fully understand or be aware of. Also, people can only see you in part. They do not know or understand the wholeness of who you are. Please consider this when people try to bring you down with something that they do not know the whole story on.

Here is an example of a lie statement, and how a truth statement can overpower the lie:

Lie statement: You got an F on your math test; you are so dumb!

Truth statement: I failed at one exam today, but I am smart and I will do better next time

It's so easy to believe the lie statement initially because when we feel bad we want to believe the bad. But it takes much practice, dedication, and determination to seek out the truth. There is power and worth knowing your truth. GEM, you are always worth it! **Start today and discover some of your G.E.M. truth statements. It starts with you!**

WHAT ARE YOUR G.E.M. STATEMENTS?

Practical Steps:

1. Write out your G.E.M. statements (an activity you will do today).
2. Recite these G.E.M. statements daily (in the morning and before you go to bed). Say them out loud while standing in front of a mirror.
3. Find a space that is nice and quiet. Comfortably sit on the floor and set a timer for 5 minutes (you can increase time with more practice) and meditate on your G.E.M. statements. After you recite your statements, sit for another minute and become aware of how you feel.

Key Questions:

1. How can you begin to identify the lie statements that you are faced with so that you can replace them with truth statements?
2. How challenging do you think it will be to not believe the lie statements? Why or why not?
3. Why do you believe having your own truth statements is important?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activities:

First Activity

Take 5-10 minutes to complete G.E.M. Truth Statement handout. Once completed, share with the group some of the truth statements you came up with, and how these cancel out some of the lies that you were once told.

Second Activity

Take colored pieces of cardstock and write down your truths (i.e. I am beautiful). Come up with at least 7 statements, and place completed papers in a pouch or mason jar. In groups, each girl must write 2-3 G.E.M. truth statements about her group members.

WHAT ARE YOUR G.E.M. STATEMENTS?

Third Activity

Each girl in the group takes turns saying out loud their G.E.M. truths while looking in the mirror. After each statement is said, other group members should cheer on the person who is speaking.

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What are the benefits of seeking out and knowing the truth about who you are?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 3 Highlights

- It is important to start thinking carefully about what you watch and listen to as what you consume can influence your thoughts.
- What you think matters! Are you focusing on your truth statements or on the lies?
- You have the power to choose what you believe and how you want to respond.
- Truth outweighs every lie. Let truth set you free as it is most powerful!

THICK SKIN, SOFT HEART

HIDDEN PHASE: LESSON 4

Objective: You will learn that despite criticism and constant demands from peers or others you are not defined by what you can or cannot do. You will learn how to not allow overwhelming expectations to distort who you are as an individual.

Duration: 1 hour

Materials needed:

- Pens
- Highlighters
- Hidden Phase 1.4 Worksheet- Forgiveness Wheel activity sheet
- G.E.M. journals
- Device to play calming music

When we try to keep the bad things out, we also keep the good things from coming in.

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g. Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

We live in a time where everything and anything feels like it's under a microscope being examined and criticized. Whether it is being in unnecessary competition on our social media accounts or working to meet unrealistic expectations of our family and friends, or even strangers, it's easy to feel like we're being stretched too thin. At this point, you can either break or toughen up. It may seem easier to have tough skin and an even tougher heart. Nothing can get to you and nothing affects you. We think this is the way to go, but it is important to know that in doing this we not only keep the bad things out, but we also keep the good things from coming in.

How do we keep moving forward with our everyday demands, but make sure we don't lose heart along the way?

Develop thick skin, but a soft heart.

Having thick skin means knowing who you are and owning who you are without apology. You do not have to allow all criticism or negativity to make you conform to who others want you to be.

Having a soft heart means you remain open to love. You do not allow circumstances to make you change positive traits about yourself or what you think about others. Love is key. Love for self and love for others will take you far.

To have thick skin and a soft heart does not mean you are not affected by what is done or said. Instead, it's taking the powerful choice to forgive and not build offense. **As often as you could be offended, just as many times (if not more!) we should be willing to forgive.**

Forgiveness is one of the key and most important steps in having thick skin but a soft heart. When we give into offense and choose not to forgive others, we give them power over us, **when we choose to forgive and forgive often, we take hold and keep our power.**

THICK SKIN, SOFT HEART

HIDDEN PHASE: LESSON 4

Practical Steps:

1. Forgiveness! Everyday forgive at least one person. We all fall short and mess up.
2. If someone does something you do not like rather than focusing on the negative, find 3 positive traits you like about the person. Hold no grudge or offense in your heart.
3. Communicate with those in your closest circle. Talk out your feelings, frustrations, and hurts with those closest in your circle. Those who won't judge or try to fix your problems but just listen, be supportive, and encourage you towards love, hope, and forgiveness.
***Side note:** If your close ones are leading you to gossip, or hate they probably aren't the best ones to talk about personal feelings with.*
4. Let go of false expectations. You do not have to strive towards expectations others have for you. Make the choice to let go of others' expectations, especially if they are harmful, unrealistic, and damaging.

Key Questions:

1. How do you not allow the expectations of others to cause a tough heart?
2. What are healthy ways to deal with criticism and expectations?
3. What are ways to keep moving forward and loving others?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Forgiveness Wheel Worksheet:

Take a few minutes to be still and quiet. Ask yourself, "who do I need to forgive?" Write the names down on the activity page and highlight them all one color. Now, ask "who do I need to ask forgiveness from?" Write down the names and highlight them a different color.

On bottom of activity page, answer question:

What will it mean for your well-being to forgive the ones you listed and to ask for forgiveness as well?

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What are the benefits of forgiving others and not holding a grudge?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 4 Highlights

- It is powerful to choose forgiveness!
- As often as you can be offended is just as many times that you can choose to forgive others.
- When we try to keep the bad things out, we can also keep the good things from coming in.
- Having thick skin means knowing who you are and what you stand for. Having a soft heart means remaining open to love.

ATTITUDE OF GRATITUDE

Objective: You will learn how to change a negative mindset into a positive mindset by focusing on gratitude and kindness.

Duration: 1 hour

Materials:

- Pens
- String
- Hole punch
- Mini cardstock paper
- Markers
- Hidden Phase 1.5 Worksheet - Attitude of Gratitude
- G.E.M. journals
- Device to play calming music

There are so many gifts in each day! Take the time to discover them! This is *Gratitude*.

Check-In:

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

“Everyday may not be good but there is good in each day.”-Alice Morse Earle.

The dictionary defines gratitude “as the quality of being thankful; a readiness to show appreciation for and to return kindness. It’s so easy to complain and to give into the lies that things will never be okay, this is just how things are, or that you will never change, but there is power in choosing an attitude of gratitude. **Showing your appreciation for the good that is indeed happening around you and choosing kindness towards self and others.**

Take a moment and reflect on the last time you showed gratitude and kindness. How did that moment impact the rest of your day? Oftentimes, we may find that it is way easier to point out the negative moments rather than the good ones, but my question for you is, which one actually makes you feel better? Having an attitude of gratitude goes beyond just saying thank you when you receive something from someone (even though that is very important, so keep it up!).

Having an attitude of gratitude means that you actively search for something to give thanks for, even when things seem bad or difficult at the moment.

Example of having an attitude of gratitude mindset:

- Life
- Good health
- Loving family
- Supportive friends
- Smell of flowers
- Not making the same mistakes over and over

Let’s challenge our minds and our hearts to find a way to live in thankfulness. Begin the day, go through the day, and end the day with giving thanks, and see how it changes your attitude.

ATTITUDE OF GRATITUDE

Practical Steps:

1. Be intentional about giving thanks when you first wake up.
 - a. Before you get out of your bed you can write down or say out loud 3 things you are thankful for with the new day
2. Carry a journal or write in your phone and write throughout the day all the things you come across that you are grateful for.
 - a. Let your goal be to get to 1,000 different gifts you are thankful for.
3. Tell someone you care about how much they mean to you and what you are grateful for about that person!
 - a. You can write a letter, make a phone call, or send a quick text message
 - b. Showing gratitude towards others not only encourages others but yourself as well.

Key Questions:

1. Do you find it to be easier to focus on the good or on the bad?
2. Do you think being grateful can help with where you are at?
3. Why is having an attitude of gratitude important?
4. How would you like having an attitude of gratitude to influence your own life?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity:

Garland of Gratitude

1. Take 10 pieces of colored mini cardstock (or cut regular card stock into small squares)
2. Write on each cardstock with markers one thing you are grateful for
3. Punch a hole at the top of each of the cardstock pieces
4. Take a piece of string and tie a double knot on one end to keep the cards in place and then slide in each of your cardstock pieces.

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- In what ways can you see having an attitude of gratitude impacting your day?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 5 Highlights

- Everyday has gifts in it. It is up to us to seek out those gifts.
- There is power in choosing an attitude of gratitude.
- Showing your appreciation for the good that is always happening around us and choosing kindness towards self and others are essential.
- Having an attitude of gratitude means intentionally searching for something to give thanks for, even when circumstances are challenging at the moment.

HOPEFUL EXPECTATIONS

Objective: You will learn how to broaden your perspective when faced with bad situations. You will learn that what is right in front of you is not the final situation. You will learn how to set hopeful expectations for your future.

Duration: 1 hour

Materials:

- Pens
- Small Poster Boards
- Old magazines
- Markers
- Glue sticks
- Hidden Phase 1.6 Worksheet- Hopeful Expectations
- G.E.M. journals
- Device to play calming music

Having hope is to have a confident expectation that one's desire for goodness will come to pass.

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g, Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

When you are dealing with a tough situation, what do you think? What do you feel? What do you typically do? It is hard to see beyond what we are going through at the moment. Oftentimes, it may seem as though it will always be hard. **We must learn to go from a victim mindset to that of a victorious mindset!** What that means is learning to think, respond, and act with hopeful expectations rather than anticipating defeat.

The tough situations that come up can last for a moment or for longer than expected. It is important to hold on to hope.

Hope is a confident expectation that one's desire for goodness will come to pass.

An Expectation is a strong belief that something will happen.

There are greater things ahead than anything we leave behind. If it is bad right now then have the hopeful expectation that something better is approaching. A great motto to go by when in a difficult situation: If it's not good yet, then it's not the end.

Example of Hopeful Expectations:

- Earning better grades
- Developing stronger friendships
- Learning how to take care of self well
- Having a strong belief system
- Learning to trust the process and not rush

You are such a special and unique person. Don't let the hard moments keep you down, but use them as an opportunity to persevere, grow, and endure to get back up. Your worst is not the end. There is so much more goodness ahead!

HOPEFUL EXPECTATIONS

Practical Steps:

1. Be Creative- that can look like you taking 30 minutes or more to journal, draw, sing, dance, or paint to express yourself and look for the beauty in the difficult situation.
 - a. Finding ways to express your hopeful expectation. Do not emphasize the negative but focus on the desired outcome.
2. Encourage yourself! Speak those G.E.M. Statements over yourself. What you are trying to overcome may not happen immediately, but speaking life into and about yourself will help.
3. Remember past lessons learned from dealing with difficult times.
 - a. Write down some things you learned from the last time you had a difficult challenge and how you were able to overcome it. Start by naming the challenge, naming how you felt about the challenge, the goals you made to deal with the challenge, and how you were able to finally overcome the challenge.

Key Questions:

1. What is one challenging thing about looking past difficult circumstances and hoping for a better outcome?
2. What does having hopeful expectations mean to you?
3. How can you use hopeful expectations when facing hard times?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity:

Hopeful Expectations Board

Similar to a Vision Board, which is usually used for setting goals. We are going to create a Hopeful Board. On this board you will use pictures from magazines, or write out words of what your expectations are for these 4 categories:

- Emotions: Calm, Happy, Peace, Joy
- Relationships (family/friends): Better communication, healthy and thriving
- Environment (community/school): Cleaning the school, recycling, respecting others
- Self (personal growth): Exercise, meditation, connecting with self

Find pictures or draw/write words that help show what your hopeful expectations are for each category.

HOPEFUL EXPECTATIONS

HIDDEN PHASE: LESSON 6

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- How can you start/continue to move forward in hopeful expectation today?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 6 Highlights

- We must learn to go from a victim mindset to that of a victorious mindset.
- Hope is a confident expectation that one's desire for goodness will come to pass.
- An expectation is a strong belief that something will happen for the good.
- Your worst is not the end -- there is so much more goodness ahead!

WHAT DO YOU STAND FOR? (CORE VALUES)

Always treasure your identity and your values, for they shape who you are and who you want to become.

Objective: You will learn how to discover your core values. You will understand that core values are an important part of growing in personal identity.

Duration: 1 hour

Materials Needed:

- Pens
- Mini canvas
- Paint
- Paint brush
- G.E.M. journals
- Device to play calming music

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Malcolm X once said, "If you don't stand for something, you will fall for anything". This phrase can be about anything, but for today's lesson let's relay this quote to our core values.

Values are a person's principles or standards of behavior; one's judgment of what is important in life.

Taking the time to learn and understand your values is the first step of acknowledging your identity. **Always treasure your identity and your values, for they shape who you are and who you want to become!** Knowing your values and what you believe in sets a higher standard for your life! There is something very profound about setting your own path and standing up for what you believe in.

After this lesson, really take some time to reflect and think about some principles or beliefs you have. Try to do so without the influence of what others think or the opinions others have placed on you. Not that you cannot agree with what others say, but it is important at this point to figure out where you are at for yourself.

Examples of Core Values:

- I am for love.
- I am for protecting my peace.
- I have faith.
- I am for being gentle and kind.
- I am for loyalty
- I am for honesty and truth
- I am for justice

Discovering your greatness within means first knowing what you believe and stand for.

WHAT DO YOU STAND FOR? (CORE VALUES)

HIDDEN PHASE: LESSON 7

Practical Steps:

1. Write down your values. How would you like them to enrich your personal life?
2. Share your discovered values with a close friend or family member. It's amazing to have support from others.
3. Practice what you believe! It takes more than just writing and knowing what you believe but to actually live it out each day! You got this!
 - a. Value Love: Loving yourself and others well
 - b. Value Kindness: Show yourself and others kindness
 - c. Value Hope: Believe in a confident expectation of goodness ahead

Key Questions:

1. Why is it important to know your values?
2. What do you think knowing your values can add to your own life?
3. When faced with tough circumstances, how can knowing your values help?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity:

Value Painting

On your canvas, paint a word that is a new and meaningful value that you have. Example: Hope, Love, Peace. Around the word use various colors and even magazine clippings that represent the value.

Be creative expressing yourself.

WHAT DO YOU STAND FOR? (CORE VALUES)

HIDDEN PHASE: LESSON 7

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about your values that may have been a surprise to you?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 7 Highlights

- Values are a person's principles or standards of behavior; one's judgment of what is important in life.
- Always treasure your identity and your values, for they shape who you are and who you want to become.
- Understanding your core values lets you discover more of the greatness you have deep within.
- It is important to not be easily influenced, especially by things or people that do not align with your values and beliefs.

PRESSURE PHASE



THE COMPANY YOU KEEP

PRESSURE PHASE: LESSON 1

Objective: You will learn the importance of understanding your relationships and how to determine if those relationships are helpful or harmful to your personal growth.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Paper boards
- Old magazines
- Scissors
- Glue
- Markers
- Pressure Phase 1.1 Worksheet - Relationship Goal Worksheet
- Device to play calming music

The relationships we have in our life either hold us back, or they propel us forward.

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Relationships are so important. We are not meant to go through this life alone. When choosing who we spend our time with, it is important to see if those relationships are making us better or worse as individuals. **The relationships we have in our life either hold us back, or they propel us forward.** So it is important to ask yourself, “Are my current relationships making me a better person? Do I like who I am becoming?” In order to gauge the quality of your relationships, it is important to start with yourself first. You should know what you stand for, what your values are, and where you see yourself going in the future. Knowing more about yourself is a great way to establish solid and healthy friendships.

It is important to be aware of the impact that our friendships are having on us personally. That is why we should always watch the company we keep. **The people that we choose to surround ourselves with are often the people that influence us.** That is why it is important to choose wisely. Yes, you get to choose!

Let your choice add value to your own life! Let your choices make you more joyful, want to do better, and be better, and so much more.

The type of friendship you desire is the exact type of friend you should be!

Lesson Activity: Red, Yellow, Green Light

1. Begin by handing out a red, green, and yellow paddle to be held up by each girl.
2. Explain:
 - **Green light= Acceptable/Healthy behaviors**
 - **Yellow light= Sometimes acceptable or based on circumstances**
 - **Red light= Completely unacceptable**

Note: It’s helpful to prepare these definitions on a large butcher paper or a whiteboard for the girls to refer to.

3. Following the discussion of healthy relationships, describe some scenarios from each category and ask the girls to raise their paddle to which they think each situation belongs.
4. If there are any outlying answers, ask the girl to explain why she feels the action belongs in that category.
5. Conclude by reviewing healthy relationships and answering any remaining questions.

THE COMPANY YOU KEEP

PRESSURE PHASE: LESSON 1

Green Light	Yellow Light	Red Light
Talk to each other/good communication	Embarrasses you	Is clingy
Trust each other	Is annoying sometimes	Is jealous
Support each other	Shows off	Feels unsafe
Feel happy around the person	Calls you on the phone often	Annoying to be around
Share feelings	Is competitive with you	Have limited trust
Have freedom within the relationship	Makes plans and then breaks them	Tries to control or manipulate
Have more good times than bad	Tries to make you more like them	Makes you feel bad about yourself
Have fun together	Uses sarcasm	Does not make time for you
Encourage other friendships	Unequal power in the friendship	Criticizes you
Trust and honesty between each other	Asks you to change things about yourself	Uses you (takes advantage)

Practical Steps:

1. Be alert! Know how your friendships are impacting your own life.
2. Know your own values.
3. Be honest with yourself and about your relationships.

Key Questions:

1. What are some qualities that your friendships provide?
2. Why are relationships important?
3. In what ways do you see your friendships making you better?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

THE COMPANY YOU KEEP

PRESSURE PHASE: LESSON 1

Activity:

Ready, Set, Aim Relationship Goal Worksheet:

- Hand out Pressure Phase 1.1 Worksheet to the girls.
- Use the large target in the middle of the worksheet to name your friends based on how close you are to them.
 - In the center of the target is where you would have your closest friends
 - The second ring is where you would have friends you speak with on occasion
 - The third ring are people in your life who are more like acquaintances (peers you speak with but would not share personal information)

In this worksheet participants will learn how to evaluate their friendships based on three categories. Are the friends safe, secure, and significant?

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about your friendships that you admire and/or want to work on?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 1 Highlights

- We are not meant to go through this life alone.
- The relationships we have in our life either hold us back, or they propel us forward.
- Knowing more about yourself is a great way to establish solid and healthy friendships.
- The people we choose to surround ourselves with are often the people that influence us, either negatively or positively.
- Let your choice of friendships add value to your life and theirs.

PRESSURE CAN MAKE YOU DON'T LET IT BREAK YOU

PRESSURE PHASE: LESSON 2

Objective: You will learn how to use everyday pressures to develop resiliency.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Pressure 1.2 Worksheet - G.E.M. Pressure Activity Sheet
- Markers
- Device to play calming music

It's not about how can we get rid of the pressure we face, but how can we use this pressure for our good?

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g, Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

We all experience pressure from time to time. There are different scenarios that can bring about the uncomfortable feelings of pressure, from school, home, friendships, etc. There can be bad moments that produce certain forms of pressure, which is often when we feel like we are forcefully being pulled to do something we do not want to by others (e.g., ditching class, spreading rumors). What type of emotions do you think this kind of pressure produces?

There are also other pressures that can bring about good results: wanting to get good grades, wanting to meet desirable goals, keeping healthy friendships, and more. Each pressure we face may bring about different emotions and actions.

A question we can ask ourselves moving forward is not necessarily how can I get rid of this pressure, but how can I use this pressure for my good?

Will you allow the pressure you face to make you or break you? We get to choose how we want to respond to the pressures we face. If you know that what you face might not be good for you, if it might have a negative consequence, then evaluate the pressure and determine if this will make you better off or make you worse off. Pressure does not have to be an experience that breaks us, but instead it can be an opportunity that helps make us.

Have you ever wondered how a diamond is made? Diamonds are only able to take shape when faced with environmental pressures, specifically in hot temperatures (we are talking over 2200 degrees Fahrenheit!). Diamonds are not able to become diamonds unless they face the challenges that pressure provides. The pressure helps diamonds form, and facing such pressure adds even more value to their existence.

The same goes for you! The pressure we experience offers us an opportunity to recognize the invaluable nature of who we are. Don't let the pressure break you.

Take that pressure and let it shape you into becoming who you were always meant to be – an invaluable GEM!

PRESSURE CAN MAKE YOU DON'T LET IT BREAK YOU

Practical Steps:

1. Remember that the pressures that come up bring temporary circumstances with long term benefits.
 - a. Write out the characteristics you want to obtain when you overcome pressures from tough situations.
2. See the problem and focus on the solution.
 - a. Write out the problem and begin breaking it down bit by bit. What solution or positive things can come from the current pressure you are facing?
3. Go for a walk, breathe, talk it out!
 - a. Don't try to work it all out on your own.

Key Questions:

1. What pressures are you currently facing? What can these pressure points teach you?
2. How can you start to allow different pressures to shape you?
3. In what ways can you be resilient when dealing with different pressures? What do you want the outcome to be?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Pressure 1.2 Worksheet Activity Sheet

- The diamond on the worksheet has three levels.
- The top level is where the girls will name specific pressures they face (i.e. getting good grades, making good choices, etc.)
- The second level is healthy solution for pressure (i.e. studying for tests, understanding values, etc.)
- The last level is characteristic hoped for after dealing with pressure (i.e. Diligence, thoroughness, etc.)

On the activity sheet, look at the diagram and see how your pressure can help shape the GEM within you.

PRESSURE CAN MAKE YOU DON'T LET IT BREAK YOU

PRESSURE PHASE: LESSON 2

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about pressure? How can you start letting pressure shape you rather than break you?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 2 Highlights

- A question we can ask ourselves moving forward is not necessarily how can I get rid of this pressure, but how can I use this pressure for my good?
- Pressure does not have to be an experience that breaks us, but instead it can be an opportunity that helps make us.
- Diamonds are not able to become diamonds unless they face the challenges that pressure provides.
- The pressure we experience offers us an opportunity to recognize the value of who we truly are.

REJECTION ISN'T THE WORST THING

Objective: You will learn that rejection in a situation or from a person is not a reflection of your identity or purpose but an opportunity for you to keep moving forward.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Pressure Phase 1.3 Worksheet - G.E.M. Rejection Road Map Activity Sheet
- Markers
- Device to play calming music

**Rejection is never
a dismissal of you
as a person.
Let that sink in!**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Have you ever experienced rejection? How did it make you feel when you experienced that rejection? Oftentimes, when we face rejection, our initial thought might be that either something is wrong with us or maybe we should avoid the risk of putting ourselves out there. Why? Because we become fearful that rejection could happen again. Before we consider letting fear of rejection keep us from moving forward and continuing to take healthy risks, let's get a better understanding of its meaning.

Rejection is defined as "the dismissing of a proposal or idea".

Rejection is never dismissing you as a person! Let that sink in.

When we experience a NO from a person or a situation it could be an opportunity to receive our biggest YES in another circumstance! When we experience rejection, it is important to validate the emotions we are feeling. They are there for a reason, but it

is important not to be led or directed by our emotions. Rejection happens, but it is important to note that rejection is not the final outcome. Keep moving forward!

Also, it's important that we understand that rejection was never meant to be a label over our worth, identity, or purpose. We work so hard to avoid being told 'no' that we miss out on the path towards receiving the right yes. **So next time when we hear NO, may NEXT OPPORTUNITY (N.O.) come to mind instead.**

There is a time and a place for everything. There is a time for you to make the right friends that complement who you are, to get into the school that is beneficial for you, and more. But you have to choose to keep moving forward. Greatness lies ahead!

REJECTION ISN'T THE WORST THING

PRESSURE PHASE: LESSON 3

Practical Steps:

1. Rejection is not a part of your identity! Revisit your G.E.M. statements for encouragement.
2. Write it out! Write about the latest rejection you faced in pencil and write out encouraging solutions in pen.
3. Breathe! For five minutes, sit in a quiet space. You can reflect on how the rejection made you feel for one minute, but then encourage yourself for the last four minutes.

Key Questions:

1. What emotions usually come up when you are faced with rejection?
2. What is one positive emotion you can exchange for a negative emotion that comes with rejection?
3. What is a lesson you can learn from rejection that can help you move forward towards something better?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

G.E.M. Road Map Activity Sheet

- Create a roadmap that allows you to get from point A to point B, despite the bumps (rejections) in the road.
 - Name the initial rejection you experienced
 - Name the emotions you felt when you experienced the rejection
 - Name ways you would encourage yourself as you deal with the rejection (i.e. GEM Statements)
 - Name ways you would like to move forward from the rejection. What goals can you set for yourself?

REJECTION ISN'T THE WORST THING

PRESSURE PHASE: LESSON 3

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about rejection? How can you begin moving forward when faced with rejection?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 3 Highlights

- Rejection is never a dismissal of you as a person! Let that sink in!
- When we experience a NO from a person or a situation it could be an opportunity to receive our biggest YES in another circumstance!
- Rejection happens, but it is important to know that rejection is not the final outcome. Keep moving forward!
- Rejection was never meant to be a label over our worth, identity, or purpose.
- Next time you hear a NO, think of it not as a rejection but as a Next Opportunity (N.O.).

DEALING WITH STRESS

PRESSURE PHASE: LESSON 4

Objective: You will learn the difference between good stress and bad stress. You will learn how to manage stress in a healthy and productive way.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Pressure Phase 1.4 Worksheet - Good In & Stress Out Activity Page
- Colored pencils, crayons, or markers
- Device to play calming music

It is one thing to manage stress; it is another thing to actually be able to identify what is causing it.

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

There are two types of stress:

- Good stress, which is beneficial and motivating. Setting goals for the future, planning a big event, or preparing for something fun can all create good stress in our lives.
- Bad stress, on the other hand, causes one to feel overwhelmed, anxious, restless, angry, irritable, or unmotivated. This could be caused by something like a fight with a friend or family member, not doing well on a final exam, or experiencing something scary/traumatic.

Have you ever experienced stress? What caused the stress? How did experiencing stress make you feel?

An even better question is, how do you deal with stress? One productive way is stress management, which is just a way to manage our response to the situation that is causing us to experience stress and/or unwanted negative feelings.

Well, **it is one thing to manage stress; it is another thing altogether to actually be able to identify what is causing the stress to begin with.** Imagine having the ability to pinpoint specific triggers that tend to cause our emotions and feelings to respond negatively when experiencing a stressful situation. This would help get rid of the overwhelming and unwanted negative feelings, giving you the ability to carry on with the rest of your day successfully! That is the goal!

How do you point out the triggers for bad stress that comes up? We must learn to grow in our self-awareness!

Awareness = growing in alertness to different parts of yourself when it comes to your emotions, needs, behaviors, and feelings.

Awareness is key because it allows you to understand your emotional triggers. Triggers often happen when a familiar feeling, event, or situation occurs before an emotional response. Triggers are often tied to a negative emotion. That is why you must learn to be aware of how you are currently feeling and what often makes you feel joy and peace. If anything tries to rid you of that joy and peace, that is the opportunity to adjust and see what can be done to healthily respond and move forward.

When faced with a bad situation or a moment that is upsetting, you no longer have to sit in the mess because you hold the key that can lead you back to the place of joy, peace, and happiness.

Learning to be aware, during good or bad situations, is a mindful activity you have to practice daily. This will help with identifying different stressors and finding healthy and positive solutions.

DEALING WITH STRESS

PRESSURE PHASE: LESSON 4

Practical Steps:

1. Practice self-awareness: Knowing your triggers and responses to situations is pivotal.
 - a. Take 5 minutes to sit completely still in the silence. Notice the thoughts that begin to come up. If good or bad, after your 5 minutes write down the reasons why.
 - b. Doing this as often as possible will help you to become aware of your emotional health and well-being and even create an opportunity to set goals that will help you manage the stress you may feel.
2. Take a step back and breathe:
 - a. When feeling stressed, stop, name the feeling, name the reason for the feeling, take a deep breath, and create goals that will help you tackle your assignment or task with a healthy and calm outlook.
3. Talk it out:
 - a. Don't let your ant hill become a mountain. Speak on it, and speak about it with a trusted adult if the stress gets to be too much for you to handle alone.

Key Questions:

1. How would you define stress?
2. Have you experienced stress before? How did you know it was stress?
3. What are some ways you can identify stress and find solutions?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity: Good Stress In & Stress Out Activity Page

1. In the arrow going into the center portrait, write down events, people, or situations that may cause you stress.
2. In the opposite arrow pointing away from the portrait, write down ways you want to deal with the stress in a healthy way.
3. Color the center portrait with colors that represent stress and dealing with stress in a healthy way. Choose colors that reflect different emotions you may experience.

Example: Yellow represents joy, and gray represents sadness. For the coloring page, you will use specific and distinct colors that express each feeling. At the end, you will notice that the page is very colorful. Each color may not represent something good for you, but each

is a part of shaping you into the GEM you are becoming!

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about stress? How can you begin managing and letting go of bad stress in your life?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 4 Highlights

- There are two different types of stress: good and bad.
- It is one thing to manage stress; it is another thing altogether to actually be able to identify what is causing the stress.
- To be self-aware means to grow in alertness to different parts of yourself when it comes to your emotions, needs, and behaviors.
- Be aware of how you currently feel and what often makes you feel joy and peace.
- You hold the key that can lead you back to the place of joy, peace, and happiness.

KNOWING HOW TO RESOLVE CONFLICT

PRESSURE PHASE: LESSON 5

Objective: You will learn effective ways to recognize and resolve conflict.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Pressure Phase 1.5 Worksheet - Conflict Resolution Quadrant
- Device to play calming music

**Being willing to
forgive the other
person is
one of the greatest
ways to resolve
conflict.**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Raise your hand if you've ever had a disagreement with someone. How did your conflict turn out? Were you able to speak openly about your concerns and work it out or did you both decide, with or without words, to end the relationship? Usually, when we sense

a potential conflict in our relationships, the most common result is to try to avoid it all together. Ignoring the problem seems easier than actually facing the problem. But avoiding the conflict is actually causing more problems than if you confronted the conflict.

Confronting our conflicts creates a space for open and vulnerable conversation with the one (or others) involved. Not all conflicts that arise lead to a negative outcome.

In fact, conflicts are a healthy part of a relationship. Think of an overly blown balloon as the conflict. The more expanded the balloon becomes because we choose to avoid the conflict, the higher the risk that the balloon will pop. However, in order to begin deflating

the balloon so it floats naturally, one would need to let out the air a little bit at a time. In conflicts, we can do this by adding a healthy conversation, seeking resolution, and offering forgiveness.

Participating in a conversation revolved around resolving conflict will truly be effective when we come to the table with a heart that is willing to forgive the other person.

Overall, when we face conflict and deal with it in a healthy way, this can result in a positive outcome and growth for everyone involved.

So how can you tell the difference between a healthy conflict and a toxic conflict? Check out these examples:

Healthy conflict includes: resolution, forgiveness, understanding, effective communication, reconciliation, and growth for all people involved.

Toxic conflict produces: pettiness, saying bad things about each other, placing blame, spreading rumors, poor communication, misunderstanding, and no growth for anyone.

Relationships are so important; we must not avoid every person when conflicts come up. We need each other, and **any conflicts that come up are a great way for us to grow in love, patience, forgiveness, and acceptance of each other.** No longer is it about avoiding conflicts but taking the necessary steps to resolving them.

KNOWING HOW TO RESOLVE CONFLICT

PRESSURE PHASE: LESSON 5

Practical Steps:

1. Forgive: Always be willing to forgive. Forgive yourself and the other person involved. We all fall short. Forgiveness allows you to keep your power and not be controlled by the actions of others.
 - a. You can choose to speak out loud your forgiveness of the other person or you can choose to forgive before entering into the conversation
 - b. As much as we can be offended is just as much as we need to forgive, which is daily!
2. Communicate: Effective communication is using “I” statements.
 - a. “I statements” are used to express how you feel about the situation without blaming. See examples below:
 - i. I feel sad when... I feel mad when... I feel happy when... I feel ignored when...
3. Come to the conversation with a willingness to understand, below are tips on how to do just that:
 - a. Be quick to listen. Listening with the intent of understanding where the other person is coming from.
 - b. Be slow to get angry or defend yourself.
 - c. Give yourself space if needed. Take time to yourself to evaluate the situation and most importantly to find your calm.
 - d. Do not involve other people who are not involved with the initial conflict.
 - e. PLEASE DO NOT INVOLVE SOCIAL MEDIA!! No matter what the other person did, do not involve them on your social media account.
 - f. Involve a trusted adult you can talk to when needing assistance on how to healthily resolve conflict if you are unable to do so on your own.

Key Questions:

1. Have you ever been in a conflict with someone else? What was the outcome?
2. Why do you think it is important to have effective communication when facing conflict?
3. What does a healthy conflict resolution produce? What does a toxic conflict produce?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what’s on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

KNOWING HOW TO RESOLVE CONFLICT

Activity: Conflict Resolution Quadrant Worksheet

Use the worksheet to help you understand how to resolve conflict. There are four sections that you can answer to help dissect the issue and find healthy resolutions.

- Who was involved in the conflict?
- What was the conflict about?
- Did you both agree to forgive and move on? Why or why not?
- What was the agreed resolution for the conflict?

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about conflict resolution? How can you begin handling conflicts that may come up in your life? What do you want the outcome of the conflict to be?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 5 Highlights

- Avoiding conflict by ignoring the problem may make the situation or relationship even worse.
- A healthy approach to resolving conflict should include the power of forgiveness.
- Conflict resolution should result with a healthy solution that benefits you and the other person involved.
- We need each other. Conflicts that arise are a great opportunity to learn to grow in love, patience, forgiveness, and acceptance of differences.

BEING ALONE VS. BEING LONELY

PRESSURE PHASE: LESSON 6

Objective: You will learn the definitions and differences of being alone versus lonely. In learning the differences between these two, you will learn how to overcome feelings of doubt or frustrations that may arise when you are feeling alone or lonely.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Pressure Phase 1.6 Worksheet - Never Alone Poetry Activity
- Device to play calming music

Being alone or feeling lonely does not define who you are as a person. Know your needs and speak up!

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

At some point in our lives we have experienced the unwanted feelings of being alone or being lonely. As individuals we long to be around others. We need companionship. Yet, we often struggle to communicate these feelings to those who are around us. This brings on unwanted feelings of doubt, frustration, and maybe even a feeling of neglect or abandonment. What are the reasons for these feelings? How are we able to overcome them? We will examine this in our lesson today.

Let's first take a look at the differences between feeling alone versus lonely:

To feel or be alone: Not having anyone around you directly in the moment.

To feel or be lonely: Sadness from believing that you do not have any friends or loved ones; may feel unsupported or neglected.

The common ground for both definitions is that each is a temporary condition.

It's important to understand the difference between feeling alone and being alone. The key word is feeling. Feelings are important, and they often illuminate both good and bad experiences. When you become aware of how you are feeling, then it is important to see what your need is and how it can be met.

<u>Body Needs</u>	<u>Soul Needs (mind, will, and emotions)</u>	<u>Spirit Needs</u>
Food	Positive self-talk	Values
Water.	Positive Emotions	Faith
Shelter	Good beliefs	Prayer
Good hygiene	Education	Meditation
Sleep	Connection with people	Love
Exercise	Talking with trusted persons	Peace

Yes, you will have moments when you may feel alone or lonely, but the key to overcoming is becoming aware of why feelings came up, discovering what your need is, and figuring out how your need can be met.

It is important to know that being or feeling alone or lonely does not define who you are as a person. Again, it is a temporary situation! It is important that we not sink into further isolation. Instead, take hold of the feelings, then seek out individuals and healthy relationships that you trust, and voice your concerns.

BEING ALONE VS. BEING LONELY

PRESSURE PHASE: LESSON 6

Practical Steps:

1. Acknowledge and accept how you feel, but do NOT partner with it.
 - a. Feelings are very fleeting and do not last always. It is important to recognize your emotions but if they do not make you feel good you must not make that emotion your identity.
2. Seek the truth about the situation you are in.
3. Avoid the isolation island.
 - a. Seek out someone you trust and can talk to about how you are feeling. You are never alone and there is always someone who can help. Don't allow the ant hill to grow into a mountain.

Key Questions:

1. Have you ever experienced feeling alone or lonely? How were you able to overcome those feelings?
2. Do you tend to allow your feelings of being alone or lonely affect how you see yourself? Why or why not?
3. If you ever feel sad about being alone or lonely, what are some things you can do to help yourself?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Never Alone Poetry Worksheet

This is an opportunity to embrace your creative side. Take some time to yourself to write out a poem that you can use later as a reminder that you are never alone.

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- Why is it important to not isolate yourself when you are feeling lonely or alone?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 6 Highlights

- There is a difference between feeling alone and feeling lonely.
- The common ground for feeling lonely and feeling alone is that they are both temporary conditions.
- Feelings are important, and they often illuminate both good and bad, but they do not identify us as people.
- It is important to become aware of your physical, soul, and spiritual needs.
- Being or feeling alone or lonely does not define who you are as a person.

GET OUT OF THE COMPARISON TRAP

PRESSURE PHASE: LESSON 7

Objective: You will learn to remain confident in your own ability, identity, and purpose, instead of comparing yourself in unhealthy ways to others.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Paint
- Canvas paper
- Paper
- Markers
- Device to play calming music

**Stay in
your own
lane!**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g, Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

A valuable lesson for when you get ready to drive or if you are already driving is to always stay in your own lane. Not only is it important for your safety but the safety of those around you! **When it comes to your life, growth, development, and or purpose, it is important that you stay in your own purposeful lane.** Nowadays, with social media at our fingertips, it is too easy to compare our process, what we look like, what we can do to become the next viral sensation, or what cool hangouts we find to someone else. It takes more courage to avoid the urge to compare and to remain content with who we are and where we are currently.

Different types of comparison:

Good Comparison = Seeing improvement in our own lives compared to past, motivation to continue growing and developing for our own benefit and purpose.

Comparison Trap = Comparing yourself with others. Having negative views about yourself in the midst of comparing. Wanting to copy and not be an original.

To begin getting out of the comparison trap or to make sure you do not enter into the trap is to appreciate every part of your existence!

Acknowledge your unique and wonderful beauty. Acknowledge your intellect, creativity, and personality that defines you. There is only one you, and we need the gift that you are to be shared with the world.

The important thing to remember is that every person is on their own journey, just like you. Some may achieve what you hope to achieve one day. Do not be discouraged, but keep your head up! You are where you are right now for a reason, and what is meant for you will become yours! There is no need to compare yourself to anyone else that may have what you desire right now. Instead be their biggest cheerleader and cheer them on! **Celebrate others as often as you can.** When we get to this place of celebrating others, may it serve as a reminder that the gifts and achievements others have are indeed very possible for you as well!

“Flowers don’t compare their beauty to other flowers; they just blossom.” Zen Shin

GET OUT OF THE COMPARISON TRAP

PRESSURE PHASE: LESSON 7

Practical Steps:

1. Acknowledge and be aware of where you are. If you want to see something improved in your own life, based on your own perception, then set goals for yourself and achieve them little by little.
2. Champion others! Cheer others on! We don't have to be in competition with each other over everything. When someone gets a win, be their biggest encouragement and cheerleader.
3. Remember to encourage yourself with your G.E.M. Statements. Be your own biggest cheerleader as well!

Key Questions:

1. Have you ever compared yourself to someone else? How did it make you feel?
2. What specifically are you comparing (e.g., clothes, achievements, relationships)? In what ways can you get out of the trap?
3. In what ways can comparison be good? In what ways can comparison be bad?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Creative Activity:

Free Expression Creativity

This is an opportunity for you to connect with yourself through art expression. Take this time to freely express yourself in a way that

is fitting for you. You can choose to paint, draw, write a song, write a poem, or create a dance.

Getting out of the comparison trap begins with you loving and appreciating yourself!

GET OUT OF THE COMPARISON TRAP

PRESSURE PHASE: LESSON 7

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about staying in your own lane? How can you begin dealing with comparison traps that may come up? What do you want the outcome to be?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 7 Highlights

- Stay in your lane. You can't compare when you are focused on what you need to do and who you want to become.
- It takes courage to avoid the urge to compare and to remain content with who we are and where we currently are.
- There are two types of comparing: good and bad.
- Appreciate every part of your existence!
- Take time to discover your talents and your gifts.
- We need your talents and gifts to be shared with the world.
- You are where you are for a reason, and what is meant for you will become yours!

UNVEILED PHASE



BECOMING CONFIDENTLY YOU

Objective: You will understand the importance of becoming confident in yourself and embracing every part of who you are.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Mirrors
- Unveiled Phase 1.1 Worksheet - Mirror Page
- Device to play calming music

**Confidence
in your own design
cannot
be shaken by
the opinions of
others.**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

As you continue to grow, there will be many encounters that you face that will try to challenge how you see yourself. Many opinions may come from our peers, friends, and (the big one!) social media. It can get easy to lose yourself when you are constantly consumed with what others think or value. However, **what is most important is that you understand your own values and how you see yourself.**

Confidence in your own unique and valuable design cannot easily be shaken by the opinions of others.

Take some time to reflect on how you see yourself now. Take a moment longer to ask how you want to be seen by others.

Confidence is not just something that happens to an individual by chance. **Confidence is a conscious choice of believing:**

believing in who you were created to be, and believing in the gifts and talents you have without reservation. Confidence is not a one-time instance but ongoing.

Being confident is beneficial not only for yourself but for those around you. Some of those benefits include having better relationships, making wise choices, and remaining unmoved when faced with bad pressure. Growing in confidence means growing in knowing, understanding, and believing in your worth, values, and qualities.

What do you think it means to become confident in yourself?

Being confident can have various meanings. One is embracing what makes you uniquely you! When you are confident in yourself, you do not look to others to compare yourself too for affirmation. Remember, you are a unique design, specially made, with purpose. You cannot be duplicated. Enjoy the journey of becoming confident in yourself!

BECOMING CONFIDENTLY YOU

UNVEILED PHASE: LESSON 1

Practical Steps:

1. Believe in the power of your existence and what you carry within! This could mean taking time to yourself to reflect and embrace who you are.
2. Believe in your G.E.M. Statements! It's one thing to say who you are out loud; it's another to believe and connect with those words. Keep it up.! Keep edifying yourself and accept the beautiful qualities others see in you.
3. Keep learning more about yourself! Our journey is never done, so keep taking the time to get to know yourself and to see how you've grown through the years.

Key Questions:

1. How would you define confidence?
2. In what ways do you see confidence in yourself? Even if you may have struggled to see confidence, what would it look like to live with confidence?
3. Have you ever struggled with being confident? What happened to make you no longer feel confident?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Mirror Mirror

- Participants will need their own hand held mirrors
- Allow participants to take 3 minutes to look at themselves in the mirror silently.
- Once the time has finished allow participants to declare out loud your G.E.M. statements or create new ones one at a time. Speaking words that edify and uplift themselves.

This activity is an opportunity for you to speak life into yourself and break any disconnection from yourself.

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about becoming confident in yourself? How can you begin embracing self-confidence? What are the benefits of being confident?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 1 Highlights

- Confidence in your own unique and valuable design cannot easily be shaken by the opinions of others.
- Confidence is a conscious choice of believing in yourself.
- Being confident is beneficial not only for yourself but for those around you.
- When you are confident in yourself, you do not look to others to compare yourself to for validation.
- You are a unique design, made with special purpose.

BOUNDARIES (WE ALL NEED THEM)

UNVEILED PHASE: LESSON 2

Objective: You will learn how to set healthy boundaries.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M journals
- Unveiled Phase 1.2 Worksheet - Boundaries
- Device to play calming music

**You are an
invaluable person
and every part of
you is worth
protecting.**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g, Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

When you think of the word “boundaries”, what comes to mind? The idea of having boundaries may not always get a good reputation. Oftentimes, boundaries can be mistaken for being too restricting, like living life on a tightrope with no room for error.

Let’s have a fresh take on what boundaries actually are. You are an invaluable person and every part of you is worth protecting from unnecessary harm. Having boundaries is a great way of protecting the integrity (wholeness and well-being) of an individual. Setting boundaries for your life is not restricting but empowering and will set you toward beautiful places.

It’s important to know what it looks like to have healthy boundaries, the benefits of having healthy boundaries, and even what it looks like when you avoid boundaries.

Signs of Healthy Boundaries

- Taking care of yourself
- Asking for what you want
- Feeling safe to express your emotions
- Say “no” when needed, without guilt
- Being in tune with your own feelings-knowing who you are, what you believe, what you like
- Responding according to your own values and beliefs

Benefits of Healthy Boundaries

- Higher self-esteem, confidence, and compassion
- Your needs are met; less anger
- Better communication; less anxiety and stress
- Time and energy to do things that bring joy to your body, mind, and spirit
- Healthier relationships with yourself and others

Signs of Unhealthy Boundaries

- Expecting others to know what you want
- Making decisions based on the opinion of others
- Being afraid to disagree and ignoring your feelings
- Being afraid to express your thoughts and ideas

Having boundaries does not have to be complicated. You can start with setting one or two boundaries and go from there. One would go to great lengths to protect their precious jewels because they know their worth. GEM, if we would protect an expensive stone, why would we not go to greater lengths to protect ourselves when we are invaluable?

BOUNDARIES (WE ALL NEED THEM)

UNVEILED PHASE: LESSON 2

Practical Steps:

1. Protect your well-being! Remember, you are invaluable and you are worth protecting. Start recognizing what brings you joy and makes you happy.
 - a. You can begin by journaling daily and creating a gratitude list or practicing 5 minutes of meditation to give thanks and be still for a moment.
2. Be intentional with the boundaries you set.
 - a. Use the power of saying NO. "No" is a strong and impactful word that will help you to maintain your peace and not be negatively influenced by others.
3. Write it out! Sometimes it helps to write out the boundaries we want to set in place.
 - a. Examples: "I will sleep every night for 7-8 hours", "I will not go on social media after 8:00pm", "I will only think loving thoughts about my body".

Key Questions:

1. How would you define having boundaries?
2. In what ways can you see having boundaries being beneficial to your well-being?
3. Where would you like to begin in setting boundaries?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Unveiled Phase 1.2: Boundaries Activity Worksheet Sheet

It is good to practice setting boundaries. Use this activity sheet to help you define what boundaries you would like to place in your own personal life.

The areas you will focus on are:

- Boundaries with your thoughts: how can you engage with a more positive and powerful thinking pattern?
- Boundaries with your body: what can you do to obtain a healthy body image?
- Boundaries with your relationships: who are you allowing into your life that promotes positivity, love, and goodness?
- Boundaries with your time: who and what are you giving the majority of your time too? Is this time given helping you to become better?

BOUNDARIES (WE ALL NEED THEM)

UNVEILED PHASE: LESSON 2

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about setting boundaries? How can you begin putting boundaries in place? What are the benefits of setting boundaries?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 2 Highlights

- You are an invaluable person and every part of you is worth protecting from unnecessary harm.
- Setting boundaries for your life is not restricting but empowering and will set you toward beautiful places.
- You must sometime go to great lengths to protect yourself, for you are truly invaluable.
- It is important to know what it looks like to have healthy boundaries and what it can produce.

BETTER TOGETHER

UNVEILED PHASE: LESSON 3

Objective: You will understand the importance of having a strong and thriving community.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Unveiled Phase 1.3 Worksheet - G.E.M. Thank You Cards
- Markers

We get through pressures in life when we go through it triumphantly together!

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g. Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Did you know that when a gem forms, it forms in clusters? Gems go through so much pressure and adversity in their environments. The pressure is needed in order for gems to form its shape, but it is amazing to know that they do not form as just one but several gems. The gem may form its individual shape, but it is powerful to know that in order for that solo gem to take place it must grow within other forming gems.

G.E.M. you too are forming individually day after day. In order to take shape to who you truly were meant to be you cannot go through this life alone. You need other people! Pressures will come and go, and as you continue to grow and develop other people around you are doing the same. Making not only you but everyone around you invaluable.

When going through life and the many pressures that may arise, we get through it triumphantly when we go through it with others.

It is fun to imagine gems forming within a community!

Community = a feeling of fellowship with others, as a result of sharing common attitudes, values, interests, and goals.

Your community may entail your closest group of friends. **The common goal for each individual is to bring out the best in themselves and in those around them.** Also, being within a community often encourages vulnerability, safe spaces for hard conversations, compassion, love, kindness, and patience with one another.

As we go through life, **it is important to note that we are better together.** Though individually you are amazing and capable of great things, we still need our community and team cheering us on to keep going and moving forward.

Now, how do you know if you are a part of a thriving community? Here is a comparison of two different community groups.

BETTER TOGETHER

UNVEILED PHASE: LESSON 3

Lesson 3 Continued:

Thriving Community:

- Encouraging
- Open towards all (still has other friendships even though community is core/closest friends)
- Goal-oriented (always trying to get better, which makes others better, too)
- Acknowledges and celebrates individuals (each is very special, unique, and has a place in the community)

Failing Community:

- One dominant person, other peers are followers
- Talks bad about other people
- Closed off (not allowed to have other friends, cliquish)
- Suggests everyone try to be the same
- No opportunity to share true feelings or be open with one another

When you are in a thriving community you are able to focus on the quality and character of those around you. Your focus becomes more on quality of friendships versus quantity.

Practical Steps:

1. Be intentional with having a thriving community.
 - a. Value each of your friends as individuals. Appreciate what makes you the same and different.
2. Be vulnerable with those who are in your safe space.
 - a. Vulnerable means being open and honest with where you are physically and emotionally. Expressing how you are feeling especially when emotions feel negative.
3. Be authentic. Let people really get to know who you are! The right people will stay, and the wrong ones will leave. Who is for you will be for you because you stayed true to who you are.

Key Questions:

1. What does being part of a community mean to you?
2. What are the benefits of having a community?
3. Do you believe it is better to do life with others rather than do life alone? Why or why not?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Unveiled Phase 1.3 - G.E.M. Thank You Cards

Every once in a while, it is always encouraging to say thank you to those who are in our life, especially those who have and are still making a great impact on our lives. So let's take time today to say thank you to those who are helping us become the GEMs we are.

Write a thank you note to the following:

- Family Members
- Friends
- Teacher(s)

BETTER TOGETHER

UNVEILED PHASE: LESSON 3

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about being better together? How can you begin being intentional within your community? What are the benefits of having a community?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 3 Highlights

- When going through life and the many pressures that may arise, we get through it triumphantly when we go through it with others.
- The common goal for each individual is to bring out the best in themselves and in those around them.
- It is important to note that we are better together.
- There is a difference between a thriving community and failing community.
- When you are in a thriving community, you are able to see the quality and character of each person around you.

HAVING A VISION

UNVEILED PHASE: LESSON 4

Objective: You will know the importance of engaging in vision for your life and setting smart goals.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Unveiled Phase 1.4 Worksheet - SMART Goal/Vision Worksheet
- Device to play calming music

Vision is not about what you can see when your eyes are open but more about what you see when your eyes are closed.

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g. Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

Every day we are given certain tasks that need to be completed. For some, it feels good to check things off a list as you complete the tasks. For others, it makes no difference as long as the tasks get done. Daily tasks are one thing, but what about creating, engaging, and developing vision? Vision for your life, dreams, or relationships? Having a vision is so much more than a daily to-do list.

To have **vision is to have the ability to see past what is happening right now**. It is being intentional with what lies ahead and continuing to move forward with and towards your purpose. **When we have vision and understand our purpose**, we are not overly worried about circumstances that are present in our lives because we know deep down that there is greatness that lies ahead.

Vision is not about what you can see when your eyes are open but more about what you see when your eyes are closed.

When we begin to envision greatness, beauty, and purpose for our lives, where do we begin?

It is very simple. Write it down. Write out your vision and make it plain. There is no vision that is too small or too big. Don't look back! Dare to envision. Dare to believe that there are truly greater things ahead.

Now that you are understanding the importance of having vision it is equally important to now know how to make that vision your reality. You can begin with simply creating S.M.A.R.T. goals. S.M.A.R.T stands for Specific, Measurable, Achievable, Realistic, and Time. The goals that you are creating within each vision you have for yourself should be doable. They should align with your talents, gifts, and the beauty of who you are.

All visions can become our greatest realities when we attach achievable goals to the equation.

HAVING A VISION

UNVEILED PHASE: LESSON 4

Practical Steps:

1. Be still to envision.
 - a. For 10 minutes sit quietly and focus on one area in your life that you want to envision greatness for. Here are examples of areas you can focus on each time you mindfully sit to envision:
 - i. Friendships
 - ii. Self Growth
 - iii. Family
 - iv. School/Grades
 - v. College and Career
2. Write down your vision.
 - a. After you spent 15 minutes envisioning a specific area, write down what the vision was.
3. Set S.M.A.R.T. goals that help you move closer towards your vision.
 - a. S= Specific, task you want to achieve
 - b. M= Measurable, how long will it take for you to complete task
 - c. A= Achievable, is it a task that you are able to achieve or complete
 - d. R= Realistic, is the goal you set doable for your talents, gifts, and skills
 - e. T= Time, is the goal a short term achievable goal (6 months or less) or long term achievable goal (6 months or longer)

Key Questions:

1. What do you envision for your life 5 years from now?
2. Why do you think it is important to have a vision?
3. How can having a vision benefit your life?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Write the Vision & Make it Plain

In this lesson, we talked about how the first step towards developing your vision is to begin writing it down. This activity page is a great practice tool.

HAVING A VISION

UNVEILED PHASE: LESSON 4

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about having vision? How can you begin cultivating your own vision for your life? What are the benefits of having a vision?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 4 Highlights

- Having vision is much more than a daily to-do list.
- Having vision is the ability to see past what is happening right now.
- When we have vision and understand our purpose, we are not overly worried about our negative and temporary circumstances.
- There is greatness that lies ahead. Keep moving forward!
- Vision is not about what you can see when your eyes are open but more about what you see when your eyes are closed.
- Don't look back! Dare to envision. Dare to believe that there are truly greater things ahead.
- All visions can become our greatest realities when we attach achievable goals to the equation.
- Use S.M.A.R.T. goals to help achieve your vision.

LOOK OUT FOR YOU (SELF-CARE)

UNVEILED PHASE: LESSON 5

Objective: You will know the benefits of taking care of your mind, body, and soul through acts of self-care.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Poster Boards
- Old magazines
- Scissors
- Glue
- Markers
- Device to play calming music

**True self-care
is taking
action to protect
your well being,
physically,
emotional, and
spiritually.**

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

At some point in our lives we will encounter some form of stress, from school, family, relationship, or other things. Though stressful events will happen, we do not have to give in to their negative effects. Stress has been known to cause various forms of health problems, both physically and mentally. When the stress and pressure get bad, we do have a choice in our response moving forward. **We do not have to wait for things to get worse before they get better.**

It is important to focus on yourself sometimes. Has anyone ever told you that before? Focusing on yourself is not coming from a place of conceit or being self-absorbed but rather a place of well-being. **When you learn to take care of your body, soul, and mind, you are creating a better environment within and around you.** You are consciously choosing to practice self-care. Self-Care is more than treating yourself to ice cream or getting a manicure, but is making sure that your whole-self is taken care of and treated lovingly and kindly. **You are a rare and precious G.E.M. there is no one in this world like you.** It is very important to make sure that you are taking care of your invaluable design (YOU).

True self-care is taking action to protect your well-being and health, especially during times of stress.

There are three areas you can focus on when it comes to self-care which are Mind, Rest, and Play.

What are your thoughts when you face stress? Even though the circumstance is difficult, your mindset has the opportunity to get stronger and more positive and resilient.

How are you resting? Your body and mind both need rest. You do so much throughout the day so it is important to care for your body by sleeping enough hours, admiring creation, creating artwork, going for casual walks around the park, smelling the flowers, going cloud watching, or giving your eyes a break from looking at a screen.

Are you playing enough? Do something that you really enjoy outdoors! **Self-care is not a selfish act; it's a proactive way to ensure your well-being. You are worth protection and care, and that starts with you.**

LOOK OUT FOR YOU (SELF-CARE)

Practical Steps:

1. Be aware of yourself. This means checking in on how you are feeling or how you are responding to stressful situations. Ideas on how to check in with yourself are below:
 - a. Be still and meditate for 5 minutes a day
 - b. Look yourself in the mirror for 1 minute straight with no talking
2. Encourage yourself. Speak and think kindly about yourself, no matter the situation.
3. Take time to do something that you enjoy.

Key Questions:

1. What did you learn about self-care?
2. How can you begin incorporating self-care into your daily routine?
3. Do you think practicing self-care is important? Why or why not?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Self-Care Vision Board

Create a vision board that focuses on self-care practices you want to apply to your life touch on these three areas: Mind, Rest, and Play.

1. Take a poster board and cut out images out of the magazine that reflects images or words on how you want to take care of your body, mind, and soul
 - a. Rest- walk, get enough sleep, take a break from looking at a screen
 - b. Mind- meditation, positive words, understanding identity
 - c. Play- playing sports, playing at the park, coloring

LOOK OUT FOR YOU (SELF-CARE)

UNVEILED PHASE: LESSON 5

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about practicing self-care? How can you begin cultivating self-care in your life? What are the benefits of practicing self-care?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 5 Highlights

- When the stress we experience gets bad, we have a choice in how we respond moving forward.
- We do not have to wait for things to get worse before they get better.
- When you take care of your body, soul, and mind, you are creating a better environment within and around you.
- It is very important to make sure that you are taking care of your invaluable design (YOU).
- True self-care is learning to take care of your well being, physically, mentally, and spiritually.
- You, GEM, are worth protection and care!

POWERFUL BEYOND MEASURE

You have so much greatness within you, and you have what it takes to unlock your immeasurable power!

Objective: You will learn how to recognize and activate the power within you.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- 'Our Deepest Fear' (poem by Marianne Williamson)
- Markers
- Small poster board
- Device to play calming music

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

There is something to be said about individuals who are able to do beyond what is required of them. For those who do not believe that mediocrity is the best they can ever achieve. Those who continually dig for the better within themselves and the efforts they produce in their work is a special breed. What makes this type of person set apart from the rest? They have discovered that they are powerful beyond measure. What this means is they do not shrink back their gifts, talents, identity, knowledge, or purpose to blend in with others, they appreciate even more standing out and embracing who they are meant to be.

G.E.M. you have so much greatness within you and have what it takes to unlock your power that cannot be measured.

The main question that you must ask yourself is what is holding you back? It is easy to point blame on either our environments (i.e. school, neighborhood, family, etc.), false sense of not being capable, negative mindset, influence of current relationships, or lack of motivation.

The point is that there are many reasons as to why we may not reach our fullest potential in life but how we can choose to not let FEAR (false evidence appearing real) keep us from trying to go beyond what we thought possible.

How do you begin tapping into your own power?

Begin with changing your belief system.

Your belief system are beliefs that you have developed throughout time about yourself. They now shape who you are and who you are becoming.

POWERFUL BEYOND MEASURE

UNVEILED PHASE: LESSON 6

Below are life-giving belief statements. Declare any or all of these on a regular basis and then go on a journey of creating your own! What you believe about yourself truly matters, and the greatness that is within you is longing to come out:

- I am not a victim to my environment but an overcomer.
- I am smart and can do hard things.
- I have a wonderful future and destiny.
- My thoughts and emotions produce hope and joy.
- I can and will accomplish great things in this life.
- I am able to experience abundant peace.
- I am meant to shine and I will shine bright.
- I am powerful beyond measure.
- My power is not only in my doing but specifically in my being.

Oftentimes, we do not get to see that form of greatness within us. When we face a challenge, it can be intimidating, and we shrink away. Another scenario, even worse, is that we know deep down that we have what it takes to overcome and be brilliant in the moment, but we do not want to shine too bright for fear our peers will notice and we will no longer blend in.

How do you know when you have tapped into the power and greatness that lies deep within you? When you are faced with an opportunity to shine and you don't hold back. You give it everything you have despite the fear because you recognize the power you carry. It is liberating!

This power is knowing who you are and what you're capable of! You're intentionally designed as a solution to a problem. **You are an answer, dear one, not a problem.**

You, GEM, are a unique design, intentionally made, powerful beyond measure.

POWERFUL BEYOND MEASURE

UNVEILED PHASE: LESSON 6

Practical Steps:

1. Develop your own belief systems that empower you
2. Discover more of who you are and acknowledge your skills, gifts, and talents. Then, write it out.
 - a. Skills= the ability to do something well (i.e. communication)
 - b. Gifts= a skill that is naturally inherited (i.e. singing)
 - c. Talent= natural ability to do something well (i.e. sports, art, creativity)
3. Make the choice to not hold back. It takes a conscious effort.

Key Questions:

1. What is your definition of being powerful beyond measure?
2. Reflect on a time when you wanted to give up. What made you choose to keep moving forward?
3. Why do you think fear tries to keep us from accessing our power within?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what's on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Powerful Beyond Measure Recognition Board

In this activity, we are going to begin the process of recognizing our power! First begin by reading out loud Our Deepest Fear Poem by Marianne Williamson

1. On the poster-board make four squares.
2. Label them Identity, Talents, Skills, and Gifts.
3. Take some time to reflect and describe who you are and what you're capable of in each square.

Also, be encouraged because the more you keep pressing forward, the more you will discover!

POWERFUL BEYOND MEASURE

UNVEILED PHASE: LESSON 6

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about being powerful beyond measure? How can you begin stepping into your power? What are the benefits of recognizing who you are and what you are capable of?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 6 Highlights

- G.E.M., you have so much greatness within you and have what it takes to unlock your immeasurable power.
- Discover your power by changing your belief system.
- Don't hold yourself back.
- Give it everything you have despite any fear because you recognize the power you carry. Be liberated!
- This power is knowing who you are and what you are capable of.
- You are an answer, G.E.M., not a problem.
- You, G.E.M., are a unique design, intentionally made, powerful beyond measure.

TRUST THE PROCESS

UNVEILED PHASE: LESSON 7

Objective: You will learn the definition of trust and how it can shape your character when having to wait for a desired outcome. You will understand that everything worth having goes through a process.

Duration: 1 hour

Materials Needed:

- Pens
- G.E.M. journals
- Unveiled Phase 1.7 Worksheet - Trust the Process Roadmap
- Markers

Trusting the Process is continuing to move forward until the most desired outcome is achieved

Check-In

Check in with girls by having everyone gather in a circle. Once gathered, check in with each girl and ask about any high points to their week (e.g., What happened that was good? How did it make you feel?).

Ask about any low points to their week (e.g., What happened that was bad? How did that make you feel?).

Finally, ask about encouraging others during the week (e.g., Did you encourage anyone this week? How was it? How did it make you or that person feel?).

Lesson:

“Trust the Process” is a phrase that has become a renowned mantra in our world today. Let’s be honest, it is very cool to say, but to actually trust the process can be challenging. **To TRUST is simply believing that what is most desired will come to pass even if it does not seem apparent in the moment. PROCESS is taking action steps in order to achieve a particular goal. Trusting the Process is continuing to move forward until the most desired outcome is achieved.** Choosing to not give up just because the result desired may not be immediate. Does this mean that whatever we want will just fall into our laps without our efforts? Absolutely not!

If we desire to achieve those goals of healthy living, having good relationships, doing well in our academics, and envisioning a hopeful future we must be intentional with our pursuit. Trusting the process means making a conscious choice to keep pursuing those good things you desire.

The challenging part about trusting the process is that there is no specific timeframe. It could be a few short weeks of waiting or it could be many long years before one achieves their dreams or desires. **G.E.M. your dreams, vision, goals, and desires are always worth it!** The important thing to recognize is that they may not unfold in the way you want but to trust that if you can dream it you can achieve it.

We know deep down that what lies ahead is often greater than anything we leave behind. When we trust the process and choose to keep progressing forward, we are moving towards the reward and treasure we envisioned and most likely more than what we thought possible.

This picture illustrates what Trusting the Process may feel like sometimes:



Digging and moving forward towards your dreams and desires can seem challenging, tiring, unchanging, you name it. But what we have to remember is how close we are to actually getting to where we wanted to be. That is why we keep moving forward and trust the process. You are closer than you think.

TRUST THE PROCESS

UNVEILED PHASE: LESSON 7

Practical Steps:

1. You are better together! Trusting the process is not a solo trip but is one worth taking when we have supportive family and friends that encourage us along the way.
2. Practice patience.
 - a. Be patient with yourself and give yourself, your dreams, desires, visions, and goals time to unfold.
 - b. Some things may take longer to achieve than others. Keep going anyway.
3. Write it down!
 - a. Write out your dreams and aspirations
 - b. In writing out your dreams and aspirations, write out SMART goals. This will help you to see that your dreams are achievable.

Key Questions:

1. Have you heard of the phrase ‘Trust the Process’? What does this phrase mean to you?
2. In what ways is trusting the process helpful for you?
3. Do you think it is important to trust the process when waiting for an outcome? Why or why not?

Rap Session Circle:

Items Needed:

- A talking stick or a ball to pass to each participant
- Index cards

Circle Norms:

- Listen!
- Be respectful!
- One speaker at a time (if you have the ball, you have the floor)!
- Learn!
- Share what’s on your heart!

Layout:

- Move all chairs into a circle or sit on the floor in a circle.
- Have each girl write one value that they have (ex: respect, love, kindness).
- Do a brief check in with the girls. Ask for a thumbs up if doing great, sideways thumb if they are doing okay, or thumbs down if they are not doing well at all.
- Start with one light question. Below are light question samples:
 - If you could have any superpowers, which would you have and why?
 - If you could travel anywhere in the world for free, where would you go?
 - What is your favorite ice cream flavor?
- Ask one of the Key Questions that are listed above.
- Close with a fun handshake or dance.

Activity:

Trust the Process Roadmap Worksheet

In this activity, you will complete a roadmap. The goal is to place your destination or dream you hope to accomplish and what goals do you need to set and achieve to make your dream possible. Be realistic and note some bumps in the road that could occur along the way.

TRUST THE PROCESS

UNVEILED PHASE: LESSON 7

Reflection/Journal time:

- Write down your truth! Write 4-5 truthful thoughts about yourself that are encouraging and uplifting.
- Write down the practical steps that were given in today's lesson. Which one do you want to work on the most?
- What did you learn about trusting the process? How can you begin or continue trusting the process in your own life? What benefits do you see from trusting the process?
- Write down 1-2 names of people you would like to encourage or show kindness to this week.

G.E.M. Lesson 7 Highlights

- Trusting the process can be a challenge.
- Trusting the process means continuing to move forward until the most desired outcome is achieved.
- Trusting the process means making a conscious choice to keep pursuing those good things you desire.
- Remember that what lies ahead is often greater than anything we leave behind.
- Keep moving forward, and trust the process. You are closer than you think.

NOTES

Hidden Phase:

Lesson 1

According to Sterling, M. (2019) "If you want to learn to soar in life you must first learn to F.L.Y. (first love yourself)" from <https://chasingproverbs.com>

Lesson 3

Murdock, J. (2020), Humans have more than 6,000 thoughts per day, psychologist discovery. Retrieved from <https://www.newsweek.com/humans-6000-thoughts-every-day-1517963>

Lesson 5

According to Morse Earle, A. (1809) "Everyday may not be good but there is good in everyday".

"Gratitude," [Merriam-Webster's Collegiate Dictionary]

Lesson 6

"Hope", [Merriam-Webster's Collegiate Dictionary]

"Expectations," [Merriam-Webster's Collegiate Dictionary]

According to Lennon, J. (2015) "If it's not okay then it's not the end."

Lesson 7

According to Malcom X (1963) "If you don't stand for something, you will fall for anything".

"Values", [Merriam-Webster's Collegiate Dictionary]

Pressure Phase:

Lesson 1

Red Light, Green Light, Healthy Relationships [sample lesson]. Young women's health. Retrieved February 15, 2020, from www.youngwomenshealth.org/teensafe.html

Lesson 3

"Rejection", [Merriam-Webster's Collegiate Dictionary]

Lesson 4

Stress Management: How to Tell the Difference Between Good and Bad Stress. Summa Health. Retrieved February 18, 2021, from www.summahealth.org

Lesson 7

According to Shin, Z. (2019) "Flowers don't compare their beauty to other flowers; they just blossom."

Unveiled Phase:

Lesson 2

Martin, S. (2015). What are Healthy Boundaries? Retrieved from www.sharonmartincounseling.com.

Lesson 3

"Community", [Merriam-Webster's Collegiate Dictionary]

Lesson 4

SMART Goals: How to Make Your Goals Achievable. Mind Tools. Retrieved March 15, 2022, from www.mindtools.com.

Lesson 6

Williamson, M. Our Deepest Fear Poem. A Return to Love: Reflections on the Principles of A Course in Miracles. HarperOne, 1996.

Lesson 7

Dum. Never Give Up. Photo of two men digging for diamonds. (2011)

G.E.M. RESOURCES



Please go to bit.ly/GEMresources to access the following:

- G.E.M. Activity Worksheets
- G.E.M. Journal Reflection Pages
- G.E.M. Curriculum Mapping Page
- G.E.M. Lesson Pre/Post Assessment Questions
- Sample Ice Breaker Games

ABOUT THE AUTHOR



Geneva Perry grew up in Southern California and has over 5 years of experience working with youth in the capacity of schools or through local mentorship programs. While working with teen girls Geneva began to recognize the lack of mentorship, guidance, and encouragement these teens have, especially when it comes to envisioning their lives beyond today. The purpose of Great Encouragement Movement is to help our teen girls discover in greater depths their identity, abilities, and purpose.

