The “Goddess in Every Girl” Group: A Prevention Program to Promote Self-Esteem in a Group of High-Risk Adolescent Girls

by

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The procedures in this manual are meant to be used by agency staff, as part of the broad spectrum of services they provide, or under supervision of agency staff.
ABSTRACT

The “Goddess in Every Girl” group manual documents a group program for girls which has been running for many years. This group is a prevention program for adolescent girls who are at-risk for mental health issues such as eating disorders, depression and suicidal ideation. The manual formalizes the program content for the group. Additionally, a study was conducted to evaluate the effectiveness of the “Goddess in Every Girl” group. Six adolescent females between the ages of 14 and 16 participated in the group and completed the “Goddess in Every Girl Questionnaire” before and after the 10 session program. Eight subscales were measured: relationships, eating, body image, self-esteem, depression/anxiety, self-harm, bullying and self-care. Results revealed a statistically significant increase in participant’s healthy beliefs and attitudes, specifically regarding self-esteem post group. The depression and anxiety subscale was also found to be significant, meaning participants felt less depressed and anxious after attending the group. Further research is required for a comparison of the “Goddess in Every Girl” group to a control and a longer term study is needed in order to measure whether effects were long lasting.
Acknowledgements

I would like to take the opportunity to thank a couple people who have been influential and supportive during the creation of my thesis.

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CHAPTER I: Introduction

Adolescents face many challenges as they develop into adulthood (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006). The healthy adolescent is often overshadowed by the risky behaviours some adolescents engage in, which is perpetuated by negative media portrayals (Hines & Paulson, 2007). Defining a healthy adolescent can get complicated as adolescence involves biological, social and cognitive changes (Seiffge-Krenke et al., 2001). Most teenagers engage in some form of risky behaviour such as drinking, sexual activity or drugs, however defining what a healthy or normal adolescent who can cope with pressures and stressors transitioning to adulthood are unclear (Seiffge-Krenke et al., 2002). Specifically, adolescent girls face many obstacles in their transition to adulthood including suicidal thoughts, pregnancy, sexually transmitted diseases, dieting, eating problems and eating disorders (Steese et al., 2006). The present study uncovers the notions behind adolescent theories and draws some factors that may prevent an at-risk female adolescent from engaging in risky behaviour. The “Goddess in Every Girl” prevention group focuses on many of the obstacles an adolescent female may face while encouraging a healthy sense of self for the participants.

Hypothesis

The purpose of this study is to document and evaluate the effectiveness of the “Goddess in Every Girl” group. A manual will be created to formalize and document the content of the policies and procedures for the program. Additionally, changes in the participants’ beliefs and attitudes will be measured after group completion. It is hypothesized that the participant’s self-esteem will increase as a result of attending the “Goddess in Every Girl” group, fulfilling the main group goal to promote a healthy sense of self.

Rationale

The “Goddess in Every Girl” is a pre-existing prevention program that has run for many years. Although it seems to be effective, no data analysis has been conducted to prove whether participants have changed after leaving the group. The current study measures whether a change has occurred in the participant’s beliefs, attitudes and opinions towards themselves and group topics. More specifically, the group’s main goal to increase the participant’s self-esteem was measured to determine whether the goal was met. As well, the program’s policies and procedures have not yet been formalized and therefore the program has been unable to expand. This study will also close the gap with the creation of a manual of the content, organization and activities for future groups. The manual may also open up the opportunity for further funding of the “Goddess in Every Girl” group and expansion for further research.

Overview

The present study will provide an overview of theories of adolescence, describe the differences between healthy and at risk adolescents, review research promoting prevention programming for adolescents, and discuss female-specific groups. The study is then split into two in order to describe the “Goddess in Every Girl” manual (outlined in the method section) and
the “Goddess in Every Girl” questionnaire. The “Goddess in Every Girl” questionnaire is the first analysis of the program and evaluates the effectiveness of the group. The participants completed the questionnaire pre and post group and the results are outlined in the study. Additionally, discussion towards strengths and further research is covered.
CHAPTER II: Literature Review

Theories of Adolescence

In 1904, a well known German psychologist, G. Stanley Hall coined adolescence as a “storm and stress” period, predominately with three characteristics: parent-adolescent conflict, emotional moodiness and risk taking behaviours (Hines & Paulson, 2007). He believed that adolescence was a time of emotional turmoil and teenagers were incapable of rational thought and in constant conflict with family (Hines & Paulson). A child psychiatrist, Anna Freud (1968), further maintained the theory believing that an adolescent who did not show the signs of storm and stress was not considered normal, repressing and crippling themselves further by not behaving in that way. Anna Freud’s psychoanalytic theory dominated adolescent psychology for many years and the storm and stress theory dominated both the field and society (Arnett, 2006). More recently, Hines and Paulson (2007) failed to support the parent-adolescent conflict or emotional moodiness in teenagers, challenging the storm and stress model and resulting in a shift in psychologists’ view of “normal” adolescent behaviour. When it comes to risk taking behaviours the evidence does suggest that adolescents engage in some rebellious behaviour, but there is no indication that the majority of adolescents do so (Hines & Paulson, 2007). Although the opinions of the storm and stress model in adolescence has shifted among professionals who work with teenagers, parents and teachers continue to link the characteristics of emotional moodiness and risk taking behaviour to a normal adolescent (Hines & Paulson, 2007).

During the second half of the century, more theories of the adolescent period arose further explaining the developmental transition of teenagers. Erikson (1968) believed that adolescents deal with a crisis of identity versus role confusion, in an effort to define their roles in life and discover who they are. Erikson described the identity crisis as a transition period which could be filled with turmoil. For most teenagers this identity crisis or confusion does not create anxiety or change daily functioning. These adolescents may have coping skills and higher self-esteem, which plays a role in their resistance to the confusing identity crisis (Erikson, 1968). Some adolescents engage in soul searching to find out who they are and others choose to ignore that search completely. The path an adolescent may choose usually depends on multifaceted characteristics that particular individual has such as personality, coping skills and resiliency. These factors together do not equal a healthy choice; rather can influence a healthy transition to adulthood. Additionally, after Erikson’s identity versus role confusion stage of life, the intimacy versus isolation stage develops during early adulthood and directly relates to the adolescent finding out who they are and what they want with respect to relationships (Erikson, 1968). It is important for professionals to utilize an adolescent’s strengths and help them on their journey. As they discover their beliefs and values, professionals can help in shaping healthy relationship ideals and provide skills for the next stage of life - intimacy versus isolation.

Both the “Storm and Stress” and the “Identity versus Role Confusion” theories attempt to define what the developmental stage of a normal adolescence entails. Anna Freud (1968) argued that it is un-normal to be normal, as she believed that adolescents who do not engage in risky behaviour and emotional moodiness are crippling themselves. However, Erikson (1968) argued that normal adolescents are those who are resilient to the crisis, dealing with identity and role confusion. Yet, those adolescents who are in crisis are not un-normal under Anna Freud’s
definition. These two theories still beg to answer the question: What is the difference between a healthy adolescent and an at-risk one?

The Healthy versus the At Risk Adolescent

The answer to the question above is not clear cut, but researchers know that resiliency plays a part for some adolescents who are exposed to several risk factors such as poverty, loss of a parent, or violence against them (Kim-Cohen, 2007). Sources of resiliency for adolescents can stem from individual traits, and familial and community support (Masten & Coatsworth, 1998). The adolescent may be sociable or easy going, have a self-efficacy, high self-esteem and talents that make them resilient. For familial and community resources, the adolescent may have a close relationship with a parent, or supportive family friends. Additionally, an adolescent may belong to a social organization such as hockey team, art classes or guitar lessons providing more community influences that are key to building further resiliency (Matsen & Coatsworth, 1998). Despite the vulnerabilities some adolescents face, protective factors such as self-confidence and coping skills play a significant role in their resiliency towards stressors in their lives (Luthar, 2006). It should be noted that protective and risk factors can change and vary over time depending on context and should not be considered absolutes (Rutter, 2007).

The Importance of Self-Esteem

Self-esteem is an important link in an adolescent’s resiliency through transitions and finding their identity (as opposed to role confusion). Rose and Montemayor (1994) found that self-esteem differs between males and females, as the masculine sex-role identity associates with a higher self-esteem than the feminine sex-role. Interestingly, the feminine sex role, which is a less-valued role in society, is associated with lower self-esteem and sense of competence (Rose & Montemayor, 1994). Self-esteem increases through life, however the trend is not stable. This is because 20% of adolescents between the ages of 12-19 reported having low self-esteem. Furthermore, females aged 15-19 reported 22% low self esteem while their male counterparts only reported 13% (Health Canada, 1999).

Global self esteem is defined by Impett, Sorsoli, Henson and Tolman (2008), as “the totality of an individual’s thoughts and emotions regarding the self.” Perceptions of a person’s own appearance and self-esteem are linked to body satisfaction, which is the strongest predictor of self-esteem in both male and female adolescence (Impett et al, 2008). More adolescent females than males are affected by low self-esteem, as levels drop twice as much as adolescent males (Impett et al. 2008). Moneta, Schneider, and Csikszentmihalyi (2001) found that adolescent girls consistently report lower levels of feeling good and global self-esteem than their adolescent male counterparts. Low levels of self-esteem in adolescent girls has been connected with a variety of negative experiences such as higher rates of suicide, depression, social anxiety and alienation (Steese et al, 2006). Furthermore, Orth, Robins and Roberts (2008) evaluated the vulnerability model linking low self-esteem as a risk factor for depression in adolescents and young adults. The authors concluded that depression is significantly influenced by self-esteem (Orth, Robins & Roberts, 2008). Low self-esteem can be a predisposing, precipitating and perpetuating factor of eating disorder development and maintenance (Newns, Bell & Thomas,
Diehl, Vicary, and Deike’s (1997) research indicated that a higher self-esteem is associated with more positive developmental experiences.

Self efficacy is defined as “the belief in one’s own competency to cope with problem situations successfully” (Klein-hessling, Lohaus & Ball, 2005). An indicator of healthy adolescent development, self efficacy can be develop through positive family environments, achievement in school, social and peer environments (Steese, Dollette, Phillips, Hossfeld, Mathews & Taormina, 2006). Steese et al (2006) studied self-efficacy of 10-15 year olds, and determined that self efficacy is an important link in healthy adolescent development and is related to positive academic achievement as well as home environment experiences.

Low levels of self-esteem and self-efficacy are associated with higher risks of engagement in negative thoughts or behaviours. If an adolescent female for example does not believe in herself or in her abilities to cope, she might withdraw and become isolated from others, or socialize with the wrong crowd of peers. However, an adolescent female with high self-esteem and resiliency might engage in more positive thoughts and behaviours, and feel capable to handle the situations life throws at her rather than withdraw.

Research on Adolescents

Research has shown that adolescents who fail to negotiate tasks such as finding their identity or cope successfully are at risk for eating disorders, poor body image, depression and suicide. Specifically, Gaesser (1996) found that over half of the females surveyed, between 18 and 25 would, rather be “run over by a truck” than be fat. Furthermore, researchers found that over 45% of teenage girls diet and 3% to 10% experience a form of eating disorder (Budd, 2007). Adolescence is a time in which the body goes through physical changes to prepare for adulthood, and if girls practice dieting they may not get the nutrition they need. Moreover, if their mothers perpetuate the need to diet in order to look or feel good, the female adolescent may develop a negative attitude towards healthy eating. The pressure on girls to be thin and pressures from their role models can increase the female teenager’s chances of developing an eating disorder. In Canada, eating disorders were considered rare, but between 1987 and 1999 there was a 40% jump in hospitalization rates for female adolescents (Health Canada, 2002). That jump is startling and indicates the need for further prevention education as female adolescents are not seeking help when they need it the most. Before it is too late and detrimental to adolescence, prevention programs targeting at risk individuals must be developed by professionals in the mental health field.

Depression among adolescent females remains higher than males at a ratio of about two to one (Steese et al., 2006). As females are more likely than males to internalize many thoughts and behaviours, professionals need to be aware of the symptoms of depression to ensure teens receive the right help. For teenagers and young adults, suicide is the second leading cause of death, just less than motor vehicle accidents (Statistics Canada, 1999). For adolescent girls, suicide attempts are three times higher than that of their male counterparts. Self-injurious behaviour or suicide is the likely method in which adolescent females attempt to gain control of their pain. Moreover, adolescent females are three times more likely than males to have experienced sexual abuse (Steese et al., 2006).
The risks faced by teenage girls are astronomical and the statistics provide evidence for the need of prevention and early intervention. If the rates of suicide decrease to become the fifth or lower leading cause of death, we would save thousands of adolescents. And, if society could decrease the pressure to diet and develop eating disorders in female adolescents by promoting healthy models we might encounter more youth with higher self-esteem.

The focus on teens in the media is usually aimed at reducing tobacco or alcohol use. Mental health aspects are left unnoticed. Through increased social supports needed and desired by teens and a reduction in internalized negative thoughts, perhaps we can raise a healthier teen population.

**Promoting Adolescent Programming**

Prevention programs are hard to sell to this “quick fix” society. People would prefer to just have someone fix their child and go on with life. The importance of prevention programs is being publicized more and more through alcohol and/or cigarette programs offered at schools. They appear to be successful in reducing the number of teenagers who smoke and drink (Tobler & Stratton, 1997). For society as a whole, prevention programs are the best option because of low costs associated with the group format and the reduction in intervention costs for an individual therapy or more intensive program. For individuals who attend the prevention program the group format is appealing because they are not alone attending or receiving “therapy” per se. Prevention does not have to be “black and white” to be successful. It can include a variety of fun activities that engage the participants to want to learn new skills and coping styles. Hoagwood, Burns, Kiser, Ringeisen and Schoenwald (2001) found that a prevention group for adolescents dedicated to increasing positive thoughts actually reduced the risk for an onset of a full clinical depression. Additionally, this school based prevention program reduced the risk of conduct related problems (Hoagwood et al, 2001).

Stice, Rohde, Seeley, and Gau (2008) found that a brief four session cognitive behavioural prevention program for youth aged 14 to 19, who are at risk of depression, produced clinically significant reductions in depressive symptoms and substance abuse. Furthermore, the program lowered the adolescents’ risk and improved their social adjustment. The youth participants were required to apply the skills that were taught through homework and daily life. The facilitators used motivational enhancement to maximize participation in activities and homework (Stice, Rohde, Seeley, and Gau, 2008). The researchers found the group to be successful because the sessions were not tedious and only involved a commitment of four sessions (as opposed to ten focused on one issue). Researchers also indicated however that attendance may have improved if the sessions included more engaging activities to keep the participants interested (Stice, Rohde, Seeley, and Gau, 2008).

Additionally, a program called “Master Mind: Empower Yourself with Mental Health” taught grade 8 students about mental health issues and provided students with the “tools” to maintain mental health (Tacker & Dobie, 2008). The program focused on teaching grade 8 students about self-esteem, media, relationships, emotions and stress in a peer-teaching-peer
format. It was found to be successful because it increased knowledge of mental health issues and was interesting for at risk student and their peers (Tacker & Dobie, 2008).

**Female Specific Groups**

The statistics mentioned above indicate the need for more female specific programming. Adolescent females are more likely to have eating disorders, depression, suicidal ideations, and be sexually abused (Health Canada, 2002 and Steese et al., 2006).

Enhancing the resiliency factor of self-esteem in adolescent girls prevents onset problem behaviours such as eating disorders or poor body image (McVey, Lieberman, Vooberg, Wardrope, Blackmore & Tweed, 2003). Educating and teaching individuals the skills to cope and deal with situations further increases their resiliency for at risk behaviour. For example, the “Girl Talk” program created by Gail McVey and associates (2003) focused mainly on prevention of eating disorders by analyzing the media and the idealization of body thinness as well as promoting life skills in regards to body image enhancement, stress management and peer relational skills (McVey et al, 2003). This program was a peer support group facilitated by public health nurses with grade 7 and 8 girls and was deemed successful. Participants of the group reported that they felt better about themselves after completing the program (McVey et al, 2003). The “Girl Talk” program promoted a healthy sense of self and was held at the school. It encouraged peers to share their experiences in order to teach the other girls in the group.

Another female specific program is the “Girls Circle” which focused on goals around social support, body image, self-efficacy, locus of control, and self-esteem (Steese et al., 2006). The program ran for ten weeks with 90-120 minutes per session. The group focused on areas specific to the participants’ lives, friendship, self-image, body image, relationships, assertiveness and self talk (Steese et al., 2006). Each week covered a specific theme and weekly objectives, with activities to engage the participants. After completion of the program the participants reported significant increases in self efficacy and body image satisfaction beliefs. Self-esteem and locus of control were not found to have changed and researchers questioned whether the group was long enough to initiate changes in those areas (Steese et al., 2006).

The “Giving Our Girls Inspiration and Resources for Lasting Self-Esteem” or “GO GIRLS” group promoted self-esteem in efforts to reduce at risk eating disorder development (Piran, Levine, & Steiner-Adair, 1999). The focus of the group was to teach girls about the media’s portrayal of an “ideal woman” and the effects of stereotypes on self-image, bodies and the spirit of women (Piran, Levine, & Steiner-Adair, 1999). Its goals included developing critical thinking skills, challenging the thinness schema, healthy body image, self confidence, communication skills and learning how to use the media in a positive way (Piran, Levine, & Steiner-Adair, 1999). The group ran for 16 sessions which were broken into four segments. Each segment included presentations, homework and journals for the participants to complete. The four session segments were categorized: introduction and foundation, analysis and activism, preparation for activism and activism, advocacy and evaluation. The “GO GIRLS” group reduced vulnerability in girls to develop eating disorders, and promoted community activism and critical thinking. The group successfully taught and encouraged the participants to further analyze the media and its influence on society.
Researchers indicate the need to take a broader approach promoting overall positive well-being of youth. This is because many individuals with eating problems may have comorbidity with mood disorders or substance abuse. (Neumark-Sztainer et al, 2006). A group covering aspects like violence, depression and eating would appeal to educators as well as public officials as a way to reduce costs of multiple programs covering each issue (Nuemark-Sztainer et al, 2006).

The Present Study

The “Goddess in Every Girl” group is a program specifically for girls and focuses on preventing a variety of mental health issues or challenges a teen might face while they are learning more about themselves. It covers a wide variety of topics including healthy relationships, grieving, anxiety, depression, eating and healthy body image. The program attempts to alleviate the issues girls might encounter in their lives, and raise self-esteem and self-efficacy. The participants in the group are typically between the ages of 14 and 16 and are likely at risk of a mental health issue. The group is unique in encouraging the participants to eat a variety of foods throughout the session. Furthermore, to engage the adolescent girls in the topics covered, facilitators created activities relating to finding out who they are and what they believe through art, dance and storytelling. The group encourages learning other cultural practices, and coordinates speakers and creative professionals to come in and talk to the adolescent girls. The purpose of the present study is to document and evaluate the effectiveness of the “Goddess in Every Girl” program. A manual was created to formalize program policy and procedures. Additionally, it is hypothesized that self-esteem of the participants will increase as a result of attendance at the “Goddess in Every Girl” group program, whose main goal is to promote a healthy sense of self.
CHAPTER III: Method

Study 1

History of the “Goddess in Every Girl” Group. The “Goddess in Every Girl” treatment program for adolescent girls is a pre-existing group program which covers topics such as healthy relationships, eating and self-harm. The group has been in existence for over six years at a mental health agency dedicated to working with families and youth. The facilitators, who are graduates of the child and youth worker diploma program, have worked in the mental health field for over ten years. The group was created to raise the self-esteem and self-concept in participants. Although the group appears to be effective, the group policy and procedures have not yet been formalized. The “Goddess in Every Girl” group manual will organize and standardize the facilitation from group to group and make the group replicable in the future.

The Current Study. In order to create the manual, the present researcher gathered and organized resources used by the facilitators of the group. The topics included in the group were organized into categories or themes: relationships, healthy eating, body image, self-esteem, depression/anxiety, suicidal thoughts, bullying, self-care and grieving. The group consisted of weekly homework, discussions and creative activities pertaining to the core issues of being a girl in this society. The present researcher co-facilitated and observed the “Goddess in Every Girl” group to further understand the dynamics and observe the activities for the manual. Table 1 provides an outline of session by session activity themes, discussion questions and handouts.
<table>
<thead>
<tr>
<th>Session</th>
<th>Main Topic</th>
<th>Activities/Discussions</th>
<th>Handouts</th>
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<td>One</td>
<td>Introductions</td>
<td>Ice Breakers</td>
<td>Goddess Rules</td>
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<td>Valuing My Personal Strengths</td>
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<td>Best Friends</td>
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<td>Top Ten Tips to Awaken Your Inner Goddess</td>
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<td>Healthy Eating</td>
<td>What is healthy Eating?</td>
<td>Quotes of Empowering Messages</td>
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<td>Positive Affirmations</td>
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<td>What Really Happens When We Diet</td>
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<td>Three</td>
<td>Body Image</td>
<td>Positive/Negative Self Picking</td>
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<td>Your Goddess</td>
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<td>Four</td>
<td>Self Esteem</td>
<td>Breaking Down the Barrier Wall</td>
<td>Self Esteem Passport</td>
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<td>Bullying</td>
<td>Analyzing the Media</td>
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<td>What is a bully?</td>
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<td>Six</td>
<td>Relationships</td>
<td>Healthy/Unhealthy Relationships</td>
<td>Power and Control</td>
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<td>The Perfect boyfriend</td>
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<td>Who I am</td>
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<td>Coping</td>
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<td>Eight</td>
<td>Self-Care</td>
<td>Myself as the Box</td>
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<td>What do you do to treat yourself?</td>
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<td>Who supports me for me?</td>
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<td>Nine</td>
<td>Wrapping Up</td>
<td>Photo Frame of Compliments</td>
<td>None</td>
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<tr>
<td>Ten</td>
<td>Grief/Closing</td>
<td>How does it feel to end the group?</td>
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<td>What have you learned?</td>
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<td>Girls Night Out</td>
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Study 2

In order to investigate whether changes occur in participants, a questionnaire was created.

Participants. Ten adolescent females between the ages of 14 and 16, who participated in the October 2008 session, were recruited for this study. The participants were referred to the group by either a counselor of the agency or through their school and indicated a willingness to participate in the group study. Six participants completed both the pre and post questionnaire and their submissions are included in this study. The participants were all female and their ages ranged from 14-17 years, with a mean age of 16 years and a standard deviation of 1.2. All of the participants were in high school. In addition to attending the group, five of the six participants received individual counseling through the agency at the time of the group facilitation. One participant completed the group during another session and came back as a ‘graduated goddess’. This participant is included in the data analysis.

Measure. The “Goddess in Every Girl Questionnaire” consisted of 117 questions rated on a 5 point scale, with 1 as “never” and 5 as “always”. The questions evaluated thoughts and experiences in nine topics covered during the group sessions: relationships (15 questions), eating (14 questions), body image (13 questions), self esteem (15 questions), depression/anxiety (16 questions), self harm (13 questions), bullying (11 questions), self-care (10 questions) and grief (10 questions). These items were adapted from various resources, including: “Is anxiety a concern?” (4 therapy network, 1998), “Is it depression?” (4 therapy network, 1998), “How healthy is my attachment to my partner?” (4 therapy network, 1998), “So I have symptoms of an eating disorder?” (4 therapy network, 1998) As well the “Take the body image test” by Sandra Friedman (2000) and the “Student survey on school bullying” by Diane Senn (2007) were used to create the questionnaire.

Psychometric Properties. The psychometric properties of the questionnaire were measured using Cronbach’s alpha and Pearson correlation. Table 2 shows that the internal consistency for the subscales ranged from satisfactory (0.60) on the relationships subscale to excellent for the suicidal thoughts subscale (0.92). Of particular note is the grieving subscale, which showed internal consistency as very poor (0.38). It is not included in the data analysis. The Pearson correlation was completed and can be found in appendix C.
Table 2. Cronbach’s Alpha Reliability

<table>
<thead>
<tr>
<th></th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>0.60</td>
</tr>
<tr>
<td>Eating</td>
<td>0.82*</td>
</tr>
<tr>
<td>Body Image</td>
<td>0.85*</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>0.75*</td>
</tr>
<tr>
<td>Depression/Anxiety</td>
<td>0.80*</td>
</tr>
<tr>
<td>Suicidal Thoughts</td>
<td>0.92*</td>
</tr>
<tr>
<td>Bullying</td>
<td>0.91*</td>
</tr>
<tr>
<td>Self-Care</td>
<td>0.72*</td>
</tr>
<tr>
<td>Grieving</td>
<td>0.38</td>
</tr>
</tbody>
</table>

*significant at the 0.70 level

Procedures. The participants were asked to complete the questionnaire during the first session within the group setting and were asked not to talk with one another. They were instructed to direct any questions to the facilitators or researcher. A secret name was chosen by the participants to ensure confidentiality and a list of the secret names was kept in a locked filing cabinet for post questionnaire reference. There was no time limit for the participants to complete the questionnaire; however it generally took half an hour to complete. Three of the participants completed the questionnaire during the second session because they were absent from the first session. The post questionnaire was completed at the end of session 10 within the group setting. All of the participants completed questionnaires, which were coded alphabetically and stored in a locked cabinet as per St. Lawrence College Research Ethics Board standards. To score the questionnaire, many of the questions scores were reversed to assess whether there was a positive change in the participants cognitions. The scoring details are included at the end of the questionnaire for the facilitators to follow (see appendix A).
CHAPTER III: Results

Study 1

The “Goddess in Every Girl” manual can be found in appendix D.

Study 2

Overall Change. The “Goddess in Every Girl” questionnaire was used to measure whether a change in the participant’s beliefs, attitudes and ideas about themselves and their experiences as a result of attending the group. Specifically, eight subscales corresponding to the session themes were employed to investigate the effectiveness of that particular unit. Results showed that there was a significant difference from a pre-test mean of 322 (S.D. = 57) and a post test mean of 343.7 (S.D. = 48.2). The data for each subscale mean and S.D. can be found in Table 3. A t-test was performed for the “Goddess in Every Girl Questionnaire” and found that the mean overall effects t(5)= -3.05, p < .05. Additionally, the t-test was performed on the subscales and the self-esteem and depression/anxiety subscales were found to be statistically significant, this data can be found in the Appendix D.

Table 3. Group Scores for Questionnaire and Subscales

<table>
<thead>
<tr>
<th></th>
<th>Pre-Group</th>
<th>S.D.</th>
<th>Post-Group</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Questionnaire*</td>
<td>107-535</td>
<td>322.0</td>
<td>57.0</td>
<td>343.7</td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td>15-75</td>
<td>53.5</td>
<td>6.6</td>
<td>54.5</td>
</tr>
<tr>
<td>Eating</td>
<td>14-70</td>
<td>45.8</td>
<td>11.0</td>
<td>49.8</td>
</tr>
<tr>
<td>Body Image</td>
<td>13-65</td>
<td>39.8</td>
<td>11.3</td>
<td>42.3</td>
</tr>
<tr>
<td>Self-Esteem*</td>
<td>15-75</td>
<td>45.7</td>
<td>9.0</td>
<td>49.8</td>
</tr>
<tr>
<td>Depression/Anxiety*</td>
<td>16-80</td>
<td>48.2</td>
<td>10.4</td>
<td>52.7</td>
</tr>
<tr>
<td>Suicidal Thoughts</td>
<td>13-65</td>
<td>30.7</td>
<td>10.1</td>
<td>32.5</td>
</tr>
<tr>
<td>Bullying</td>
<td>11-55</td>
<td>30.7</td>
<td>11.1</td>
<td>33.5</td>
</tr>
<tr>
<td>Self-Care</td>
<td>10-50</td>
<td>27.7</td>
<td>7.6</td>
<td>28.5</td>
</tr>
</tbody>
</table>

*significant at the p<0.5 level

Self-Esteem. It was hypothesized that self-esteem would improve as a result of attending the “Goddess in Every Girl” group. This hypothesis was confirmed through significant changes in mean of 45.7 (S.D. = 9.0) pre-test and post test mean of 49.8 (S.D. = 5.9).

A t-test was performed for the “Goddess in Every Girl Questionnaire” self-esteem subscale and the t-score of t(5)= -2.48 at the p<0.5 level was found to be significant. In addition, girls were also less depressed and anxious with a t-score of t(5)= -3.00 at the p<0.5 level as a result of attending the group.

Clinical Individual Results. Further, visual analysis was completed for the participants mean scores pre and post group. Client 1 (Figure 1) scores indicate that the participant increased in scores slightly from pre to post group however it is interesting to note that this individual’s score on the body image subscale decreased. For client 2 (Figure 2), changes were found in all themes except for the self-care. Client 3’s (Figure 3) scores varied more than client 1 and 2, with
mean scores ranging from 2.5 to 4.5. This participant scored lower on the body image, self-esteem and depression/anxiety scales but scored high on the suicidal thoughts which is reversed scored. It is interesting to note that client 4, the lowest scores. For client 4 (Figure 4), all subscales increased except for the self-care subscale. Client 5 subscale scores show a bigger difference than the rest of the group pre to post group, however the subscales of relationships and eating decreased slightly. Finally, client 6 (Figure 6) changes were found in the scales except for body image and suicidal thoughts. Visual analysis indicates self-esteem, depression/anxiety were the only consistent subscales across participants to have changed after attending the group.

Figure 1. Mean rating on the “Goddess in Every Girl Questionnaire” (G.E.G.Q.) for client 1
*Reverse Scored
Figure 2. Mean rating on the “G.E.G.Q” for client 2

*Reverse Scored

Figure 3. Mean rating on the “G.E.G.Q” for client 3

*Reverse Scored
Figure 4. Mean rating on the “G.E.G.Q” for client 4

Figure 5. Mean rating on the “G.E.G.Q” for client 5

*Reverse Scored
Figure 6. Mean rating on the “G.E.G.Q” for client 6

*Reverse Scored
CHAPTER V: Discussion

Overview

The purpose of the present study was to compile resources and create a manual for the “Goddess in Every Girl” program. Additionally, the “Goddess in Every Girl Questionnaire” was made to evaluate the group’s effectiveness. The questionnaire measured whether the participant’s beliefs, attitudes and opinions changed specifically around the themes of healthy relationships, eating, body image, self-esteem, depression/anxiety, suicidal thoughts, bullying and self care, after attending the group. The questionnaire revealed modest changes in the participant’s beliefs and attitudes after attending the “Goddess in Every Girl” group. Self-esteem was hypothesized to have increased in the participants, and this hypothesis was confirmed through a t-test which also produced statistically significant yet moderate results. In addition, the questionnaire indicated that participants were less depressed and anxious after attending the group.

Strengths

The “Goddess in Every Girl” program manual provides structure and organization of the group’s content and process. This manual creates many opportunities for the agency including the opportunity for further facilitation as the group’s content can be replicated. Also, the manual should create consistency from one group to the next, furthering standardization of the program. However, flexibility is considered beneficial to discussions in the group to an extent in which the topics are relevant to the group. The “Goddess in Every Girl” manual has the potential to increase funding as the groups as the contents can be presented to the upper management and organizations in a formal manner.

The “Goddess in Every Girl Questionnaire” confirmed the purpose and hypothesis of this study. The participants reported moderate changes in their beliefs and attitudes regarding the topics covered after attending the group. The participant’s self-esteem increased and depression/anxiety decreased post group. In regards to the “Girls Circle” group, researchers questioned whether 10 sessions was long enough to produce change in the participant’s self-esteem (Steese et al., 2006) and the present study confirms that a 10 session group may increase participant’s self-esteem. The short term effects are promising for the “Goddess in Every Girl” prevention program.

Limitations

The manual was created through gathering and organizing resources used by the facilitators of the group, however further resources and research may have been beneficial to validate the manual. Additionally, psycho-educational material is limited in teaching and informing the participants about the themes covered in the group. More psycho-educational material is needed to teach participants about the mental health issues and maintain a stronger theoretical basis for the manual.

Cronbach’s alpha was performed on the questionnaire and its subscales. The subscales of eating, body image, self-esteem, bullying, suicidal thoughts and self-care were found to be reliable, however the relationship and grief subscales were not. The grief subscale was had a
very low score of internal consistency and was therefore taken out of the studies analysis. In the future, another grief scale should be included but to the manner which includes the grief involved with the termination of the group and loosing friends rather than the death of a loved one. The Cronbach’s alpha test revealed the relationship subscale reached near reliability and was included in the data analysis. Further research and analysis on the questions in the relationship subscale to create a stronger reliability is needed.

Regarding individual scores for the “Goddess in Every Girl Questionnaire” and visual analysis, experiences outside the group may have contributed to participants answers post questionnaire. During the group, a participant discovered and revealed a pregnancy leading to group discussion on the subject. This pregnancy likely weighed the participant’s answers particularly on the body image, eating and self-esteem subscales. Additionally, one participant was a graduated goddess and this may have affected the variance in change as many of the materials were duplicated from her first group. As well, the group did not follow the manual contents strictly, as the participants experiences relevant to the themes covered in the group became the forefront to discussions. Most participants in the group were already receiving individual counselling from the mental health agency and may have also impacted the participant’s answers post-group. Lastly, the post group questionnaire had been completed after a two week break from session nine due to weather. This factor may have negatively influenced certain subscales that revealed slight change in the participants.

**Contribution to the Behavioural Psychology Field**

The current study and its results contribute to the behavioural psychology field, providing further evidence of positive changes for participants attending a prevention group. Furthermore, the results of the self-esteem scale indicate that 10 session girls groups are effective in raising the adolescent girl’s healthy sense of self. Although this study was the first on the “Goddess in Every Girl” group, the behavioural psychology field and students may further research by duplicating the study or evaluating the longer term effectiveness of the group.

**Multilevel Challenges**

The client level challenges to conducting a thorough research thesis include various conflicts the researcher cannot control. These conflicts include participant’s dropping out of the group and absenteeism, specifically during either the pre or post questionnaire. Additionally, clients experiences outside of the group factor into their answers, and attitudes toward the group such as pregnancy, or school bullying. As this study was the first conducted on the “Goddess in Every Girl” group, the program challenges included facilitator and researcher communication, funding and organization of materials. At the organizational level, the mental health agency views programs that are empirically validated as high priority, thus the “Goddess in Every Girl” group did not receive as much recognition from the organization and its staff, as the group had not been researched. Finally, the societal level plays many roles in challenging the “Goddess in Every Girl” group and its participants through challenging the effectiveness of a prevention program, accepting negative media portrayal of teenagers, and modeling unhealthy societal norms.
Recommendations for Future Research

In addition to the manual, either a facilitator check list or integrity check from observers to ensure facilitators have followed manual is needed. This will further accountability for the facilitators of the group and create consistent content covered in the group. The consistency of the group facilitation, will allow for further research on the groups success over time.

The results indicate that the group has elicited some healthy changes in the participants however natural maturation of the adolescents is a factor that needs to be considered. This factor can be ruled out through future research with a control group to measure whether a change in beliefs and attitudes has occurred in both groups or possibly rule out maturation as a cause.

As the group mainly focuses on improving self-esteem and self-concept including a separate inventory for self-esteem such as the Rosenberg Self-Esteem Scale (Rosenberg, 1965) along with the “Goddess in Every Girl Questionnaire” would provide further analysis on how self-esteem changes after attending the group. Additional to the questionnaire, behavioural data may be useful to ensure that the group has elicited both cognitive and behavioural changes in the participants.

A significant yet moderate change overall in the participants was found, particularly within the self-esteem and anxiety/depression subscales. The short term effects and results are promising however; a longer term study to measure the effectiveness 6 months and 1 year post group would be beneficial in providing further evidence the prevention program is effective.

The manual and the questionnaire are just the beginning components to the “Goddess in Every Girl” prevention programming for girls. The first steps are completed in providing evidence for both prevention programming and raising self-esteem in a group format. The change in the participants is promising in reducing the statistics of the at-risk adolescent’s eating, body image and suicidal ideation issues. The future is exciting for the “Goddess in Every Girl” group and its participants.
References


Appendix A  

Goddess in Every Girl Questionnaire

Goddess Name:______________________________________________________________________  
Date:____________________ Age:________________________________________

Please answer the following questions to the best of your knowledge about yourself. Feel free to ask for help on any of the questions.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Neutral/Normally</td>
<td>Often</td>
<td>Always</td>
</tr>
</tbody>
</table>

1. My family and I get along
2. I can completely trust my friends with my desires and secrets
3. I look for someone who can help me make decisions
4. I could tell my family my problems if I was really stuck
5. If my boyfriend/girlfriend disapproved of my friends, I would stop seeing my friends
6. I feel worthless when I don’t have a boyfriend/girlfriend
7. I ignore my feelings if they aren’t the same as my boyfriend/girlfriend
8. Its my responsibility to make my boyfriend/girlfriend feel better when they are upset
9. If my boyfriend/girlfriend and I broke up I am not sure I would survive without them
10. I think its my fault when my boyfriend/girlfriend is in a bad mood
11. I think it is important to do things for me every once in a while without my boyfriend/girlfriend
12. I don’t make decisions on my own until I get my boyfriend/girlfriends opinion
13. I worry my boyfriend/girlfriend will reject me or break up with me if I say the wrong thing
14. My knowledge on physical, emotional, financial and verbal abuse is good
15. I know/understand about the cycle of violence
16. I normally eat at least 3 meals/snacks a day
17. I eat when something has really upset me
18. Sometimes I skip a meal
19. I don’t like to eat in front of others
20. I am currently on a diet or have been on a diet in the past to lose weight
21. I am sometimes afraid that when I eat, I wont be able to stop
22. After I finish eating, I feel guilty
23. I have fasted in the past to lose weight
24. I try to include all the food groups when I eat
25. I try to vomit after I have eaten
26. I believe that dieting will change my life forever
27. When people watch me eat, it makes me anxious
28. I know what healthy eating is
29. It is good to diet
30. The person I see in the mirror is not the person I want to see
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>When I am out with friends or others I feel that everyone else is more attractive than I am</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32.</td>
<td>I compare myself to others, to see if they are thinner or bigger than me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33.</td>
<td>I am so self-conscious about how I look that it’s hard to enjoy activities like going to dinner or the movies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>34.</td>
<td>Being unhappy with my appearance worries me a lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>35.</td>
<td>I feel embarrassed when I wear a bathing suit in public</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36.</td>
<td>I exercise as much as I can to stay skinny</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>37.</td>
<td>I would be happier if I were thinner</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>38.</td>
<td>I am beautiful no matter what my weight or body size</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>39.</td>
<td>I hate looking at pictures of myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>40.</td>
<td>Sometimes, I wish I were as skinner as supermodels or actresses</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>41.</td>
<td>I know what a healthy body image is</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>42.</td>
<td>I know how the media plays a part in body image for girls</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>43.</td>
<td>When someone criticizes me, I think about what they said over and over</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>44.</td>
<td>I can stand up for myself and don’t need someone else to do it for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>45.</td>
<td>My friends are smarter and prettier than I am</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>46.</td>
<td>I feel stupid when I speak up in class or with my friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>47.</td>
<td>There are a lot of things I would change about myself if I could</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>48.</td>
<td>I don’t feel that I am important</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>49.</td>
<td>I usually think negatively about my life</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>50.</td>
<td>When things go wrong its usually my fault</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>51.</td>
<td>I am a confident person</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>52.</td>
<td>I think most good things that happen to me are pure luck</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>53.</td>
<td>I know what makes me upset or happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>54.</td>
<td>I know myself better than anyone else</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>55.</td>
<td>I look up to women who stand up for what they believe</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>56.</td>
<td>I know what self esteem is and what it means to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>In the past month...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>Sometimes I would rather stay at home in bed than do a favourite activity of mine</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>58.</td>
<td>I feel like my energy is gone and doing anything will be more effort than I can physically do</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>59.</td>
<td>I have been crying a lot lately</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>60.</td>
<td>Everything goes wrong no matter how hard I try</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>61.</td>
<td>I feel like a failure</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>62.</td>
<td>I don’t see my friends because I am afraid I will make them down</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>63.</td>
<td>I avoid telephone calls even though it may be a good friend</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>64.</td>
<td>I worry about things all the time, small or big</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>65.</td>
<td>I am afraid I might embarrass myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>66.</td>
<td>Sometimes my heart beats rapidly and I start shaking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>67.</td>
<td>I have a hard time falling and staying asleep</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>68.</td>
<td>School tests make me so nervous that I sometimes blank out</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>69.</td>
<td>I absolutely dread going to school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>70.</td>
<td>Speaking in front of the class makes me feel sick to the stomach</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>71.</td>
<td>I have lost a lot of weight</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
72. I have gained a lot of weight 1 2 3 4 5
73. I have had thoughts about ending my life 1 2 3 4 5
74. I sometimes think about my own death 1 2 3 4 5
75. Sometimes I wonder what life for others would be like without me 1 2 3 4 5
76. I have attempted in the past to end my life 1 2 3 4 5
77. I have had thoughts about cutting myself 1 2 3 4 5
78. I have cut myself in the past 1 2 3 4 5
79. I have taken more pills than prescribed in hopes I wouldn’t wake up 1 2 3 4 5
80. I have told my friends/someone close to me about my self-harm behaviours 1 2 3 4 5
81. I have told someone about my self-harm behaviours 1 2 3 4 5
82. I have written a suicide not before 1 2 3 4 5
83. I have gone to the hospital for my cutting 1 2 3 4 5
84. There are too many reasons for me to stay on this earth 1 2 3 4 5
85. I have used drugs/alcohol to cope with my problems 1 2 3 4 5
86. Sometimes others have called me names 1 2 3 4 5
87. I have been pushed, hit or kicked 1 2 3 4 5
88. My classmates sometimes tease me 1 2 3 4 5
89. I have been left out on purpose 1 2 3 4 5
90. People have talked about me on the internet or the phone in a hurtful way 1 2 3 4 5
91. There have been rumours spread about me at school 1 2 3 4 5
92. Sometimes I have called others names 1 2 3 4 5
93. I have intimidated others 1 2 3 4 5
94. I have hit, kicked or pushed people in the past 1 2 3 4 5
95. I leave people out that I don’t like on purpose 1 2 3 4 5
96. My friends and I sometimes talk about other girls and make fun of them 1 2 3 4 5
97. I shower and wash my hair everyday 1 2 3 4 5
98. My friends and I love to check out the latest perfumes and makeup 1 2 3 4 5
99. I like to have my nails done or paint them myself 1 2 3 4 5
100. Sometimes I forget to wear deodorant 1 2 3 4 5
101. I am not the type of girl to worry about my hair style 1 2 3 4 5
102. I make sure there is time in my day to relax 1 2 3 4 5
103. I exercise 3 times a week or more 1 2 3 4 5
104. I make a bubble bath for myself every once in a while 1 2 3 4 5
105. I believe people respect me from the way I dress 1 2 3 4 5
106. I treat myself when I have done something I am proud of 1 2 3 4 5
107. I have had someone close to me die in the past 1 2 3 4 5
108. I am lucky to have supports that have helped me cope with someone who has passed away 1 2 3 4 5
109. I think it is important to go to the ritual involved with someone dying like a funeral 1 2 3 4 5
110. I was able to talk to someone about the person who passed away 1 2 3 4 5
111. I make sure that I am there for friends/family who have someone die in their lives 1 2 3 4 5
112. I don’t know how I am going to go on after someone close to me dies 1 2 3 4 5
<p>| | | | | |</p>
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<tr>
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<tr>
<td>113. I can’t let go of the people who more away, so I constantly call or email them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>114. I miss people when I am away from them for a long period of time</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>115. I have a hard time saying good bye to someone I won’t likely see again</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>116. I think I cope well with ending a relationship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>117. I am a GODDESS!!!</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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Many of the questions to this questionnaire are reversed scored. The questions that are starred need to be reversed meaning if the answer was: 1 the score would be 5 for that question and if it were 3, it stays the same. Please follow the scoring chart to total your participant’s scores.

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<th>B.</th>
<th>S.C.</th>
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<td>42.</td>
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<td>*71.</td>
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*Information Questions:*

76._______ 78._______ 82._______ 83._______ 107._______
## Appendix B: T-Scores

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<tr>
<td>Relationships</td>
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</tr>
<tr>
<td>Eating</td>
<td>T(5)= -1.97</td>
</tr>
<tr>
<td>Body Image</td>
<td>T(5)= -1.13</td>
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<tr>
<td>Self-Esteem</td>
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</tr>
<tr>
<td>Depression/Anxiety</td>
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</tr>
<tr>
<td>Suicidal Thoughts</td>
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<tr>
<td>Bullying</td>
<td>T(5)= -1.49</td>
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<tr>
<td>Self-Care</td>
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*=p<0.5, Unmarked correlations non-significant
# Appendix C: Pearson Correlation

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<th>Suicidal Thoughts</th>
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<td>1.00</td>
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<td>1.00</td>
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Appendix D: Manual

Goddess in Every Girl:
A Group for Young Women to Promote a Healthy Sense of Self

Created By: Lisa Steacy and Lisa Gagnon
Written By: Amy Kolstein
Artwork By: Sonjia Mallory
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Introduction

The “Goddess in Every Girl” group is designed for all girls ages 14-16. It encompasses a wide variety of issues the girls may face or already have faced in everyday life. The main focus of this group is to increase the participant’s self-esteem and encourages a healthy sense of self while building healthy relationships with other girls in the group. This group has many unique qualities including the food table and art work that symbolizes the youth (to be described in further detail). As well the group encourages sharing of women within the community to the girls and is open to practices from other cultures.

Background

As facilitators Lisa Steacy and Lisa Gagnon, created the Goddess group in collaboration with material from conferences, books and workshops, as well as their own work as counselors in a community children and youth mental health agency. The group was started 6 years ago and has continued to grow in materials and topics relating to youth today.

Goddess

The name of a “Goddess in Every Girl” was created to empower teenage girls and notice the importance of a woman “Goddess.” Women were created to do great things and the symbolism of a “Goddess” helps the girls realize that they can do anything.

Importance

Gaesser (1996) found over half of females surveyed between 18 and 25 would rather be run over by a truck than be fat. As well researchers found that over 45% of teenage girl’s diet and 3% to 10% experience a form of eating disorders (Budd, 2007). Adolescence is a time in which the body goes through physical changes to prepare for adulthood, and if girls are dieting, they may not be getting the nutrition they need. Also, if they are on a diet and their mothers have portrayed that they need to be on a diet to look good or feel good, the female adolescent is getting a mixed message about healthy eating and unhealthy modeling. The pressure on girls to be thin and pressures from their role models can increase the female teenager’s chances of having an eating disorder. In Canada, eating disorders used to be considered rare, now however, there has been a significant 40% jump in hospitalization rates with female adolescents between 1987 and 1999 (Health Canada, 2002). That jump is startling, and means that the prevention education is lacking and the female adolescents are not seeking help when they need it the most, before it is too late and detrimental to that adolescent.
Depression for adolescent females remains higher than males at a ratio of about 2 to 1 (Steese et al., 2006). As females are more likely than males to internalize many thoughts/behaviours, professionals need to be aware of the symptoms of depression to ensure they are receiving the right help. For teenagers and young adults, suicide is the second leading cause of death, just underneath motor vehicle accidents (Statistics Canada, 1999). For adolescent girls, suicide attempts are 3 times higher than that of their male counterparts, as they use less fatal methods. Self-injurious behaviour is the likely method in which adolescent females attempt to use. Adolescent females are also three times more likely than males to have experienced sexual abuse (Steese et al., 2006).

The risks that the teenage girls face today are astronomical and the statistics prove for the need of prevention and early intervention. If the rates of suicide decreased to the 5th cause of death or less, we would be saving thousands of adolescent’s lives. If society could decrease dieting and eating disorders in female adolescent’s through modeling and teaching we might encounter more youth with higher self-esteem. The focus on most teens in the media is usually reducing tobacco or alcohol use, but what about those mental health aspects that are left unnoticed? Through increasing those social supports that teen’s need and desire while reducing those internalizing negative thoughts, perhaps we can raise a healthier teen population.
The Group:

Organization of Groups and Space

The Goddess in Every Girl Group is a ten session, two and a half hour group. The participants can range in age anywhere from 13-17 however girls from the ages of 14-16 are the best developmental level for this group. The maximum number for this group is 10 as it is hard discuss homework in the slotted amount of time. The time of two and a half hours has evolved over the years due to the sheer need of providing ethically sound work to the girls. The space in which the group is held is very flexible however it does require space for the girls to complete art activities. As well it is important to sit in a circle to ensure all participants can see each other when sharing as the need to share and debrief is a big part of this group.

Group Leaders

The leaders or facilitators of the group need to model a healthy sense of self and personal strength. As discussions are bound to conflict and become off topic or heated, the facilitators must to be able to redirect the girls and be flexible to ensure a topic important to the girls, related to the group gets discussed and messages are appropriate. The leader’s main objective is to pick the positive aspect or learned conclusion a girl may have experienced during their homework or group discussions to further facilitate/empower their self-esteem and confidence.

Materials

The materials vary depending on the group and the funding available. The activity materials suggested can be modified to account for any budget. Common materials include food, painting supplies, markers, glue, scissors, journals and folders for the paper given to the girls. It is encouraged to get Goddess Cards, or Stones (stones with an empowering word on it) but not necessary for running the group. Realize that when facilitating an experiential group initial budget may be large, but necessary to group productivity.

Food Table

Society has placed so many restrictions around food and body image, creating and modeling normative eating is essential. The food table is an important part of the Goddess group. Food is offered to the girls throughout every session in many types and forms. This food can be a variety of food depending on the group’s likes and dislikes, and willingness to try new foods. It is a good modeling technique for the girls to feel at
ease to eat what they like without feeling guilty or ashamed while sharing with their peers and the facilitators. The girls are encouraged to feel free to get up at any time during the group for more food and drinks. This is another area where a leader must be vigilant and mindful of personal habits, mind of self and values she/he is portraying to the girls.

Guest Speakers

The Goddess group encourages guest speakers to come in and talk about any of the topics included in the program, for example a woman who works or lived at the woman’s shelter can teach the girls about relationship abuse. The guest speaker makes the experience real for the girls and gives them the opportunity to share and ask questions they may not otherwise have the chance to. Also, inviting local empowering women in the arts field to teach the girls a dance or art lesson is encouraged.

Flexibility

Many of the activities and handouts can be modified to fit the needs of the girls in your group. If discussions about the girls past or current experiences relates to the topics of the group and generates a lot of questions or emotions make sure that the topic is covered, as the girls learn best through their peers. The handouts and activities are suggested but not all of them are required for a successful group. Sometimes when the group shares a lot, you can discuss the topics while doing an activity. Make sure when you have a powerful or emotional discussion you give the girls a chance to ask questions and ask them at the end of the discussion what they have gained from that experience of someone sharing that experience. Do not feel restricted by material in front of you. Be mindful of your goals and the groups experience when discussions don’t go as planned.

Goals of the Goddess in Every Girl Group:

To Support & Empower Young Women with:

- Self expression
- Identifying & Developing Individual Strengths
- Connecting with fellow Goddesses, building healthy relationships
- Promoting curiosity and equality in life
- Encouraging self acceptance and self nurturance
- Encourage a healthy sense of self-esteem
<table>
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<th>Main Topic</th>
<th>Activities/Discussions</th>
<th>Handouts</th>
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<tr>
<td>One</td>
<td>Introductions</td>
<td>Ice Breakers</td>
<td>Goddess Rules</td>
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<tr>
<td></td>
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<td></td>
<td>Valuing My Personal Strengths</td>
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<td>Best Friends</td>
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<td>Top Ten Tips to Awaken Your Inner Goddess</td>
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<td>Quotes of Empowering Messages</td>
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<td>Who I am</td>
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<td>What do you do to treat yourself?</td>
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<td></td>
<td></td>
<td>Who supports me for me?</td>
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<td>What have you learned?</td>
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<td>Girls Night Out</td>
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Key Concepts

Highlights/Grungies- The highlights and grungies component of the group plays a key role in facilitating discussion and understanding what the participants are going through on a daily basis. These concepts are stored in the girls journal and they are required to write both in their journal daily. A highlight is an event or experience that the girls felt was positive during their day. This highlight could be as little as “someone smiled at me”, or as big as “I received an award!” It is important to reinforce the girl’s highlights and help facilitate critical thinking in the girls if they are unable to think of something good that happened in their day. A grungie is the opposite of a highlight; it is something that happened during the day that made the girls sad, angry or disappointed. The girls are encouraged to share these with each other, and sometimes these facilitate discussion with the group as a whole. The facilitators role is to acknowledge the grungie and find a learning experience within it when possible.

Questions- Along with the homework of highlight/grungies, the girls will be required to answer these questions weekly:
1. The most important thing I learned today/this week was….
2. I used to think….but now I know…..
3. I was surprised to find out….
4. From now on I am going to….

This exercise has the girls to analyze their experiences during the week past and really pick out what they learned from those experiences. It is important and essential to recognize those items that are positive and acknowledge the negative experiences the girls share.

Goddess Tips- This sheet with ten tips included on it can be found in the activities and handouts section in session 1. The tips are to be used as homework, to facilitate the girls trying something new that is positive in their lives.

Self-Esteem Passport- This passport is an essential component in getting the girls to analyze themselves through their looks and acceptance of their faults. This is not a simple process and may not be quickly as the girls may need time to think about the answers. Ask the girls to bring in a recent picture (within the past two years) to put into this passport so they can look analyze and discern the reasons why they like that picture, from physical traits to internal feelings.

Quotes- The group’s quotes are used to empower the girls. These quotes must be messages from inspirational people. These quotes can be picked by the facilitators or the facilitators can assign a graduated goddess to find them for the girls.
Session 1

Introductions
Session One

Objective: This session is all about introductions: to the group, the facilitators, the rules and each other. The objective is to introduce the group and the members in a positive way and encourage healthy sharing while reinforcing the ground rules.

LEADERS NOTE: This week we look to develop an environment of safety, comfort and trust. We work to develop relationships, build boundaries and set clear expectations, all while maintaining an enjoyable and relaxing pace. The key aspects is getting to know who surrounds you and understanding group rules.

Components

1. Go Goddess questionnaire
2. Introduction to the program
3. Introduction to each other
4. Discussing the food table
5. Guidelines for the group
6. Activity--Ice Breakers   —Valuing my personal strengths
   -- Best friends
7. Highlights/grungies
8. 4 Key questions
9. Goddess Contract
10. Top ten tips to help awaken your inner goddess!
11. Rating of the group
12. Deciding on Food for next week

Details:

Go Goddess Questionnaire—This questionnaire is to be given to the participants to answer as they arrive and before the group starts. It measures issues that will help the facilitators ensure success in their group. The girls need to know that it is only opinion based and that the information is used for success on the group not them See Appendix A (pg).

Introduction to the program—One of the facilitators introduces the group and its objectives. They will explain to the girls, the groups development and purpose and any other relevant information about their experience.

Introduction to each other—The participants will go around the table and introduce themselves to the group including one interesting thing about themselves.
Discussing the food table— The food table needs to be introduced in the beginning of the session to ensure that the girls know that they can get up and get food. It is a great opportunity for the girls to eat a variety of foods and try new foods. Also, it is a great opportunity for the facilitators to model their eating habits for the girls.

Guidelines for the group—This can be introduced by asking the girls “What do we need to feel safe and comfortable in this group?” This should be written on Bristol board for the girls to read and brainstorm. These will be the group rules. Hand out Goddess Rules so that the girls can add anything the group decides is important.

Activity--Ice Breakers: Valuing my Personal Strengths & Best Friends

Discussion on Highlights/Grungies—Give the girls their journals and then get the girls to brainstorm on what they think highlights or grungies are. Highlights are anything that happened in one’s day that is good or positive, where are grungies are those negative, less happy memories of the day. Stress the importance of the highlights in one’s day and that it may be little or simple, but that one should hold on to those. Let them know the homework of writing 2 highlights/grungies in their journal daily, and that style and organization is up to them.

Discussion of the 4 key questions—These questions will be homework weekly. They are:

1. The most important thing I learned today/this week was…..
2. I used to think….but now I know…..
3. I was surprised to find out…..
4. From now on I am going to…..

Goddess Contract—This contract is an important document for the girls to sign and give to the facilitators See Appendices (pg). A discussion about safety behaviours during the group needs to be addressed with the girls and expectations need to be known.

Top Ten things to awaken your Inner Goddess— Hand the sheet out to the girls. Let the girls pick a number from 1-10 in a hat for their homework. That means that which ever number they choose is a goal they have to work towards.

Rating the group-- Ask the girls to rate their experience of the session from a 1-10.

Food--Ask the girls what food they liked and what they would like to see in the next session.
Session 1

Activities and Handouts
Goddess Rules

Friendship
Honesty
Respect
Listen to Others
Confidential
No Gossiping
No Bullying
Stop yourself from being Jealous
No Fighting
Activity--Ice Breakers: Valuing my Personal Strengths & Best Friends

OBJECTIVE: Participants will pair up with someone they don't know and ask the questions to each other. They will then introduce their partner to the group via their responses.

TIME: 20 minutes

MATERIALS: Activity Sheets

Pens/Pencils

LEADERS NOTE: If participants are having trouble answering the questions, you can help them by explaining the question, or generating ideas.
Valuing my Personal Strengths

1. Three things I value about myself

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. Three things that make me interesting

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. Three things I am good at

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. Three things that I believe about myself

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. Three things that are important to me

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

6. My friends can count on me because:

______________________________________________________________________
______________________________________________________________________
**Best Friends**

Here is an opportunity for you to learn about what makes someone your best friend. There are no right answers or wrong answers.

1. Who is your best friend?_________________________________________________________

2. How did you meet?____________________________________________________________

3. What is the best part of having a best friend?________________________________________

4. What is the hardest part about having a best friend?____________________________________

5. What are the similarities between you?___________________________________________

6. What are the differences?_______________________________________________________

7. What interests do you share?____________________________________________________

8. What do you disagree about?_____________________________________________________

9. What are the qualities that drew you to her?________________________________________

10. What are three things about her that bug you?_______________________________________

11. What are some of the problems you have with your friend? _________________________

12. How do you resolve them?_______________________________________________________
Top Ten Tips to Help Awaken Your Inner Goddess!

1. Speak from your heart; speak your truth.
2. Listen and learn from your fellow goddesses.
3. Choose your words carefully they are the hallmark of your being.
4. Be a goddess, not a gossip!
5. Tune into and trust your intuition
6. Breathe…. Learn to live in the moment and have fun!
7. End each day by asking yourself: “What have I learned today?”
8. Never answer a question with “I don’t know.” If you don’t know what you think and believe then who does?
9. Use Affirmations—positive thoughts to inspire and make you feel good!
10. Journals…sit in silence and write down your thoughts.
Session 2
Healthy Eating
Session 2

Objective: This session objective is to focus on the homework the girls come to the session with and getting accustomed to sharing. Also, the session will cover some aspects of healthy eating and the objective is to get the girls to analyze and understand what healthy eating really is. ** As the facilitator, feel free to add more information about healthy eating to teach the girls.

Components:

1. Review of Highlights/Grungies and Questions
2. Review of Top Ten Tips to Awaken Your Inner Goddess
3. Quote of the Day
4. Positive Affirmations
5. Discussion- What is Healthy Eating? Handout: What really happens when we diet?
6. Homework

Details:

Review of Highlights/Grungies and Questions—Ask the girls to share their highlights/grungies and answers to their questions. If the group is larger, you may want the girls to share only a couple of their highlights/grungies and questions. Also, if you find the girls have questions you may want to ask them to leave their questions until everyone has had a turn.

Review the Top Ten Tips to Awaken Your Inner Goddess—Have the group share their tips and what they did or learned in trying to achieve that goal.

Quote of the Day—The quote of the day must be an empowering message that portrays a healthy sense of self, see examples in the materials section. The girls should write their quote in the back of their journals in any creative way possible.

- if a goddess(s) is a graduated participant, you can have her search for quotes for the other girls

Positive Affirmations—These statements of self love, should be randomly picked by the participants and the group should discuss the affirmations of each girl and what that means to her.

What is healthy eating?—Start by asking the girls that question. Create discussion through analyze what they are saying between belief’s and facts and where they think
the ideas they have come from. Talk with the girls about different body types and set points. Ask them what they think about dieting and give them the handout about it. If the girls have further questions ask them to investigate it for homework.

*Homework*—The girls are expected to complete the highlights/grungies weekly as well as their 4 questions.
Session 2
Activities and Handouts
Quotes of Empowering Messages

“People with clenched fists can not shake hands.”
*Indira Gandhi*

“One of the things about equality is not just that you be treated equally to a man, but that you treat yourself equally to the way you treat a man.”
*Marlo Thomas*

“The most courageous act is still to think for yourself. Aloud.”
*Coco Chanel*

“Dream out loud.”
*Bono, U2*

“Follow the crowd and you will never be followed by a crowd.”
*Unknown*

“Freedom is not worth having if it does not include the freedom to make mistakes.”
*Mahatma Gandhi*

“Whoever gossips to you will gossip about you.”
*Spanish Proverb*

“Take a day to heal yourself from the lies you’ve told yourself and the ones that have been told to you.”
*Maya Angelou*
Positive Affirmations

I am wise and beautiful

I love what I see in me

I am in charge of my life

The love in my life begins with me

I am worthy of love and respect

I am willing to learn new ways of living

I stand on my own two feet

I love support and enjoy the women in my life

I love being alive at this point in time and space.

I give myself what I need

It is safe for me to grow
## What REALLY Happens When We Diet

<table>
<thead>
<tr>
<th>The Diet</th>
<th>What REALLY happens</th>
</tr>
</thead>
</table>
| Skipping meals                   | -poor attention span, irritability, tiredness  
- we store fat more easy than calories  
- possible muscle tissue loss  
- brains need for fuel usually means high fat and sugar items |
| Cut the Starches out             | - body losses best stable energy maker  
- feeling of tiredness and moodiness |
| Cut out meat with no replacement | - risk iron deficiency  
- may be hungry more often |
| Preplanned meal Replacement      | - 95% chance of regaining weight in 1-2 years  
- loose control of choice, lower self esteem  
- its temporary |
| Fasting                          | - water weight loss  
- loss of muscle = fat gain  
- medically dangerous |

## Why do We Diet?

| To be slim                       | - it’s temporary, most women regain their weight and get into diet cycling resulting in obesity |
| To be healthier                  | - no evidence that being plump is unhealthy  
- most diets decrease muscle mass and we need them to be healthy  
- your mind and body don’t work as well on a diet |
| To be more attractive            | - if you are dieting are you fun to be around?  
- don’t you want your friends to like you for you?  
(Just for girls!) |

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Session 3

Body Image
Session 3

Objective: This session’s objective is to get to talk about body image issues. The activity of “positive/negative self” is a great way to facilitate discussion on this topic!

Components:

1. Review of Highlights/Grungies and Questions
2. Activity—Positive/Negative Self
3. Word of the Day
4. Activity—Picking Your Goddess
5. Homework

Details:

Review of Highlights/Grungies and Questions—Ask the girls to share their highlights/grungies and answers to their questions. Make sure that you point out any positive aspect to their homework and question anything you are unsure about.

Activity—Positive/Negative Self—Have the girls complete this activity and while they share their work make a list of common barriers the girls mention for an activity in Session 4.

Word of the day—The word of the day can be through stones with empowering words or creatively on paper from the facilitators, having words such as love, respect… These words can be portrays to the girls as something they need in their life and that is why that word was drawn to them or they chose it.

Activity—Picking Your Goddess—Have the girls pick a goddess out of a basket or a set of cards if you have them. Tell them what that goddess represents and try to find connections with the goddess and the individual girl. This exercise is a fun way to get to know the girls and inspire them that they have certain strengths a goddess has.

Homework—Ask the girls bring in a recent (within the past year) for their Self-Esteem Passport. This picture will be reviewed in Session 4.
Session 3

Activities and Handouts
Activity—Positive/Negative Self

Have the girls on special paper, fold their papers and get them to draw a picture of themselves that depicts their positive self on one side and their negative self on the other. Get the girls to write the qualities that they think they have as well as qualities they would like to be more positive or to like themselves more. On the inside, have the girls list the barriers such as school, friends, siblings, that get in the way to them being more positive. When they are finished have the girls share and make a list of their common barriers for the next session’s activity.

OBJECTIVE: Participants will learn the qualities they like and dislike about themselves. Additionally, they will have to think about who they want to be and analyze what barriers are in the way to getting to be the person they want to be.

TIME: 45 minutes

MATERIALS: Folded Paper (White or Colourful)

Pens/Pencils

LEADERS NOTE: This activity may be hard for some girls to complete, encourage them as much as possible and try to give hints toward their positive selves.
Big forehead
annoying
fat
not smart
waste of space
lazy

no friends
no one likes me
not good enough
weird

My Dad
Stress
My Friends
My sister & mom
Ex boyfriend
School - people - rumors - work

Understanding
good listener
calm

Patient
smart
likeable
pretty
## Activity—Picking Your Goddess

<table>
<thead>
<tr>
<th>HATHOR</th>
<th>VESTA</th>
<th>MAAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptivity</td>
<td>Home</td>
<td>Fairness</td>
</tr>
<tr>
<td><strong>APHRODITE</strong></td>
<td><strong>ABUNDANTIA</strong></td>
<td><strong>SULIS</strong></td>
</tr>
<tr>
<td>Inner Goddess</td>
<td>Prosperity</td>
<td>Bodies of Water</td>
</tr>
<tr>
<td><strong>SARAVASTI</strong></td>
<td><strong>BAST</strong></td>
<td><strong>ISIS</strong></td>
</tr>
<tr>
<td>The Arts</td>
<td>Independent</td>
<td>Past Life</td>
</tr>
<tr>
<td><strong>BRIGIT</strong></td>
<td><strong>OSTARA</strong></td>
<td><strong>RHIANNON</strong></td>
</tr>
<tr>
<td>Don’t Back Down</td>
<td>Fertility</td>
<td>Sorceress</td>
</tr>
<tr>
<td><strong>YEMANYA</strong></td>
<td><strong>MARY</strong></td>
<td><strong>BUTTERFLY</strong></td>
</tr>
<tr>
<td>Golden Opportunity</td>
<td>Magdalene</td>
<td><strong>MAIDEN</strong></td>
</tr>
<tr>
<td></td>
<td>Unconditional Love</td>
<td>Transformation</td>
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</tbody>
</table>

What does your Goddess Mean?

HATHOR-Receptivity- “You have a maternal side to you that naturally cares for those in need, you must be receptive or it becomes blocked.”
--be still and listen, Release guilt about receiving, ask for help, know that your in a learning cycle, healing is occurring

VESTA-Home- “Your household situation is improving either through a move or a healthy change of occupants”
--your moving or just moved, there is increased harmony in your home, a problem with the neighbours is resolving, know that your home is safe and protected

MAAT-Fairness-“This situation will be handled in a fair and just manner”
--A dispute will end harmoniously, you will be treated fairly, release guilt and shame, as these can result in a punishing attack

APHRODITE- Inner Goddess-” Awaken the goddess within you through dance, self care and appreciating your divinity.”
--enjoy being feminine, be receptive, dance more often, in relationships allow your softer side forward

ABUNDANTIA-Prosperity- “The universe is pouring its abundance out to you. Be open to receiving.”
--a new windfall of money is coming to you, you have nothing to worry about, abundance comes to you in many ways including extra time, support and ideas
ISIS—Past life—“This situation involves your past-life memories”
--ancient fears from a past life are surfacing, your current situation relates to a childhood issue.

BRIGHT—Don’t Back Down—“Stand up for what you believe is right”
--be assertive, don’t worry what others think, trust yourself, speak your truth, put your foot down

OSTARA—Fertility—“It is the perfect time for you to start new projects, access new ideas, and give birth to new conditions”
--you will be involved in a child conception, adoption or custody resolution, there will be a resurrection of the old, your new ideas will be successful

RHIANNON—Sorceress—“You are a magical person who can manifest your clear intentions into reality”
--have faith your dreams will be manifested, make a clear decision, know that you deserve to receive good

YEMANYA—Golden Opportunity—“Important doors are opening for you right now. Walk through them”
--don’t hesitate, this is the right thing to do, celebrate your success

MARY MAGDALENE—Unconditional Love—“Love yourself, others and every situation—no matter what the outward appearances may be”
--don’t worry what others think of say, heal the situation with love, forgive yourself for what you think you have or have not done

BUTTERFLY MAIDEN—Transformation—“You are experiencing enormous change right now. Which brings you great blessings”
--Don’t be concerned about endings as they are bringing in the new for you,
let go of the old, the changes are truly for the best so don’t worry!

**SULIS—Bodies of Water**—“Spend time near water, such as a lake, river, or the ocean, to recharge your batteries”

--go for a walk or vacation near water, swim, drink more water

**SARAVASTI—The Arts**—“Express yourself through creative activities”

--play music, sing, dance, draw, paint, write, take a creative class

**BAST—Independent**—“Your Independence is a foundation for your strength and success”

--Spend time alone, give yourself permission to play, ask if your needs are being met, pay attention to your cat or get one
Session 4
Self-Esteem
Session 4

Objective: This session on self-esteem’s objective is to have the girls analyze their strengths and while accepting their faults. As well the objective includes introducing healthy relationships by brainstorming some ideas on relationships relating to their self-esteem.

Components:

1. Review of Highlights/Grungies and Questions
2. Activity-Breaking Down the Barrier Wall
3. Activity-Self-Esteem Passport
4. Discussion—Can you be in a healthy relationship when you have a negative self-esteem?
5. Quote of the Day

Details:

Review of Highlights/Grungies and Questions—Ensure every girl gets a chance to speak and when this activity takes longer than expected have the girls wait until the homework is reviewed to ask questions to each other.

Activity—Breaking Down the Barrier Wall—This can be done as creatively as possible with the same symbolism in many ways.

Activity—Self-Esteem Passport—Get the girls to take out their pictures and complete the self esteem passport. If they all have trouble completing it, have them add items during other sessions. This is an important activity to get the girls thinking about the reasons for the esteem they feel within the picture they brought in as well as focus

Discussion—Can you be in a healthy relationship when you have a negative self esteem?—Ask the girls this question and try to generate all of the girls answers and the reasons they think or do not think you can.

Quote of the Day—Have a girl pick the quote of the day, and write it on Bristol board so that the girls can write it in the back of their journal.
Session 4

Activities and Handouts
Activity—Breaking Down the Barrier Wall

With the list of the barriers from the girls in the Positive/Negative Self activity, have the girls brainstorm some ideas on breaking the barriers. If possible have the girls build a wall with fake bricks or Lego, and have each girl come up and break a piece of the wall down with their ideas on what they can do to eliminate or lessen then power the barriers have on them. Otherwise, use Bristol board and have the girls cover the words with their boulders.

OBJECTIVE: Participants will be able to visualize what gets in the way of their self-esteem or happiness and will symbolically be able to break those items away with a visual list.

TIME: 30 minutes

MATERIALS: Bricks/Boxes/Lego/Bristol Board

Boulder Images/Scissors with breaking barrier words

LEADERS NOTE: This activity may be hard for some girls to complete, encourage them as much as possible and try to give hints toward their positive selves.
Activity—Breaking Down the Barrier Wall—Example

FAMILY | PARENTS | PRESSURES | PEERS
---|---|---|---
MONEY | STRESS | PREJUDISM | DOCTOR
JOBS | STEREOTYPES | DRUGS | MEDIA
PAST | LOW-SELF-ESTEEM | LOSSES | ALCOHOL

Boulder Examples:  
- Strength  
- Accept Responsibility  
- Walk Away  
- Get Help  
- Tell Someone  
- Live in the Moment  
- Talk about it  
- Grow Up  
- Breath  
- Love and Laugh  
- Education  
- Ignore

Alternative: Draw a tree on a Bristol board with leaves that have the barriers written on them, have the girls come up with some solutions to losing the leaf or branch or making it better, and cutting it off.
Goddess in Every Girl
Self Esteem Passport

A Journey to Building your Confidence!
Goddess in Every Girl Passport

With your newly discovered self esteem & strengths found inside the pages of this document and written in your own hand writing— you will have the power to transform the quality of your life. You will direct your mind to set your success pattern.

Your self-esteem passport is valid for LIFE! It can be changed by entering—and then internalizing— your new self-esteem achievements in the summary section of this document.

Date of Issuance:________________________________________
Goddess Name:__________________________________________

**Notice to Passport Holders**

This Goddess Self-Esteem Passport— issued to all persons regardless of age, race, or creed— will permit the Goddess to experience a new sense of self after honestly completing all passport entry sections.
Be Proud of Your Looks * Passport Section

Paste in a favourite photograph of yourself on this page. In the space provided, list the reasons why you selected it. Concentrate on physical self-acceptance. Decide for yourself what is attractive about you. * Admiring all of your features strengthens your self-esteem because it is the highest form of self-acceptance.
Physical Quality’s

*Passport Section

A realistic self-image will boost your self-esteem. Accepting your body whether overweight, underweight or out of shape reinforces your self-worth because acceptance stops self-hate. *Once you’ve acquired acceptance you can then gently change any part of yourself-without self-putdowns- and further strengthen your self-worth.

In this section, list many physical parts of yourself in which you proudly accept. Include your proportions, figure, strengths, and energy etc. If you are shy ask a friend to help you complete this section.

____________________________________________________
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Self-Confidence

Goddess, you do many things well that you’ve always taken for granted. For example, doing your best in school, showing compassion for others, trying new challenges.

*Allowing yourself to accept your achievements reinforces your self-worth.

In this section fill in your personal accomplishments:

_________________________________________________________________
_________________________________________________________________
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Acceptance of Faults

Goddess, It’s human to have faults but inhumane to condemn yourself for having them. Some faults you can change, others will stay.

*Accept your faults and strengthen your self-esteem.

In this section list your faults and how they may offset your virtues. For example, “I may be stubborn but I am also persistent and dependable!”

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Session 5
Bullying
**Session 5**

**Objective:** The bullying session objective is to discuss both the bully and the bullied. The second objective is to analyze the media and its role on women.

**Components:**

1. Review of Highlights/Grungies and Questions
2. Activity—Analyzing the Media
3. Discussion—What is a bully?
4. Top Ten Tips to Awaken Your Inner Goddess

**Details:**

*Review of Highlights/Grungies and Questions*: Ensure every girl gets a chance to speak and when this activity takes longer than expected have the girls wait until the homework is reviewed to ask questions to each other.

*Activity—Analyzing the Media*

*Discussion—What is a bully?* Ask the girls to answer this simple question, and write on the board their answers. Ask them what the opposite of a bully is and what that means to them. Give them the hand out on the types of bullying and try to generate discussion and questions around the girls experiences with bullying in their school. You can ask them which type of bullying they think would be most used in their school. Also, you can ask if they are surprised something is on the sheet.

*Top Ten Tips to Awaken Your Inner Goddess*—Have the girls pick a number from 1-10 for their Goddess Tips, make sure they did not receive the same number as last time. This is also their homework for the week.
Session 5

Activities and Handouts
Activity—Analyzing the Media

With so many media influences over girls and women today to “be thin” or try this “new diet” it is important to analyze with the girls the negative as well as the positive images the media portrays. Have the girls look through several magazines and cut out any images that they think portray a positive and negative image of women in today’s society. Have them paste the positive images on one paper with reasons why that image is positive under the images, as well as for the negative images. Have the girls share their artwork with the group.

OBJECTIVE: To get the girls to analyze the messages the media portrays to women.

MATERIALS: Old/New Magazines
Scissors
Paper
Markers

TIME: 45 minutes

LEADERS NOTE: Have a discussion before starting the activity with the girls on what their opinions are on the influence media has over girls.
Types of Bullying

Physical
- hitting, shoving, kicking, spitting, beating up on others
- damaging or stealing another person’s property

Verbal
- name calling, mocking, hurtful teasing
- humiliating or threatening someone
- making people do things they don’t want to

Social
- excluding others from the group
- spreading gossip or rumours about others
- making others look foolish
- making sure others do not spend time with a certain person

Electronic
- using computer, email, phone or cellular phone to text messages to:
  - threaten or hurt someone’s feelings
  - single out, embarrass or make someone look bad
  - spread rumours or reveal secrets about someone
Session 6
Relationships
Session 6

Objective: This session about relationships will facilitate a lot of discussion and bring out the girls values in what they look for or accept in a boyfriend. The objective is to teach the girls about healthy relationships and the cycle of power and control.

Components:

1. Review of Highlights/Grungies and Questions
2. Discussion--Qualities of Healthy vs. Unhealthy Relationships
   --What is the perfect boyfriend?
3. Handout-- Power and Control
4. Activity— Who I am
5. Quote of the Day

Details:

Review of Highlights/Grungies and Questions-Ensure every girl gets a chance to speak and when this activity takes longer than expected have the girls wait until the homework is reviewed to ask questions to each other.

Discussion--Qualities of Healthy vs. Unhealthy Relationships- Have the group brainstorm some ideas on what a healthy and unhealthy relationship looks like. Make a list on Bristol board or on a white board of their ideas. Go through with them any more ideas you have and ask questions relating to this.

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>loving self</td>
<td>losing friends</td>
</tr>
<tr>
<td>non-judgmental</td>
<td>spending every moment together</td>
</tr>
<tr>
<td>quality time</td>
<td>checking each others emails</td>
</tr>
<tr>
<td>space</td>
<td>not trusting</td>
</tr>
<tr>
<td>commitment</td>
<td>worried what happens when your not there</td>
</tr>
<tr>
<td>healthy sharing</td>
<td>constantly fighting</td>
</tr>
<tr>
<td>accepts faults</td>
<td>always blaming</td>
</tr>
</tbody>
</table>

Discussion—What is the prefect boyfriend?- Have the group brainstorm their ideas and values in finding the perfect boyfriend. What does he look like to them? On the outside? Personality? How does he treat you?
Hand out - Power and Control- Discuss with the girls the handout and what it means to be in an abusive relationship

Activity - Who I am

Quote of the Day- Share a quote of the day to the girls and have them creatively write it in the back of their journals.
Session 6

Activities and Handouts
Figure 3.1. Power and Control Wheel
SOURCE: Domestic Abuse Intervention Project, 206 West Fourth Street, Duluth, MN 55806, (218) 722-4134. Used with permission.
Activity—Who I am

This activity gets the girls thinking beyond the roles of teenager, student and daughter as “who” they are rather further analyze who they are by their strengths and likes through art.

OBJECTIVE: For the girls to map out who they think they are and to share it in an art form.

TIME: 1.5 Hours

MATERIALS: 
- Bristol Board or Canvas
- Paint
- Brushes

LEADERS NOTE: You can help the girls with some examples in your map, for their better understanding.
An example of Goddess Art “Who I am” by Sonjia Mallory
Session 7
Depression
Session 7

Objective: This session might be a very down, sad group and be prepared for that. The objective is to get the girls talking about depression and what it means to them. Try to incorporate or brainstorm some coping techniques that the girls can use.

Components:

1. Review of Highlights/Grungies and Questions
2. Discussion—Depression (Handout)
3. Discussion—Coping
4. Activity—Purging
5. Top Ten Tips to Awaken Your Inner Goddess

Details:

Review of Highlights/Grungies and Questions—Ensure every girl gets a chance to speak and when this activity takes longer than expected have the girls wait until the homework is reviewed to ask questions to each other.

Discussion—Depression—Talk about depression with the girls and try to normalize depression in the teenage years. Have the girls brainstorm what it looks like when someone else is depressed, when they are and if its different. Talk about the handout of the warning signs of depression. Some self-harm talk may be presented here and be aware of the girls reaction to it.

Discussion—Coping—After finishing with the girls about depression ask them what they do to brighten their day or cope with depression. Add some ideas that the girls are already doing, like journaling their highlights and grungies. Also, the girls are talking to other girls about their days and problems.

Activity—Purging

Top Ten Tips to Awaken Your Inner Goddess—Have the girls pick a number from 1-10 for their Goddess Tips, make sure they did not receive the same number as last time. This is also their homework for the week.
Session 7

Activities and Handouts
Depression

Warning Signs…..Someone at risk for depression may show

- Worsening School Performance
- Helpless and Hopeless talk
- Gloomy moods
- Sudden lack of interest in activities outside of school
- Recent loss
- Abrupt hyperactivity or withdrawal
- Loss of sleep/too much sleep
- Eating too much/not eating enough
- Family problems
- Loss of social contacts
- Sometimes impulsive
- Giving away possessions
- Thoughts of suicide or self harm
Activity—Purging

Purging is an activity of cleansing the mind and body of any regrets, people or past memories that have been repressed, kept secret or been weighing on the girls shoulder. Have the girls write anything they would like to cleanse from their body, mind and spirit. Ask the girls to individually share their stories, with no rules, they can swear, yell or cry. Encourage the girls to even stomp on the paper if they feel empowered to do so. After sharing the girls are encouraged to release that regret and purge, by throwing it into a fire, or putting it into the shredder as if to get rid of that weight on their shoulders.

OBJECTIVE: For the girls to talk about any regrets, people or past memories they have kept a secret or need to release to liberate them from that experience.

TIME: 1 hour

MATERIALS: Paper
       Pens
       Bon Fire/Shredder

LEADERS NOTE: Make sure the girls know that this activity has no rules when it comes to swearing or yelling, that if that’s what they need to do to release the memory, they can. This activity can be both liberating as well as draining for the girls, make sure you check in with them at the end to see what they have gained from the experience.
Session 8
Self-Care
Session 8

Objective: Self-care techniques and supports are important in getting through tough times. Get the girls brainstorm some new activities or things they can do when to feel like their confident selves.

Components:

1. Review of Highlights/Grungies and Questions
2. Activity—Myself as the Box
3. Discussion—What do you do to treat yourself?
4. Activity—Who supports me for me?
5. Quote of the Day

Details:

Review of Highlights/Grungies and Questions—Ensure every girl gets a chance to speak and when this activity takes longer than expected have the girls wait until the homework is reviewed to ask questions to each other.

Activity—Me as the Box

Discussion—What do you do to treat yourself? Start by talking about some self-care things that you as the facilitator do. Try to get the girls creative juices flowing by providing examples of doing your nails to taking a bath to going to the movies etc.

Activity—Who supports me for me?—Have the girls map out on a flower with themselves as the middle, who supports them in being themselves. Then get the girls to write underneath what kind of support they seek from that person, whether its boyfriend troubles, or just talking about a great day they had.

Quote of the day—Share the quote of the day with the girls, and have them write it any way they like in the back of their journals.
Session 8

Activities and Handouts
Activity—Me as the Box

Me as the box is an activity designed for the girls to analyze the external and internal thoughts they and others may have of them selves. The outside of the box the girls can decorate to symbolize what they and others may see in them. Meanwhile the inside of the box represents the internal aspects that others may not know, so the girls are free to decorate it to represent themselves in their eyes. They are also encouraged to put keep sakes that represent who they are in the box.

OBJECTIVE: The me as the box activity is used to have the girls symbolically represent themselves inside and out.

TIME: 1 hour

MATERIALS:
- Photo Boxes
- Stickers
- Markers
- Paint
- Paper

LEADERS NOTE: As the facilitator you should be noticing more positive characteristics symbolized in the box, especially as the group is coming to the end. Have the girls share and name their box, could be their name or something else.
Activity--Who Supports Me for Me?

Have the girls map out on a flower with themselves as the middle, who supports them in being themselves. Then get the girls to write underneath what kind of support they seek from that person, whether its boyfriend troubles, or just talking about a great day they had.

OBJECTIVE: For the girls to analyze who they can go to for support when the group is over.

TIME: 30 minutes

MATERIALS:
- Pen
- Paper

LEADERS NOTE: Try to generate ideas around people they may not have realized they used for support.
Session 9
Wrapping Up
Session 9

Objective: This session should be a positive one for the girls to share with their fellow participants what they feel the others brought to the group. This is also a chance for the facilitators to wrap up any topics or ideas that might not have gotten covered before.

Components:

1. Review of Highlights/Grungies and Questions
2. Activity—Photo Frame of Compliments
3. Top Ten Tips to Awaken your Inner Goddess
4. Wrapping up discussion

Details:

Review of Highlights/Grungies and Questions—Ensure every girl gets a chance to speak and when this activity takes longer than expected have the girls wait until the homework is reviewed to ask questions to each other.

Activity—Photo Frame of Compliments

Top Ten Tips to Awake your Inner Goddess—Have the girls pick a number from 1-10 for their Goddess Tips, make sure they did not receive the same number as last time. This is also their homework for the week.

Discussion—Wrapping up—Get the girls to share anything that they feel they want to share with the group that they haven’t yet. This is a chance for any topic to come up and for the girls to learn from each others experience. If the girls are unwilling to share, you can share some information that was not covered in the group previously.
Session 9

Activities and Handouts
Activity—Photo Frame of Compliments

Have the girls write little notes to each other of the things they like about the person or what they brought to group. When they are finished, the compliments get handed out, and the girls can glue them in their photo frame any way they like and take it home.

OBJECTIVE: To have the girls share some positive messages to one another.

TIME: 1 hour

MATERIALS: Coloured paper

  Scissors
  Glue
  Colourful Pens
  Stickers
  Photo Frames

LEADERS NOTE: Have the girls share to the group what they wrote to each individual.
Session 10

Grief/Closing
Session 10

Objectives: This final session is one in which the girls may feel both sad and happy. The grief of ending the group helps in facilitating the discussion on grief. Discuss grief, do the questionnaire and have a fun time where the girls can feel safe being a girl and having fun.

Components:

1. Review of Highlights/Grungies and Questions
2. Discussion—How does it feel to end the group?
3. Discussion-What have you taken away or learned from the group?
4. Questionnaire
5. Girls Night Out

Details:

Review of Highlights/Grungies and Questions- Have the girls focus mainly on the good experiences they had for the week. Question anything they say that related to any of the discussions in group.

Discussion- How does it feel to end the group? Have the girls talk about what they are feeling during their final group, question them if there was a favourite moment or activity they did.

Discussion- What have you taken away or learned from the group? Have the girls discuss the lessons they learned during the group.

Questionnaire-(Appendices)- Have the girls complete the questionnaire before beginning the Girls Night out.

Girls Night Out- This night can vary depending on the group and the season. Depending on the circumstances and availability, make this group a longer to include supper. In the summer, a bonfire is a cheap and inexpensive idea, and in the winter, you could stay in with the girls and have a movie night. This evening can also be themed, such as pajama party, or rock stars to make it more fun for the girls.
Appendix
Goddess in Every Girl Questionnaire

Goddess Name:_________________________________________________________

Date:___________________________________Age:________________________________________

Please answer the following questions to the best of your knowledge about yourself. Feel free to ask for help on any of the questions.

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<td></td>
<td>Never</td>
<td>Sometimes</td>
<td>Neutral/Normally</td>
<td>Often</td>
<td>Always</td>
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</table>

1. My family and I get along 1 2 3 4 5
2. I can completely trust my friends with my desires and secrets 1 2 3 4 5
3. I look for someone who can help me make decisions 1 2 3 4 5
4. I could tell my family my problems if I was really stuck 1 2 3 4 5
5. If my boyfriend/girlfriend disapproved of my friends, I would stop seeing my friends 1 2 3 4 5
6. I feel worthless when I don’t have a boyfriend/girlfriend 1 2 3 4 5
7. I ignore my feelings if they aren’t the same as my boyfriend/girlfriend 1 2 3 4 5
8. It’s my responsibility to make my boyfriend/girlfriend feel better when they are upset 1 2 3 4 5
9. If my boyfriend/girlfriend and I broke up I am not sure I would survive without them 1 2 3 4 5
10. I think it’s my fault when my boyfriend/girlfriend is in a bad mood 1 2 3 4 5
11. I think it is important to do things for me every once in a while without my boyfriend/girlfriend 1 2 3 4 5
12. I don’t make decisions on my own until I get my boyfriend/girlfriends opinion 1 2 3 4 5
13. I worry my boyfriend/girlfriend will reject me or break up with me if I say the wrong thing 1 2 3 4 5
14. My knowledge on physical, emotional, financial and verbal abuse is good 1 2 3 4 5
15. I know/understand about the cycle of violence 1 2 3 4 5
16. I normally eat at least 3 meals/snacks a day 1 2 3 4 5
17. I eat when something has really upset me 1 2 3 4 5
18. Sometimes I skip a meal 1 2 3 4 5
19. I don’t like to eat in front of others 1 2 3 4 5
20. I am currently on a diet or have been on a diet in the past to lose weight 1 2 3 4 5
21. I am sometimes afraid that when I eat, I wont be able to stop 1 2 3 4 5
22. After I finish eating, I feel guilty 1 2 3 4 5
23. I have fasted in the past to lose weight 1 2 3 4 5
24. I try to include all the food groups when I eat 1 2 3 4 5
25. I try to vomit after I have eaten 1 2 3 4 5
26. I believe that dieting will change my life forever 1 2 3 4 5
27. When people watch me eat, it makes me anxious 1 2 3 4 5
28. I know what healthy eating is 1 2 3 4 5
29. It is good to diet 1 2 3 4 5
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<tbody>
<tr>
<td>30. The person I see in the mirror is not the person I want to see</td>
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<td>31. When I am out with friends or others I feel that everyone else is more attractive than I am</td>
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<td>32. I compare myself to others, to see if they are thinner or bigger than me</td>
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<td>33. I am so self-conscious about how I look that it's hard to enjoy activities like going to dinner or the movies</td>
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<td>34. Being unhappy with my appearance worries me a lot</td>
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<td>35. I feel embarrassed when I wear a bathing suit in public</td>
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<td>36. I exercise as much as I can to stay skinny</td>
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<td>37. I would be happier if I were thinner</td>
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<td>38. I am beautiful no matter what my weight or body size</td>
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<td>39. I hate looking at pictures of myself</td>
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<td>40. Sometimes, I wish I were as skinner as supermodels or actresses</td>
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<td>41. I know what a healthy body image is</td>
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<td>42. I know how the media plays a part in body image for girls</td>
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<td>43. When someone criticizes me, I think about what they said over and over</td>
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<td>44. I can stand up for myself and don't need someone else to do it for me</td>
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<tr>
<td>45. My friends are smarter and prettier than I am</td>
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<td>2</td>
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<td>4</td>
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<td>46. I feel stupid when I speak up in class or with my friends</td>
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<td>47. There are a lot of things I would change about myself if I could</td>
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<td>48. I don't feel that I am important</td>
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<td>49. I usually think negatively about my life</td>
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<td>50. When things go wrong its usually my fault</td>
<td>1</td>
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<td>51. I am a confident person</td>
<td>1</td>
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<tr>
<td>52. I think most good things that happen to me are pure luck</td>
<td>1</td>
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<tr>
<td>53. I know what makes me upset or happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>54. I know myself better than anyone else</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>55. I look up to women who stand up for what they believe</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>56. I know what self esteem is and what it means to me</td>
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<td>2</td>
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In the past month...

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<tbody>
<tr>
<td>57. Sometimes I would rather stay at home in bed than do a favourite activity of mine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>58. I feel like my energy is gone and doing anything will be more effort than I can physically do</td>
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<td>59. I have been crying a lot lately</td>
<td>1</td>
<td>2</td>
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<tr>
<td>60. Everything goes wrong no matter how hard I try</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>61. I feel like a failure</td>
<td>1</td>
<td>2</td>
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<tr>
<td>62. I don’t see my friends because I am afraid I will make them down</td>
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<tr>
<td>63. I avoid telephone calls even though it may be a good friend</td>
<td>1</td>
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<td>64. I worry about things all the time, small or big</td>
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<tr>
<td>65. I am afraid I might embarrass myself</td>
<td>1</td>
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<td>66. Sometimes my heart beats rapidly and I start shaking</td>
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<tr>
<td>67. I have a hard time falling and staying asleep</td>
<td>1</td>
<td>2</td>
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<tr>
<td>68. School tests make me so nervous that I sometimes blank out</td>
<td>1</td>
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<td>69. I absolutely dread going to school</td>
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<td>70. Speaking in front of the class makes me feel sick to the stomach</td>
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<td>71.</td>
<td>I have lost a lot of weight</td>
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<tr>
<td>72.</td>
<td>I have gained a lot of weight</td>
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<tr>
<td>73.</td>
<td>I have had thoughts about ending my life</td>
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<td>74.</td>
<td>I sometimes think about my own death</td>
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<td>75.</td>
<td>Sometimes I wonder what life for others would be like without me</td>
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<td>76.</td>
<td>I have attempted in the past to end my life</td>
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<tr>
<td>77.</td>
<td>I have had thoughts about cutting myself</td>
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<tr>
<td>78.</td>
<td>I have cut myself in the past</td>
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<tr>
<td>79.</td>
<td>I have taken more pills than prescribed in hopes I wouldn’t wake up</td>
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<tr>
<td>80.</td>
<td>I have told my friends/some one close to me about my self-harm behaviours</td>
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<tr>
<td>81.</td>
<td>I have told some one about my thoughts of ending life</td>
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<tr>
<td>82.</td>
<td>I have written a suicide note before</td>
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<tr>
<td>83.</td>
<td>I have gone to the hospital for my cutting</td>
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<tr>
<td>84.</td>
<td>There are too many reasons for me to stay on this earth</td>
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<td>85.</td>
<td>I have used drugs/alcohol to cope with my problems</td>
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<td>At home/school...</td>
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<tr>
<td>86.</td>
<td>Sometimes others have called me names</td>
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<tr>
<td>87.</td>
<td>I have been pushed, hit or kicked</td>
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<td>88.</td>
<td>My classmates sometimes tease me</td>
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<td>89.</td>
<td>I have been left out on purpose</td>
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<td>90.</td>
<td>People have talked about me on the internet or the phone in a hurtful way</td>
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<td>91.</td>
<td>There have been rumors spread about me at school</td>
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<tr>
<td>92.</td>
<td>Sometimes I have called others names</td>
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<td>93.</td>
<td>I have intimidated others</td>
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<td>94.</td>
<td>I have hit, kicked or pushed people in the past</td>
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<td>95.</td>
<td>I leave people out that I don’t like on purpose</td>
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<tr>
<td>96.</td>
<td>My friends and I sometimes talk about other girls and make fun of them</td>
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<td>97.</td>
<td>I shower and wash my hair everyday</td>
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<tr>
<td>98.</td>
<td>My friends and I love to check out the latest perfumes and makeup</td>
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<tr>
<td>99.</td>
<td>I like to have my nails done or paint them myself</td>
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<td>100.</td>
<td>Sometimes I forget to wear deodorant</td>
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<tr>
<td>101.</td>
<td>I am not the type of girl to worry about my hair style</td>
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<tr>
<td>102.</td>
<td>I make sure there is time in my day to relax</td>
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<td>103.</td>
<td>I exercise 3 times a week or more</td>
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<tr>
<td>104.</td>
<td>I make a bubble bath for myself every once in a while</td>
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<td>105.</td>
<td>I believe people respect me from the way I dress</td>
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<tr>
<td>106.</td>
<td>I treat myself when I have done something I am proud of</td>
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<tr>
<td>107.</td>
<td>I am a GODDESS!!!</td>
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Facilitator “Goddess in Every Girl” Questionnaire Scoring

Many of the questions to this questionnaire are reversed scored. The questions that are starred need to be reversed meaning if the answer was: 1 the score would be 5 for that question and if it were 3, it stays the same. Please follow the scoring chart to total your participant’s scores.

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<tr>
<th>R.</th>
<th>E.</th>
<th>B.I.</th>
<th>S.E.</th>
<th>D.A.</th>
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<th>B.</th>
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<td>*12.</td>
<td>*27.</td>
<td>41.</td>
<td>54.</td>
<td>*68.</td>
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<td>*13.</td>
<td>28.</td>
<td>42.</td>
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*Information Questions:

76._______  78._______  82._______  83._______
Goddess in Every Girl Contract

Before I sign this commitment, I will make sure that I understand it and agree to it.

I understand that for this program to be helpful to me and to the other group members there have to be some rules about the way we behave toward each other. I would not like it if other people did not follow the rules and I accept that I need to follow the rules and I accept that I need to follow these same rules.

1. Confidentiality:
   Being a member of this group is private
   I will not gossip about other group members or what they talk about in the group
   I will not tell the names of other group members to anyone outside of the group even though I can tell them that I am attending if I choose to

2. Getting along in the group:
   I will be positive and helpful to other group members.
   I will not threaten anyone either verbally or physically.
   I will not tease, laugh at, or make fun of anyone in this group.
   I will not talk to other group members about injuring either in or out of meetings, at breaks or in the washrooms.
   I will make sure that other group members cannot see any signs of recent injury.

3. Self-abuse:
   I intend to overcome the self-abuse
   I will not show new or unhealed injuries to any group member at anytime
   I will not injure anytime, in anyway, anywhere on the property where the group is held.

4. Making a Commitment
   I plan to get well.
   I will attend whenever I can
   If I cannot make it, I will call
   If I make a promise to anyone in the group, I will keep it.

Name:_______________________ Signature:_____________________
Date:________________________ Facilitator:______________________
Extra! Extra!
Extra Handouts to Consider

I BELIEVE:

My strong points are:__________________________________________
________________________________________________________________

My weaknesses are:____________________________________________

Parents are:____________________________________________________

My family is:___________________________________________________

My brothers/sisters are:_________________________________________

School is:______________________________________________________

My religion is:_________________________________________________

Money is:_______________________________________________________

Exercise is:____________________________________________________

Food is:_______________________________________________________

Trust is:_______________________________________________________

Love is:_______________________________________________________
You are so much more than you can see!
You are so much more than you think you are!
You are so much more than you have heard about yourself!

Recognize- YOU'RE BEAUTIFUL!
I am beautiful because__________________________________________
________________________________________________________________

Recognize- YOUR POWER!
I am powerful because____________________________________________
________________________________________________________________

Recognize- YOUR GREATNESS!
I am great because________________________________________________
________________________________________________________________

Recognize- YOUR STRENGTH!
I am strong enough to______________________________________________
________________________________________________________________

Recognize- YOUR TALENTS!
I am really good at________________________________________________
________________________________________________________________

Recognize- YOUR ABILITIES!
I really love to____________________________________________________
________________________________________________________________
GIRLS WITH GIRL POWER....

- Know what they want
- Can ask for what they want
- Are able to say NO to others
- Have a wide range of feelings
- Can express their feelings and opinions constructively
- Have self esteem in areas other than “Looking Good”
- Have connections with others that are based upon honesty and genuineness
A Girls Pledge

I am a girl.
I am an expression of beauty, joy, and love.
I have the right, the power and the ability, to create a beautiful, joyful and peaceful world for myself and others.
I have a body, but I am not my body.
I have a face, but I am not my face.
I am the most important thing in the world to me.
I am love in motion.
I am the light of the world!
I can create!
I can make a mistake!
I can create something beautiful in all that I do.
I deserve the best.
I give my best.
I do my best to always take care of me!
I am a girl!
I am growing into a woman!
I AM IT!
I am the joy the world is waiting for!
Take a Look

Take a look around you
Is it everything you dreamed?
Is it what you always wanted?
Is it even what you need?

Look at your life and how you live it
Did it turn out how you liked?
Or are you a perfect stranger
Living someone else’s like?

When you see your reflection in the mirror
Is it who you want to be?
Or is it someone you don’t know
Is it someone else you see?

Do you see yourself as others do?
Or do you look inside?
‘Cause if you go by looks alone
Shallowness may be your only guide.

Next time you look into the mirror
Look past everything you see
Look deep inside who you are
And who you want to be.

-Meghan Arnone
I am the only “me” I’ve got. I am unique. There are two major parts of me. There is the inside “me” and the outside “me.”

The outside “me” is what you see. The way I act, the image I portray, the way I look and the things I do. The outside “me” is very important. It is my messenger to the world and much of my outside “me” is what communicates with you. I value what I have done, the way I look, and what I share with you. The inside “me” knows all my feelings, my secret ideas and my many hopes and dreams. Sometimes I let you know a little but about the inside “me” and sometimes it’s a very private part of myself.

Even through there are an enormous number of people in this world, no one is exactly like “me”. I take full responsibility for “me” and the more I learn about myself, the more responsibility I am going to take. You see, my “me” is my responsibility. As I know myself more and more, I find out that I am an OK person. I know some special people because I am worth knowing. I celebrate many things I have done for myself.

I’ve also made some mistakes. I can learn from them. I have also known some people who did not appreciate me. I do not need to keep those people in my life. I’ve wasted some precious time; I can make new choices now. As long as I can see, hear, feel, think, change, grow, and behave, I have great possibility. I am going to take those risks and those possibilities, and I am going to grow and love and be and celebrate. I am worth it!!
A man found a cocoon of a butterfly. One day a small opening appeared and he sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seems to stop making any progress. It appeared as if it had gotten as far as it could and it could go no further. So the man decided to help the butterfly by taking a pair of scissors and snipping off the remaining bit of the cocoon. The butterfly then emerged easily, but it had a swollen body and small shriveled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It was never able to fly.

What the man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were nature’s way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon. Sometimes struggles are exactly what we need in our life. If nature allowed us to go through life without any obstacles, it would cripple us. We would not be as strong as we could have been.

We could never fly.
Feedback, Websites and References
Goddess Feedback

“I’ve learned that you should always be yourself and have an open mind. Be your own person, don’t change because of others”

“I have learned to be nice to others, not to bully and to include others”

“I noticed me ‘letting out’ my expressions”

“I learned how to be a good friend, how to be a good person and how to work around other peoples differences”

“The three things I learned is that: people like me, I am a goddess, and I’m honest”

“I have noticed that I don’t let people boss me around”

“I learned to look for positive things during the day that happened and not to focus on the bad stuff that happens during the day”
Useful Websites

www.newmoongirlmedia.com (ad free magazine and web communities created by and for girls)
www.hardygirlshealthywomen.org
www.campaignforrealbeauty.ca Dove
www.realme.ca
www.nedic.ca
www.nationaleatingdisorders.org/
http://www.bodysense.ca/index_e.html
http://www.gurl.com/

Body Image
http://research.aboutkidshealth.ca/thestudentbody/home.asp

Violence and Abuse Prevention
http://www.redcross.ca/article.asp?id=000294&tid=030

Project Bold
http://www.girlsinc.org/about/programs/project-bold.html

Health and Fitness Program

Girls Circle
http://www.girlscircle.com/materials_kits.htm

Grief
http://www.gtw-health.com/classesprograms/

Child Development Institute
http://www.childdevelop.ca/
References


