Strength Phrases

Read the list below and circle 5 to 7 words that you believe describes you or another person

- Great planner
- Likes to start projects
- Believe Thing Happen for a Reason
- Fits ideas together
- Good at debate
- Results oriented
- Visionary/ Imaginative
- Peacemaker
- Enjoys researching
- Makes friends easily
- Punctual
- Easily Plans a Path to Reach a Goal
- Important to get it “right”
- Collects things or information
- Knows just the right thing to say or do
- Can brainstorm many ideas
- Will finish projects
- Brings people together for a cause
- Good listener
- Likes time to ponder ideas
- Laser-like focus
- Bold “truth-teller”
- Loves learning
- Goes with the flow
- Will choose to work alone
- Strong work ethic
- Helps others see purpose
- Organized
- Patient
- High energy
- Creates checklists
- Enjoys complimenting others
- Comfortable taking risks
- Loyal friend
- Asks a lot of questions
- Helps others to succeed
- Careful decision maker
- Driven to be the best
- Brings order out of chaos
- Strong inner compass
- “Outside the box” thinking
- Easily speaks in public
- Prefers rules and boundaries
- Learns by doing
- Invites others into a group
- Deep thinker
- Brings “fun factor” to projects
- Sees both sides of situations
Doer

- Brings movement towards goals
- Structure, timelines, "to do" lists
- Results and doing it "right"
- Teamwork with other Doers
- Clear communication of goals
Human Glue

- Brings connection, unity and inclusion
- Hold teams together
- Understanding how others feel
- Call out potential in others
- Warm and open communication
Cheerleaders

- Brings energy and momentum
- Create teams and rally people
- Bold truth tellers
- "Fun Factor" to events
- Eager to share opinion
Thinkers

- Brings data, ideas, plans, information
- Can see and fit pieces together
- Excited over ideas
- Theories are important
- Detailed conversations
Identifying Your Leadership Strengths

45 minutes

Goals
- Learn to self identify prominent domain
- Listen to others for information
- Practice communication skills

Materials Needed
- Strength Cards
- Easel paper
- Markers
- Four puzzle pieces
- Participant Journal

Instructions

Introduction

1. Adult leader enters with several props that indicate her strengths. As the adult leader enters the area, the girls are seated. The leader claims her strengths. For example, these strengths could be super sensitive listening, the ability to make others feel at ease, the capacity to talk to a group of people, and the capability to step out of your comfort zone with ease! Tell the girls,

   • “Every person has a set of unique talents. Talents are the way that you look at the world. They are your unique lens to the world. Today we are going to find out what your talents are and how these talents can be developed into strengths.”

2. Hand out the Girls Lead journals and instruct the girls to turn to a blank page. Each girl will also need a pen or pencil.

   • Say, “I want you to write your first name 5 times with your non-dominant hand.” Take a few minutes to have them complete the writing. Ask, “How did that feel?” Write the words they use to describe the feeling on a large sheet of easel paper. Say, “Now I want you to write your first name again, but with your dominant hand.” Give the girls a minute to finish. Ask, “How did that feel?” Write these words on the same large sheet of chart paper.
• Tell the girls, “Strengths feel like when you write with your dominant hand.

• Strengths:
  • Are something you are born with.
  • Can be transferred to a variety of different activities
  • Are specific to you
  • Help you know yourself and where you find your energy

• In this activity, we are going to find out what some of your strengths are.”

3. Take out the stack of strengths cards and show the girls the cards.

• Say, “I have cards that have phrases or words on them that might describe your talents. I am going to hand out 5 cards to each of you and I want you to read each card and keep the card of you think it sounds like you or discard the card if it doesn’t sound like you.”

4. After girls have completed step 3,

• Say, “Now take the cards from your discard pile and go to others and look for cards to trade with others that sound like you. You can trade as many cards as you like, however by the end you need 5 cards that describe you.”

5. After 5 minutes of trading cards, stop the process.

• Say, “Place your discard cards on the table face up” (Place the cards face up on table so they can be seen). “Now if you do not have 5 cards that describe you, come to the table and select enough cards to have 5 that best describe you.”

6. Give the girls a few minutes to keep trading and picking up cards. Once most are done have them sit down with their 5 cards.

• Say, “Lay out the cards so you can see the words and phrases. In your journal on the “My Leadership Strengths” page, write the words or phrases and the color. Then hand the cards back to me.”

• Collect the cards once each person is done writing them down in the journal.

7. Next have the girls look at their Strength cards and instruct them,

• “Take a look at your colors and if you have 2 or more of a color circle those words.”

8. Arrange the girls into color groups - Blue, Yellow, Red or Green. If a girl has two words of one color and two words of another color, then have her join the group that has the least number of girls.

• Say, “In your group read the cards of that color group that you chose and discuss the following questions,
  What were the reasons you selected these cards?
  Give an example of how this trait shows up in you.”

  Give girls a few minutes to discuss the questions in their color group. Then ask:
  • What is similar between the cards you selected of the same color?

9. Ask each color group to report what the group found that was similar between the same color cards. After each group reports about their conversation, share the information from the “Strength Area Chart” poster for that particular color group. The girls have the same chart in their journals, so they can refer back to the descriptions after each color group shares.
### Strengths Chart

<table>
<thead>
<tr>
<th>Color</th>
<th>Name</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Doer (Executer)</td>
<td>Bring strong powerful movement towards a goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Like structure, timelines, “to do” lists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It’s about the result and doing things “right”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teamwork with other Doers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get to business and clear communication of goals</td>
</tr>
<tr>
<td>Yellow</td>
<td>Cheerleader (Influencer)</td>
<td>Bring energy and momentum to projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can create teams and rally people behind a cause</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bold truth tellers – say what they see and let the chips fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring the “Fun Factor” to an event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eager to share their opinion</td>
</tr>
<tr>
<td>Green</td>
<td>Human Glue (Relationship Builder)</td>
<td>Bring connection, unity and inclusion to a project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good at understanding how others feel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold the team together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Call out the potential they see in others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warm and open in communication</td>
</tr>
<tr>
<td>Red</td>
<td>Thinkers (Strategic Thinkers)</td>
<td>Bring to the project ideas, plans, results, thinking, data, information and careful calculations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversations are detailed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can see where a project has to go and pieces fit together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theories and philosophy are important</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expresses interest and excitement over ideas</td>
</tr>
</tbody>
</table>

10. After the descriptions are given for each group tell the girls

- “We all have different combinations of strengths which make us who we are. These are very broad categories that can help you better understand the strengths you have as a young girl. Knowing your strength, interests, skills and values can help you to be your own kind of superhero.”

### Part 2: My Leadership Story

1. Hang a piece of chart paper on the wall and write “A Leader Is ….” at the top of the paper. You will need two girls to volunteer to write the group’s responses on the paper.

2. Ask the girls to:

   - “Think about someone they admire who they see as a leader. This could be a teacher, coach, mentor, family member, peer, community member, etc.”

3. Once everyone has someone in mind, ask participants to describe the person’s traits/qualities/characteristics for the volunteers to record on the large sheet of paper.

   - Say, “We will be looking for these qualities in our next activity.”
4. Everyone loves a good story. Ask girls to name several of their favorite stories.
   • Say, “In this activity you will be listening to another girl’s story and finding the leadership qualities in her story.”

5. Invite the girls to pair up with someone in a different color group than their own by saying,
   • “One important skill that a leader needs is to listen to others. We are going to be practicing listening in this next activity. There are several different ways to listen to someone.”
   • Have the girls look in the journal at the “Ways of Listening” page.

6. The descriptions below are in the Girls Lead Journal. Read through each description with the girls so they better understand that there are different ways to listen to others. In this activity the girls are practicing Active Listening to better understand another person’s leadership qualities.
   • **Selective Listening** - when you are paying attention at first and then easily distracted much like Doug in the movie “Up” when he is talking and then yells out “squirrel”. The squirrel might be in your mind or another type of distraction. Another example is where you are listening and then wanting to share your response before the other person is even done talking.
   • **Active Listening** - when you are fully engaged in what the other person is saying through focusing your attention on one person and on what that person is saying. In this type of listening you are looking for information about the person and seeking out the information by asking questions, much like a reporter. You might be telling the speaker back the information you heard them say.
   • **Heart Listening** - when you are listening to the underlying feelings that the person has about the topic. You are reflecting back to the person the feelings and needs you believe they might be having about the situation. Listening with your heart takes skills in staying focused on the other person.

7. Tell your own story as an example for the girls. Give your own personal story of a time when you accomplished something that you are proud of, or when you did something where you felt happy about the outcome. After you tell your brief story, have the girls select the leadership qualities they see in you off the list on the poster. If the girls think of qualities are not on the poster, add those words.
   • Say, “Now it’s your turn! You will be telling a story in which you felt proud, accomplished, or good about what you did or what happened. Your partner will be practicing active listening - listening for leadership qualities and asking questions. Put your hand on top of your head when you have a story in mind.”
   Give the girls time to think of a story to tell. When you see all the girls have their hands on top of their heads go on to the next instruction.
   • Say, “I need you in your groups to select Person A and Person B. Person A raise your hand. Person A, you will have two minutes to tell your story. Person B you will be listening for leadership qualities about what the person did through the story.”
   Time the girls for 2 minutes and ring the chime. Wait until the girls are quiet and give the next instruction,
   • “Person B, I want you to tell person A what you heard them say. You have 30 seconds.”
Time the girls and again ring the chime for them to stop.

- “Person A tell B what they missed from the story. Then Person B take a guess what you think A’s qualities might be through what they said in the story. There is no right or wrong answers. What positive qualities did you hear in the story”

8. Ask a few of the Person B’s to share the qualities they heard in Person A.

- Ask, “What leadership qualities did you see in your partner?”

9. Reverse roles and have B tell a story and A practice listening to the story.

10. Ask each girl to find a quiet spot to do some journaling.

- Say, “In the Girls Lead Journal write briefly about the story you told and list the qualities someone else saw in me.”

11. After 5 minutes of journaling time call the girls back to the group.

12. Ask the girls to get their envelope with the puzzle pieces and to find the four corner pieces. Place the blank pieces back into the envelope. Tell them,

- “Each one of these corner pieces represent a strength. Look over the words from your Leadership Strengths sheet and the story. Pick four words you claim as your strengths. On each of the puzzle pieces write the word(s) or draw a picture to represent your strength.”

13. After the girls have decorated the 4 corner pieces place the pieces in their envelope. Then have the girls look at the Girls Lead Journal.

- “In your journal is a list of words that describe Strengths categories. They are the same words and colors that are on the cards. There are leadership strengths within ourselves that others see, but we do not. I challenge you to go home and have a parent or sibling circle 5 words or phrases that they think describe you. Compare your list with their list and you might find out you have more strengths than you realize.”

Activity developed by Kathy Magnusson for Wildewood Learning (www.wildewoodlearning.com)

Additional Considerations

- Return back to the agreement at different times throughout the day.
- When a girl is struggling in following the agreement talk privately to the girl about the agreement and what she might need.
Title: Girls and Friendships

Goals:
- Identify the language of stereotypes for girls
- Recognize the power dynamic within groups

Materials Needed:
- Chart paper
- Bell or other loud sound making device
- Markers
- Discussion scenarios

Instructions:

Part 1: Are you in or out?

Introduce the idea of power dynamics through playing the following game:

1. Arrange chairs in a circle so there is a chair for each person. Explain the rules of the game, *I will have you all get out of your chairs and walk around inside of the circle. When I ring the bell I will call out a number. You need to get into a group with that number of people. If you are not able to form a group, you must go sit down. Then a new round will begin.* Keep playing the game until there are only 2 people left. Then end the game by asking the remaining 2 girls to sit down.

2. Introduce the talking piece (this could be a stuffed animal or other object). Use the talking piece to ask the following questions:
   - What did you notice as the game was being played for yourself?
   - What did you notice about others?
   - How were you feeling throughout the game? Did your feelings change? If so how?

What are some situations where you felt like you were left out of a group or not included in a group?

Part 2: Introduction of Girls World

1. Place a large sheet of chart paper either on an easel or wall. Arrange the girls so they can see the chart paper. Start with asking the girls, *discuss the following questions with the girl sitting next to you:*
● What do you like about your friendships with other girls?
● What don’t you like about your friendships with other girls?

After the short discussion ask for the girls to share out the likes and create a list on the paper, then another column for the dislikes. What do you notice about the lists?

2. Place another large sheet of paper on the wall, at the top of the sheet of paper write “Girl World”. Ask the girls, What is a girl or woman who has high social power like? This is a person that others easily know. If she has an opinion, people listen and agree. What does she look like and how does she act? Write the responses in a column under the Girls World heading.

3. Ask the girls, What is a girl or woman who has low social power like? This is someone who may likely be teased, put down or ignored. What does she look like and how does she act? Write the responses around the words you first wrote and then draw a box around the first set of words. As you can see there are two distinct and separate parts of Girl World: There is what’s INSIDE THE BOX and what’s OUTSIDE THE BOX.

4. Use the following questions to lead a discussion about Girl World and the rules associated with Girl World:
   ● Do you believe the Girl World box exists? If so where?
   ● Are all girls controlled by the box? Why or why not?

After the discussion, tell the girls, Girl World, the characteristics listed in the box, creates a system of power and privilege. Some people view the girls and women in the box as having more power and as better than others. Is this true? Are the girls that fit the characteristics in the box really better than the girls that fit the characteristics outside of the box?

People get caught up in a system that allows us to believe that some people need to be valued and respected more than others. However, not everybody buys into the idea that you need to stay in the box or that there even needs to be a box! But you do have to learn skills to deal with the people who do believe that a box needs to exist.

How do we remove the box? Learning skills to help us know when we are getting caught up in Girl World and how to break out of the box!

Turn to the youth journal page titled “Girl World”. On the page have the girls take a few minutes to reflect on the “Girl World” activity by journaling to the questions.
Part 3: Stereotypes

**Take a Stand** is an optional activity. If there are follow up sessions with the girls then this activity can be used as an activity when revisiting the concept of Girl World and how stereotypes plays into Girl World. Go to **Take a Stand** activity for instructions.

**Wrap-Up: “Are You In or Out” revised**

Ask the girls to form a circle with the chairs and to stand in the middle of the circle. *We are going to play the game that we started with the session, however, we are going to change the rules. We want to change the rules so that everyone that wants to play can stay as part of the activity. What are some suggestions to how we can change the rules to let everyone stay in play?* Take all the suggestions. Here are a few that girls have used: if a girl is out, she sits out one round and can then join again. Girls that are out can take turns being the bell ringer and number caller. Let the girls be creative with the rules and try out ways to let everyone play! End the game when suggestions are all tried or it’s time to move on to the next activity.

“Girl World” activity adapted from **Owning Up** curriculum by Rosalind Wiseman
What is Girls Lead?

Girls Lead is a community-based leadership experience for middle school or junior high girls that connects them to community service organizations. The organizations teach and inspire leadership, community action and civic engagement with girls in their local communities. It is youth leadership that is community-driven, designed to cultivate an inter-generational connection with local women leaders.

The Girls Lead model has been successful because it emphasizes personal development as the first step to leadership and stresses the importance of a community connection in utilizing learned leadership skills. The girls will experience leadership through building their strengths, and participating in team-building and goal setting activities.

Leadership from the inside out

Girls Lead is a Peacemaker Resources program with the mission to empower and equip young women to have positive relationships with self, others, and community.
Find Your Strength!

It’s easy to be inspired – it’s another thing to put new skills into practice. The leadership experience will help girls in their early teens become aware of their strengths and values. In knowing their unique strengths, girls will be motivated to set and work toward achieving personal goals. In the long term, the participants will be able to recognize where they can each make a difference in their communities.

Build your skills!

The curriculum for the Girls Lead Day Camp consists of fun, hands-on activities that will keep the girls engaged all day long.

Each day camp curriculum includes:

» Personal leadership activities
» Teambuilding activities
» Service Learning Components
» Celebration of the day’s achievements

Girls Lead program staff work in partnership with a local community service organization such as Women of Today, Jaycees, Rotary, community center or youth group to deliver the program and ensure there is an ongoing connection to community for both the program participants and adult volunteers.

Research shows Social Emotional Learning (SEL) programs improve academic scores and graduation rates, reduce stress and improve life outcomes in a number of different areas. Girls Lead programming is built on the 5 Core Competencies of SEL as set by the Collaborative for Academic, Social and Emotional Learning (CASEL).

» Self-awareness – accurately assessing one’s strengths and limitations
» Self-management – motivating oneself and setting and working toward achieving personal goals
» Social awareness – recognizing family, school, and community resources and support
» Relationship skills – communicating clearly, listening actively, cooperating
» Responsible decision-making – realistically evaluating consequences of various actions, and the well-being of self and others