

GIRLS' ACHIEVEMENT GROUP CURRICULUM

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Adapted from: Therapistaid.com

Goal: Build relationships as well as understand and implement different strategies to set and achieve goals.

GROUP	GOAL	ACTIVITIES
1	SWBAT: establish and follow norms	2 Facts and 1 Fiction Norm Setting Goals
2	SWBAT: identify positive traits in themselves and others	Check-in Unique personal traits Group traits
3	SWBAT: identify how they see themselves now and how they want to see themselves in the future	Check-in Mirror wrsht Future-self Collage
4	SWBAT: identify how they see their future selves and will identify possible barriers to their future selves	Check-in Future-self Collage
5	SWBAT: set goals for different aspects of their lives	Check-in Goal Setting Worksheet
6	SWBAT: understand and recognize their personal stressors, roadblocks, and coping skills	Check-in Psychoeducation Discuss personal stressors, roadblocks, and coping skills
7	SWBAT: further develop strategies to overcome stressors and roadblocks	Check-in Roadblock Jenga
8	SWBAT: recognize the goals that they have already achieved and relationships that they have built	Check-in Evaluation Friendship Bracelet

Session 1: Intro to Group

Goal: Establish and follow norms

1. Introduction to group
2. Ice breaker: 2 Facts and 1 Fiction
3. Norms:
 - a. Confidentiality
 - b. Make “I” statements- speak from experience
 - c. Willing to speak respectfully to one another and yourself- be mindful of what you say and how you say it
 - d. Willing to participate in group activities and discussions
 - e. Participate as an understanding and constructive group member
 - f. Consistent group attendance
4. What do you want to get out group?
5. Close with a quote/ positive affirmation

Items needed: small pieces of paper for ice breaker, pens, large piece of paper for norms, and markers

Session 2: Positive Traits

Goal: Identify positive traits in themselves and others

1. Check-in
2. What is something unique you bring to group?
 - a. group share
 - b. discuss similarities and differences
3. Write down at least one positive trait in each group
 - a. group share
4. Process
 - a. How did it feel to hear about your positive traits?
 - b. How did it feel to identify positive traits in others?
5. Close with a quote/ positive affirmation

Items needed: markers and construction paper

Session 3: Current and Future Self

Goal: Identify how they see themselves and how they want to see themselves in the future

1. Check-in
2. Mirror worksheet
 - a. Draw a picture of what you see in the mirror
 - i. use images, words, and colors to describe the image you see
3. Future-self collage
 - a. use magazines, drawings, and words to describe what you want your future to look like when you graduate high school
4. Process
 - a. What was it like to see yourself in the mirror?
 - b. Is your future self similar or different to your mirror image?
5. Close with a quote/ positive affirmation

Items needed: Mirror worksheet, pens, large paper, markers, construction paper, glue, and lots of magazines

Session 4: Future-self

Goal: Identify how they see their future selves and will identify possible barriers to their future selves

1. Check-in
2. Finish future-self collage
 - a. Group share
3. Process
 - a. What was easy or hard about making this collage?
 - b. What are the possibly barriers/ roads to becoming this future self?
4. Close with a quote/ positive affirmation

Items needed: large paper, markers, construction paper, and lots of magazines

Session 5: Goal Setting

Goal: set goals for different aspects of their lives

1. Check-in
 - a. link collage to setting goals
2. Goal Setting Worksheet
 - a. categories- family, friends, spiritual, academics,
 - b. what are you doing well?
 - c. what needs to be improved?
 - d. what goals can you set?
 - e. share each column
3. Process:
 - a. what was the hardest part?
 - b. how did it feel to set goals?
4. Close with a quote/ positive affirmation

Items needed: Goal Setting worksheet and pens

Session 6: Define Stressors, Roadblocks, and Coping Skills

Goal: understand and recognize their personal stressors, roadblocks, and coping skills

1. Check-in
2. Psychoeducation of stressors, roadblocks, and coping skills
3. Discuss personal stressors, roadblocks, and coping skills
4. Process
 - a. Do people have similar stressors and road blocks?
 - b. What are some effective coping skills?
 - c. What are positive and negative coping skills?
5. Close with a quote/ positive affirmation

Session 7: Roadblock Jenga

Goal: Further develop strategies to overcome stressors and roadblocks

1. Check-in
2. Roadblock Jenga:
 - a. relate Jenga to personal goals, roadblocks, and stressors
 - b. For each round, ask the girls to focus on one of their goals
 - c. Each piece they pull from the tower, represents a roadblock or stressor
 - i. ask them to name a possible roadblock or stressor for each piece they pull
 - ii. ask the group to think of a coping strategy for that roadblock or stressor
3. Process
 - a. What coping strategies do you think you'll be able to use for a roadblock or stressor?
 - b. How are you doing on accomplishing your goals?
4. Close with a quote/ positive affirmation

Items needed: Jenga

Session 8: Closing

Goal: Recognize the goals that they have already achieved and relationships that they have built

1. Check-in
2. Evaluation
3. Friendship Bracelet
 - a. make one for the person to your right (or left)
 - b. when you give the person their friendship bracelet, share a way you think that person has grown
4. Close with a quote/ positive affirmation

Items needed: evaluations and friendship bracelet supplies