INTERVENTION SYNOPSIS

A. Workshop One: My Sista…My Girl…

Purpose/Method:
Workshop One is designed to welcome Girl Power participants to the program, foster gender pride through discussion of poetry. We will also discuss values and how they shape the decisions we make. We will talk about the importance of valuing our body, mind and spirit. The workshop will end with participants developing goals in preparation for their future.

Activity A & B: Greeting & Icebreaker/ Program Introduction
The purpose of activity one is to greet one another, develop a sense of sisterhood and foster an environment where the participants feel comfortable sharing their innermost thoughts. Participants will also be introduced to the program, review program participation information, talk about group guidelines, share the Girl Power motto, and discuss the pact.

Activity C: Music Masquerade
To expose the negative images of young women depicted in music lyrics and videos. We will help participants to realize how media images could impact not only their future decisions, but their decisions regarding sex.

Activity D: Characteristics of Women
To reiterate to the participants the importance of possessing pride. This is exemplified by using poetry which describes the strength and pride of being a woman. The activity will be completed with participants identifying role models in their lives.

Activity E: Values—What Matters Most
To help participants to identify their personal values and assist them in understanding why it is important to consider them first before they make decisions in life.

Activity F: The Value of My Body
To assist participants in recognizing and appreciating their bodies as valuable, precious, and priceless. Furthermore, we will help participants recognize that they own their bodies and that they have the final say in how it is going to be valued.

Activity G: Priceless Gift of Self-Esteem
To introduce the participants to the concept of self-esteem and have them take a self-esteem inventory to reflect on both their positive and negative attributes.

Activity H: Mapping My Life Out
To help participants identify the importance of establishing goals and setting future plans.

Activity I: Character of Thyself
To help participants focus on the positive attributes of self by completing an activity where they must think of positive adjectives that describe them, but also spells their name.

Activity J: What did you think about….?
Participants will evaluate the workshop and health educators
GIRL POWER-Workshop 1

Activity A: Greeting & Icebreaker

Activity B: Program Introduction
   Info Sheet
   Logo
   Pact
   Group Guidelines
   Motto

Activity C: Music Masquerade

Activity D: Characteristics of Role Models

Activity E: Values-What matters most?

Activity F: The Value of My Body

Activity G: Priceless Gift of Self-Esteem

Activity H: Mapping My Life Out

Activity I: Character of Thyself

Activity J: What Do You Think About.........
My Sista...My Girls

**Topic:** Fostering sisterhood

**Objectives:**
- To discuss topics relevant to adolescent life.
- To create a positive relationship between educators and participants.
- To briefly discuss personal values and STDs and treatment.
- To discuss the importance of setting future plans and goals.

**Rationale:** The session is designed to introduce participants to the Girl Power program and to foster a sense of self-awareness, self-esteem, and self-pride. Throughout the session, the young women will be encouraged to begin developing a more positive sense of self, to develop positive relationships with their peers as well as with the Health and Peer Educators to help make the program a success. We will end the session with giving the participants a homework assignment that will encourage them to think about future plans and goals.
**Activity A: Greeting & Icebreaker**

**Purpose:**
To greet each Girl Power participant and reinforce the message of timeliness and enhance group bonds.

**Group Management:**
- Remember to involve participants and include yourself in the icebreaker.

**Material:**
- Name Tags
- Sign-in Sheet
- Pencils

**TIME:**
5 minutes

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Greet each participant warmly as she enters the room and ask her to sign in and give her a notebook. Always introduce yourself and the peer educator to the group. The Peer Educator should make sure to have participants sign in as well as have them take some pieces of candy from the bowl.

**Health Educator:**
Hi, I'm ____________! And this is ____________ we'll be working with your group today. Please make sure you sign-in. Before we proceed, I'd like to state that some of the slang or terms that we may use might be unclear or unfamiliar to some of you so I encourage you to ask for clarification on anything that's unclear.

**Peer Educator:**
What I'd like to do is have us to first go around and introduce ourselves to the group and tell us a little about yourself, but there's a catch. You have to tell us one thing about yourself for every piece of candy you have or had.

I'll go first. My name is ________________. I have ____pieces of candy. So I'll share___ things about myself.

**Helpful Hints:** The idea of the game is to get participants to share things about themselves in a fun way. The activity should continue until everyone has had a chance to introduce themselves.
Activity B: Program Introduction

**Purpose:**
The participants will be welcomed and the GIRL POWER project will be briefly discussed.

**Group Management Tips:**
- Be enthusiastic as you relay information about the program—make it fun and exciting.
- HE not reading should display posters at appropriate points.

**TIME:** 5 minutes

**Health Educator:**
Now that we have gotten to know everyone a little better, let’s talk about why we are here today and what the GIRL POWER program is all about.

The GIRL POWER program was created to teach young women about some positive choices they can make to be healthy and have a more successful life. The GIRL POWER program was also designed to instill a sense of pride, enhance your self-esteem and talk openly about relationships. Today we will be talking about sex, relationships, and our health.

Each of you should have received a GIRL POWER journal when you came in today. This will be your journal. Please follow along in the journal and remember to bring it back to the next workshop (the day after tomorrow).

I’m going to take a minute and just briefly go over some of the aspects of the Girl Power program. You will be asked to attend two workshops. Today is your first workshop and _____________ (Thursday or Friday) will be your second workshop. Each workshop offers important information, demonstrations and practices that you need to know to stay healthy—both in your bodies and relationships. Our sessions are called “workshops” because very important work takes place—along with a lot of fun!

Today’s session will last about 3 hours and the 2nd workshop will be about 3 hours. Refreshments and dinner will be provided. If anyone has to go to the restroom they are located__________. We suggest that you go at the break because we will be covering a lot of information and we don’t want you to miss out on any of the fun.

Helpful Hints: Be sure to answer any questions that the participants might have. Specific questions related to time leaving should be calculated by adding 3 hours from the time the session started and stating that “the group could end earlier or later depending on how much fun we have.” Reiterate that you know they have had a long day with school and then coming to the program, but that you have a lot of fun activities in store and a lot of information to go over.
Workshop 1

**Group Guidelines**

**Purpose:**
The GIRL POWER motto will be discussed. Participants will also be asked to commit to the program.

**Group Management Tips:**
- Remember to keep this short and simple, yet make sure they understand.

**Materials:**
Posters to be drawn on flip charts
1. Group Guidelines
2. Motto

Handouts:
1-1 Group Guidelines
1-2 Motto
1-3 Pact

**Time:**
10 minutes

**Health Educator:**
First we need to set a few group guidelines. This is necessary because we will be talking about really private things and we need to make this a safe environment so that everyone feels comfortable participating. Please look at Handout 1-1: Group Guidelines in your journals and let’s take a minute to go over them.

**Helpful Hint:** PE Display Group Guideline Categories on flip chart. Be sure to go over not only the categories, but the importance of each one.

Does anyone have any questions or comments about any of the guidelines? Would anyone like to add a rule that we may have forgotten or overlooked? We’re going to leave this poster up as a reminder throughout the workshop.

**Helpful Hint:** If participants have other suggestions, write it on the flip chart, if no go on to the R.E.A.L. motto. Be sure to wrap up group guidelines with comments that some of the girls may have made or pointers that will be necessary as you move along in the activities.
Group Guidelines

- Keep things confidential
- No Smoking
- Commit to the program
- Be On Time
- Be an Active Participant
- Have a NON-judgmental attitude
- Respect each other
Keep things Confidential: we will be talking about very private things and we need to trust that we will not talk about the private lives of other group members outside of the group.

No Smoking: this is a smoke free building.

Commit to the program: in order for everyone to get the most out of the program, it is important that you come to every session. Try to be committed to both workshops and all follow-up appointments.

Be on time: as you will see we have a lot planned for each session so it’s important that we start on time so we can end on time.

Be An Active Participant: many of the activities that we will be doing will make you think about issues that are meaningful to you and help you practice some of the skills we want you to learn. For you to get the most out of the program, it is important for you to participate in all activities.

Have a non-judgmental attitude: don’t be quick to throw stones. We all have our different reasons for what we do and how we do it. We also all have our faults. The reason we’re here is to help each other make better, healthier decisions.

Respect each other: This means limit side conversation, give others a chance to respond and turn off cell phones and pagers.
The GIRL POWER Motto

**Peer Educator:**

Now let’s first talk about what the words GIRL POWER mean to you.

**Helpful Hint:** HE Have GIRL POWER written on the center of the flipchart. Throw markers on the table and have participants come up and write their name and what the word GIRL POWER means to them on the paper. Both HE and PE should write what GIRL POWER means to them. After everyone is finished, everyone should share what they wrote. Be sure to hang sheet on the wall for everyone to see-this way you have created the space that this is their group.

We’d like to have everyone come up and write their name and what the word GIRL POWER means to you on this sheet of paper.

**Helpful Hint:** Remember to allow participants time to write their name and assist with thoughts if needed. Ask participants to share the meaning of what they wrote and reiterate that these will be the words that make up the meaning of this GIRL POWER group. Refer to Handout 1-2, GIRL POWER Motto and display Poster 2-to be prewritten on flip chart

**Health Educator:**

You all came up with some wonderful descriptions and ideas of what GIRL POWER means to you. With some of those ideas in mind we have come up with a short motto that represents what GIRL POWER means to us. We like to say the motto together at the beginning of each workshop so if you would, please turn to Handout 1-2: R.E.A.L. Motto, so that we can say the motto together.

**Helpful Hint:** Read the motto with passion and enthusiasm. Relay the importance of keeping it real throughout the session because this is what it’s all about.
Workshop 1

The R.E.A.L Motto cont’d

Health Educator:
To sum it all up- I want to share with you these last thoughts about what having GIRL POWER can mean for you.

1. As individuals we have to respect ourselves. If we don’t respect ourselves, no one else will respect us.

2. As young women, we have to be optimistic about our future. We can choose those things about our lives that are positive, let go of the things in our lives that are negative, and create new things in our lives to be positive about.

3. As young women, we are spiritual. We should listen to our inner spirit for guidance and truth.

4. You are the very essence of what GIRL POWER is!!!!
Having Girl Power Means.....

I Refuse to Engage in Activities that can negatively change my Life goals.
Workshop 1 Part A

The Pact

Health Educator:
There is one last thing that we need to complete before we start with our activities. We need for you to make a commitment to the GIRL POWER program. We mentioned earlier that to be a part of the GIRL POWER program you must attend 2 sessions and a graduation celebration. We reminded you about the importance of being on time and we even set some group guidelines that will help in making sure that we are all supportive towards each other. We also talked about the importance of everyone’s participation in the activities and discussions that we will have. If you all agree to do that then you’re ready to become a GIRL POWER participant.

Turn to Handout 1-3 The Pact, in your journal. Let’s read the GIRL POWER pact together to go over one more time what your commitment will be.

Helpful Hint: PE should Display Poster 2-prewritten on flip chart. Both PE and HE should read the pact out loud with participants. Afterwards just briefly reiterate the commitment they are about to make.

Does anyone have any questions?

What we’re going to ask you to do now is sign the pacts in your notebook. Signing the pact is a way to not only declare to us, but to yourself the commitment that you are willing to make in order to become a part of the GIRL POWER program. When you look back at your pact you’ll remember the commitment that you are making to yourself today.

Helpful Hint: HE go around and make sure the participants sign their pacts.
GIRL POWER PACT

I agree to:

Commit to the GIRL POWER program
  - Do my best to attend all workshops
  - Do my best to have fun
  - Do my best to Be on Time

Participate in workshop activities
  - Listen
  - Share
  - Take Part

Support the other group members
  - Keep ALL personal information confidential
  - Try not to interrupt
  - Give everyone a chance to speak
  - No judging, name calling or fighting

Sign Your Name: ___________________________
Workshop 1

Activity C: Music Masquerade

Purpose:
To expose the images of women in music and the media.

Materials:
• CD/Tape player
• Bag of Candy
• Flip Chart
• Collage of women images
• Bowl with numbered pieces of paper

Handout 1-4: Song Lyrics
Handout 1-5: Music Masquerade Questions

Time:
20 minutes

Health Educator:
As we introduced the Girl Power program today, we talked about some positive messages we need to keep in mind about ourselves. We realize that every message you hear about young women is not always good and that there are a number of positive, negative and mixed messages we all have to deal with on a daily basis. These messages come from a variety sources, like our friends, magazines, television and radio. In our next activity we are going to talk about the messages we hear in popular music and how they might affect us.

Can anyone tell me what your favorite current songs are? What do you like about them?

PE: Write the song titles on the flipchart. Try to get at least 10 songs written.

Keep all those songs in mind, because next we’re going to play a game called “What’s The Next Line?” In this game, we’ll break up into two teams. A portion of the song will be played and the teams will need to come up with the lines that come next. Whichever team rings in first gets 10 seconds to answer, but if the answer is incorrect the other teams gets a chance to respond. The team with the most answers correct wins!

One person from each team needs to pull a number from the bowl. Whichever team has the highest number gets to go first.

PE: Play the pre-recorded lyrics on the tape player; Take score on the Flip chart. Team A and Team B will use different types of horns to signify that they know the answer. Have the teams try out their different noisemakers so you know which sound is for which team. Be alert as to which team is first.

Helpful Hint: Remember to rewind tapes. Follow the directions from the “What’s the Next Line” Section. You want to keep the game short and brief, but yet get the participants thinking about the words in the song. PE will read the directions to the participants as well as manage the tape recorder. Remember to play the songs on the tape and let the teams try to guess-what the next line is. HE should put some pieces of paper with a number on them in a bowl; allow a team member to pick a number-whoever has the highest number goes first. From then on rotate who goes first. Keep score on flip chart. Let the participants know how many songs you will be playing. You have a total of 6 songs. Be sure to read the lyric that they are suppose to guess in its correct form before you move on to the next song. After all the songs are played, refer them to Handout 1-4 that has the uncut lyrics of the songs. You also will ask them some of the probe questions about the lyrics they just heard from Handout 1-5.
Health Educator:
Suggested Probes—vibe off of the girls’ reaction if they state them immediately, but some questions you want to cover are below. Remember to give the participants time to respond before asking next question:

- What did you all think about those songs?
- How many of you actually knew the uncut lyrics to these songs?
- How did the songs we played make you feel?

Helpful Hint: The participants will probably bring up both negative and positive points—reinforce the message that unfortunately some music has a tendency to refer to women in negative tones, but that there are many female artists who refute these images—some in an aggressive way (Lil’ Kim and Trina—rappers) and some in a very assertive manner (India.Arie and Alicia Keys). The point you want them to understand is that it’s about their own personal values and what they believe in; they don’t have to succumb to the truths that these messages are relaying; there is no right or wrong way to subvert the negative images—they have a right to decide whether or not they will feed into the negative images that music can sometimes portray Black women.

Health Educator:
Even more powerful than images or messages about women we hear are the ones that we actually see. On television, billboards and in magazines different companies suggest to us what being a woman should look like. Women are often presented in ways that make us appear insignificant, as mere objects or decoration, or generally less intelligent or powerful than men. These images present women in a very limited way. Because these images are seemingly everywhere, they can affect how we feel about ourselves. Let’s take a look at some images of women; we’ve taken from some popular magazines.
Helpful Hint: PE should place the collages of women on the table in front of the participants. The participants should be encouraged to pass the images around, so that they can view all of them. HE should encourage the participants to think about what is being said or suggested by those pictures.

Health Educator:
Now that you’ve had a chance to look over these pictures, turn to Handout 1-5 in your notebooks.

We are going to go through these questions as a group, but each the answers you write in your journals may be different. It is alright for each of us to have our own opinions.

Helpful Hint: The PE will read the questions one at a time to the group for discussion. After each question is read the participants will be given time to respond.
The following pointes should be brought up as the questions are being answered or after.
- Look at how the women are positioned. Many of them are lying on their backs, or may have their eyes away from the camera. This suggests submissiveness, and that they are not powerful.
- Some of the images are very sexual. Women are dressed in very little clothing or may be in positions that suggest sex.
- Many of the images don’t reflect women of varying body size.
Music Masquerade

What do you think of the women in these pictures?
______________________________________________________________
______________________________________________________________

Are these images of women realistic?
______________________________________________________________
______________________________________________________________

How are women treated or shown?
______________________________________________________________
______________________________________________________________

How are the women dressed? _________________________________
______________________________________________________________
______________________________________________________________

How are the men dressed?___________________________________
_____________________________________________________________
_____________________________________________________________

Are men and women treated the same?
_____________________________________________________________
_____________________________________________________________

Do these images of women reflect how you feel about yourself?
_____________________________________________________________
_____________________________________________________________
**Health Educator Suggested Recap:**

We can see from our discussion that we are constantly bombarded with messages of what we should look like and how we should act. Some of those images are positive and reflect women as powerful, intelligent, and responsible beings. Others are more negative in that they show women in limited roles or refer to our bodies as decoration.

Some of you may say, “Well it’s just a song” or “It’s just a picture in a magazine.” But think about how many times you had to have a new pair of shoes, clothes from a certain designer or buy a CD, because you saw it in an add or heard about it in a new song. Whether you admit it or not, these messages are getting through to us.

We just want you to remember that what you see and hear to can affect your behavior. We’ll talk more about how our behaviors can influence the choices we make a little later. For now, just remember to think about the images around you before you accept them as the truth. And ask yourself the following questions:

**Does this song or image describe how I feel about my relationships or myself?**

**Does this song or image portray women with Girl Power?**
What’s the Next Line?

We have selected a total of 6. We will play a portion of the song and once we stop the team captain must ring the bell and someone from the team must state the next few lines. If you ring the bell and don’t know, or if you get it wrong, the other team automatically gets a chance. Let’s get started.

HE NOTE: Don’t give the title of the song until the correct answers are given. Remember to pause as indicated by the words in this activity.

Ashanti

Foolish

START
Baby I don't know why ya treatin me so bad
You said you love me, no one above me
And I was all you had
And though my heart is eating for ya
I can't stop crying
I don't know how
I allow you to treat me this way and still I stay

See my days are cold without you
But I'm hurtin while I’m with you

STOP

(next lines)
And though my heart can't take no more
I keep on running back to you
END
EVE and Alicia Keys

*Gangsta Lovin’*

**START**
I just wanna rock you, all night long, oh oh oh oh! (I wanna rock you)
I just wanna rock you, all night long, oh oh oh oh!

Yo! Need you to understand me daddy I ain't your average
Baby girl doin it all I'm well established

**STOP**

(Next lines)
I ain't tryin to lead you on just wanna ask
If you might wanna give me your name explain your status

**END**

Big Tymers

*Oh Yeah!*

**START**
…Now just take my hand (Oh Yeah)
You'se my woman I'm your man (Oh Yeah)
Now you the one that I done chose (Oh Yeah)
And I don't love them other hoes (Oh Yeah)
Now make them niggas understand (Oh Yeah)
You already got a man (Oh Yeah)
You need a player that's strong (Oh Yeah)
And that'll never do you wrong (Oh Yeah)
And if them boys try to touch (Oh Yeah)
You should kick them in the nuts (Oh Yeah)
Cause them tittys just right (Oh Yeah)
Make a player wanna bite (Oh Yeah)
Cause I'm your one and only lover (Oh Yeah)

**STOP**

(Next Lines)
And we gon' have to use a rubber (Oh Yeah)
Now look what we done did (Oh yeah)
Messed around and had some kids (Oh Yeah)

**END**
B2K

*Why I Love You*

**START**
From day one you and I've been friends.
Hangin out, havin fun, chillin.
Now I know at times I got crazy, silly ways and actin shady.
You peep things in me that no one sees.
You hold it down fo shizzy.
Now I have friends I thought were true but no one more true than you.
So what am I gonna do.
It took a while for me to see how special you treated me
**STOP**

*(Next lines)*
Maybe that’s the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're still here girl.
No one else can make me feel like you do.
You've shared my world.
Baby that’s the reason why I love you.
**END**

**Murder INC**
*(Ja Rule, Ashanti, Vida, and Charlie Baltimore)*

*Down 4 U*

**START**
Babygirl would ya bust ya gun with me? (Yeah yeah)
Lie to the feds to come get me? (Yeah Yeah)
And if I died Kill for me? (Yeah Yeah)
**STOP**

*(Next Line)*
Are you trustin me? (Yeah Yeah)
Are you lovin me? (Yeah Yeah Yeah)
**END**
Cam’ron feat Juelz Santana
Oh Boy

START
All the girls see the (Boy) look at his kicks (Boy)
Look at this car (Boy) all I say is (Oh Boy)
Look mami I’m no good I’m so hood
Clap at your soldiers sober then leave after it’s over
STOP

Next Line
Killa, I’m not your companion or your man standin
Hit me when you wanna get rammed in, I’ll be scrambling
END

Fabolous feat. P Diddy and Jagged Edge
Trade It All (Part II)

START
Girl, I’d trade it all, money, cars and everything
All, even give up my street dream
All, anything to have you on my team
All, baby girl, I’d trade it all

Even give up my good green
All, and I’d give the watch and pinky ring
STOP

(Next Lines)
All, anything to have you on my team
All, baby girl, I’d trade it all
END
START
Like a bridge,
Over troubled, troubled water
You stood beside me, stood beside me
And your love, did not falter
And then the angel, angel in you,
Gave me the strength to know,
That I will get through,

STOP

Next Lines
And that’s how I survived, ain't no other reason
And now I know I'll make it, through the miracle of you

END
ASHANTI
"Foolish"

See my days are cold without you
But I'm hurtin while I'm with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while I'm with you
And though my heart can't take no more
I keep on running back to you

Baby I don't know why ya treatin me so bad
You said you love me, no one above me
And I was all you had
And though my heart is eating for ya
I can't stop crying
I don't know how
I allow you to treat me this way and still I stay

See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you

Baby I don't know why ya wanna do me wrong
See when I'm home, I'm all alone
And you are always gone
And boy, you know I really love you
I can't deny
I can't see how you could bring me to so many tears
after all these years

See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you
See my days are cold without you
But I'm hurtin while im with you
And though my heart can't take no more
I keep on running back to you

Baby why you hurt me leave me and desert me
Boy I gave you all my heart
And all you do is tear it up
Looking out my window
Knowing that I should go
Even when I pack my bags
This something always hold me back
Eve f/ Alicia Keys

*Gangsta Lovin'*

I just wanna rock you, all night long, oh oh oh oh! (I wanna rock you)
I just wanna rock you, all night long, oh oh oh oh!

Yo! Need you to understand me daddy I ain't your average
Baby girl doin it all I'm well established
I ain't tryin to lead you on just wanna ask
If you might wanna give me your name explain your status
You know I see you in time and time you seem available
Don't mean shit, I know these bitches wanna settle you
Gotta say you on my short list of few
Them other dudes is ok but I'm feelin you
Want you in the best way what you 'gon do about it?
Why don't you just test me you won't want to do without it
Yo I'm comin at you hard bein a thug
And I ain't givin up till I get that gangsta love, uh huh

[Chorus]

I know you seen me this night that night, always my shit tight
Hair done, outfit crazy, skirts fit just right
Wife-beater with a bangin tan
Walk in demandin all eyes baby here I am
Ain't a shame in my frame and I know your watchin
Puttin on a show for you pop and I ain't stoppin
Lot of action in your corner yeah you gonna do
Only thing to make it better though is me with you
And I know you feelin that regardless of your frontin
And I heard through the streets it was me you wantin

Let me find out you shy or somethin
But I know your not, so stop the games and approach is you real or not?

[Chorus]

Yo! Uh! Ok! Numbers exchange, now it's in place
Shouldn't have took you so long in the first place
I'm just playin cutie, yeah give me a call
No it's cool you ain't got to see me to my car
See I'm a big girl, but you'll find out
Stop for me while I drop top and ride out
Wheels spinnin wanna know what shorty all about
But it's cool I'm proven in these words that's comin out my mouth

It's that gangsta lovin (Gangsta) that's just got me buggin (Buggin)
It's that gangsta lovin (Gangsta gangsta) that just got me buggin
(Oh ah!)

[Chorus]

I wanna rock you baby, I wanna hold you baby
Won't you be my baby? I wanna be your lady
I wanna rock you baby, I wanna hold you baby
Won't you be my baby? I wanna be your lady
Baby let me rock with you (Gangsta gangsta)
You know I wanna rock with you (Gangsta gangsta)
Baby let me rock with you (E-V-E)
You know I wanna rock with you (Alicia Keys, gonna rock you)
Baby let me rock with you
You know I wanna rock with you (It's gangsta gangsta)
Baby let me rock with you (Gangsta gangsta)
You know I wanna rock with you (Gangsta gangsta love)
Ooooh, yeah, you know I wanna rock with you
Baby let me rock with you
BIG TYMERS LYRICS
"Oh Yeah!"

Now lets get it understood (Oh Yeah)
That I'm a treat her real good (Oh Yeah)
And I'm a love her all my life (Oh Yeah)
And keep her flooded with ice (Oh Yeah)
Now just take my hand (Oh Yeah)
You're my woman I'm your man (Oh Yeah)
Now you the one that I done chose (Oh Yeah)
And I don't love them other hoes (Oh Yeah)
Now make them niggas understand (Oh Yeah)
You already got a man (Oh Yeah)
You need a player that's strong (Oh Yeah)
And that'll never do you wrong (Oh Yeah)
And if them boys try to touch (Oh Yeah)
You should kick them in the nuts (Oh Yeah)
Cause them tittys just right (Oh Yeah)
Make a player wanna bite (Oh Yeah)
Cause I'm your one and only lover (Oh Yeah)
And we gon' have to use a rubber (Oh Yeah)
Now look what we done did (Oh yeah)
Messsed around and had some kids (Oh Yeah)

[Chorus]
Daddy...You make me feel like a star
Oh yeah, oh yeah, oh yeah, oh yeah
Daddy... Can I get the keys to the car?
Oh yeah, oh yeah, oh yeah, oh yeah
You rollin' with me, I'm rollin with you
Daddy it's what ever you wanna do
You rollin' with me, I'm rollin with you
Daddy it's what ever you wanna do
You rollin' with me, I'm rollin with you
(Big Tymers, Boo and Gotti alright?)
Daddy it's what ever you wanna do
You rollin' with me, I'm rollin with you (hello, shy-town)
Daddy it's what ever you wanna do

Boy know I have to change my paint (Oh Yeah)
Cuz that stock shit stink (Oh Yeah)
Ey,Ey, Re-do the inside (Oh Yeah)
25 inch rims in tide (Oh Yeah)
I keep them strapped and shy (Oh Yeah)
New Benz cause mommy so fly (Oh Yeah)

[Dude if it's blue it get copped (Oh Yeah)
From the drops to the watch to the rocks (Oh Yeah)
Whoa that block gettin hot (Oh Yeah)
Got those so I'm coppin that yacht (Oh Yeah)
Now I'm frozen like and ice box (Oh Yeah)
Brotha Jacks and the Jordan, Mike hot
And I'm still street my pop (Oh Yeah)
If I'm ever in a tight spot (Oh Yeah)

Yeah I'm rollin with the flyers (Oh Yeah)
Just back seat ridin' (Oh Yeah)
You know nigga be drivin' (Oh Yeah)
Wit two freaks inside it (Oh Yeah)
So we with the Big Tymers (Oh Yeah)
You betta' warn your baby momma'(Oh Yeah)
Cause Boo and Gotti causin' problems (Oh Yeah)
So Just back up off us (Oh Yeah)

[Chorus until fade]
B 2 K
"Why I Love You"

[Verse 1:]
From day one you and I've been friends.
Hangin out, havin fun, chillin.
Now I know at times I got crazy, silly ways
and actin shady.
You peep things in me that no one sees.
You hold it down fo shizzy.
Now I have friends I thought were true but no
one more true than you.
So what am I gonna do.
It took a while for me to see how special you
treated me

[Chorus:]
Maybe thats the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're
still here girl.
Noone else can make me feel like you do.
You've shared my world.
Baby thats the reason why I love you.

[Verse 2:]
No other girl is quite like you.
And noone has my back like you do.
Girl you're one of a kind and you blow my
mind.

And I'm glad to say you're mine.
Girl you're the one that changed me from a
boy into a man.

[Chorus:]
Maybe thats the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're
still here girl.
Noone else can make me feel like you do.
You've shared my world.
Baby thats the reason why I love you.
It took a while for me to see how special you
treated me.
Maybe thats the reason why I love you.
You're my heart girl.
And wit all the crazy things that I do, you're
still here girl.
Noone else can make me feel like you do.
You've shared my world.
Baby thats the reason why I love you.
I Love You, maybe thats the reason why I
love you.
JA RULE (feat. Vita, Ashanti, Charlie Baltimore)
"Down 4 U"

[Chorus:]
I wanna be your chick
I wanna be down 4 u
(Do ya trust me?) Yeah
(Love me?) Yeah
(You're puttin' it on me Ya must be)
Ya down ass chick
I wanna be your chick
(It ain't only for the RULE baby)
I ride 4 u, Die 4 u
Do anything ya want me to
I be ya down ass chick

[Ja Rule:]
This chick no intentions of bein' offensive
The women by callin ya'll bitches
My down ass bitches
Still my queen bitch's cut look clean
On ya finger next to the finger ya flipped at me
And this no in between me and you
Only me and you
Who else gon' put it on me like the RULE
God only looks after children and foo's
And you not so who gon' look after you
It's RULE baby

[Vita:]
True baby
It's only for you baby
Vita thighs only divide if you beside
Cuz I love the way you touch me
Nobody can get it
And if it's comin' and gunnin'
Just come in it and spit it
So when ya gone for a minute
I just fantasize like if it's you It's all in it
Then I'm satisfied til' you come back to me
Holdin stack and jewels
V-i-t-a and my nigga J-a RULE baby

[Ashanti:]
I'm gonna be here when ya need
RULE baby can always count on me
No you don't ever have to worry

[Ja Rule (Ashanti):]
You know I'll make it in a hurry
I'm here for ya
And I wont never leave tears for ya
Cuz boy ya got to me
There will never be another for me
You'll always be my one and only

[Ja Rule (Ashanti):]
Babygirl would ya bust ya gun with me? (Yeah yeah)
Lie to the feds to come get me? (Yeah Yeah)
And if I died Kill for me? (Yeah Yeah)
Are you trustin me? (Yeah Yeah)
Are you lovin me? (Yeah Yeah Yeah)
Yeah let's get it grinnin'
Like we asked for the Simpsons or Ike and Anna Mehoe
On one their good days
You smile like sun rays 5'5 with brown eyes and thick legs
Only for the RULE baby

[Chorus:]

[Charlie Baltimore:]
Now baby I told you I can show you better than I can tell you
Don't try to bring conversey and mail
Just sweet words and naked photos
I'm still that pretty down down ass 2 cars behind ya 6
And I diss any clown ass rockin my brown ass only a down ass
And it's all for u
I'm grown a tad bit since we been at like rare bitches
To move a little bumper and it's
([Ja Rule: AND IT'S ALL FOR RULE]
Shit Who gon' love you like that?
Thug with you wit a stack to the ceilin
And spilt in the dub with you
Cuz I played my position with KO-D's, O G's
Until that blood shed blood red and we O-Ded
Remember every word that ya told me
([Ja Rule: SHOWED ME,HOLD ME]
All you need in your life is Chuck, drugs, and dubs on 22's

Now tell me who the hunny for you
CAM'RON (feat. Juelz Santana)
"Oh Boy"

[Verse 1: Cam'ron]
All the girls see the (Boy) look at his kicks (Boy)
Look at this car (Boy) all I say is (Oh Boy)
Look mami I'm no good I'm so hood
Clap at your soldiers sober then leave after it's over
Killa, I'm not your companion or your man standin
Hit me when you wanna get rammed in, I'll be scramblin
With lot's of mobsters shop for lobsters
Cops and robbers listen every block is blocka (Blocka!!!)
But she like the way I diddy bop you peeped that
Mink on maury kicks plus chanel ski hat
She wan't the (Boy) so I give her the (Boy)
Now she screamin out (Boy, Boy, Boy, Boy)
Now she playin with herself Cam dig it out lift her up
Ma it's just a fuck girl get it out pick on up
They wan't the boy Montana with guns with bandanas
Listen to my homeboy Santana

[Verse 2: Juelz Santana]
Y'all niggas can't fuck with the (Boy) I'm tellin ya (Boy)
Put a shell in ya (Boy) now he bleedin (Oh Boy)
Get him call his (Boy) he weezin he need his (Boy)
He screamin (Boy, Boy, Boy, Boy)
Damn shut up (Boy) he's snitchin (Oh Boy)
This niggas bitchin (Boy) he's twistin (Oh Boy)
If feds was listenin (Boy) damn, whoa, damn....
I'm in trouble need bail money, shit
Where the fuck is my (Boy) I got trust for my (Boy)
That's why I buck for my (Boy) that's my nigga (Oh Boy)
He 'gone get his (Boy) he got love for his (Boy)
That's my (Boy, Boy, Boy, Boy)

[Verse 3: Cam'ron]
When he got caught with the (Boy) we went to court for the (Boy)
Just me and my (Boy) and we sayin (Oh Boy)
Be on the block with my (Boy) with the Roc fella (Boy)
When the cops come......squalin!!!!
Yeah this is for the sports cars, Benitas, Jimmy's
PJ's, old school, eighteenth at the sports bar
Eight or nine on the (Boy) holla at your boy
Killa...holla.....listen, it's the D-I-P (Boy)
Plus the R-O-C (Boy) you'll be D-O-A (Boy)
Your moms will say (Oh Boy)
Shit, ain't no stoppin 'em guns we got alot of 'em
Matter fact guroos start poppin 'em
Then slap up his (Boy) clap up his (Boy)
Wrap up his (Boy) get them gats (Oh Boy)
Diplomats are them (Boy) for the girls and the (Boy)
Say (Boy, Boy, Boy, Boy)

[Verse 4: Juelz Santana]
Now when they see Cam and his (Boy) they say damn (Oh Boy)
Santana's that (Boy) that squeeze hammers (Oh Boy)
Canons and bandanas glammers we don't brandish
Blam at your man's canvas then scram with your man's leaded
And I'm back with my (Boy)

Cam'ron] Until that man is vanished away in the Grand Canyon
These kids are grand standin
niggas demand randsome over them grands scramblin (Boy, Boy, Boy, Boy)
Well fuck it Van Dam 'em Cam a blam blam 'em
Call up his (Boy) I'm down south tannin
Mami I got the remedy Tommy's I bet the enemy
Hire me somebody but now my body your feelin like fanicky
Killa and Coppa we chill in Morocco for reela
We got what you chill it though and fill with them holla's, huh
It's the (Boy) I said it's the (Boy)
I'm the (Boy, Boy, Boy, Boy) Killa...
FABOLOUS (feat. P. Diddy & Jagged Edge)
"Trade It All (Part 2)"

[Chorus][Jagged Edge]
Girl, I’d trade it all, money, cars and everything
All, even give up my street dream
All, anything to have you on my team
All, baby girl, I’d trade it all

[Fabolous]
Hot storm, I’m so into you
‘Cause even before we hit the bedroom I was friends with you
If they ask, I ain’t gotta say whom in them interviews
My sweet thing never believe them rumors that been true
In fact I had no more experience, it’s true
But you was wifey could change me into a groom in a minute boo
Maybe my sense of humor gets into you
But girl, they can make a perfume from the scent of you
I wanna take you there, feel like June in December too
So what you think about Cancun till the winter through
I don’t know whatever consumes you gonna do
I put a daytime to go to Bloomies and spend with you
Like any other man I will zoom to the clinic too
Now I wanna see if me and my junior’s identical
I zoom, put a moon on the skin of you
I swear to everything that same afternoon will begin to move, feel me

[Chorus 2][Jagged Edge]
Girl, I’d trade it all, money, cars and everything
All, even give up my street dream
All, anything to have you on my team
All, baby girl, I’d trade it all

[P.Diddy]
Come here, girl, come and take a walk with me
So I could take you places you don’t often be
Come on, ma, come and get lost with me

As far as them other chicks, can’t get ‘em off-a me
Everlastin’ love in a whole other fashion
All I’m askin’, let me cash in
‘Cause I’ll give her passion, all of the Sean John flashin’
In orderly fashion perhaps when Figure it out
exactly wat diddy about cuz we can take this whole city out
Now who gon’ stop us, who gon’ knock us
Top us, we can’t find coppers to lock us
Leer jets and choppers, love helipopers
Separate the weak from the awesome
Me hard to keep, I gotcha
I rock ya word to big pa-pha I gotcha

[Chorus 2][Jagged Edge]

[Fabolous] Now what you want, huh
[P.Diddy] (I’m gonna give this all up for you, Shorty)

[Fabolous] Now what you want, huh
Now what you want, huh, huh, huh

[Fabolous] Yeah
Yo’, this new comers known to move with the seasons
Couple winter lodges, few summer homes
And there for every uw, hum, and moan and make sure when the new hummer roams the shoes come in chrome
I ain’t new if ain't buy white yellow and Q’cumba stones
That send chills threw a womans bones
But life gives groove summer lones
Even though I got the kinda bread that won’t matter if a few crumbs are blown
Flights out of few summer loans
Now I wanna wake up every day with you in a new number zone
Ma-Me-ya its u I’m a phone
Just to erase all the negative view from your dome
And I promise this Fella G
And so case they hit comma of jealousy
And drama you tellin’ me, so mama come yell at me
So I could put the top down and we could cruise like
Tom and Penelope my charm is a felony

[Chorus X 2][Jagged Edge]
BOYZ II MEN
"The Color Of Love"

I was lonely,
I needed someone, to see me throw,
I was at the, end of my rope,
I needed someone, to cut me lose
Then an angel, out of the blue,
Gave me the since that I, might make it through
And somehow I survived, with no rhyme or reason,
And now I know I'll make It,
Through the miracle of you

[Chorus]
I know the Color Of Love,
(And It lives in side of you)
I know the color of truth,
(Its in the image of you)
If it comes for the heart, then you know that its true,
It will color your soul, like a rainbow
(Like a rainbow)
And the color of love, is in you

Like a bridge,
Over troubled, troubled water
You stood beside me, stood beside me
And your love, did not falter
And then the angel, angel in you,
Gave me the strength to know,
That I will get through,
And that's how I survived, ain't no other reason
And now I know I'll make it, through the miracle of you

[Chorus]
So girl I want to thank you,
I can't thank you enough,
For showing me the meaning,
The meaning of true love,
(When I was lost and so in need you opened up your heart)
(When I needed you to comfort me you opened up you arms)
(I couldn't face another day you said don't be afraid)

You showed my heart the, showed me the way
Workshop 1

Activity D: Characteristics of Women

**Purpose:**
To encourage the participants to discuss pride and strength that women possess

**Group Management Tips:**
- Use probes given, but also direct your discussion based on the responses from the poem.
- This is a discussion where both HEs should sit down at the table with the participants- creating intimacy and comfort.

**Materials:**
- Handout 1-6: “Imagine A Woman”
- Handout 1-7: Inner & Outer Beauty

**Time:**
10 minutes

**Health Educator:**
Even in the midst of the negative messages passed through the media we find female artists, athletes, community leaders and talk show hosts who have a positive message to share and we can look to them as role models. We’re going to take a minute now to talk about some of the positive characteristics of women in our lives. We have a poem written by Patricia Lynn Reilly that talks about some of the positive aspects of women. Turn to Handout 1-6: “Imagine A Woman” in your journals.

**Helpful Hint:** Ask for volunteers to read aloud. HE should start off reading first. Use the following questions to encourage discussions. Keep the discussion brief enough to have the talk about Black women and pride. Probes are given, but follow-up on comments from participants. Use your own recap based on your discussion.

**Health Educator:**
How did Patricia Lynn Reilly show her pride as a woman in this poem?
Probes:
- Her description of a women who honor their experiences
- Who exerts, initiates, and moves on her own
- Women who value other women in her life

How did the poem describe women’s outer beauty?
Probes:
- “believes her body is enough, just as it is”
- tender and graceful
- implies that women are delicate yet strong
- “a woman in love with her own body”
- not wasting precious energy with worrying about (body’s) changes

How did she describe women’s inner beauty?
Probes:
- “who has healed in the past”
- valuing other women in her life
- refusing to be stressed

How does this poem make you feel as a young woman?
Characteristics of Women cont’d

Health Educator:
Thinking about some of the characteristics we just talked about that make women strong as described in “Imagine A Woman” by Patricia Lynn Reilly. I want you to now think about someone you consider to possess some of those characteristics. Maybe this person is a role model, a woman in your life, a community leader or maybe a sibling. Turn to Handout 1-7: Inner & Outer Beauty in your journal. Let’s take a minute to complete the activity.

Helpful Hint: PE read the instructions from “Role Models: Inner & Outer Beauty”. Once they are finished PE can lead into the discussion. Remember to start with yourself so that they have an idea of how to complete the activity.

Peer Educator:
Let’s share who we consider to be our role models and what makes that person special to us. I’ll start first. I chose__________________ and these were some of the characteristics I chose and why.

Helpful Hint: Give participants a chance to answer the question. Remember to listen to the participants and respond. Responses that they provide now will be helpful in relaying points in other activities. Create your own tie in from the discussion and lead into the next activity on values.

Suggested Recap: Remember to use points the participants discussed. It is important to recognize role models in our lives so that we can draw on their strength to help us live healthier happier lives.
Imagine A Woman

Imagine a woman who believes it is right
And good she is a woman.
A woman who honors her experiences
And tells her stories. Who refuses to carry the sins of others
Within her body and life.

Imagine a woman who believes she is good.
A woman who trusts and respects herself.
Who listens to her needs and desires
And meets them with tenderness and grace.

Imagine a woman who has acknowledged
The past’s influence on the present.
A woman who has walked through her past.
Who has healed into the present.

Imagine a woman who authors her own life.
A woman who exerts, initiates,
And moves on her own behalf.
Who refuses to surrender except to
Her truest self and to her wisest voice

……Imagine a woman in love with her own body.
A woman who believes her body is enough,
Just as it is.
Who celebrates her body and its rhythms
And cycles as an exquisite resource

Imagine a woman who values the women in her life
A woman who sits in circles of women.
Who is reminded of the truth about
Herself when she forgets.

Imagine Yourself as this woman.

Stanzas taken from “Imagine A Woman”
Patricia Lynn Reilly
Inner and Outer Beauty
Characteristics of our Role Models

Please write your role model’s name on the blank and who they are to you. Then draw a line to the word or characteristics to describe your role model.

Loving and caring

Elegant

Smart

Strong

Good Parent

Gives community support

Knows about black history

Spiritual

Energetic and fun-loving

Strong values

Other __________________

Other _________________
Activity E: values --- What matters most?

Health Educator:
What we also know is that in the poem, “Imagine A Woman,” Patricia Lynn Reilly said that the strength of women was in their values, what they revered or respected. Let’s spend a few minutes talking about some things you respect or value.

First, who can tell me what values are?
(Give participants time to respond)

Probes:
- Those things that matter most to you
- Things you consider when you have an important decision to make

Helpful Hint: PE should display Poster 3: Personal Values-to be prewritten on the flipchart

Here is a list of Personal Values that we have come up with. Can I have some volunteers to read a personal value?

Helpful Hint: HE reading should recap what participants note the word “values” means to them and relate the fact that we all value different things for different reasons.

Peer Educator:
Now turn to Handout 1-8: Personal Value Rating Sheet in your journal. I want you to take a few minutes and rate each value on a scale from 1-3. They do NOT have to be in order and should be considered separately.

Helpful Hint: Refer to Handout 1-8: Personal Value Rating Sheet. Have each participant rate each value separately on a scale from 1-3. The rating does NOT have to be in any order and should be considered separately. After everyone is finished, have participants share some of their responses. HE should again reiterate the point that many of them shared different values that were important to them and the importance of making sure that no one should sway them from changing their “value system” or undermine the values that are important to them—lead into the Dear GIRL POWER letter.
Peer Educator:
Suggested Lead-in (remember to tie in some of the values mentioned by participants, especially ones about relationships.)
Ok, so now that you all have taken a look at your values and how you would rate some of the things that are important for you. I have a Dear GIRL POWER letter that I’d like to share with you all and get some feedback on how you think this young lady should handle her problem.

My name is Jasmine and I just recently met a guy named James. We’ve been hanging out for the past month. James has told several of my friends, including my brother, that he really likes me, but he is afraid to ask me out. I would go out with James, but we have different values. I enjoy going to church while he likes to hang out with his friends instead of going to church. I have plans to go to college, but he does not plan on going to school beyond high school. I want to have a boyfriend, but I’m not sure if James is the right guy. What should I do if he asks me out?

Helpful Hint: Allow participants time to answer. You want to reiterate to the participants the importance of honoring their values as well as what’s important to them. As pointed out in above scenario, we see that Jasmine and James are total opposites as it relates to what they enjoy and their future plans. Just because he’s not doing the same thing doesn’t mean he’s being disrespectful. Maybe they are just better off being friends.

Suggested Recap: We see that Jasmine was having difficulties in honoring her values as well as considering the values of James. We just wanted to share with you all that sometimes, it’s hard to honor your own values, not to mention finding a boyfriend that will share your same values. It’s possible though. If you are clear upfront about what you value you will be even easier to find a boyfriend who shares similar values.
Poster 3-to be prewritten on flipchart. 
Just write the categories and read the brief descriptions out loud.

**Personal Values**

VALUES are guides for behavior.

They help us decide what we believe in and what we think is right and wrong.

For example, if you believe that it is wrong to take something that doesn’t belong to you, you won’t steal, even if the situation arises in which you know you won’t get caught.

VALUES influence your decisions.

For example, if you value your religion then you may decide to go to church on Sunday, even if someone asks you to go do something else.

VALUES are both conscious and unconscious.

Sometimes you are aware of what your values are but sometimes they can be a part of you without you realizing it.

VALUES often arouse strong emotions in a person.

For example, if you witness someone being abused, you will be angry.

*If you VALUE yourself, you’ll appreciate others more.*
Personal Values Rating Sheet

Rate each value separately
Fill in the blanks with a number:
1. not important, 2. somewhat important, 3. very important to me

**Friends:**
- ___ Having Close friends
- ___ Being liked by my friends
- ___ Spending time with my friends

**Self:**
- ___ Taking care of myself
- ___ Making choices for myself
- ___ Standing up for things I believe
- ___ Being honest with myself

**School:**
- ___ A High-School diploma
- ___ A college degree
- ___ Sports, Cheerleading, dance club etc.

**Family:**
- ___ Having my parents approval
- ___ Spending time with my family

**Work:**
- ___ Making my own $$
- ___ Having a job that I enjoy
- ___ Getting along with coworkers

**Love and Sex:**
- ___ Having a boyfriend
- ___ Having sex with my boyfriend
- ___ Loving myself
- ___ Loving my family

**Health:**
- ___ Feeling good
- ___ Being Physically fit
- ___ Not getting pregnant
- ___ Not getting HIV/AIDS
- ___ Not getting an STD

**Religion:**
- ___ Freedom to practice religion
- ___ Going to place of worship
- ___ Living according to my beliefs

**Race:**
- ___ Learning about my culture
- ___ Making a contribution my community
- ___ Being a role model for other people

**Choosing a Boyfriend:**
- ___ His looks
- ___ Share and supports my values
- ___ His future goals
- ___ Having a job
- ___ His sexual health
Activity F: The Value of My Body

**Health Educator:**
So we now know that our personal values affect the decisions we make about relationships, school, work, family, sex, and our bodies. We said that values guide our behavior, influence our decisions, are both conscious and unconscious, and often arouse strong emotions in us.

For example: if you value your body, you might work out and eat healthy. Or, if you value your cd collection, you won’t just lend your cds out to just anyone.

Let’s take a minute and discuss some things we consider valuable.

**Helpful Hint:** HE should at this point be seated with the participants at the table to hear some of their responses and talk briefly about the things that the participants consider valuable. PE should give an example first of something she values. For those who are having a hard time—use probes from their responses they gave in the last activity about values.

Name something that you consider valuable?

**Helpful Hint:** Have a number of participants share and then summarize what the participants noted as valuable to them.

Some of the things you mentioned you valued were ____________, ____________, and ____________ we all value different things for different reasons.

**Helpful Hint:** PE should pass out 9 sheets of sticky pad paper. Ask the participants to write down the 3 things that we are asking on the flip chart: 3 important people; 3 valuable possessions/things you own and 3 dreams.

With the 3 sheets of paper we just gave you, I want you to think about the 3 most important people in your life, the 3 most valuable possessions you have, and 3 dreams you have for yourself or future. Now, write each of them on a separate piece of paper. After you are finished turn them over (face down) on the table.

**Helpful Hint:** As participants complete their list and turn them over, walk around the room and begin to take a few sheets of paper from each participant. Take different amounts from each person.

**Purpose:**
To help the participants understand the value and worth of their body.

**Group Management Tips:**
- By now you should know your group; if you have those that are eager they will carry your discussions; if not HE should lead off.
- Be sure to follow directions for the game.
- When you ask a question be sure to pause and wait and let participants answer.

**Materials:**
- Flip Chart
- Markers
- Stickie sheets

**Time:**
15 minutes
**The Value of My Body cont’d**

**Peer Educator:**
Now, imagine that those sheets of paper really represented what you value, we took them from you and you will never get them back. Now tell me, how does that make you feel?

__________, what was something that you lost? How did it make you feel?
(Allow participants an opportunity to respond)

**Health Educator:**

*Helpful Hint: As you begin to recap activity remember to tie in responses that participants gave or stated during your discussion.*

You all shared different people, items or dreams that you lost. What we want you to understand is that sometimes the decisions you make in life can result in either a positive or negative consequence or even an unplanned turn in your future plans. All of you have a choice to make regarding how you protect yourself, your health, your heart, your family, and your future.

One of the most valuable assets you have is your body. You may ask why should you value your body? View your body as sacred...something that you must adorn, cherish, love and most importantly respect. And that within this sacred temple is the very essence of you, your spiritual being. If you choose to respect your spiritual being, then you will respect the temple in which it resides, your body...your most valuable asset. Take a minute to think about what you might lose, and how valuable you are before you give yourself, the most precious gift you have, to a guy who may not value you at all. Your decisions today will affect your life tomorrow.
Workshop 1

Activity G: Priceless Gift of Self-Esteem

Purpose
Introduce participants to the concept of self-esteem and have them reflect on how they view themselves.

Materials
Handout 1-9: Self-esteem inventory
Handout 1-10: Priceless Gift of Self-Esteem

Time
15 minutes

Health Educator:
We’ve just talked about the importance of not only valuing things, people and dreams that are important to us, but the importance of valuing ourselves.

Can anyone think of something that is a part of you that is priceless, that you can’t put any value on?

HE: allow participants time to answer.

Some examples of aspects that we all possess are our self-esteem, our self-value and our self-worth. This is what we all possess within our inner-selves and that cannot be taken away by Any One.

Let’s take a minute to take a personal inventory of how we view ourselves. Turn to Handout 1-9 in your journals. What we want you to do is take a brief self-esteem inventory. There are no right or wrong answers, this is simply a way for you to take inventory on how you view certain things about yourself.

Helpful Hint: Allow participants time to complete inventory

We just wanted you to have a moment to take a closer look at yourself and how you view some of the characteristics you possess. For some of us this may have been easy or it could have been hard. It’s not an uncommon feeling to feel stuck when you have to praise the good attributes about yourself as well as view some of the not so good attributes.

We know that there are challenges to feeling good about ourselves. Sometimes, others opinions and thoughts of us can get us down. I have another Dear GIRL POWER letter from a young lady who is going through some issues with her boyfriend. Hopefully, we can try to help her out.
Peer Educator:

My name is Keisha and I’ve been dating my boyfriend, Duane for 6 months. Duane is really cute. A few months ago I started gaining weight, so currently I’m a few pounds heavier. Last week I wore a new jean skirt when we went out and Duane told me it made me look fat. Sometimes, I see Duane looking at other girls when we’re in school and it makes me a little upset. I don’t want to break up with Duane because I like having a boyfriend, but I’m not sure if he values me, what should I do?

Helpful Hint: Allow participants time to answer. Probe for issues such as –if Duane valued Keisha would he talk about her physical appearance; does her being a little over weight make her vulnerable to simply accepting a guy who is interested in her?

Based on our last GIRL POWER letter we see that it is important to have self-value and self-worth which will result in high self-esteem.

Probing Questions to Ask:

Why do you think that it’s important for women to have high self-esteem and self-worth?
- Helps you create a standard by which others must honor and respect you
- Affects how you will treat yourself and your body
- Provides you with confidence to achieve future goals
- Provides you with the ability to express yourself and stay true to what you want

What are some situations that might make it hard to hold onto your self-esteem?
- Relationships that don’t honor your values
- When you feel you want to be popular or well liked; making you stray from your personal values and what you stand for
- The potential lose of a boyfriend

How can we hold on to our self-esteem and self-worth and remember to love ourselves even in these difficult situations?
- Thinking about our personal value list
- Those who love us will respect our values and decisions in life
- If they truly love you then they should have your best interest at heart.

We know that many situations may arise that will cause us all to question our values, and as a result our self-esteem and self-worth may be shaken. However, if you are true to yourself and take pride in honoring your values then you should have no problem. We know that you all have the potential to do great things and be great women because you have GIRL POWER. And just to show you how confident we are that you all are Priceless and Precious we’ve come up with a little saying. Turn to Handout 1-10: The Priceless Gift of Self-Esteem in your journal.
Self-Esteem Inventory
(Check off what holds true for you)

1. I am comfortable hanging out with my friends.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

2. I have honest, open relationships.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

3. I trust myself.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

4. I take care of myself physically, emotionally and spiritually.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

5. I take responsibility for my actions and my life.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

6. I love myself.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

7. I allow myself time for rest, relaxation and enjoyment, without guilt.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

8. I am comfortable and accepting of my body just as it is.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

9. I am a beautiful young lady inside and out.
   ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

10. When someone does something that makes me angry, I tell them how I feel.
    ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true

11. I value myself while not placing others above or below me.
    ( ) true   ( ) most of the time   ( ) sometimes   ( ) not true
Handout 1-10:

The Priceless Gift of Self-Esteem
What is Self-Esteem?
Confidence and satisfaction with oneself

What does improved self-esteem bring...?

It brings....

Girls with flava
Into being
Responsible for our
Lives

Who are.....

Positive
Optimistic and
Willing to
Educate
Rseselves

Answer: Improved self-esteem brings Girl Power!!!
Workshop 1

Activity H: Mapping My Life Out

**Purpose:**
To promote the participants identification of their goals and dreams

**Group Management Tips:**
- Don’t judge participants responses
- Be prepared to encourage participants to achieve their dreams and future plans

**Materials:**
Handout 1-11: Keeping it R.E.A.L./ My Life at 25

**Time:**
5 minutes

**Health Educator:**
While it’s important to talk about the things we value in life as well as what we value about ourselves—we also have to look at how we can prepare ourselves for our future. Let’s take a minute to think about what you want your life to be like at age 25.

Where do you want to live? What kind of job do you want? Do you want children? A house? Someone to share your life with? What will you need to accomplish these dreams and goals?

We all have goals and dreams, and everyone of you has the potential to achieve your dreams. Turn to Handout 1-11: Keeping it R.E.A.L./ My Life at 25 Future. When thinking about where you want to be when you’re 25 you have to think about the long and short term goals you need to set in order to make your dreams a reality. You’ll also need to think about the qualities that you currently possess and most importantly the skills necessary to achieve your future dreams.

Helpful Hint: PE should go over a Map or the HE should go over one that is similar to what she wanted to do when she was a teen. Make your Map as complete as possible and go over with participants the steps you have listed-noting that theirs may look totally different, but it’s the concept of thinking about future plans. With the General Health & Nutrition group you want to specifically focus on the importance of good nutrition and exercise and how they can map this into their future goals.

We want you to take some time this week to really think about what you want your life to be like when you’re 25 and complete this handout. When we come back next week, we’ll start off with sharing our Maps.

**Health Educator:**
**Suggested Recap**
Remember your dreams and goals are important because it defines what it is you want to do with our life and things you want to accomplish. You all have the potential to fulfill your dreams. Your skills and experiences are what makes you who you are and are what will help you to accomplish the goals you set in life. Don’t let anyone or anything stop you from fulfilling your dreams!
Map To My Future

My Dreams

_________________________
_________________________
_________________________

Long-term goal

Short Term Goal

3 qualities I possess
_________________________
_________________________
_________________________

3 skills I need
_________________________
_________________________
_________________________
Workshop 1

Activity I: Character of Thyself

**Purpose:**
To teach the participants to reflect on the power of self-reflection.

**Group Management Tips:**
- Don’t judge participants responses
- Be prepared to encourage participants to achieve their dreams and future plans

**Materials:**
- Sheet of adjectives
- Glitter pens
- Markers

**Time:**
20 minutes

**Health Educator:**
We’ve covered a lot today from discussing poetry that shows the strength and pride of women to talking about the importance of not only valuing future dreams, family members and possessions, but the importance of valuing ourselves. We even shared how improved self-esteem can bring about GIRL POWER and how no one can take that away from us.

One of the most important steps in bringing about change in our lives results from the positive thoughts we have about ourselves. What we’d like you to do now is think about some of the positive characteristics you possess, but with letters that spell your name. On the flip chart, I have a name spelled out of a GIRL POWER sister, “T-I-F-F-I-A-N-Y” Notice that she listed characteristics, actions, and even some phrases that describe who she knows herself to be!

Example:
- Truthful
- Insightful
- Feisty
- Free-spirited
- Inspiring
- Affirming
- Nice
- Youthful

We want you to create your own Art Piece with positive reflections of yourself. We’re going to give you some supplies to create something positive that tells us not only your name, but more about who you are!

**Helpful Hint:** PE place materials on table so that participants can begin adding their adjectives to spell out their name. If participants have a hard time coming up with adjective use the adjective guide to help them out. Feel free to play positive artist cd.

**Health Educator:**
This was just a way for you to not only remember who you are, but to see the power that you possess within that allows you to believe in your future plans! If you see yourself in a positive way especially by the positive attributes that you used in this activity-others around you will see you in a positive light too.
A – awesome, attuned, aspiring, athletic, amicable, attractive
B – beautiful, blessed
C – creative, caring, courteous, cheerful, charismatic, charming
D – delightful, dynamic, devoted, diverse
E – ecstatic, eclectic, endearing, engaging, enjoyable
F – friendly, fantastic, funny
G – giving, good, gregarious
H – honest, hopeful, happy, honorable
I – intelligent, imaginative, inspired
J – jovial, jolly, just
K – kind, knowledgeable
L – loving, lovely
M – motivated, moral
N – nice, neighborly, neat
O – outgoing, original
P – passionate, pleasurable, pleasant
Q – quiet, quirky
R – refreshing, resourceful, righteous, relaxing
S – sincere, sexy, sensational, social
T – tenacious, talkative
U – unique, understanding, upright
V – vivacious, virtuous
W – wonderful, worthy
X – xtra
Y – youthful, yummy
Z – zeal, zest
Activity J:  What Do You Think About…?

**Health Educator:**
We would like to thank you all for coming today and congratulate you all on the commitment that you are making to become a R.E.A.L. girl. At this time, we want to know what you think about today’s session. This is your chance to rate what we’ve done for the past four hours.

Tell us what you liked and what you didn’t like. Please be honest in your responses.

Do not put your name on the evaluation. Your comments are anonymous—we won’t know who said what.

On the evaluation is a list of statements about today’s activities. Please rate the statement by writing the number in the blank spaces that best describes your opinion of what we’ve been doing. The scale is:
- 1 is poor
- 2 is fair
- 3 is good
- 4 is very good
- 5 is excellent

We are going to give you a few minutes to finish it.
WHAT DO YOU THINK ABOUT....?
What do you think about today's workshop? Use this scale from 1 to 5 to tell us what you think.

1. Overall, how much did you enjoy today's workshop?  
   1  2  3  4  5

2. How well prepared were the GIRL POWER Health Educators?  
   1  2  3  4  5

3. How well were the activities/information presented?  
   1  2  3  4  5

4. How well did the activities encourage your participation?  
   1  2  3  4  5

5. How clearly were your questions answered?  
   1  2  3  4  5

6. How clear were the session handouts?  
   1  2  3  4  5

7. Was there enough time for discussion?  
   1  2  3  4  5

How would you rate each of these activities you did today?

8. Music Masquerade  
   songs and discussion  
   1  2  3  4  5

9. Characteristics of Women  
   Poem, role models  
   1  2  3  4  5

10. Values: What matters most  
    Prioritizing personal values, Dear GIRL POWER letters  
    1  2  3  4  5

11. The Value of My Body  
    Importance of valuing our bodies as temples  
    1  2  3  4  5

12. Priceless Gift of Self-Esteem  
    1  2  3  4  5

13. Mapping My Life Out  
    Prioritizing goals and future plans  
    1  2  3  4  5

14. Character of Thyself  
    picture taking activity  
    1  2  3  4  5
How would you rate each of the Health Educators?

Health Educator #1: ________________

14. Showing support for you
   ___________ ___________ ___________ ___________ ___________ __________________________
   1 2 3 4 5

15. Listening to you
   ___________ ___________ ___________ ___________ ___________ __________________________
   1 2 3 4 5

16. Answering the group’s questions
   ___________ ___________ ___________ ___________ ___________ __________________________
   1 2 3 4 5

Health Educator #2: ________________

17. Showing support for you
   ___________ ___________ ___________ ___________ ___________ __________________________
   1 2 3 4 5

18. Listening to you
   ___________ ___________ ___________ ___________ ___________ __________________________
   1 2 3 4 5

19. Answering the group’s questions
   ___________ ___________ ___________ ___________ ___________ __________________________
   1 2 3 4 5

20. Do you feel that your group leaders worked well together?
   _______ YES _______ SOMEWHAT _______ NO

21. Was there anything about today’s workshop that you did not like? ______________________________
    ___________________________________________________________________________________

22. What did you like the best? ______________________________________________________________
    ___________________________________________________________________________________

23. Something new I learned was? __________________________________________________________
    ___________________________________________________________________________________