



**Senior Primary Curriculum  
and Resources**  
*for girls ages 10-12 years*

**Topics include:**

Discovering your uniqueness, understanding and developing your character, navigating friendships, developing positive self talk, being responsible cyber citizens, health and more...



**SHARON WITT**  
Author • Speaker • Educator

# TO THE TEACHER/FACILITATOR

**Thank you for investing in the *Girlwise*<sup>®</sup>– Ten Week Curriculum Course for Senior Primary Girls. The suggested age group for this course is for girls aged 10-12 years, however you may use and adapt the relevant age group you are working with.**

I have been running programs for girls for many years now, and have attempted to provide you with all the lesson outlines and resources you will require.

The course has been designed to fit within a 10 week school term, however it may be utilised in a variety of settings apart from school.

It can also be shortened or extended depending on the needs of the group you are working with.

Each session, you will find a detailed, step by step lesson plan based on a double lesson for school, or an 80-90 minute time frame.

Of course, facilitators/teachers may adapt each session as they deem appropriate.

## Resources

Each session provides you with all the resources, links, handouts and extended ideas that you can use. You have full permission to adapt and change the lessons as you wish.

Please do the right thing!

Please note that this curriculum package may strictly be used **ONLY by the purchasing school or organisation**. Distributing it further or using in multiple schools forms a breach of copyright, unless you have written permission to use it further, which you may apply for at the address below. A list of schools and organisations that have purchased the rights to use this curriculum will be kept on file. Please honour the many hours that have gone into this curriculum to serve your school or organisation and do the right thing.

## Extra Resources

Extra resources are available at [www.sharonwitt.com.au](http://www.sharonwitt.com.au)

A range of books in the *Girlwise Series* have been written to compliment this course with offer greater detail and input in addition to the course. There will also be future resources and additional lesson ideas added in the future to the curriculum area of the website.

## Let us know what you think!

We would appreciate you letting us know how this curriculum worked with your group. Any feedback and suggestions would be great. Please email: [Sharon@sharonwitt.com.au](mailto:Sharon@sharonwitt.com.au)



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Middle Primary Curriculum and Resources for Girls ages 8-10 years  
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# BEFORE YOU BEGIN THE PROGRAM...

## Suggested Resources:



- Table cloth – set up a front display table
- Quotes on boards, any other inspiring word signs or images purchased from discount stores
- Display folder
- Any other decorations that make the space look special – eg: flowers, balloons.

## Setting the Scene for Girlwise Sessions

No matter what space you have set aside for these sessions with the girls, it is great if you can spend a short time 'setting the scene' so that it looks a bit more special than a plain classroom or other space.

This can be done by simply having a bright table cloth over a table at the front of the room, a couple of small vases of flowers, inspiring quotes or signs (often you can pick these up relatively cheaply at discount stores and gift stores.)

## Resource folder for each girl

Each girl will need their own Plastic A4 Display Book containing plastic sleeves. These can be purchased from any stationery store or most supermarkets and department stores.

Make copies of the **Front Cover** provided, (*over page*) and girls can put their own names on these and put them in the first plastic sleeve.

There are also **10 x Session Covers** for each week if girls would like to divide up their books using them. Ready-to-print **Handouts** are also provided in each section.

A **Participation Certificate** is also provided at the end of this curriculum.

**Remind girls to bring their Resource Folder to each session, or collect them up and store in a plastic tub and distribute to girls again each week.**



Name



SESSION ONE

# Self-Esteem Matters

## SESSION ONE

# Self-Esteem Matters

### Time allocation:



### Resources:



- Healthy space guidelines – print an laminate handout in Colour A3 size and laminate to display in room
- Self-Esteem Matters Power Point
- A4 Healthy Space Guidelines colour print out – 1 for each student
- Small pieces of pre-cut paper or card
- Whistle or stop watch
- Plastic document folders (either supplied or girls to bring to first lesson)
- Small individual canvases (available in most discount stores and art supplies)
- Variety of paint colours

### Focus:



- For students understand the importance of a healthy self image
- For each student to appreciate the diversity within their group and to build an atmosphere of trust and respect
- For students to identify their unique strengths in themselves and in others

## ESTABLISHING OUR HEALTHY SPACE

It important for all students to feel that this is a safe environment for them to be able to explore various topics and share their personal thoughts and feelings. At the beginning of this session, the facilitator discusses with students, the idea of what it means to respect one another when working in a group.

Girls can also spend the first five minutes of the lesson putting the front cover page into their A4 document folder.

### Handout : Healthy Space Guidelines

Healthy Space Guidelines (PEARL acronym resource bookmark) – see next page).



## Healthy Space Guidelines

# PEARL

**P**rivacy - remember everyone has a right to share their thoughts and ideas in each session, but remember we don't share personal things shared beyond the group

**E**ncourage - it's important that we encourage one another during our sessions together – no put-downs.

**A**ctive - as much as you can, be an active participator in each session, by sharing with the group when you can and being involved in activities.

**R**espect - we understand that we are all different and may have different experiences and ideas. We don't always have to agree about what others say or do, but we must show respect at all times.

**L**isten - when someone else is talking in our group time, we use eye contact to look at the person and we also listen to what they are saying.

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## WARM UP ACTIVITY

### Topic Talk

Each girl is given a small piece of paper/card in which they are to write a topic that they feel they could speak about for 1 minute.

This can be simple, an area of personal expertise or even something humorous, eg: netball, toilet paper, lasagna, turtles...

Each piece of paper containing a topic is placed into a container or hat and shuffled. Each girl then takes one of the topics from the container. If they choose their own topic, they should quickly choose another.

Give each girl 30 seconds or 1 minute – depending on your time allowance, where they will speak in front of the group non stop for that amount of time. It shouldn't be taken too seriously- in fact the more humorous and weird the topics given – the funnier the topic talks will be. This is not meant to be a serious game 😊

## INTRODUCTION



### Power Point: Self-Esteem Matters

Go through Power Point with girls – which discusses the importance of developing and maintaining a positive self-image.



### Teacher's Script

Your self-esteem refers to our own feelings of self-worth or the esteem we give ourselves. It's a good thing. In fact, a healthy self-esteem is something we can all work on. It does not mean that you think that you are better than everyone else or that you are SUPERIOR – it simply means that you understand that you have been created as a wonderful and amazing girl and you are VALUED for **WHO YOU ARE!**

Having a healthy self esteem means that you know that you are loved, have amazing gifts and talents and enough self belief and self worth stored up, so that if you go through difficult times- which we all do – you have a buffer. This means, an inbuilt strength and understanding about yourself that will help you through the tough times.

Have you ever walked along a beach that was covered in shells?

Have you ever just stopped and spent hours looking at all the different shapes and sizes?

Have you ever collected your own shell collection?

Why would you collect something as simple as shells? Because there is **NEVER EVER** a single shell that is **EXACTLY** the **SAME** as the other.

Some have been washed up after many years in the ocean, while others have had small sea creatures living in them for a while.

They are simply amazing and each and every single one is so uniquely different.



You can find shells that are spiky, some that are smooth, some that have different colours, and others that look like they are covered in glistening pearls. Some are so smooth it seems like they have been washed in the ocean for hundreds of years.

You are very much like one of those precious sea shells. You have been created as a truly unique and special girl. You may have some lumps and bumps along the way. You may have scars, both on the inside and the outside, but that makes you more and more precious to those who find you and grow to love YOU!

Just like the precious seashells – and there are **MILLIONS** of them all over the world – someone will still pick one up from the sandy shore and say, 'YOU are special. You are unique. I will place you somewhere special'.



## MAKING IT PRACTICAL

Each girl is given a small canvas (pre-primed) that they are going to paint and decorate to represent them.

They may like to paint a variety of shapes or symbols that represent them, or even the first letter of their name. These should be a personal reflection of the individual.

These can be displayed around the room for future weeks if possible.





SESSION TWO

# Your Gifts & Talents

## SESSION TWO

# Your Gifts & Talents

### Time allocation:



### Resources:

- Multiple colours of beads (see colours of Strengths bookmarks)
- Clasps for bracelets (available at Spotlight stores in Australia, or other craft suppliers)
- Thin leather strong or similar for beaded bracelets
- Strengths Bookmarks

### Focus:

- For students to understand that they each possess unique qualities and strengths that they bring to the group and their wider community.



### WARM UP ACTIVITY

*Time allowance 5 minutes*

### Silent Statements Game

Students can be sitting on the floor in a circle, or using chairs if desired.

The facilitator reads out a statement. Students respond by moving places if this particular statement applies to them. If the statement read out does not apply to them, they remain in their space.

Silent statements enable students to build confidence gently and share their opinion without having to speak or defend themselves

### Silent statements:

Change seats if...

- You ate cereal for breakfast this morning
- If you like Pizza
- If you were born overseas
- If you own a mobile phone
- If you have ever owned a rabbit
- If you have been to the beach over Christmas
- If you have never travelled on a train
- If you have a single bed
- If you play a musical the guitar
- If you play basketball for a team
- If you have ever some first at something
- If you have ever been to a concert
- If you have been to see a dentist
- If you have had a birthday in the last month
- If you are wearing blue today
- If you are wearing socks
- If you have at least one earring

# INTRODUCTION



## Power Point: Strengths Matter



## Teacher's Script

Have you ever received a birthday present or special gift but had NO IDEA what was inside the wrapping? Perhaps the gift was wrapped in bright colours or shiny balloon paper. Perhaps it was inside a large or small box, just to **disguise** (hide) what the gift might be.

It is VERY EXCITING to receive a special gift, isn't it? My favourite thing is to GIVE GIFTS to other people. I LOVE to see their faces when they see that something was bought or made JUST FOR THEM. For me, it is much more fun watching someone unwrap a gift, than in it is to receive a present.

Finding out what you are good at – your gifts and talents – is a bit like unwrapping an amazing gift. You may not realise that you have a wonderful singing voice until you try singing. Then you might really surprise yourself when people begin telling you how sweet you sound. That is a GIFT.

### **Who you are matters!**

We have all been created as unique and valued girls – each each with gifts and talents to bring to the world.

**You, yes you, are a gift to the world.**

You may not think that right at the moment, but trust me: You have all that you need within to truly shine and make a difference to this world.

### **Don't compare yourself**

*'Always be a first rate version of yourself,  
instead of a second rate version of someone else.'*

*Judy Garland*

It is too easy to compare ourselves with others, thinking their talents are worth more than anything we have to give. Sometimes, you might see a piece of artwork that a friend has produced and think it is amazing.

*'She is so talented!' you say to yourself. 'I just wish I could draw like that.'*

Or perhaps you hear your friend perform at a music recital and you think she sings like an angel. You just wish you could get up on stage and sing with the confidence you see in her.

But here's the thing. You have **your** gifts and talents that are special to **you**.

Maybe you are a writer, able to use your imagination to create wonderful stories. Or perhaps you are a gifted in sports: You **love** to run, jump or score goals in a team.

You may be an incredible leader. Whenever you are called to form a group for a school project, you help others share their ideas and opinions, leading the way forward .

Concentrate on the things **you** are good at – the talents and gifts that **you** have been blessed with.

If we spend time focusing on what others are doing, we deny others the chance to experience our gifts.



## MAKING IT PRACTICAL

### Strengths Bracelets

Hand out the **Strengths Bookmarks**  
(see next page).

Each square identifies specific areas /attributes that girls may possess.

Ask girls to look at each coloured square, and identify four specific colours that have the qualities that best describe them. Note: girls may only choose one or two qualities from a specific coloured box, but that is okay.

Next, each girl should chat with a friend or person sitting closest to them. Ask them which specific areas they would attribute to them. It is often interesting to note, that one of the highlight of this session for many girls, is to hear what OTHERS see in them – to hear some of the qualities or attributes that they may not have seen in themselves!

### Making Strengths Bracelets

Using a bead from each of the four areas they chose on the bookmarks that best represent them, girls are to thread each of the beads on to their bracelets. The facilitator/teacher will need to assist with cutting the string/leather for the bracelets before adding the beads. Extra assistance may also be required for attaching the clasps as they can be tricky.

Some girls may choose to be a bit more creative and use multiple beads of the same colour theme to add to their bracelet.

Allow time at the conclusion of this activity for girls to all show their bracelets on their wrists, allowing girls to see the variety of gifts and strengths that each girl brings to the group.

IDENTIFYING MY STRENGTHS	
caring adventurous sporting helpful	close sensible cautious thoughtful
humorous friendly supportive reliable	organised thrifty determined adaptable
energetic cheerful skilful protective	capable creative efficient democratic
happy talented sensitive responsible	co-operative courteous open loving
competent courageous relaxed positive	independent honest enthusiastic colourful
resilient resourceful hardworking powerful	warm forgiving assertive patient

# IDENTIFYING MY STRENGTHS

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talented  
sensitive  
responsible

co-operative  
courteous  
open  
loving

competent  
courageous  
relaxed  
positive

independent  
honest  
enthusiastic  
colourful

resilient  
resourceful  
hardworking  
powerful

warm  
forgiving  
assertive  
patient

# IDENTIFYING MY STRENGTHS

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