
Presented by Julia V. Taylor
Dean, Wake Young Women’s Leadership Academy
Twitter - @juliavtaylor
www.juliavtaylor.com
Goals of Presentation

- Participants will learn:
  - Facts, figures, statistics (and a few opinions)
  - Pertinent issues and challenges that girls often face.
  - How and where to find resources to run ongoing groups.
  - How to organize, run, and evaluate girls groups.
  - To successfully link girls groups to the ACSA National Model.
Disclaimer
Cognitive Errors Girls Often Make

- Dichotomous thinking
- Imaginary audience syndrome
- Egocentric thinking
- Preoccupation with fairness
- Present-oriented
- Serious miscalculations about adult wisdom
Notable Gender Differences

- Bonding
- Trauma vs. smothering
- Playing rituals
- Socialization
- Emotional outcome
The Epidemic

- 42% of 1st-3rd grade girls want to be thinner.
- 45% of boys and girls in grades 3-6 want to be thinner.
- 81% of 10 year olds are afraid of being fat.
- 53% of 12 year old girls feel unhappy with their bodies.
- 78% of 17 year old girls feel unhappy with their bodies.

Source: National Association of Eating Disorders, Miss Representation

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The Epidemic

- American teenagers spend 31 hours a week watching TV.
  - 17 hours a week listening to music.
  - 3 hours a week watching movies.
  - 4 hours a week reading magazines.
  - 10 hours a week online.

- That's more than 10 hours a day!

- Source - Miss Representation
The Epidemic

- Only 7% of women make up directors and 13% of film writers.
- Only 16% of women in film portray protagonists.
- Women make up 51% of the population but only 3% are CEO’s of Fortune 500 Companies.
- Women make up 17% of congress.
- Women still earn 77 cents to the mans dollar in the same position.
- Source - Miss Representation
The Epidemic

- Relationship violence rates are the highest for young women ages 16-24.
- 1 in 3 girls will be sexually assaulted before the age of 18.
- In early adolescence, the percentage of girls who are depressed doubles.
- 16% of adolescents have attempted suicide.
- Up to 80% of girls experience some form of sexual harassment in school.

Source - Hardy Girls, Healthy Women

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The Epidemic

- A study conducted by the Valentine Foundation showed that:
  - High school girls are significantly more likely than boys to have felt sad or hopeless almost every day for at least 2 weeks.
  - Tenth-grade girls are significantly more likely than tenth-grade boys to have attempted suicide.
  - Self-confidence improved with age among boys, but declined in high school in girls.
What Girls Think About...
Cultivating Relationships

- Research tells us that adolescent girls want meaningful connections with mothers, friends, teachers, and counselors - and that such relationships protect girls from unhealthy choices.

- Studies indicate that girls who think critically about female ideals and gender stereotypes rampant in their media are apt to have higher self-esteem and lower depression rates.

- Emerging research suggest that programs aimed at empowering girls are not enough. We need to move beyond empowerment and towards social activism.
  - Source - Hardy Girls, Healthy Women

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Groups for Girls
Successful Program Guidelines

Girls Need:
- Space that is physically and emotionally safe.
- Isolation from males.
- Time
- Emotionally "safe" comforting, challenging, nurturing conversations within ongoing relationships.
- Programs that tap the cultural strengths of girls collectively, rather than individually.
- Mentors who exemplify survival and growth and who share experiences that resonate with the realities of girls' lives.

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Aligning Groups with The ASCA National Model Standards

- Most group work falls within personal/social domain of the National Standards. Program standards for personal/ social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success.

- The National Standards focus on what all students, from pre-kindergarten through grade twelve, should know, understand, and be able to do to enhance their academic, career and personal/social development.
ASCA Standards A, B, & C

- PS:A1 Acquire Self-knowledge
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
ASCA Standards A, B, & C

- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles
ASCA Standards A, B, & C

- PS:A2 Acquire Interpersonal Skills
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
ASCA Standards A, B, & C

- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends
ASCA Standards A, B, & C

- PS:B1 Self-knowledge Application
- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
ASCA Standards A, B, & C

- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:C1 Acquire Personal Safety Skills
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events
Collecting Data

- Pre- and Post-test in student-friendly language.

- Compare the participants’ behaviors according to observations, teacher reports, and discipline reports with other students behaviors one month, three months, and six months after group completion.

- Perception Data

- According to ASCA National Standards, we should collect data (informally and formally) to evaluate the effectiveness of interventions.
Suggestions for Girls’ Groups
Logistics

- Small or Large Group Counseling
- Mini-Workshops
- Mini-Mester
- After School
- Lunch
- Before School
- Weekend Retreat (for the bold and brave)
Group Format

- Discussion
- Club
- Process
- Psych Ed
- Book club
- Service
- Advocacy/Activism
- Mentoring

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Topics
Thoughts & Ideas
Girl Tips

- Rachel Simmons “Girl Tips”

**GirlTip #52: Loyalty Doesn’t Mean Hating Who Your Friends Hate**

- Do you expect friends to get angry at people you’re fighting with? That kind of loyalty isn’t part of a healthy friendship. Conflict is scary & lonely, but it’s yours, not your friends’. Get sympathy, not support. Asking friends to have your back ups the drama & puts them in an unfair position. Stay classy & keep it one-on-one.

My Favorite Actionists

- Rosalind Wiseman - www.rosalindwiseman.com
- Rachel Simmons - www.rachelsimmons.com
- Jennifer Pozner - www.realitybitesbackbook.com
- Jess Weiner - www.jessweiner.com
- Melissa Wardy - www.pigtailpals.com
- Irshad Manji - www.moralcourage.com
- Brene Brown - www.brenebrown.com

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School Counseling Resources

- ASCA
  - www.schoolcounselor.org

- ASCA SCENE
  - https://schoolcounselor.groupsite.com

- School Counselor Dot Com
  - www.schoolcounselor.com

- Scope: School Counselors' Online Professional Exchange
  - http://sconlineprofessionalexchange.wikispaces.com/
Noteworthy Organizations

- TED - www.ted.com
- About Face - www.about-face.org
- Dove - www.campaignforrealbeauty.com
- Advocates for Youth - www.advocatesforyouth.org
- Just Think - www.justthink.org
- Face the Issue - www.facetheissue.com
- Teaching Tolerance - www.tolerance.org

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Noteworthy Organizations

- Read, Write, Think - www.readwritethink.org
- Center for Media Literacy - www.medialit.org
- Geena Davis Institute on Gender in the Media - www.thegeenadavisinstitute.org
- Media Awareness Network - www.media-awareness.ca
- Campaign for a Commercial Free Childhood - www.commercialexploitation.org
- Girls Leadership Institute - www.girlsleadershipinstitute.org
Noteworthy Organizations

- Girl Up - www.girlup.org
- National Coalition of Girls’ Schools - www.ncgs.org
- Hardy Girls, Healthy Women - www.hghw.org
- SPARK - www.sparksummit.com
- Hollaback - www.ihollaback.org
- Girl Talk - www.desiretoinspire.org
- 10 X 10 - http://10x10act.org
You should be on Twitter…

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authenticity is a daily practice.

Choosing authenticity means:
cultivating the courage to be imperfect, to set boundaries, and to allow ourselves to be vulnerable;
exercising the compassion that comes from knowing that we are all made of strength and struggle and connected to each other through a loving and resilient human spirit;
nurturing the connection and sense of belonging that can only happen when we let go of what we are supposed to be and embrace who we are.

Authenticity demands wholehearted living and loving — even when it’s hard, even when we’re wrestling with the shame and fear of not being good enough, and especially when the joy is so intense that we’re afraid to let ourselves feel it.

Mindfully practicing authenticity during our most soul-searching struggles is how we invite grace, joy, and gratitude into our lives.

— Brené Brown, Ph.D.
This business of training little humans for life is a mind-boggling process.
Thank You! Questions?

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Professional References

- About Face. (n.d.) www.about-face.org
Professional References


- Hardy Girls, Healthy Women. (n.d.) www.hghw.org

- Miss Representation. Dir. Jennifer Siebel Newsom. (October 2011)

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Professional References


• SPARK - http://www.sparksummit.com/

• Media Awareness Network- www.media-awareness.ca

• The Office of Juvenile Justice and Delinquency Prevention - http://ojjdp.ncjrs.org/

• Center for Media Literacy www.medialit.org/
Professional References

- The Valentine Foundation - http://www.valentinefoundation.org/
- Tolerance.org. (n.d.) www.tolerance.org
- Campaign for a Commercial Free Childhood. (n.d.) www.commercialfreechildhood.org