

Stand Up for Ourselves and Others!

Today's Big Idea:

Standing up for ourselves can look different depending on who we are, what we believe in, and what the situation entails. Today's activities help girls consider what it takes to stand up for themselves and others and how they can practice standing up in big and small ways.

Why it Matters:

Between the ages of 8-14, girls' confidence levels fall by 30%. Encouraging girls to believe in their voices and themselves, and engaging in authentic dialogue about what it looks like and feels like to stand up for ourselves can help promote confidence!

Silly Starters:

- Would you rather tell someone they have a booger or tell someone they have food in their teeth? OR Would you rather always have to ask your questions first, before anyone else in the class, or never get to ask questions?
- If a pump-up jam played every time you stuck up for yourself or someone else, what would the song be?

Share the Big Idea:

Sometimes it's hard to say what we think, especially when it's different or when it means telling someone they have a booger! If only we had a soundtrack to help pump us up in these moments. All the GOTR activities that come next will help us practice standing up for ourselves and others.



Get Moving! Stand Up, Obstacle course style **

Materials:

- Items around your home to make an obstacle course (pillows, blankets, toys, etc)

How to do it:

- Create an obstacle course using items found around your home. Make sure your obstacle course includes:
 - A starting place and a finish line.
 - 4 obstacles at least (choose from the Idea List or make up your own)
- Read a scenario from the list below.
- Do the following:
 - Step 1: Read the key question (see box)
 - Step 2: Race through the obstacle as you brainstorm your response.
 - Step 3: Share your response at the finish line
 - Step 4: Remove one obstacle!
- Complete steps 1 – 4 above for each of the key questions.
- Make a new obstacle course, pick a new scenario (from the list or choose your own) and start again at Step 1!

Possible Scenarios:

- Your group is trying to come up with ideas for your school science fair project. You keep trying to share your ideas, but every time you do someone interrupts. You can't get a word in, and everyone just keeps going on like you're not even there.
- You're walking with a friend when she trips and drops her books. A few kids nearby in the hallway start to laugh.
- You see a student who is new to your school sitting alone at lunch.
- You'd like to be a team captain in gym class but someone says that girls can't be team captains.
- You realize that your teacher marked a correct answer on your quiz as wrong.

Obstacle Course Ideas List:

- Hop on papers
- Weave through chairs
- Crawl under blanket
- Balance beam it – with a strip of tape
- Throw bean bags/balls into a laundry basket
- Skip in place while striking a “power pose”

Key Questions

- How would you feel if this situation happened to you? Why?
- Would you choose to stand up in this situation?
- If you chose to stand up for yourself, what would you do?
- If you think it's hard to stand up in this situation, what additional support might help you stand up in the future?



Age it up:

- Consider doing fitness challenges throughout the obstacle course (ex: add jumping jacks, sit-ups, or push-ups)
- Ask your middle schooler to use scenarios they've experienced, heard about, or have seen on TV or in the Movies

Share & Connect:

- The obstacle course starts with many obstacles and gets easier as you go. What connections can you make between working together through a scenario to stand up and working through your obstacle course? (Hint: As we worked through the obstacle courses, obstacles were removed, just as we when we work through a situation and make a plan it becomes easier to stand up in a real life situation).
 - How can thinking about standing up now, help you stand up later?
 - What are the consequences of choosing to stand up and choosing not to stand up?
-

Get Creative! Write Up, Stand Up

Materials:

- Pen/pencil and paper

How to do it:

- Brainstorm ideas for your own Stand Up theme song or poem.
- Talk through the inspiration starters below with a partner or scribble your initial ideas on a piece of paper.
 - Inspiration starters:
 - What's the first emotion word that comes to mind when I think of standing up?
 - What songs make me feel powerful or unstoppable? What do they have in common? How can I pull that into my writing?
- When you are ready to write, consider including:
 - Words of encouragement – to pump you up to stand up
 - What you might feel when you are about to stand up
 - What you feel after you stand up
 - What results or consequences come from standing up
 - Details – think about a specific situation where you want to stand up for yourself or someone else
 - Repetition – whatever you want to stick (maybe an idea or thought that came from your conversations) use it throughout your writing piece
- When your Stand Up theme song or poem is ready, share your writing with each other.



Share & Connect:

- What feelings or ideas were you trying to express in your writing?
- Do you think these words, or any words, have the power to help you stand up for yourself or others? How might you use them to stand up?

Age it up:

- Use one of your favorite songs, write/print the lyrics, and change the words to fit the theme of Standing up.
 - Put it to music – use instruments you have or a beat you can make and put it together with your piece.
-

Make it Stick! Thumbs – all directions!**

How to do it:

- Read through the statements below and take a thumbs-vote after each one.
 - Thumbs up – if you agree
 - Thumbs down – if you disagree
 - Thumbs sideways – if you are somewhere in the middle
- Stop as you go and share the reason behind your vote. Especially if you went in different directions!
- Statements:
 - Standing up for yourself is easy.
 - There are times where I would choose not to stand up for myself.
 - There are times where I would choose not to stand up for someone else.
 - It takes practice to get better at standing up for yourself.
 - It's important to say what you think.
 - I can think of someone I can always count on to stand up for me.

Keep it Going – Challenge:

- Check-in with each other each day this week and celebrate one way you stood up for yourself or others that day. Small ways of standing up count!



****Note to grown-ups:**

We want all girls to be able to participate in these activities. If your child requires adaptations, do whatever you think is best to meet her specific needs.

Here are possible adaptations for the obstacle course should they be helpful:

- Replace balance obstacles with fitness challenges such as run in place or do air squats.
- Provide directions to help navigate through obstacles or guide your girl
- Go through the obstacle course together
- Use beeping devices, music, or sound when the girls are coming up to an obstacle

Here is a possible adaptation for the Thumbs – all directions! activity should it be helpful:

- A grown-up can draw three smiley faces, to represent agree, disagree, or in-between, on separate pieces of paper. The girl can pick a face rather than use her thumb to share her vote for each statement.

If you need additional ideas for adaptations, please reach out to us.

