



STRONG
*Voices*TM

by weeda wellness

FALL/SPRING SESSION
CURRICULUM



welcome to **STRONG VOICES!**

For over ten years we have been promoting positive relationships, self-confidence, and healthful living through our Strong Voices groups. We believe in offering a safe haven for girls to talk about their thoughts, concerns, and fears. We believe in supporting one another through tough times, major life changes and personal insecurities. We thrive on celebrating each other's joys, triumphs and milestones. It is our mission statement at Strong Voices to help girls find their passions, unique gifts, and talents so they can share them with the world. We strive to equip our girls with the coping skills to manage everyday worries, stressors and trials. It is our hope that, through this curriculum, we can spread our message of resilience, selflove and joyful living. It is our goal to make connections and have fun while teaching the girls a thing or two about feeling good. We are grateful for this opportunity to share our curriculum with you. We have put our heart and soul into it this journey and hope you enjoy it as much we do.

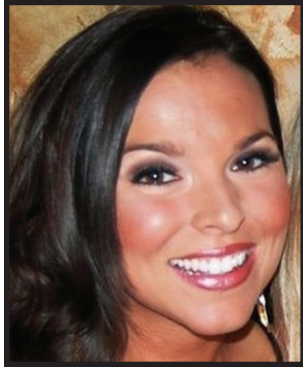
Cheers!

Kate Weeda, MS,NCC,LCPC and Heather Bradley, MA



meet the authors

KATE WEEDA, LCPC, MA, NBCC



Kate Weeda, LCPC is a licensed psychotherapist, author of the Strong Voices Curriculum and speaker with a private psychological and holistic wellness practice in the Washington D.C Area. Kate offers psychiatric evaluations, individual and family therapy. Kate has found a niche in successfully treating children and adults who are suffering from Mood and Anxiety Disorders, as well as low self-esteem and self-injurious behaviors.

Kate also has extensive experience in working with women suffering from post-partum Depression and Anxiety. Kate enjoys teaching pregnant women how to relax, and enjoy their pregnancy. She also works with women who have suffered from miscarriages and/or infertility.

In addition to her private practice, Kate has worked in both out-patient and in-patient settings. She gained her expertise in treating children and young adults at the Johns Hopkins Child and Adolescent psychiatric clinic in Baltimore, the Chesapeake Unit at Potomac Ridge Behavioral Health, and the Emergency Departments at both Johns Hopkins and Shady Grove Adventist Hospital.

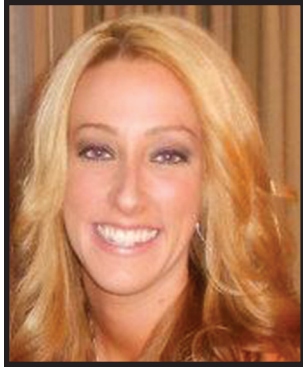
Aside from her private practice, Kate speaks at monthly psycho-educational workshops to middle school students on “hot topics” such as depression, anxiety, substance abuse, self-defense, suicide prevention, meditation, and self-esteem. On a weekly basis, Kate runs several “Strong Voices” groups, not only in her private Bethesda office, but in local private and public schools. These groups promote healthy relationships, social skills, and positive self-image. She has had great success working with families and schools to help children with academic anxiety, behavioral problems, and learning differences. Kate practices Transcendental Meditation and yoga regularly and believes in empowering others to live their best life.

Kate earned her undergraduate degree in Interpersonal Communication from Arizona State University and her graduate degree in Pastoral Counseling from Loyola College in Baltimore. Currently Kate is working on her Ph.D in natural health and healing.



meet the authors

HEATHER BRADLEY, MA



Heather Bradley is a School Counselor with more than thirteen years of teaching/counseling experience working in the Greater Washington, DC area. Heather specializes in Developmental areas, including life skills coaching, social skills coaching, and wellness and athletics. She also offers therapeutic tutoring in math and organization for all ages. Therapeutic tutoring focuses on providing support/reinforcement in academic areas as well as providing tools to help students manage anxiety, frustration and/or anger. Heather has also led yoga instruction and running clubs for children and enjoys teaching young students about personal fitness and health. She coaches Girls on the Run and loves running the final 5K with all the girls.

Heather has worked as a Group Home Coordinator for young adults with depression, anxiety disorders and self-injurious behaviors at Sheppard Pratt in Baltimore. She provided these young adults support with education, employment, and general life skills. She also taught Algebra and Geometry in the Bridge Program at Winston Churchill High School and supported students with emotional and behavioral needs. Heather also has counseling experience in middle and elementary schools as the School Counselor for Somerset Elementary School for 6 years. In the Fall of 2015, Heather began working at Connelly School of the Holy Child as a Learning Specialist, which focuses on teaching and providing study and organizational skills and emotional support for girls in grades 6 through 12.

With her husband, she also owns Sports Extra Bethesda, which is a sports equipment/apparel and screen printing specialty shop in downtown Bethesda, MD. Sports Extra caters to students of all ages and Heather loves interacting with the kids who visit the store as well as at the Sports Extra events at various schools.

Heather earned her Undergraduate Degree in Criminal Justice and Psychology at the University of Maryland, College Park and her graduate degree in School Counseling at Loyola College in Maryland.



the nuts and bolts

OF OUR GROUPS FOR LEADERS

Welcome to our curriculum! Please read through the pages and familiarize yourself with our lessons. You have the handouts that you need for each session. Please print and copy the handouts so you have enough for each child in your group at each session. You may need some extra materials for certain lessons. For example, the first session of each group requires that each girl has her own folder to decorate and keep her lesson plans for the rest of the session in. The “Mindfulness” lesson requires the leader to bring in a few objects, like a bell, and something that has a fragrance to it. So please make sure you know ahead of time what you will need for your group.

The session can run anywhere from 45 minutes to an hour. Please have your participants sit in a circle and get comfortable. We start the group with a “Check in.” The girls tell you how they are feeling on a scale of 1 to 10. One is AWFUL, five is “ok” and ten is AMAZING. The girls feelings can fall anywhere on that scale. Each girl gets approximately 60 to 90 seconds to share about how they are feeling and why. This is often their favorite part of group and opens up many lively discussions and worthwhile dialogue.

Although we have a structure to our group, we leave much room for impromptu discussions and addressing any concerns that might come up. So, please be flexible and allow the girls to be themselves and share their thoughts. The groups are intended to be lively, casual and most importantly, LOTS OF FUN!

Our curriculum consists of the actual lesson of the day, and a follow up letter that can be sent out to the parents to keep them posted about the session. The girls should bring their lessons/folders home to show their parents and spark discussions. The leaders can e-mail the “follow up letter” or send home in the girls’ folder if that is easier. We believe that including the parents is an important part of our groups. We have provided sample letters and wrap-ups for the parents in our lessons. Sending out these letters enables the parents to capitalize on our discussion and lessons at home.



lessons

FALL SESSION

lesson 1	GETTING TO KNOW EACH OTHER
lesson 2	WHAT OTHER PEOPLE THINK OF YOU IS NONE OF YOUR BUSINESS
lesson 3	FACING YOUR FEARS
lesson 4	CREATING MY OWN COMPANY
lesson 5	SOCIAL MEDIA
lesson 6	THE BULLY, TARGET AND BYSTANDER
lesson 7	REVEALING OUR TALENTS
lesson 8	AWARDS CEREMONY

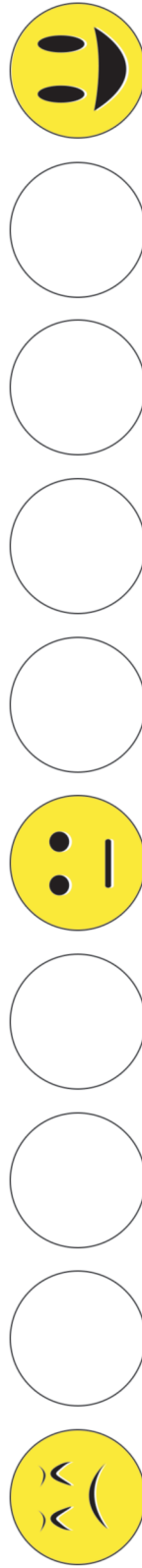
SPRING SESSION

lesson 1	GETTING TO KNOW EACH OTHER
lesson 2	STICKY SITUATIONS
lesson 3	FEELING FRUSTRATED AND BUILDING RESILIENCE
lesson 4	COPING WITH LOSS AND RELAXATION MAD LIB
lesson 5	MINDFULNESS
lesson 6	KEEPING MY CHANGING BODY HEALTHY, VIBRANT AND HAPPY
lesson 7	EXPRESSING FEELINGS
lesson 8	AWARDS CEREMONY



Weekly CHECK-IN

HOW ARE YOU FEELING TODAY?



1 2 3 4 5 6 7 8 9 10

YUCK
SAD
AWFUL

OK

AMAZING
TOTALLY
RELAXED!

_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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social media

LESSON 5

1. What forms of social media do you use? (I.e, Twitter, Instagram, Vine, Snap chat)

2. What do you like about it?



3. What might be some of the dangers of social media?

4. How do you safeguard yourself online?

5. What are your family rules around social media use?



5

social media

PLEDGE FOR BEING SMART AND SAFE ONLINE

- I will not give anyone or any website on the Internet my name, address, telephone number, password, my parents' names, the name of any club or team I'm involved in, or the name of my school without my parents' permission. I will keep this rule when I am online, including chat rooms, instant messages, email, websites, and social networking sites, and when entering contests and registering for online clubs.
- I will never fill out questionnaires or any forms online without Mom and/or Dad's permission.
- I will never tell anyone online where I will be or what I will be doing without Mom and/or Dad's permission.
- I will not meet in person anyone that I've met online unless my parent has agreed and will go with me to meet with them in a public place.
- I will treat others online as I would have them treat me. I will never send out mean or threatening messages nor will I respond to any such messages that are sent to me.
- I will not open or accept e-mails, enclosures, links, URL's or other information from people I do not know.
- I will report to my parents any email, chat room conversations, instant messages or websites that make me feel uncomfortable. If I do see something inappropriate, I will log off or turn off my computer. I will then tell my parents what happened as soon as possible.
- I will not go online over () per week, as set by my parents.
- I will never go into a new online area that is going to cost additional money without first getting Mom and/or Dad's permission.
- I will never buy or order products online or give out any credit card information online without Mom and/or Dad's permission.
- I understand that private family matters should not be discussed online. Instead, I should talk about them with a trusted adult.

Child's Signature

Parent's Signature

Date

Date



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social media

Dear Strong Voices Family,

I hope everyone is having a great week! I attached the activity from group. Due to the fact that social media outlets have become such a huge part of growing up for this generation, we discussed what social media outlets our strong voices girls were on and made sure they were taking the correct precautions to stay safe so there would be no funny business. The girls completed a "Pledge For Being Smart and Safe Online" and it is highly encouraged to have a conversation about this pledge, review the criteria and sign together. It's very important to start an open dialogue about internet safety so your children feel comfortable approaching you if they should have an online concern or see something uncomfortable on Instagram or other social media sites. Girls need to know that what they are posting on social media are permanent fixtures in the cyberworld and can positively or negatively affect them, so having this pledge and conversation now is extremely preventative in ensuring your daughter is safe online.



6

the bully, target & bystander

LESSON 6

1. Ask the girls in their own words to define the words below. When they are finished, reveal the actual definitions.

- **Bullying:** Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time
- **Physical Bullying:** Involves hurting a person's body or possessions and can include hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures
- **Verbal Bullying:** Saying or writing mean things. Verbal bullying can include teasing, name-calling, inappropriate comments, taunting, threatening to cause harm
- **Relational Aggression:** (Social bullying) Involves hurting someone's reputation or relationships and can include leaving someone out on purpose, telling other girls not to be friends with someone and forming cliques, spreading rumors about someone, embarrassing someone in public, eye rolling, cyber-bullying
- **Target:** The person who is being bullied
- **Bystander:** Everyone — other than the bully and victim — who is present during a bullying incident



(continued on next page)



6

the bully, target & bystander

LESSON 6

2. How does bullying and relational aggression make people feel? Has this ever happened to you?
3. Can you remember a time when you wanted to help, but didn't? What may stop a bystander from taking action?
4. Is there an adult at school you could talk to about bullying and/or relational aggression?
5. What can you do if you see bullying/aggression?

ROLE PLAY

Jane, Heather, and Andrea are sitting together at lunch talking about a birthday party that Jane will be having that weekend. Andrea says loudly, "Well at least we know it will be fun because Lauren won't be there." Lauren is sitting not too far away, and could easily hear what Andrea was saying. Jane laughs, but Heather feels bad. Heather likes Lauren, but she also wants to go to the party.

ask

What type of bullying is this? What are the behaviors the girls are showing? Who are the aggressor, target, and bystander?

Split the girls up into groups of 4. Have them list actions that a bystander in the lunchroom can take. In their groups, they are to choose one action and present it as a role-play for the other groups.



6

the bully, target & bystander

Dear Strong Voices Family,

This week we focused our group on the roles of a bully/aggressor, target and bystander with making special emphasis on the bystander in particular. In the girl world, bullying is often referred to as Relational Aggression or Social Bullying. Relational Aggression (RA) is behavior that is intended to hurt someone by harming his or her relationships with others. It is more undercover than verbal or physical bullying and can be very subtle. It is hurtful, intentional behavior that damages self-esteem and makes it difficult for creating and maintaining healthy relationships.

It may include all or some of the following behaviors:

- Leaving someone out on purpose
- Ignoring
- Teasing and put downs
- Telling other girls not to be friends with someone and forming cliques
- Spreading rumors and gossip about someone
- Embarrassing someone in public
- Eye rolling
- Cyber-bullying