



# G.H.D. 'Girls Have Destiny'

*"Girls recognising and achieving their true purpose"*

## **What the programme is NOT**

Counselling or therapy

A comprehensive programme that will equip girls with all that they need to know

A programme that makes girls grow up quickly

Identified "core needs" for this age group:

Body Image

Inner Beauty

Self Respect

Positive/Critical Decision making processes

## **Body Image**

Examining media influences (magazines, media messages through marketing)

The marketing machine and our spending dollar

[Click here to view "Dove" evolution video](#)

Airbrushing and photoshop

## *Inner Beauty*

God's plan in creating us/Our worth in God

Our personal qualities

What it means to "radiate" beauty

## *Self Respect*

Valuing ourselves and how we project that we value ourselves

Being aware of socially diverse situations and appropriateness – language, dress and manner

Integrity and our own worth

Giving and receiving compliments

Relationships

Support networks

Attitude

Feelings and emotions

Restorative solutions (conflicts, friendship issues and bullying)

Male vs Female brain theory

## *Key Competencies*

GHD encompasses all 5 key competencies:

**Thinking;** synthesising ideas

**Relating to Others;** forming ideas about relationships

**Using language symbols and texts;** conveying ideas through listening, speaking and writing

**Managing self;** making appropriate choices

**Participating and Contributing;** joining in discussion, participating in Rosary bead making for the community

Direct Links to Health and PE curriculum

<u>Personal health and Physical Development</u>	<u>Relationships with Other People</u>	<u>Healthy communities and Environments</u>
<u>Level 3;</u>		
Identify factors that affect personal, physical, social and emotional growth and develop skills to manage these changes	Identify and compare ways of establishing relationships and managing changing relationships	Participate in communal events and describe how such events enhance the well being of the community
Describe how their own feelings, beliefs and actions and those of other people, contribute to their personal sense of self worth	Identify ways in which people discriminate and ways to act responsibly to support themselves and other people	
	Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these	
<u>Level 4;</u>		
Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth	Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses	Investigate and describe lifestyle factors and media influences that contribute to the well being of people in NZ
	Identify ways in which people discriminate and ways to act responsibly to support themselves and other people	Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well being of community members
	Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people	Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community

### Associated links with English

Listening Reading and Viewing	Speaking Writing and Presenting
Level 3	
Identify points of view and begin to recognise that texts can position a reader	Select, form and communicate ideas on a range of topics
Use personal experience and world and literacy knowledge confidently to make meaning from texts	Form and express ideas with clarity, drawing on a range of sources
	Use oral, written and visual language features, use a range of vocabulary, demonstrate basic spelling and sounds, write legibly and fluently, use a range of text conventions
	Organise written ideas into paragraphs with increasing confidence, sequence ideas with increasing confidence, use a variety of sentence structures

### Associated links with Arts curriculum

Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
Explore some art making conventions, applying knowledge of elements and selected principle through the use of materials and processes	Initiate and develop ideas with others to create a drama	Describe the ideas their own and others objects and images communicate

### Links to school curriculum

#### Mission Statement

In the footsteps of Jesus and based on Catholic teachings, St Columba's' Catholic School Community will provide a holistic education for all students as they become confident, connected, actively involved, lifelong learners who follow Christ.

GHD provides a programme that addresses building emotional capacity and resilience of Year 8 girls in our school. Through the pillars of education and service, our girls have the opportunity to serve the community in appropriate ways and gain knowledge and skills with relationships with God, themselves and those close to them.

Links to Catholic teachings; elements of prayer, gospel values and supports and resources within the Catholic community.

Each session begins and ends with prayer. Focus depending upon the liturgical calendar may be upon various elements of teaching that are relevant to the girls themselves. Some emphasis is put upon saints who are women as exemplars of faith and service.

Links to Church teachings are made whenever appropriate and the life of Jesus and reference to God as our father is an overarching premise.

Catholic Support people and agencies are invited to speak to the group on occasion eg: Catholic Support Services, Deacon Nick etc. Girls are aware of groups that operate within the parish that serve and contribute the well-being of the Catholic community as a whole.

The programme culminates in a celebration of Girls Day Out which brings together Mums and daughters in a forum for a day that highlights the messages of the GHD programme and provides some building blocks that add to powerful mother-daughter relationships. This is generally scheduled at the beginning of Term 4.