


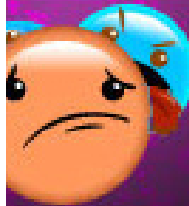
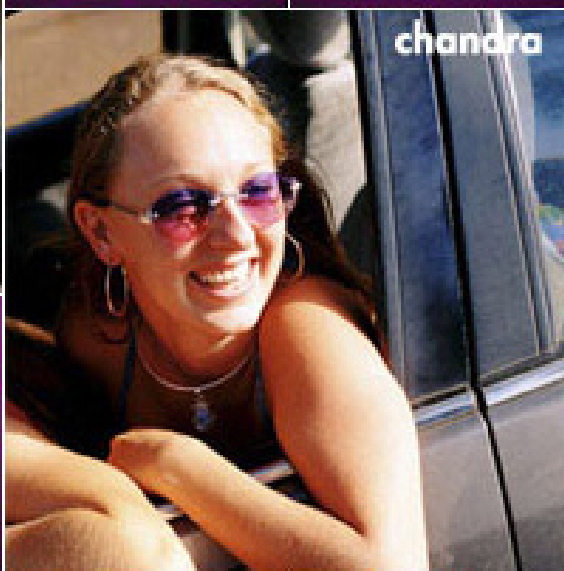
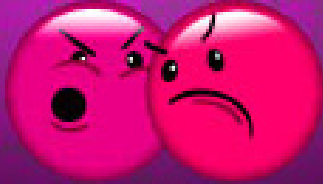
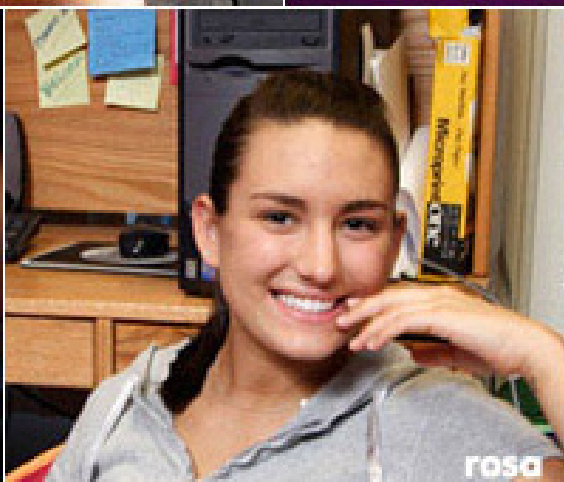




Girl Scouts.

Girl Scouts.®

WeBlog: Relationship Matrix

	 <p>Empowerment</p>	 <p>Stress</p>	 <p>megan</p>	<p>En</p>
 <p>er Pressure</p>	 <p>chandra</p>	 <p>Conflict</p>		
	 <p>rosa</p>			

A GUIDE FOR FACILITATORS



WeBlog: Relationship Matrix **Guide for Facilitators**

In grades 9 and 10, girls' focus begins to shift from their immediate world (friends, family, and school) to their community and the larger world. In order to address how girls' relationships affect, and are affected, by this changing perspective, this resource contains three components:

1. The *WeBlog: Relationship Matrix*. This program introduces participants to seven girls: Rosa, Megan, Jenny, Li, Chandra, Ana, and Becci. Each of the seven protagonists has her own site on the *WeBlog: Relationship Matrix*, which can be accessed by clicking on the girl's picture.

On her blog, each girl talks about the unique issues in her life, including being the "new" girl, driving a car, helping a friend in crisis, and feeling like an outcast. Most of the posts have responses from other girls which mimic how blogging sites usually look online.

2. The *WeBlog Guide*. This guide provides participants with opportunities to follow up on each girl's story through the activities within it, which can be downloaded as printable resources or viewed on the computer screen.

3. The *Emoticon E-Journal*. Living behind each of the seven "emoticons" on the *WeBlog: Relationship Matrix* main screen, this journal contains ideas and activities about feelings common to early high schoolers, ranging from anxiety to empowerment.

.....

This guide is designed to:

1. Orient you to the components of the WeBlog program — the Relationship Matrix, the WeBlog Guide activities and the Emoticon E-Journal.
2. Facilitate your ability to help the girls work with these resources, either individually or in a group.
3. Empower girls to discover what their needs and roles are within their current relationships, connect with others to build healthier relationships using their newfound knowledge, and take action to help others design and maintain healthy relationships in their own lives.

OUTCOMES FOR GIRLS

Girls who participate in this program will:

- » Reflect on their own relationship styles and the relationship issues they have had.
- » Identify the kinds of relationship skills they wish to acquire and/or strengthen.



- » Consider the perspectives of others who may be different than they are, in terms of life situation, ethnicity, cultural traditions, and history.
- » Develop a plan to use the new healthy relationship skills they now possess.
- » Practice using these behaviors with others on local, national, and global levels to make the world a better place.

YOUR EXPERIENCE WITH THESE ISSUES

The blog approach reflects an important part of today's teen world — the use of new communication technologies like the Internet. Within this reality of constant access to information and connection with others, adolescents also confront a diverse and challenging world with more opportunities in sports, leisure activities, work, and leadership.

While you may not have used these technologies during your adolescence, it is important to spend some time reflecting on or discussing your experiences with some of the issues described above and within the resource itself. How did those experiences affect you then? Are they influencing your attitudes and actions today? The greater your insight into your own experiences and the more accurate information you have about these topics, the more effective you will be in guiding girls.

THE GIRL SCOUT LEADERSHIP EXPERIENCE AND *WeBLOG: RELATIONSHIP MATRIX*

The Girl Scout Leadership Experience includes the three “keys” to leadership and the processes that make Girl Scout programs unique:

Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect: Girls care about, inspire, and team-up with others locally and globally.

Take Action: Girls act to make the world a better place.

Girl-led: Girls play an active part in figuring out the “what, where, when, how and why” of their activities. The girl-led approach to ideas and activities ensures that girls are engaged in their learning and experience leadership and decision-making opportunities as they prepare to become active participants in their local and global communities.

Learning by Doing: A “hands-on” learning process that engages girls in continuous cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills. Throughout the Learning by Doing process, it is important for girls to be able to connect these experiences to their lives and apply what they have learned to their future experiences.

Cooperative Learning: A process designed to promote sharing of knowledge, skills and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others. Additionally, working together in all-girl environments encourages girls to feel powerful, emotionally and physically safe, and to experience a sense of belonging even in the most diverse groups.



Through the WeBlog stories and Emoticon activities, young women *discover* skills that promote healthy relationships, as well as behaviors that are hurtful and destructive to relationships. Recognizing healthy and unhealthy behaviors and understanding how they are part of girls' lives is a vital, preliminary aspect of this work. From there they examine their own lives and see which of these behaviors may or may not be part of their repertoire.

Participants then connect with others to explore alternative behaviors that can help them build leadership skills. The structured discussions, reflections, and activities provided within the Guide promote these critical thinking skills.

As they *take action*, the young women use the new information they have learned to make decisions about the kind of leaders they would like to be. Numerous ideas are offered for girls to identify opportunities to make a difference in their many relationships.

NAVIGATING WeBLOG: RELATIONSHIP MATRIX

You may want to click through the resource a few times, in order to familiarize yourself with all of the options and features before you introduce the program to the girls. Once you have done so, you can either start a navigation plan to begin your sessions with the girls, or you can assist the girls in developing their own plans, based on the knowledge you acquired during your preparation.

For each girl's story in the *Relationship Matrix*, there are questions on the actual blog that can prompt discussion. Girls also have the opportunity to join in and create their own responses to the blog posts offline (they cannot actually add in their content to the resource itself), and share their thoughts.

The WeBlog Guide activities offer two or three additional activities per WeBlog girl/story that set the computer and the Internet aside, instead working in real time with you. Using creative strategies and critical thinking skills to dig deeper into the themes and issues that arise from the stories, a thoughtful individual or group dialog can take place.

The Emoticon E-Journal provides another option for continued learning. The emotions discussed in this component have relevance not only to the lives of the girls in the *WeBlog: Relationship Matrix*, but to the lives of the girls who are working through the program. Creative activities such as creating a stress kit, or developing a program to welcome new girls into high school, are a part of each Emoticon segment.

WeBLOG THEMES

Encourage participants to read through the stories of the girls on the *WeBlog: Relationship Matrix*, and then follow through with the associated activities. Each girl's story has been structured to reflect specific themes and stimulate reflective thinking. The follow-up activities will help girls dig deeper and explore further.

ROSA (holaamigos@weblog.com)

Rosa is almost 16 and lives with her parents and her older brother, Diego, in an apartment in the city. She is Latina and recently started attending a private school far from her neighborhood because her parents want her to get a good



education. At school, she felt she initially had trouble fitting in, but then she made friends, including another WeBlog girl, Li. Rosa has a boyfriend—sort of. Her parents don't really know about Steven, thinking Rosa is too young to date. Still, Rosa wants to be able to spend more time with Steven. Dating dilemmas and crush behaviors are one theme of Rosa's story. Since she takes the subway to school everyday, Rosa also finds herself in situations that feel unsafe. Thus, self-defense is another theme highlighted in her story.

MEGAN (muzicmaid@weblog.com)

Megan is an only child, but lives in a house that is full of people because her elderly grandparents have moved in after her grandma had a stroke. The tension over trying to help out at home while still having a "normal" teenage life creates a need for Megan to worry about family responsibilities.

The town where Megan lives is really small, and it's important for her to be engaged in her community, which she does through her music and other volunteer activities. She is also very involved in her school, and feels some pressure to achieve academically which she isn't sure how to handle.

JENNY (smileyface@weblog.com)

Jenny struggles with her looks because she is small for her age and hasn't matured physically in the same way as her friends. She worries about whether she is normal or not, but then, so do all her friends!

As she grows and develops, Jenny's friendships also go through many changes, which aren't always easy. Figuring out how to sort through friendships and change in a healthy way is a challenge for both Jenny and her pals, as is resolving conflict.

LI (koreachik@weblog.com)

Li moved to the U.S. from Korea when she was three years old. Her parents are very traditional, and have high expectations of her. She feels they need to be more understanding of her preferences, which are more like those of her aunts.

Li loves school because it's the place where she has the most freedom, but there are still many demands on her time. It's a challenge for her to figure out what matters most.

One of the ways Li keeps in touch with her friends is through her computer, so knowing how to communicate effectively online is important. One time, a misunderstanding over an email message caused her to wonder about the sender's intent.

CHANDRA (carmama@weblog.com)

Unlike the other WeBlog girls, Chandra lives with her father and brother. She loves to work on cars, and has just passed her driver's test. Since she has her own car, her friends hit her up for rides everywhere. She has to figure out how to say "no" to their requests gracefully and set limits.

Sometimes, Chandra's friends don't know what to say or not say about her mother, who moved out when she was little. The theme of helping friends through family crises is part of Chandra's story.



ANA (friend4evah@weblog.com)

The youngest of six brothers and sisters, Ana lives in the suburbs of a big city where she can still walk to school. People think she is “laid back,” but things weren’t always that way—in fourth grade she had a really hard time with bullying. Then she got really involved in her religious community and met people and learned skills that helped her cope.

Ana has a boyfriend, Darren, and a good friend, Kristen, but sometimes thinks she feels closer to him than her. Could a guy understand her feelings better than a girl? Ana’s loyalty gets tested when Kristen gets pregnant, and she is called on to provide help.

BECCI (gothlite@weblog.com)

Middle school was really hard for Becci because of bullying and harassment from both her male and female classmates, who made fun of her online and in person for being a “goth.”

Their cruelty led her into therapy, but then in high school, Becci met an older girl who was artistic, like her. They discovered they both loved photography, and became good friends.

Becci is now friends with a group of friends who like the same things she does. Other students at school sometimes form impressions of Becci and her friends based on their appearances, but since she has found her place and likes who she is, it doesn’t bother her any more.

SUGGESTIONS FOR FACILITATING WeBLOG: RELATIONSHIP MATRIX

After acquainting yourself with the program, the best approach is to ask girls how they would like to use the materials. Some suggestions you might offer are:

- » Explore one WeBlog girl’s story and her issues each week
- » Review the Emoticons E-Journal, and decide which activities girls might like to do
- » Explore the WeBlog Guide and the opportunities it offers, and then poll girls to see how they would like to proceed
- » Use the program in a totally random and impromptu way—with girls making choices about what they want to do! (With your guidance and supervision.)

Checking in with girls as they work through the program—either individually or as a group—will help them benefit from the resources. Giving them time to work through the material at their own pace, and to select those stories and topics that interest them most will promote their “ownership” of the program. *Remember, relationship skills are life skills.* Learning how to connect with others and practice leadership skills will position girls for a successful present and future.



Chair, National Board of Directors
Patricia Diaz Dennis

Chief Executive Officer
Kathy Cloninger

Executive Vice President, Mission to Market
Norma I. Barquet, Ed.D.

Vice President, Program Collaborations and Initiatives
Harriet S. Mosatche, Ph.D.

Director, Funded Initiatives
Sandra Bugg

Project Manager
Alison M. Hill, MPA

Author
Cheryl Dellasega, GNP, PhD

Senior Editor
Janet Lombardi

Interactive Design
360KID

Design of Facilitator Guide
Firepower Design



This resource is for girls in grades 9–10 (Girl Scout Seniors).

This P.A.V.E. the Way (Project Anti-Violence Education) publication was made possible by a grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

This facilitator's guide is specifically designed for use with *WeBlog: Relationship Matrix*, a P.A.V.E. the Way (Project Anti-Violence Education) publication of Girl Scouts of the USA. The guide may be downloaded and reproduced in its entirety from the PDF format provided by Girl Scouts of the United States of America.

No other formats, portions thereof, sources, or uses are permissible.

© 2008 Girl Scouts of the United States of America

All rights reserved