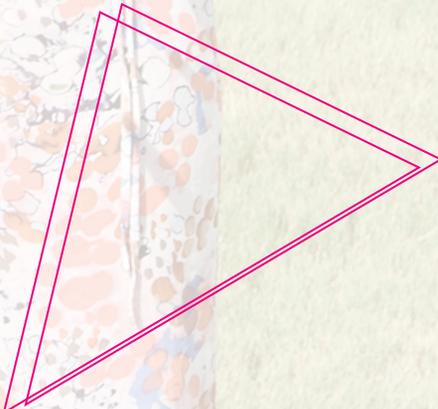
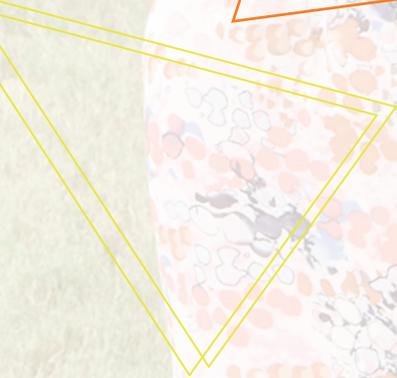
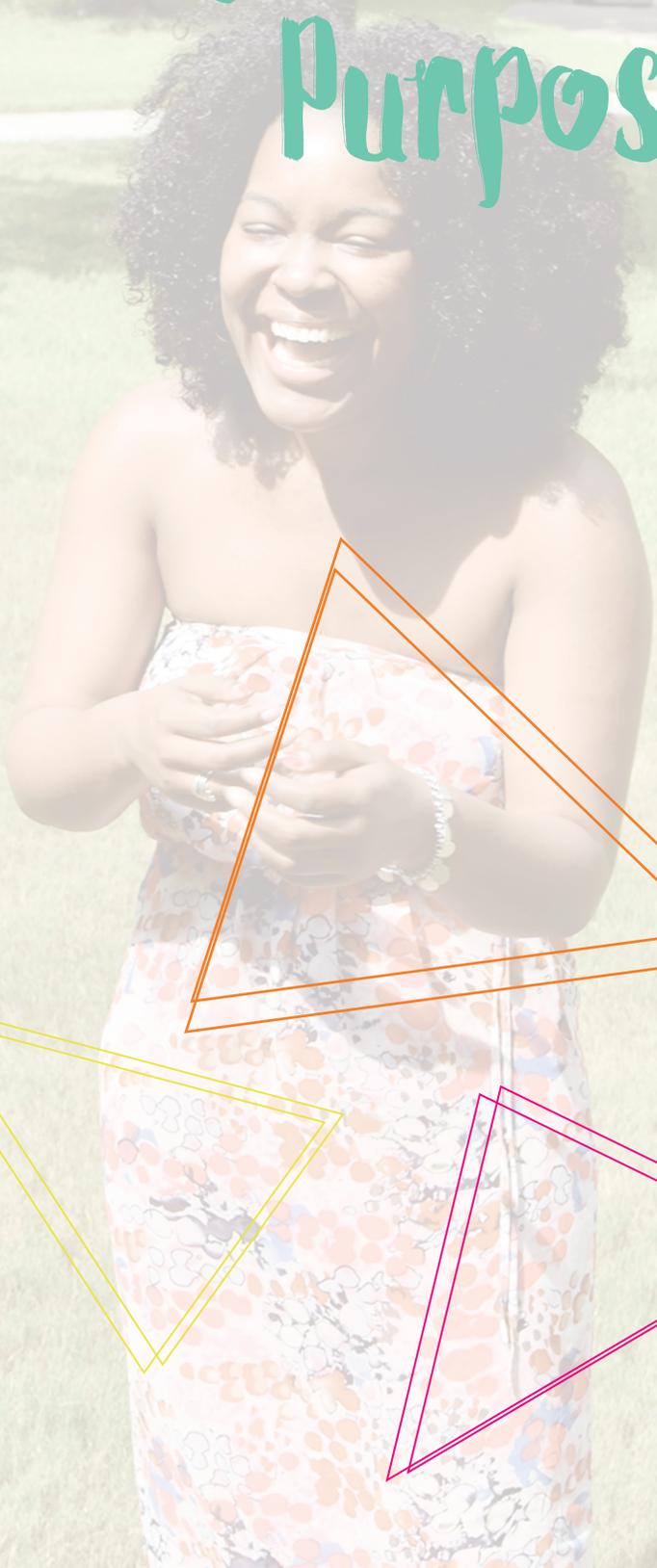


Black Girls with Purpose Workshops



Brie Daniels. (2016). Straight and Narrow.
New Orleans, LA: Black Girls with Purpose.

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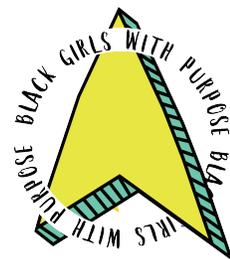
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Straight and Narrow Program

This program guide is designed to help facilitators of the program familiarize themselves with the mission of Black Girls with Purpose, define why the program exists and provide necessary information for individuals to be effective in program implementation.

The goal of Black Girls with Purpose is to help high school and college aged women live with intention. We want them to recognize God has a purpose for their lives and that by seeking Him they can discover His plans to achieve that purpose.

We targeted this age group because high school and college years are extremely formative and young women cannot afford to graduate from these institutions without a clear plan and purpose set before them. We will help them carve out that purpose through:

Character Development - graduates will leave the program with a greater grasp of identity with the ability to articulate the difference between a calling and a career. The knowledge of healthy self-esteem and the tools to hone their influence

Life Skill Development - graduates will be able to write out budgets, set goals, plan meals and exhibit the art of time management.

Discipleship - graduates will leave the program having been able to identify a mentor dedicated to both their spiritual and professional successes. Outside of life skills, their mentors will help them to grow spiritually through the practice of prayer, Bible study and small group discussions.



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Desired Outcomes of Black Girls with Purpose

Long-Term Outcomes

Participants develop a stronger self-awareness and are motivated to make a difference in their personal lives and the lives of those around them.

Intermediate Outcomes

- That all participants will experience an aha moment as it relates to their purpose.
- Create service mindsets
- Foster high self-esteem and confidence

Short-Term Outcomes

- Participants have measurable post-graduate plans
- Participants will be able to articulate the difference between a calling and a career.
- Participants will be proficient in life skills such as budgeting and time management

Outputs

Direct products from program activities (typically measured in terms of volume)

- Number of girls served
- Number of workshops held
- Number of participants completing Black Girls with Purpose program
- Number of participants being mentored
- Number of staff and volunteers assisting



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Components of the Program

Activities

Our organization is able to fulfill its mission through:

- Workshops
- Mentorship
- Field trips
- Journaling
- Discussions
- Speakers

Inputs

Resources used or consumed by the program

- Black Girls with Purpose program guide
- Copies of *The Black Girl's Guide to Living on Purpose*
- Computers
- Markers
- Staff
- Volunteers
- Furniture (tables, chairs)



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Implementing Black Girls with Purpose

As a facilitator, you will notice that some activities relate to material in earlier modules; however, all of the sessions can be done independently from one another, allowing participants to engage in one module, several modules or the entire program. The sessions incorporate learning experiences through guest speakers, hands-on activities and discussions. Each lesson includes the following elements but you have options about the activities you choose. If one exercise doesn't work with your group, try another one. You should review and become familiar with all aspects of a unit before each session;

Objective. Each session has clear objectives stated in terms that can be used to measure outcomes.

Suggested time. The suggested amount of time to complete each session is 60 minutes. This can be lengthened or shortened depending on the needs of participants.

Materials and resources needed. The list of resources should be reviewed in advanced of the session so that speakers, resource persons and other arrangements can be made. Some sessions also include contextual background that will need reviewing before conducting the session.



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Continued

Introduction Activity. The list of resources should be reviewed in advanced of the session so that speakers, resource persons and other arrangements can be made. Some sessions also include background that will need reviewing before conducting the session.

Discussion Activity. Discussion is the best way to assess participant engagement and comprehension. Each of the lessons has a discussion portion to ensure the day's objective is met.

Group Activity. Encourage interaction and deeper connections through the group activities suggested for specific lessons.

Evaluation. During this portion of the lesson, facilitators will be able to assess what participants gleaned from the session.



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Time Management lesson plan

Introduction: (10 minutes) ▼

(5 minutes)

Opening

Welcome everyone. Introduce today's lesson regarding time management.

(5 minutes)

Motivation

Start with the thought question on the worksheet - "What do you think of when you hear the phrase time management? After girls finish have three people share then read excerpt from Chapter 16 of *The Black Girl's Guide to Living on Purpose*.

Objective

Students will be able to assess how they spend their time and identify key changes they need to make to use it more effectively.

Body: (45 minutes) ►

Activity

(20 minutes)

DISCUSSION - When people talk about time management, one of the first things that often comes up is the temptation to procrastinate. Open up the floor to discuss reasons for procrastination. Remind the group that time is a commodity. What does that mean? How does procrastinating prevent us from purposeful living?

(15 minutes)

Share how it can be beneficial to front load your day so that you accomplish the important things early.

(15 minutes)

WRITE - Have girls create a mock schedule free of distractions. Spend some time reflecting on what it would take to implement this schedule.

Conclusion: (5 minutes) ▼

Evaluation

Each student will do a start, stop, continue model for how they spend their time.

Closing

Reminder that time is a precious gift and we want to be intentional with how we use it. You can make more money and set more goals but you can never get your time back.



Time Management Worksheet

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Write. What comes to mind when you think of the phrase “time management”?

Reflect. Think about the last time you procrastinated on an assignment (work, school, personal) and write what the assignment was, what results you experienced from procrastinating and what parts of the scenario could have been avoided?

Write out your typical schedule, including breaks you may take for social media, eating, hanging with friends. Then create a mock schedule that outlines what a typical day might look like for you if you accomplish your musts early.

6 AM:
7 AM:
8 AM:
9 AM:
10 AM:
11 AM:
12 PM:
1 PM:
2 PM:
3 PM:
4 PM:
5 PM:

6 AM:
7 AM:
8 AM:
9 AM:
10 AM:
11 AM:
12 PM:
1 PM:
2 PM:
3 PM:
4 PM:
5 PM:

Action Step. Identify at least three distractions you can avoid this week.



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