



“A GOOD WOMAN IS HARD TO FIND AND WORTH FAR MORE THAN DIAMONDS.” PROVERBS 31

I AM PRICELESS

FACILITATOR'S GUIDE
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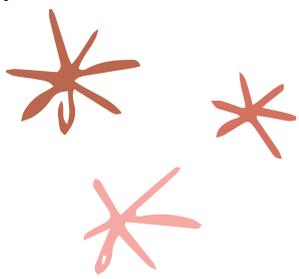
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TABLE OF CONTENTS

Why Priceless?	4
How to Evaluate the Program	6
Session 1: Getting Started	11
Session 2: Price Tags	15
Session 3: Strength Discovery	21
Session 4: Strengths Unwrapped	27
Session 5: Strengths in Action	31
Session 6: Uniquely Priceless	37
Session 7: Mean Girls	43
Session 8: Mean Girls - Hiding Behind our Phones	47
Session 9: The Thin Ideal	53
Session 10: The Thin Ideal & Celebrity Beauty	59
Session 11: The Beauty Within	65
Session 12 & 13: Beyond Self-Absorption	71
Session 14: Be Whole	75
References	81





WHY PRICELESS?

Fashion, beauty, fame, body image and money are just a few things that are constantly being showcased as things to be deified (LeCroy & Mann, 2009, p. 3). From teen magazines to young movie stars, young women are being told, “Be trendy, be skinny, be the girl all the guys want” (LeCroy & Mann, 2009, p. 13). Through these images and messages pop culture has set the standard for young women. Young women are taught to value being skinny and beautiful and this social pressure is causing many young women to turn to self-destructive behaviors to live up to the standard (LeCroy & Mann, 2009, p. 4, Boyd, Reynolds, Tillman, & Martin, 2009, p. 667).

Who is telling young women what beauty really looks like? Who is telling them to cultivate the gifts inside them? Who is telling them to value qualities like dignity,

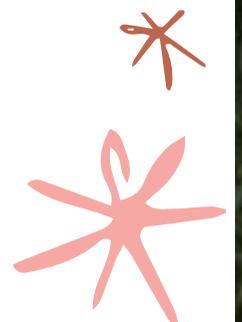
honor, respect, character, education, serving, family, spirituality, giving, good friends, and good choices? This curriculum was designed for young ladies to address the social pressures they are encountering on a daily basis. The program is designed to be a psycho-educational club for young women and to serve as a preventative tool for self-destructive behaviors and promote overall well-being.

Research is showing that programs designed to encourage general psychological well-being are having greater benefits than prevention specific programs such as eating disorder prevention. (Botvin, Schinke, Epstein, Diaz, & Botvin, 1995; Bruene-Butler, Hampson, Elias, Clabby, & Schuyler, 1997; Caplan et al., 1992; Ellickson, Bell, & McGuigan, 1993; Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; as cited in LeCroy & Mann, 2009, p.15)

OVERVIEW

The objectives of the program are as follows:

- Define value and worth
- Discover each young lady’s strengths
- Examine the standards and pressure society is placing on young women
- Identify each girl’s true beauty and uniqueness
- Inspire each girl to use their strengths to help others
- Learn to be others centered instead of self-centered
- Cultivate a sense of self-worth and usefulness within each young lady





EVALUATION

To evaluate the effectiveness of the program, here are two evaluation tools to gauge how this curriculum has impacted those who have experienced the whole program. The most telling report regarding the value of any program is what the people who experience the program have to say about it. Here are two ideas to help the facilitator evaluate its effectiveness.

OPTION 1:

In the 1st or 2nd session give each participant a 3x5 card and have them answer this question:

"How do I feel about myself?"

Take all the comments from the participants and enter them into a spreadsheet. Grade each comment in the following way:

- A. The comment expresses words of confidence.**
- B. The comment expresses words of positive feelings about self.**
- C. The comment has mixed words**
*(For example: "I don't know," or "Sometimes I like myself, sometimes I do not.")
- D. The comment expresses negative words about self.**
- F. The comment expresses self-hate.**

Here are a few examples of each grade associated with a comment.

- A: I feel proud and good about myself!
- B: Most of the time I think I am cool.
- C: I don't know, sometimes I feel good, then I feel lonely or insecure others
- D: I feel ugly and think people don't like me
- F: I hate myself, I am a mean person

Using a spreadsheet, you can graph the comments and evaluate the starting point for the participants. In session 13 or 14, you can have the participants answer the same question. Re-evaluate the comments, using the grading system established above. The hope would be that improvement of self-worth would be seen in the comments.

OPTION 2:

The 2nd evaluation tool can be used in the middle and the end of the program. Unlike Option 1, this evaluation process can be done one time and provide vital data. The facilitator can choose to administer this evaluation in the middle of the program and the end or just at the end. In session 6 or 7 and/or 13 or 14, give each participant a 3x5 card and have them answer the following question: "How has this program impacted your life?"

Take all the comments and enter them into a spreadsheet. Give each comment a grade using the following grading system:

- A. Participant strongly agrees with the program, stated how it is having a dramatic impact on their choices and life, and something has changed because of the program.**
- B. Participant agrees the program has been important for them and others.**
- C. Participant has learned new information.**
- F. Participant doesn't agree with the program and has not yet altered behavior or thought processes.**

Here are a few examples of each grade associated with a comment.

A. This program has taught me so much, I did not know how priceless I was.
I did not like myself before and now I do.

B. I really like this program, it has been really fun and it has helped me and my friends.

C. I learned about my personality.

F. It was so boring.

After each comment is graded, it can be graphed for evaluation. If the facilitator would like to compare data from the middle and end of the program, ask the same question at the end of the program in session 13 or 14 and use the same system to evaluate the comments. Compare the comments and statistics from the first set of comments to the second set of comments. The hope would be that more participants will have moved to A and B grades by the end of the program.

Evaluation of the Facilitator and Program

Another important piece to evaluate is how the facilitator presented the information. To continue to grow and develop as individuals and for the effectiveness of the program, feedback is crucial. Here is an example evaluation form that can be used for those facilitating the group. An observer, counselor, principal, pastor, volunteer, or another adult can evaluate the effectiveness, delivery and give additional observations on the form. This was not intended for participants to use this form.



PROGRAM/INSTRUCTOR EVALUATION

Program Dates: _____

Location: _____

Name: _____

Position: _____

Instructor: _____

Grade Implementation: _____

Your evaluation of our program is extremely valuable for quality control. We strive to provide up-to-date, effective programs for participants in The Priceless Project. Your assessment is important to us.

Program Objectives:

Please indicate whether the following objectives were taught.

No Yes

1. Defined value and worth
2. Discovered each young lady's strengths
3. Examined the standards and pressure society is placing on young women
4. Identified each young lady's true beauty and uniqueness
5. Inspired each young lady to use their strengths to help others
6. Focused on being others-centered instead of self-centered

Comments regarding program content: _____

Instructor Evaluation:

Please rate your instructor using the following on a scale of 1-5, with 5 being excellent.

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1. Knowledge of subject: | 1 | 2 | 3 | 4 | 5 |
| 2. Effective teaching methods: | 1 | 2 | 3 | 4 | 5 |
| 3. Effective visuals & illustrations: | 1 | 2 | 3 | 4 | 5 |
| 4. Connects with students: | 1 | 2 | 3 | 4 | 5 |

Comments regarding your overall experience with The Priceless Project:

THE priceless PROJECT

FREE DIGITAL DOWNLOAD AVAILABLE

All of The Priceless Project Curricula are available in two forms, a scripture-based version (ie: small group version) that you have purchased and also a principal-based version (ie: public school version).

The principal-based version is available to any facilitator interested in leading this program in public schools or other venues. The content will be the same but it will not contain scripture references and religious language. Go to our website to download your Free copy of the “Public School Version” of this curriculum. Also, check out our other curricula and resources.

Website: www.iampriceless.me

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