

**TRAINING SESSION**

**SUPER-WOMAN**  
**METHODOLOGY FOR GIRLS**

## COLOPHON

**Text and editing:** Wilma Timmer, Hannah van der Grient-Heinrichs, Agnes Reesink-Oostendorp

**Trailer and clip:** Bertina Kramer

**Design:** Rick Sleurink



# CONTENTS

<b>Introduction</b>	4
<b>Step 1: What is your dream?</b>	5
<b>Step 2: Who are you as a girl youth worker?</b> <i>Attachment 1: Shine bright as the sun</i>	6
<b>Step 3: Who are the girls?</b> <i>Attachment 2: Who am I and who are they?</i>	7
<b>Step 4: What do the girls need?</b> <i>Attachment 3: Super-Woman Girls Youth Work   Introduction</i> <i>Attachment 4: Development</i>	8
<b>Step 5: How to get started?</b> <i>Attachment 5: The Super-Woman approach</i> <i>Attachment 6: How to recruit and bind?</i>	10
<b>Step 6: Running Super-Woman</b>	11
<b>Step 7: Do not forget your heart!</b> <i>Attachment 7: We believe in prayer</i>	12

# INTRODUCTION

**Welcome! Awesome, you are going to work with Super-Woman. It is wonderful that you are making time to commit yourself to girls! This training will help you to be well prepared in your girls work.**

## WHAT IS SUPER-WOMAN

Super-Woman is the method for working with 12-17 year old girls. It consists of a preventive, methodical group-program and training. The group-program aims to make the girls defensible and to empower them to develop their talents. Female professionals and volunteers play an essential role in this.

Through Super-Woman the girls learn to set their boundaries, taking care of themselves (and their families) and to use their talents in society.

Super-Woman is used within girls programs but is also used within social work, youth services and (special) education.

## HOW TO GET STARTED?

This method is developed in the Netherlands. We are aware that every culture and context is different.

We hope that through this training you will be able to adapt the method in such a way that it will fit within your culture and context. As a girl youth worker this demands a lot from you. We hope you will take the time to do this. This workbook is not one to quickly read through, but to actively work with it together.

The clips, questions, exercises, and explanations will help you do this. The entire training will take 3-4 hours. It is an added value to work through this training together with other girl youth workers!

## HOW IS THIS TRAINING CONSTRUCTED?

This training consists of 7 steps:

- *Step 1 and 2* are about you and your why about girl youth work. Super-Woman is a method that offers you a program, but the essence of Super-Woman is the relationship.
- *Step 3 and 4* are about the girls you are going to develop a relationship with. Every context and culture is different. You will read and investigate a lot in these 2 steps.
- *Step 5 and 6* are about the Super-Woman approach. We will give you more information about starting a Super-Woman girls group and how to use the materials through an instructional clip. You will also participate in a part of the program to experience what it is like for the girls to work with Super-Woman.
- *Step 7:* After you considered the program, the girls and yourself as a girl youth worker, we want to remind you about your heart, and God's heart. The program is a means, your heart determines how to apply it.

**Have fun, good luck and blessings,**

Agnes Reesink- Oostendorp

# STEP 1: WHAT IS YOUR DREAM?

## STARTER

Watch the girl effect movie

## MIRROR

Answer the following questions personally or in a group\*:

- Why is girl youth work important to you?
- How do you think they view women in your culture?
- Why do you want to work with girls?
- What do you want to achieve with your girl youth work, what is your personal/ group mission?

## EXPLANATION

It is important to invest in girls around the world. Girls are the mothers of the future.

Every young woman is precious and is able to change in a positive way. We believe in the power these girls have and we believe in your power as a girl youth worker. You are necessary to be an example, a mirror and a support to these girls. You are the one to help the girls to discover and deploy their power as a woman. We also believe in the art of connecting, the power of relationships. Gods creation evolves around relationships and love. You can receive His unconditional love and pass it on to the girls.

## EXERCISE 1

- It is different in every country, but there are girls in your country that have 'little'. Little self-esteem, little support, little space to go through puberty, little listening ears.
- Complete the sentence:

- My dream for the girls in my country is...
- Even though girls in our country have little...
- I believe in the power of...
- This is why we want to focus on...

## \*EXERCISE 2

- Everyone should find a person (they do not already know), and have a conversation about the first 'mirror' question.
- Switch partners after 3 minutes and discuss a next question.

### Why specifically girl youth work?

- A secure group can strengthen the girls' self-awareness, help them in their development and make future decisions
- Girls develop differently than boys; they express themselves differently. In many cultures girls are more likely to internalize problem behavior, they are more likely to show introverted behavior and focus on emotions and feelings.

# STEP 2: WHO ARE YOU AS A GIRL YOUTH WORKER?

## STARTER

Read the poem by Marianne Williamson (Attachment #1)

## MIRROR

Answer the following questions personally or in a group:

- Does this poem affect you? Why?
  
  
  
  
  
  
  
  
  
  
  
- What do you show the girls, what do you radiate to them?

## EXPLANATION

At the start of this training we want to encourage you with the fact that you carry Gods light in you. I don't know about you, but I am inclined to give attention to my insecurities and fears. Whatever you focus on grows. This poem draws attention to Gods truth. This truth; He loves us. We are His beloved children, created in His image.

You are an example. Who you are in Jesus, how you stand in life, that is what you show the girls. The girls do not see a program, they see you! They attend because they are curious about you. You are the one that shares her life. Through spending time with them they see how you spend your money, how you handle healthy foods, your questions and insecurities. You stimulate and inspire them in the way you make decisions and what you focus on in your life.

## EXERCISE 1

Read the poem 'SHINE BRIGHT  AS  THE SUN!' again and underline what you want to focus on.

## EXERCISE 2

Make some time available and invest in each other as girl youth workers. By getting to know each other you will create an atmosphere of trust and safety.

- As a group create a circle. Explain that each person takes a step forward if the following applies to them:
  - loves pink,
  - feels insecure sometimes,
  - thinks the girls are important,
  - in their spare time...
  - is above 30,

## STEP 3: WHO ARE THE GIRLS?

### STARTER

- Fill out the diagram: 'who are you, who are they' in attachment #2.
  - Take a few minutes for each description/ drawing. Discuss these with your neighbour. Sharing only what you are comfortable sharing.
- 
- Look at which important similarities and differences there are.

### EXPLANATION

To connect to the girls it is important to get to know them. This exercise will help you to get a feeling for their perception of the world. Who are they, what are they concerned with? What do you already know about them and what can you find out more about them. What is the best way to help them along?

Besides, it is important that, as a girl youth worker, 'you know where you are from'. What were your obstacles in puberty (and maybe still are)? It is good to be aware of these experiences when working on a theme. What do you want the girls to know, do you want to share your own experiences or should your partner handle this? Always discuss the themes first as a team. In each Super-Woman program the part: mirror girl youth worker, supports you in this.

### EXERCISE

The exercise above showed something about your view on the girls. We will look at the question: What do the facts tell us? Who are the girls you are working with?

The exercise below helps you to gather knowledge about girls in your own country. What the girls in your country are dealing with.

- Come up with quiz questions about how girls in your country handle money, social media, sexuality, clothing, parents, cell-phone use, alcohol/ drugs, girl envy, beauty ideals, religion, and other up-to-date subjects.
- 
- Two examples of Dutch quiz questions:
    - More than 15% of girls between the ages of 12-18 spends 5 hours or more on social media (NOT TRUE)
    - Less than 15% of girls is overweight (TRUE)

# STEP 4: WHAT DO THE GIRLS NEED?

## STARTER

- Watch the Super-Woman Introduction trailer
- You can find the 'summary: 'Super-Woman Girls Youth Work | Introduction' in attachment #3

## MIRROR

Read chapter 3 'Mission, Vision and Goals' of part one of the methodology for a good summary and to answer the following questions:

- What kind of place do you / your team want to create for the girls?
- Where do you see yourself in what the girls need?
- Look at the 4 different areas: socially, physically, mentally and spiritually. Which of these do you want to work on with your girls?
- What does this mean for your girl youth work?

## EXPLANATION 1

*About girls' development:*

Besides getting to know the girls it is also important to know something about their development and stage in life. The girls are at a stage where all kinds of developments take place. Because of these changes in their bodies they can show unpredictable behavior (hint: watch the movie Inside Out). Their hormones make them miserable the one moment and happy the next. Keep this in mind; it is part of their development.

Do you want to know more about girl's development?

- 1: Google: Erikson's stages of psychosocial development.
- 2: Information about Spanjaard's developmental tasks, see attachment #4.

## EXPLANATION 2

*About risk- and protective factors:*

The way a girl develops into an adult partly depends on the presence of risk- and protective factors.

Within your girl youth work you can:

- 1: Remove or reduce risk factors: being aware of their bodies, eating healthy can reduce the risk factor of an eating disorder (anorexia-obesity).
- 2: Providing and strengthening protective factors: think about dealing with emotions, acknowledging and appreciating positive behavior, helping to develop social skills, placing fruit on the table to develop healthy eating.

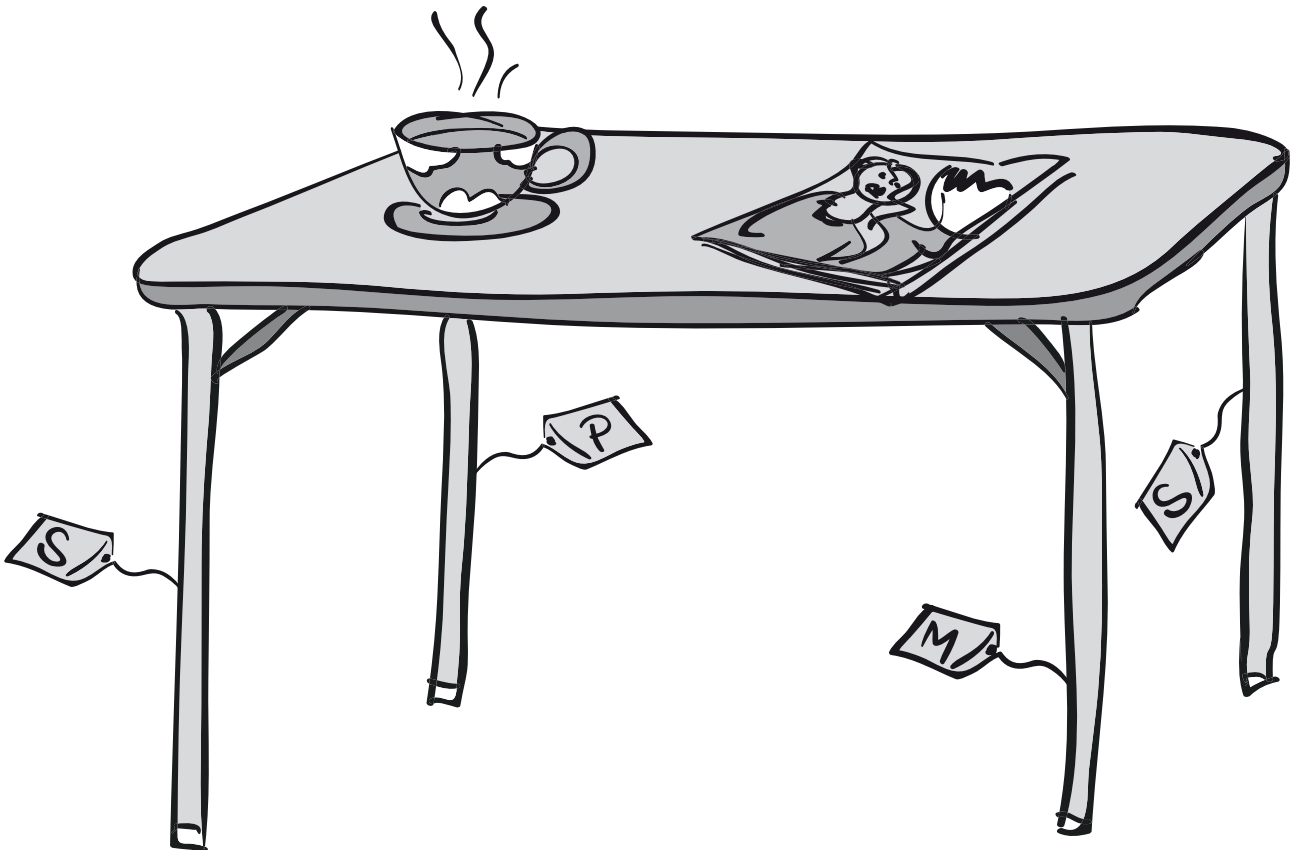
More information about risk- and protective factors: Google risk and protective factors.



## EXERCISE

In this exercise we pay attention to what your girls need on social, physical, mental and spiritual level?

- Show the girl youth workers a table. Ask them what happens when we take away one of the legs? Tell them the table will fall over.
- Draw 4 beams beside each other on a large piece of paper. These beams represent the 4 table legs. The first beam carries the **S of social**, the second beam the **P of physical**, the third beam the **M of mental**, and the fourth beam the **S of spiritual**.
- Answer the following questions:
  1. How can you make sure that all four legs get enough attention in your youth work to make the table sturdy?
  2. With each leg write how you want to give attention and support to it. Together with your partner come up with 2 important things you can contribute to the development of girls. Also use the information from attachment #4.



3. Browse through the Super-Woman programs. Name a few examples of how the programs contribute to the 4 developmental areas of the girls.

# STEP 5: HOW TO GET STARTED?

## STARTER

- Watch informative clip #2.
- You can find the accompanying text in attachment #5.

## MIRROR

Answer the following questions personally or in a group:

- What are your first thoughts when you watch this clip?
  
  
  
  
  
  
  
  
  
  
- Where do you experience resistance/ irritation?
  
  
  
  
  
  
  
  
  
  
- Where do you experience enthusiasm, the need to get going?

In the clip is explained which steps to take to start a new group:

- |                  |                |
|------------------|----------------|
| 1: Create a team | 4: Invest time |
| 2: Contact girls | 5: Give tasks  |
| 3: Start a group |                |

- What steps will you take to shape your group?

## EXPLANATION

We advise you to read the manual at this time. All the ins and outs of the program are explained here. Do you want more information and theory about girl youth work, slowly read through the methodology again. Do you want to find out more about how to recruit and bind? See attachment #6.

## EXERCISE

Look at the 34-program table of contents (see Manual). Read through the themes and take a critical eye to which subjects:

- are useable in your culture.
  
  
  
  
  
  
  
  
  
  
- not useable in your culture.
  
  
  
  
  
  
  
  
  
  
- can be an addition to your culture.

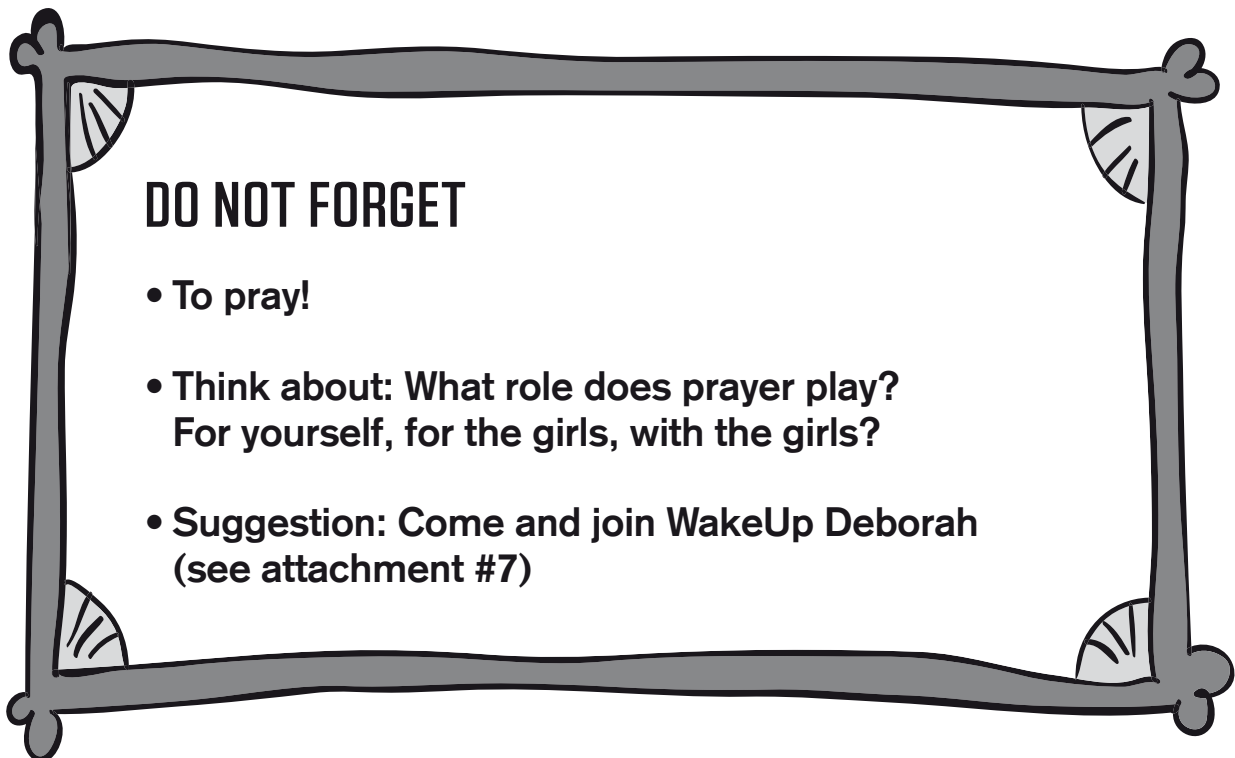


# STEP 7: DO NOT FORGET YOUR HEART!

You have all the tools to work with the Super-Woman program. The program is a tool; your heart determines how you apply it!

## DO NOT FORGET

1. Your dream
2. God's unconditional love for you and the girls.
3. To invest in your contact with the girls.
4. Your girls' needs in their specific context.
5. To relate to your culture with it's own values and principles.
6. To enjoy and have fun
7. Your heart and to open it!





OUR DEEPEST FEAR IS NOT  
THAT WE ARE INADEQUATE.

OUR DEEPEST FEAR IS THAT WE ARE POWERFUL  
BEYOND MEASURE.

IT IS OUR LIGHT NOT OUR DARKNESS  
THAT MOST FRIGHTENS US.



WE ASK OURSELVES, WHO AM I TO BE BRILLIANT, ✨  
GORGEOUS, TALENTED AND FABULOUS?

ACTUALLY, WHO ARE YOU NOT TO BE?

YOU ARE A CHILD OF GOD.

YOUR PLAYING SMALL DOES NOT SERVE THE WORLD.

WE WERE BORN TO MAKE MANIFEST  
THE GLORY OF GOD THAT IS WITHIN US.

IT'S NOT JUST IN SOME OF US; IT'S IN EVERYONE.

AND AS WE LET OUR OWN LIGHT SHINE,  
WE UNCONSCIOUSLY GIVE OTHER PEOPLE  
PERMISSION TO DO THE SAME.



AS WE ARE  
OUR OWN FEAR,  
AUTOMATICALLY



LIBERATED FROM  
OUR PRESENCE  
LIBERATES OTHERS.

MARIANNE WILLIAMSON

**DESCRIBE OR DRAW YOUR-  
SELF AT THE AGE OF 13.**

- ☆ Think about head for thinking,
- ☆ Mouth for speaking,
- ☆ Heart for feelings and dreams,
- ☆ Hands for activities,
- ☆ Feet for the places you went often &
- ☆ How you stood.

**THINK ABOUT A  
+/- 13-YEAR-OLD GIRL  
FROM YOUR WORK/SUR-  
ROUNDINGS. DESCRIBE OR  
DRAW HER.**

**WHAT ARE THE MOST  
IMPORTANT SIMILARITIES  
OR DIFFERENCES?**

The form consists of three large, empty rectangular boxes with decorative, hand-drawn borders. Each box is intended for drawing or writing. A hand-drawn arrow points from the left side of the page to the top of the first box. Another hand-drawn arrow points from the left side of the page to the top of the second box. A third hand-drawn arrow points from the left side of the page to the top of the third box.

## MISSION SUPER-WOMAN:

The girls have respect for themselves and their environment.

They are involved in and are responsible for the community and are of importance for others.

---

## WE DO THIS THROUGH:

1. offering them a safe place. A girls group where they be themselves, share their story and are challenged to use their talents. The girls group is theirs!
  2. a stable girl youth worker who functions as a role model, shares her life and sees the strength within the girls.
  3. challenging the girls to be meaningful to society.
  4. giving attention to their development in 4 areas: socially, physically, psychologically and spiritually.
- 

Super-Woman will help in this! It is an exciting program, consisting of 34 programs that will help the girls to set boundaries, take care of themselves and deploy their talents in society.

**Developmental tasks are themes that are characteristic to a specific phase in life and ask for specific skills. They are determined by changes in biological, psychological and social areas, as people get older. As children get older their bodies develop, their mental capacity increases and they go places they never went before. These changes provide opportunities and ask for new behaviour.**

The development of children, adolescents and adults can be viewed from different perspectives. It is common to make a distinction between physical, cognitive, social-emotional (or psychosocial) and moral development. Development is influenced by the interaction between the individual and the surroundings, between genetic factors and social and environmental factors.

Every stage in life has its specific developmental tasks. These are sometimes motivated by the surroundings in the form of demands, expectations and tasks. Sometimes these come more from the individual themselves as a result of physical growth, the influence of hormones and cognitive leaps of brain development. In most cases the development is a gradual process. Some children and adolescents are dealing with these developmental tasks a bit earlier or later. Lightly impaired adolescents for example, will go through certain developments at a later age or will only go through part of them.

Developmental tasks are dependent on time and culture. The tables below suggest the developmental tasks for each stage in life. Developmental tasks are divided into subtasks. In the tables are examples of subtasks behind the developmental tasks. These examples are non-exhaustive. The age limit can be different for each individual. Children that are 'early' are sometimes introduced to developmental tasks that are normally found at a higher age.

## **6-11 YEARS:**

- Increasing independence in relation to parents/ guardians: privacy, own opinion and responsibility.
- Recognizing and adjusting emotions: recognizing and putting names to their feelings, pointing out risky impulses, controlling or managing.
- Attending elementary school: listening, functioning in a group setting; concentrating on tasks assigned, adopting school skills (reading, writing, mathematics).
- Taking on shared responsibilities at home: carrying out small chores, taking care of pets.
- Relationships with peers: developing and maintaining friendships, giving and taking in playing, solving simple conflicts, letting someone know you like them.
- Using basic infrastructures: transportation, money, leisure time, using digital devices and the digital world (internet and social media).
- Putting yourself in someone else's shoes: showing empathy for situations you are not involved in yourself, assessing the intentions and interests of children and adults, taking the wishes/ interests of others into account.
- Health and safety: Dealing with physical dangers (traffic, fire/ heat, water, electricity, others that cross your boundaries or want to hurt you).



## 12-17 YEARS:

- Position in relation to the parents: becoming less dependent on the parents and determining their own position within the changing relations within the home and family.
- Education or work: Gaining knowledge and skills to practise a profession and making a decision with regard to work.
- Spare time: undertaking activities during their spare time and spending the time in which they have no obligations useful.
- Own living situation: Taking care of own room and belongings, dealing with roommates.
- Authorities and institutions: accepting superior institutions and people, standing up for your own right within the rules and regulations.
- Health and appearance: ensuring a healthy diet and staying physically fit, an appearance you are comfortable with and calculating and avoiding risks.
- Social contacts and friendships: establishing and maintaining contact, having an eye for what contact with others can bring you, being open to friendship, giving and taking trust, mutual acceptance.
- Social media and internet: using a smart phone and computer, finding and sharing information, weighing information and messages, making a distinction between virtual world and the real world, recognising the dangers.
- Intimacy and sexuality: integrating sexuality into your personality, discovering what the possibilities, wishes and limits are in intimate and sexual relationships for yourself and others.
- Cultural differences: Knowing the values of different cultures, assessing what skills fit within the cultural context.

## STEP 1

Create a team of at least 2 female youth workers and invest in your team.

---

## STEP 2

It's all about making 'contact'! Discuss which girls you want to reach and how to go about it. You are truly interested in these girls. Who they are, what they're into. The girls don't need leisure activities but a relationship to develop them. If you build on trust, in time, you can share your lives with each other.

---

## STEP 3

When you've found some enthusiastic girls you can start a group. Make sure your kick-off is awesome. You can use the first few programs in the binder to do this! Every group is different; always adapt the program to the group.

---

## STEP 4

Work on the group. Again: Your relationship to the girls is the foundation of your work. No relationship, no trust. Trust takes time. Invest in the group process. Ensure safety and bonding. Safety starts with rules and commitment. The first few programs will help with this.

---

## STEP 5

Give the girls responsibilities and tasks so that this group becomes their own. If possible, include the girls in the content, rules and preparation.

- Did you lay the foundation?
- Lets look at how to reach your goals.

### TOOL #1

That's you! We'll get back to this in a bit...

### TOOL #2

Super-Woman will help in this! It is an exciting program, consisting of 34 programs that will help the girls to set boundaries, take care of themselves and deploy their talents in society.

There are 2 volumes that cover 4 themes:

- Self image
- Social environment
- Talents and social awareness
- Physical and sexual development

This structure creates a safe group first by talking about the group, the girl and the social environment. Look at it as being an onion. It has layers. The outer layer is what we see on a girls' outside. But the better we get to know each other, the deeper we can go. Then, it will also feel safe to talk about difficult subjects.

*Be careful:* The relationship and the girls will always be the focal point. Did something happen in the neighbourhood that keeps them busy? Connect to what keeps them busy.

**An example about working with the program:**

## GET READY

A time to get the girls in the mood and to get prepared for what's coming. This is always connected to the theme.

---

## @WORK

Next, we close into the subject. You are free to choose which parts you want to use. To use everything will turn out to take too long. Adapt it to your girls group; you know what fits them best!

---

## MOVE OUT

The last part is reflecting and takes care of the closure. You now know how this program works. But let's go back to the essence: The contact, the relationship!

---

## TOOL #1

Is you!!! The contact will create a bond between you and the girls. You share your life together and will learn from each other. She is not the only one growing, you are too!

## ENJOY IT!!!

# RECRUITING GIRLS

1. At a neighbourhood school.
2. Mouth-to-mouth advertising.
3. Sometimes you will find the girls hanging out on the street or in the square.
4. Shaking hands/ phoning/ writing their mothers: they want to know where and with whom their daughters are hanging out.
5. Be recognizable: flyers, logo, clothing, website, social media.

---

# BINDING THE GIRLS TOGETHER

1. What do the girls want? Ask them what they want to talk about. If someone from the neighbourhood was stabbed, you are not going to talk about make-up. You could invite a counsellor to talk about this with them. Make sure you know the girls well. Know where they are from and if they are feeling comfortable. Build relationships, this takes time.
2. Be accessible! Make sure you keep in touch with the girls through social media.
3. Personal attention: Knowing their names, showing real interest in them, remembering information about them, making them feel welcome.
4. Get a program. It shows from practise that the girls like working with the program. They like coming back for it.

# WE BELIEVE IN PRAYER.

Prayer for the girls is a powerful instrument. Bringing them daily to God, asking for His love and protection in their lives is a lifetime blessing. Praying that God comes into their world is like giving them a hug from God. That is the base for Super-Woman and it also comforts you as a worker. You probably need assistance in finding people who will love these girls and also want to pray for them.

WakeUp Deborah is a global movement of intercessors. We like to support Super-Woman by creating a praying team around the girls. It's about a team of Christian women, called Deborah's. They can be members from churches in your neighbourhood. They can "adopt" the girls and will pray daily them. Sometimes they meet as a team. Most of the times, the girls are informed and they do know their Deborah. You, as the girl youthworker, can also collect the prayer requests and hand them to the prayer coordinator.

WakeUp Deborah can help you in creating a praying network, so you can focus on the girls. If you like to connect Super-Woman to a praying team, send an email to [wakeupdeborah@yfc.nl](mailto:wakeupdeborah@yfc.nl) or take a look at our website [www.wakeupdeborah.org](http://www.wakeupdeborah.org). We love to bless these girls in prayer, because we know God loves them.