

BLOOM Curriculum Overview

(Black girls Living Out Our Meaning)



Let Every Child Shine.

Activities

- What Is This Thing Called "Gender"?
- Women and Girls in Media and Society
- Femininity & Body Image
- Stress and Care-Taking
- Sexual and Reproductive Health
- Partner Violence
- Celebrating Black Girls

Riki Wilchins of TrueChild and Scyatta Wallace of Janisaw Company developed this curriculum (based on Promundo's Program M)- along with the accompanying Appendix and Trauma Informed Facilitation guide. We would like to acknowledge Jacalyn Dillon and other students at St John's University for their assistance. Special thanks to our distinguished Scientific Advisory Board and Community Roundtable for their thoughtful feedback and comments. We would also like to extend our gratitude to the Heinz Endowments and FISA Foundation for their support.

Black adolescent girls face special barriers related to both race and gender, which have immense effects on their health, achievement, and life outcomes. This can be especially true in low-income communities, where girls have the added challenges associated with poverty.

Black girls at almost every level of the economic ladder may face unique race and gendered experiences of discrimination that result in stresses that can impair their immune systems and increase their vulnerability to disease and chronic disorders.

Feminine norms in the Black community may also push Black girls to prioritize caretaking of others, sometimes at the cost of their own health because they ignore pain or illness or delay seeking medical help.

Black girls bring immense resources and resilience to surmounting the challenges they face. The exercises contained in this mini-curriculum draw upon research supporting cultural strengths that assist in healthy outcomes for Black girls. The mini-curriculum focuses on health and wellness, specifically to help Black girls think critically about race and rigid feminine norms.

This curriculum is based on research conducted in southwest Pennsylvania as well as an evidence-based report prepared by a team of experts for the Heinz Endowments. Many of the exercises have been adapted from Promundo's curriculum for young women Program M, with their permission. The mini-curriculum is designed for Black girls ages 13-16 years old.

What Is This Thing Called "Gender"?

PURPOSE

To understand the differences between sex and gender, and to describe how gender norms influence the lives, health, and relationships of Black girls.

MATERIALS REQUIRED

Flipchart paper, tape, provided images/bios and markers.

RECOMMENDED TIME

45-60-90 minutes.

PROCEDURE

Draw two columns on a piece of flipchart paper, on a chalkboard, or on two large pieces of paper.

In one column, write "woman/girl," and in the other "man/boy." ...



Women and Girls in Media and Society

PURPOSE

To examine media images of Black girls/women and discuss how the media influences the way they perceive themselves, their bodies, and their sense of self-worth.

MATERIALS REQUIRED

Magazines, newspapers, markers, glue or tape, scissors, printed affirmations, and flipchart.

RECOMMENDED TIME

45-90 minutes.

PROCEDURE

Distribute the materials and ask that each girl make a poster that represents how Black girls are portrayed in the media. Give them 5-10 minutes to cut and paste. Have them list words on the flip chart that describe the images they drew on their posters ...

Femininity & Body Image

PURPOSE

To help Black girls identify harmful messages often made about appearance/beauty and provide them with tools to create a more healthy sense of self.

MATERIALS REQUIRED

Flip chart paper, tape, images/bios, and markers.

RECOMMENDED TIME

45-90 minutes.

PROCEDURE

Activity 3A

Beauty and attractive face are things many Black girls/women are pressured to achieve. Say to the girls the following...

Stress and Care-Taking

PURPOSE

To help girls think about the stressors in their lives, how they react to them, and how they impact their health and wellness. To provide strategies to help girls cope with stressors in their lives.

MATERIALS REQUIRED

Flipchart paper, tape, markers, jeopardy index cards, health related prizes for each girl.

RECOMMENDED TIME

45-90 minutes.

PROCEDURE

Draw a four-part grid on a piece of flipchart paper. On the paper, across the top on the left write "Women/Girls" and across the top on the right write "Men/Boys." Down the left side at the top write "Caretaking" and down the left side at the bottom write "Responsibilities." ...

Sexual and Reproductive Health

PURPOSE

To help girls think about the roles girls/women and boys/men are expected by society to play in intimate/dating relationships. To provide girls with tools to exert power in their intimate/dating relationships.

MATERIALS REQUIRED

Flipchart paper, tape, hat, and markers.

RECOMMENDED TIME

45-90 minutes.

PROCEDURE

Today we are talking about dating relationships.

What are girls expected to do in relationships? What are boys supposed to do? Are there differences and if so, where do they come from...

Partner Violence

PURPOSE

To identify different types of partner violence and discuss how partner violence impacts individuals, families and communities. Resources for getting help in violent partner relationships will be provided for the girls.

MATERIALS REQUIRED

Flipchart paper, pens or pencils, tape, myth/truth index cards, and copies of selected stories from the Case Study Stories.

RECOMMENDED TIME

45-90 minutes.

PROCEDURE

Explain to the participants that the objective of this day is to talk about different types of violence. Tell girls that this is a sensitive topic that some girls in the room may have experienced personally. Go over the ground rules and remind them to be supportive of one another during the discussion and activities...

Celebrating Black Girls

PURPOSE

To close out the program and remind girls of the information they have learned throughout the sessions.

MATERIALS REQUIRED

Flip chart, index card poster board, tape, markers, magazines, glue sticks, scissors, journals/composition notebooks, party materials and refreshments

RECOMMENDED TIME

45-90 minutes.

PROCEDURE

Write out on the flip chart the titles for the six sessions previously offered for the curriculum. Ask the girls to share things they learned from each of the sessions...