Ladies in Leadership

Christina Cawaling

California State University, Monterey Bay

Follow this and additional works at: http://digitalcommons.csumb.edu/caps_thes

Recommended Citation
Ladies in Leadership

Christina Cawaling

California State University Monterey Bay

Author Note: This paper was prepared for Liberal Studies 400 Senior Capstone, Section 2, taught by Professor Scott Waltz.
Abstract

The focus of this article is on empowering and encouraging young women to pursue positions of power and leadership. Research on development has revealed that adolescents girls, as a result of social pressures and societal sanction, often begin to silence or censor themselves; they are thought to unconsciously recognize having less power in society than their male counterparts. In an effort to support the ambition and of young women in the community, a leadership forum was created. The forum is a ten-session workshop aimed toward adolescent girls that will address matters such as empowerment, teamwork, self-esteem, stereotyping, goal setting, success, and resilience. By partnering with the non-profit organization, “Ladies First,” to implement the leadership forum, it will create a safe space for personal and social exploration, as well as give confidence and strengthen the voices and of adolescent girls.
Ladies in Leadership

Literature Review

Across the country, there is a major lack of recognition when it comes to the great women of our past and present. This minimal amount of exposure that strong, successful women receive affects the perceptions that both boys and girls hold for their futures. Historically, positions of power and influence in society have been held by men, whereas women have held lower status positions (Hoyt, 2013). This custom has influenced the qualities that are “required” to be a successful leader. Johanson’s study concluded that perceptions of leadership were positively correlated with masculinity, and negatively correlated with femininity (2008). The data collected by psychologist, Virginia Schein, strongly reflected the “think manager-think male,” perception (as cited in Johanson, 2008, p. 788).

Although there has been a significant shift toward accepting women as leaders during recent decades, women are still underrepresented in management and as leaders, and have more difficulty in being evaluated positively for top level leadership positions, compared to men (Hoyt, 2013; Sczesny, 2004). This underrepresentation is so prevalent that it is often coined as a “glass ceiling,” a barrier so subtle that it is transparent, but simultaneously, so strong that it prevents women and ethnic minorities from moving up in the management hierarchy (Sczesny, 2004).

“Traditional” is the adjective that is used most often to describe the male domination of positions of power, leadership, and influence in our society. The problem with referring to this structure as a tradition, is that it suggests that we should not defy this well-established custom. A study conducted by Raag and Rackliff (1998) demonstrated that as early as preschool-age, children may begin making choices based on learned social expectations, rather than personal preferences. Though these societal expectations may begin to take root in early childhood, early adolescence is also a critical period, especially for girls. Pervasive messages about beauty ideals, and well-protected patriarchal social structures can lead adolescent girls to develop self doubt, distrust in their own voices, and hesitate to express themselves freely; adolescent girls often begin to silence or censor themselves to maintain relationships. It is during this critical period that models of women leaders, validation of feminine leadership qualities, and empowerment to lead can benefit young girls (Hoyt, 2008).

It is important that teachers recognize the amount of influence that they have on their students. Student perception of teacher behavior has been shown to mediate the relation between teacher expectations and student outcomes (Jamieson, 1987). There are studies which have revealed that when teachers held higher expectations from their pupils, students were then more likely to develop under their instruction to meet or exceed these expectations (Carmen, 2013). The correlations found in these studies support the possibility that if teachers were to raise their expectations of girls’ ability to prosper in positions of power and leadership, girls would continue to do what is expected of them; however, in this case, that would mean demonstrating their leadership abilities. Teachers would not only be helping girls build confidence, they would
also be developing role models for younger generations, and inviting girls to challenge the “traditional” power structure.

**Project Description**

In an effort to reach out to young ladies in the community, I will be working alongside Yolanda Pruitt, Founding Executive Director of “Ladies First.” This non-profit organization was founded locally out of Seaside in 2010. Since then, Ms. Yolanda, along with several volunteers at Ladies First have been working hard to provide adolescent girls with support and opportunities, and to helping these young ladies to discover their own self-worth.

Ladies First’s mission is to inspire and support adolescent girls; they do so by building self-esteem, developing leadership and other life skills through workshops, by opening doors to academic opportunities, and connecting with the community. Since the growth and progress of the young ladies is the primary focus of this organization, Ms. Yolanda welcomed my interest with enthusiasm, and shared that she had been wanting to begin a focus on leadership. We discussed the ways in which we could help each other; we have come to the decision to put together a leadership forum for the program. By putting together this forum, I will be aiding Ms. Yolanda in furthering one of her planned projects, and she will be giving me an amazing opportunity to give back to the community in a way that I am passionate about.

The forum will consist of several discussion topics, workshops, and conclude with a field trip. I will be in charge of putting it together, with the guidance and approval from Ms. Yolanda. The forum will be carried out over a two week period. We are planning on meeting with the girls ten to twelve times over the course of the two weeks, and each of the meetings will last approximately two to three hours. We will be covering topics such as empowerment, setting goals, teamwork, and self esteem. and it will be implemented later on this year. Together we will be able to satisfy both of our passions in hopes of inspiring these young ladies to set their expectations high and to strive to meet their goals, because we know that they can.

**Results**

My project took its final form as a compilation of nine lesson plans: “Leadership,” which focuses on opening girls’ eyes to their own abilities and potential, and encouraging them to challenge themselves and the status quo; “Self-esteem,” which is about giving girls confidence in themselves; “Empowerment,” which urges girls to be mindful, because they are more influential than they think; “Teamwork,” which focuses on the idea that everyone has something unique to offer the world; “Goal setting,” which revolves around setting smaller, more attainable goals that will pave the way to reaching their ultimate goals, as well as discussing accountability; “Success,” focuses on the importance of taking advantage of failure by using it as an opportunity to learn and grow; “Resilience,” focuses on inspiring the girls to never give up, despite the
inevitable adversity that they may face throughout their lives. The remaining two lesson plans cover a history of the American Feminist Movement of the 1960s and 1970s, as well as an introduction to women who have made substantial breakthroughs in the realms of science, business, comedy, politics, hollywood, and war (see Appendix A1-A9). For each lesson plan, I have also created an agenda (see Appendix B1-B9), and a PowerPoint presentation (see Appendix C1-C9).

My community partner, Ms. Yolanda Pruitt, and I will be implementing the leadership forum this coming July. Though I am excited, I am also extremely nervous. I am certainly grateful for the amount of freedom that Ms. Yolanda allowed, however, with the autonomy also came a great deal of pressure and responsibility. One of the greatest challenges that I faced while creating this forum was coming up with with activities and discussion material that would captivate the attention of teenage girls. One of my biggest concerns is the range of ages among the girls. The forum is open to young ladies ages fourteen to eighteen. My concern stems from the vast difference in regards to the maturity level of a fourteen year old when compared to that of an eighteen year old.

Almost every lesson plan involves a significant amount of group discussion. Therefore, participation will be essential to the learning process. I have done my best to provide thought-provoking questions, prompts, and information that will spark conversation amongst the ladies. One of the ways that I have tried to encourage conversation is by including topics that all of the young ladies, no matter what age they are, will be able to relate to. I think that finding their common ground will create a more comfortable atmosphere. Ms. Yolanda and I are both confident that each and every girl will take something positive away from this forum.

I am very proud of the work that I have put together. It is my hope that I will be able to take what I have learned from creating this forum, and what I will have learned from implementing it, and using this experience as a foundation to build off of. Though Ladies First is a fantastic organization with a mission that I stand by, I think that a forum such as mine would serve well in an after school program at the middle school or high school level. I feel that if this program were incorporated into schools, the accessibility would allow for more young ladies to be involved. My intention is to reach as many girls as I can, and provide them with all of the resources that they need in order to become confident and successful women.
References


Raag, T., & Rackliff, C. L. (1998). Preschoolers' awareness of social expectations of gender:


### Appendix

Appendix A1, Leadership lesson plan

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open girls’ eyes to their own abilities, encourage them to challenge themselves, and the status quo, by pursuing roles that society typically deems women to be unfit for.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipatory Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions:</td>
</tr>
<tr>
<td>(Slide 2) Please read foreword.</td>
</tr>
</tbody>
</table>
(Slide 3) Ask for volunteers to answer the question, "What does it mean to be a leader?"
(Slide 4) Give dictionary definition: Leader: The person who leads or commands a group, organization, or country.

Activity 1: Group Discussion
Purpose: Discuss how the dictionary definition of "leader" differs from what girls believe to be the definition of a good leader.

Instructions:
- Have girls get into groups of 3-4
- Ask Question 1 and have girls discuss among their group and write down their answers.
- Ask each group to share the characteristics that they came up with. Make a list that is visible to everyone.
Note: If not listed, be sure to add words such as: confidence, team player, focused, goal-oriented, empowering, honest, passionate, etc.
- Ask Question 2 and have girls discuss among their group and write down their answers.
- Ask each group to share the actions they came up with. Make a list that is visible to everyone.

**Question 1:** What are the characteristics of a good leader?
**Question 2:** What kinds of things do leaders do?

Activity 2: Ted Talk: Sheryl Sandberg (Stop video at 10:03)/ Double entry notes
Purpose: Sheryl Sandberg, successful COO of Facebook, encourages women to strive to change the numbers of women in top positions.

Instructions:
- Instruct girls to take out their journals and draw a vertical line down the center of the page.
- Have them label the left column, "Notes," where they will write down at least 5 quotes that they found to be interesting or important. Have them label the right column, "Reactions," where they will write down any thoughts or ideas about the corresponding quote.
- (Slide 5) Play video until 10:03
- Ask for volunteers to share their quotes and reactions.

Notes: If girls are reluctant to share aloud, remind them that they are in a positive environment and that they all have unique thoughts and ideas that are important!

Activity 3: Statistics
Purpose: Expose girls to the astounding statistics and inequalities that they may not be aware of.
Instructions:

(Slide 6) Reiterate the data that Sheryl Sandberg shared in TED Talk + additional statistics.
"Data shows that success and likeability are positively correlated for men and negatively correlated for women."

In an open discussion, ask for volunteers to share their thoughts on the following questions:
Question 1: What are some stereotypes of men and women?
Question 2: What is wrong with these stereotypes?
Question 3: Why do people think this way?
Question 4: How can we change these views?

Verification: 5 Words

Instructions:

Have girls get into groups of 3-4
Each group will work together to come up with 5 words that they feel best describe the statistics that they have just learned
One member from each group will write their 5 words somewhere that is visible for everyone.
Briefly read through the words each group has written down.

Closing Activity: Journal Reflection

Instructions:

(Slide 7) Ask girls to choose one of the following prompts to write about in their journal
Think of a time when you've been treated differently because you are a woman. What happened? How did it make you feel?
What are some ways that you can practice being a good leader?
What is the most interesting or most important thing that you will take away from today?
Appendix A2, Self-esteem lesson plan

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give girls confidence in themselves and their abilities, help them realize that they have plenty to offer the world, and show them that they, and only they, can decide their own worth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipatory Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
</tr>
</tbody>
</table>
| *(Slide 2)* Ask the question, "What is self-esteem?"
| Have girls turn to a partner and briefly discuss. |
| Ask for volunteers to share their answers. Make a list of keywords that is visible for everyone. |
(Slide 3) Give dictionary definition: Self-esteem: Confidence in one's own worth or abilities; self-respect.

Activity 1: Self reflection
Purpose: Girls will take time to reflect on their own self-esteem and pay special attention to the things that they base their own worth on.

Instructions:
In their journals the girls will answer the following questions:
Question 1: What are some things that build your self-esteem?
Question 2: What are some things that bring down your self-esteem?
(Slide 4) Display a list of possible answers
Ask "What do all of these things have in common?"
Note: The way that we feel about ourselves has a lot to do with the way we think others see us.

Activity 2: TED Talk: Lizzie Velasquez: What defines you
Purpose: Show girls that they can make a conscious decision to not let other people dictate how they feel about themselves.

Instructions:
(Slide 5) Show full video
Note: Remind girls that they can take notes if they'd like to.

Verification: Open/Group discussion
Purpose:

Instructions:
Ask for volunteers to answer the following questions. Make a list of keywords or phrases that is visible to everyone.
What did you notice about Lizzie's personality?
Did she let other people get to her?
How was she able to tune out bullies?
(Slide 6) Have girls get into groups of 3-4 to answer the question, "What are the possible consequences of letting others dictate how you feel about yourself?"
Have each group share their answers.
Activity 3: Mean Girls/ Double entry notes

**Purpose:** Give girls a chance to see the consequences of trying to be someone you're not in order to please others.

**Instructions:**
- Instruct girls to take out their journals and draw a vertical line down the center of the page.
- Have them label the left column, "Notes," where they will write down at least 5 quotes that they found to be interesting or important. Have them label the right column, "Reactions," where they will write down any thoughts or ideas about the corresponding quote.
- Instruct girls to pay attention to any themes that might relate to self-esteem.

**Note:** Remind girls that the behavior displayed in the movies is not encouraged.

**Verification:** Share aloud
**Purpose:** Give girls a chance to share their thoughts, emotions, or reactions. Girls will also be able to see whether their peers share similar or different thoughts or feelings.

**Instructions:**
- Go around to each girl in the room and have them share one quote or scene that they wrote in their journal, and their reaction to it.

**Note:** Take time to delve deeper into any topic that you find especially important.

**Closing thought:** *(Slide 7)* "No one can make you feel inferior without your consent."

Appendix A3, Empowerment lesson plan

**Objective**

Girls will learn that everything that they say and do is important and will learn the importance of being mindful, kind, and uplifting others.

**Anticipatory Set: Recap/ Empowerment pair and share**

**Instructions:**
- Briefly discuss what girls learned from the last meeting.
- *(Slide 2)* Ask Questions 1 and 2, and have girls discuss their answer with a partner.
Ask for volunteers to share their answers. Make a list of keywords that is visible to everyone.

(Slide 3) Give dictionary definition: Empower: "Make (someone) stronger and more confident, especially in controlling their life and claiming their rights."

Question 1: What is empowerment?
Question 2: What does it mean to empower ourselves or others?

Activity 3: Mean Girls (cont'd)/ Double entry notes

Instructions:
- Instruct girls to pay attention to any themes that might relate to empowerment or disempowerment and the kinds of consequences each has.
- While girls are watching Mean Girls they will continue taking double entry notes.

Verification: 5 points

Instructions:
- Have girls get into groups of 3-4
- In groups, girls will come up with the 5 most important points that they got from the movie.
- Have each group share. Make a list of keywords or phrases that is visible to everyone.

Activity 4: Open discussion
Purpose: Become conscious of the consequences of women tearing each other down.

Instructions:
- In an open discussion, ask for volunteers to share their thought for the following questions:
  - Question 1: Why do people tear each other down?
  - Question 2: Why do women tear each other down?
  - Question 3: What is the result?
  - Question 4: When women disrespect each other, what kind of example does it set for men?
  - Question 5: How can we empower ourselves and others?

Activity 5: TED Talk: Drew Dudley

Instructions:
- (Slide 4) Show full video
Remind girls that they can use their journals to write down any thoughts, ideas, or important quotes.

Verification: Translation

Instructions:

(Slide 5) Display quote, "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 frighten us."

2. Have girls get into groups of 3-4
Ask girls come up with a translation of what this quote is trying to convey.
Give power paper to each group to write their translation which they will display at front of the room when they are finished.
When all translations are displayed, read each one aloud then briefly discuss.

Activity 6: Open discussion
Purpose: Come to the conclusion that women need to support and respect each other to achieve a common goal of being respected by men.

Instruction:
In an open discussion, ask for volunteers to share their thoughts on the following questions:
Question 1: Why is it important to empower others?
Question 2: Why is it especially important as women?

Note: Remind girls that, sometimes, as shown in the Drew Dudley TED Talk, empowering someone is as simple as just being kind or making someone feel welcome. With one small gesture, he gave someone the confidence and the small push that they needed, and made a long-term impact.

Closing Thought: Ask girls to try to practice mindfulness and to think about the way that their actions can (and will) affect others.
Appendix A4, Teamwork lesson plan

**Objective:**
The purpose of these activities are to show girls that working with others is not always easy, but everyone thinks differently and has something unique to contribute. The girls will also learn about their own personality traits and what their strengths might be.

<table>
<thead>
<tr>
<th>Anticipatory Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions:</td>
</tr>
</tbody>
</table>
1. By a show of hands ask, "how many girls enjoy working in groups?" "How many girls enjoy working independently?"
2. Briefly discuss why they prefer to work in groups or independently.

Activity 1: Marshmallow Challenge  
**Purpose:** Demonstrate the challenges of working in groups as well as the benefits of different personality types.  
**Instructions:**  
1. Pass out a piece of paper with 3 options: "Action Oriented," People Oriented," and "Thinking Oriented."  
Note: You can describe “Action Oriented,” as someone who is a leader or implementer, “People Oriented,” as coordinators or team-workers, and “Thinking Oriented,” as creative or logical thinkers.  
2. Have girls check the box which they feel best describes their personality when working in a group. Make sure their name is on the paper.  
3. Collect the papers.  
4. Then, to the best of your ability, make groups of 3-4 by pairing action oriented with action oriented, people oriented with people oriented, and thinking oriented with other thinking oriented people.  
5. Give instructions for the Marshmallow challenge  
   - (Slide 2) Teams will be given 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow.  
   - Teams must build the tallest freestanding structure  
   - The marshmallow needs to be on top  
   - They will have 18 minutes.  

Note: it is likely that having the same personalities will hinder their performance.  
6. When teams are finished, put them in new groups; this time, with one of each personality type.  
7. Repeat Marshmallow Challenge

Verification: Open Discussion  
**Instructions:**  
1. Have groups walk around the room and look at the other structures.  
2. Vote on which group was most successful  
3. Ask the winning group why they were successful, and what they might have done differently than other groups  
4. In an open discussion, ask for volunteers to answer

Activity 2: Myers-Briggs Personality Test  
**Purpose:** Girls will be given the opportunity to test their personality
Instructions:

1. Give girls the choice to complete the test on their smartphones or to take the paper-based test
2. Interpret and answer questions to the best of their ability
3. Calculate results (paper-based)
4. (Slide 3) Allow girls to take the simpler Myers-Briggs test

Verification
Instructions:

1. Have girls get into groups of 3-4
2. They will discuss the following:
   ● Did both personality tests have the same results?
   ● Did you agree with your results?
   ● What kind of occupation do you see yourself having?
3. (Slide 4, 5) After girls have discussed, look at the provided charts with characteristics of personalities, occupations, etc.

Activity 3: The Big 5
Purpose: Examine different personality traits
Instructions:

1. Girls will take test on smartphones or computer if available.

Note: This test is much shorter than the Myers-Briggs personality test. Encourage girls to share phones if they are able to. If multiple people use the same phone, take screenshot of results.
2. Discuss results in groups of 3-4. Do they agree with their results?

Closing Activity: Journal Reflection
Instructions:

1. (Slide 6) Respond to the following prompts:
   ● What were your results for the Myers-Briggs and the Big 5 personality tests?
   ● What did the results tell you?
   ● Would you agree that the results are accurate?
Appendix A5, Goal setting lesson plan

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire girls to challenge themselves to reach their goals.</td>
</tr>
</tbody>
</table>
Anticipatory Set

By a show of hands:
How many of you set goals for yourselves?
How many of you achieve all of your goals?
How many of you achieve some of your goals?
How many of you lose focus or give up on your goals?

Activity 1: Open discussion
Purpose: Think about things that get in the way of us reaching our goals

Instructions:
In an open discussion, ask for volunteers to answer the following questions. Make a list that is visible to everyone.
(Slide 2) What stops us from achieving our goals?
Why do we let these things stop us?
(Slide 3) Be realistic!

Note: If girls do not come up with it themselves, mention that often we set goals that are unrealistic.

When we set unrealistic goals we often come up with excuses to tell ourselves and others to explain why the goal was not achievable.
When we let ourselves use these excuses, we then start to accept our failed attempt.
When we let these things happen, goal setting becomes something that we just go through the motions of.
We begin to accept failure.

Activity 2: TED Talk: Derek Sivers

Instructions:
(Slide 4) Show full video
Briefly discuss

Activity 3: Ultimate Goals
Purpose: Girls will deconstruct their ultimate goals to turn them into several smaller more attainable goals

Instructions:
Instruct girls to take their journals out and write down their ultimate goals for the following categories:

- Career
- Education
- Financial
- Physical
- Personal
- Public service

Note: Personal can be something internal (ie: thinking more positively), or any goal that does not fall under any of these categories. Public service is a goal that they have to help others in some way.

Girls will not have to share, but ask for volunteers to share a goal from each category. Girls will choose 2 ultimate goals to focus on.

Display prepared goal map

- Walk through each step.
- Start with the ultimate goal
- Break down each step into smaller, more achievable tasks

Note: This is just an example of a possible course of action.

Activity 4: Open discussion
Purpose: Understand what it means to hold yourself accountable.

Instructions:

(Slide 7) In an open discussion, ask for volunteers to answer the question, "What is accountability?"

- Make a list of keywords and phrases that is visible to everyone

(Slide 8) Give dictionary definition: Accountability: "The act or condition of being accountable; responsibility.

Activity 5: Group brainstorm
Purpose: Brainstorm different ways to hold yourself accountable for continuously striving to set and meet goals.

Instructions:

- Have girls get into group of 3-4
- Each group will come up with at least 2 ways that they might hold themselves accountable.
- Write down each idea somewhere that is visible for the entire group
Closing Thought: *(Slide 9)* "Discipline is the bridge between goal and accomplishments."

---

Appendix A6, Success lesson plan

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show girls that you do not always succeed at first, but it should not discourage them from trying again. They will learn that there are positive consequences of failure.</td>
</tr>
</tbody>
</table>
### Anticipatory Set: Open Discussion

**Instructions:**

-(Slide 2) In an open discussion ask for volunteers to answer the question, "What does it mean to be successful?"
- Make a list of keywords that is visible to everyone

### Activity 1: The importance of failure

**Purpose:** Take time to think about how we feel when we fail, and why we feel this way.

**Instructions:**

- In an open discussion, ask volunteers to answer Question 1.
- Make a list that is visible to everyone.
- Ask Question 2

**Question 1:** What kinds of feelings come with failure?

**Question 2:** When we think about failure we almost always associate it with negativity, why is this?

### Activity 2: Failure toss

**Purpose:** Girls will learn that they have taken wisdom from every experience, good or bad.

**Instructions:**

- Have girls get into groups of 3-4
- Tear 1 piece of paper out of their journal and fold in half.
- Label the left column, "Failures," label the right column, "Wisdom."
- Write down 5 failures

**Note:** Please let the girls know that they can be as personal as they want. They will not be sharing their failures with the group.

- In the right column write the wisdom that they gained from each failure.
- In their groups they will go around in a circle and share each of their wisdoms one at a time.

**Note:** They do not have to share how they acquired the wisdom. They also have the option to pass if they feel it is too personal.

- When everyone has shared all of their wisdoms, cut or tear the paper in half so that failures are in one hand and wisdoms are in the other.

-(Slide 3) Give girls the following options:
- Keep failures and keep wisdoms
- Keep failures and throw away wisdoms
- Throw away failures and throw away wisdoms
- Throw away failures and keep wisdoms

In their journals answer the prompt, "Which choice did you make? Why?"
Verification

Instructions:
   By a show of hands, ask how many girls threw away their failures and held on to their
   wisdoms.

Note: If there are girls who chose any of the other options, you might ask them if they're willing to
share why they chose differently.
   In an open discussion, ask for volunteers to answer the question, "What do you think the
life lesson in this experience is?"

Note: 3 things to remember: (Slide 4)
   Failure is a function of trying; it represents opportunity for growth.
   Success lies in seeing failure as a tool
   "Defeat is not the worst of failures. Not having tried is the true failure."

Activity 3: Keys to Success

Instructions:
   (Slide 5,6)

Closing thought: (Slide 7) There is a lesson to be learned from any situation. Take the time to find it.

Appendix A7, Resilience lesson plan

Objective:

Inspire girls to never give up. They will learn that they will face adversity, but they should never let
it discourage them.
**Anticipatory Set**

**Instructions:**
- **(Slide 2)** Ask for volunteers to answer the question, "What is resilience?"
  - Make a list of keywords that is visible to everyone.
- **(Slide 3)** Give definition: Resilience: The capacity to recover quickly from difficulties; toughness.

---

**Activity 1: Self Reflection**

**Purpose:** Give girls a chance to think about an event in their own life and let them decide if having a different attitude about it could have changed anything. Girls might think about this activity the next time that they are faced with adversity.

**Instructions:**
- **(Slide 4)** In journals girls will answer the prompt, "Is there a time when you've had a setback that you've had to overcome?"
  - In journals create a three-row chart. Label the top row, "unhelpful thoughts," label the middle row, "feelings," and the bottom row, "behaviors."
  - Girls will think about the unhelpful thoughts, feelings, and behaviors that resulted from the setback that they wrote about.
  - Fill out the chart.
  - Make an identical chart, but change "unhelpful thoughts," to "helpful thoughts."
  - Think about how the helpful thought will influence your feelings and behaviors.
  - Fill out the chart.

---

**Verification: Open discussion**

**Instructions:**
- In an open discussion ask for volunteers to answer the following questions:
  - How did the thoughts change the feelings and behaviors?
  - Which mindset seemed to have a better outcome?
  - It is easier said than done, so, what are some ways we can help ourselves think more positively in a difficult situation? (Make a visible list)

---

**Activity 2: Freedom Writers/ Double entry notes**

**Purpose:** Girls will be able to reflect on a true story which conveys the idea that everyone faces their own struggles, but these struggles are only obstacles to be overcome.
Instructions:
Instruct girls to take out their journals and draw a vertical line down the center of the page. Have them label the left column, "Notes," where they will write down at least 5 quotes that they found to be interesting or important. Have them label the right column, "Reactions," where they will write down any thoughts or ideas about the corresponding quote. Play full movie.

---

**Appendix A8, Women who make America lesson plan**

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring to light many women who are pushing boundaries and writing their own history.</td>
</tr>
</tbody>
</table>
## Anticipatory Set

**Instructions:**

* (Slide 2) Play video, "Women Who Were Left Out Of History"

## Activity 1: Women Who Make America

**Purpose:** Give girls a history lesson on the women who pulled together to be heard and fight for their rights

**Instructions:**

- Instruct girls to take notes if they want to. They will need to come take note of:
  - 3 new things that they learned
  - 3 things that shocked them
  - 3 things that upset them
  - 3 things that inspired them

* (Slide 3) Play part 1.
  Play part 2
  Play part 3

## Appendix A9, Maker’s documentaries lesson plan

**Objective:**

Inspire girls to pursue their passion, no matter how far-fetched it may seem
## Anticipatory Set

**Instructions:**
Go around the room and have each girl share what occupation they’d like to pursue.

## Activity 1: Makers documentaries

**Purpose:** Girls will be given the chance to see women who are challenging the status quo in male-dominated professions.

**Instructions:**

(Slide 2) Have girls decide on 3 of the 6 Maker’s documentaries:
- Women in Comedy
- Women in Hollywood
- Women in Space
- Women in Business
- Women in Politics
- Women in War

After each video, have a brief discussion.

## Closing activity: Journal Reflection/Survey

**Instructions:**

(Slide 3) Girls can take the time to write about anything that they have learned or that has impacted them the most within the last 2 weeks.

Give girls survey. Collect.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity 1: Group Discussion</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Activity 2: TED: Sheryl Sandberg</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Activity 3: Statistics</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Verification: 5 words</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Closing Activity: Journal Reflection</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Appendix B2, Self-esteem agenda

**Agenda**

Day 2: Self-esteem
Anticipatory Set 10 minutes
Activity 1: Self Reflection 20 minutes
Activity 2: TED: Lizzie Velasquez 15 minutes
Verification: Group Discussion 30 minutes
Activity 3: Movie: Mean Girls 45 minutes
Verification: Share Aloud 15 minutes

Appendix B3, Empowerment agenda

Agenda
Day 3: Empowerment
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity 1: Movie: Mean Girls</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Verification: 5 Points</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 2: Open discussion</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Activity 3: TED: Drew Dudley</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Verification: Translation</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Activity 3: Open discussion</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

Appendix B4, Teamwork agenda

**Agenda**

Day 4: Teamwork
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity 1: Marshmallow Challenge</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Verification: Open discussion</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 2: Myers-Briggs Personality Test</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Verification: Group discussion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity 3: The Big 5</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Closing Activity: Journal Reflection</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Appendix B5, Goal setting agenda

**Agenda**

Day 5: Goal setting
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity 1: Open Discussion</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 2: TED: Derek Sivers</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity 3: Ultimate Goals</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Activity 4: Open discussion</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 5: Group brainstorm</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

Appendix B6, Success agenda

**Agenda**

Day 6: Success
Anticipatory Set 5 minutes
Activity 1: The Importance of failure 15 minutes
Activity 2: Failure Toss 45 minutes
Verification 20 minutes
Activity 3: Keys to Success 15 minutes

Appendix B7, Resilience agenda

Agenda

Day 7: Resilience
### Agenda

**Anticipatory Set**
- 10 minutes

**Activity 1: Self reflection**
- 45 minutes

**Verification: Open discussion**
- 20 minutes

**Activity 2: Movie: Freedom Writers**
- 90 minutes

---

Appendix B8, Women who make America agenda

**Agenda**

**Day 8: Makers**
Anticipatory Set

Activity 1: Women Who Make America
   Part 1
   Part 2
   Part 3

Appendix B9, Maker’s documentaries agenda
Anticipatory Set 10 minutes

Activity 1: Maker’s documentaries
   Documentary 1 55 minutes
   Documentary 2 55 minutes
   Documentary 3 (Optional) 55 minutes

Closing Activity: Journal Reflection/Survey 15

Appendix C1, Leadership PowerPoint
Dear members of Ladies First,

I’d like to take the time to tell you a little bit about myself. My name is Christina. I am twenty-one years old. I will be receiving my Bachelor of Arts degree in Liberal Studies from CSU Monterey Bay in the fall, and will be continuing my education there the following year as I work toward obtaining my teaching credential. What sparked my interest in focusing on leadership is the lack of exposure to female role models in schools. We live in a place where it is within our rights, but not within our societal standards, to be equal to or exceed the achievements of men. Let’s change this! I know that each and every one of you is capable of achieving anything that you set your mind to. I’ve created this forum to not only help you understand this fact, but to help you believe it. You can do absolutely anything that you set your mind to.

It is my hope that within the next two weeks you will all learn a great deal, not only about yourselves, but also about the ladies in your presence. I ask that all ladies taking part in this forum are kind, empathetic, respectful, and supportive of each other. Please know that when you are here, you are in a safe place. A place where you are free to share your thoughts, ideas, and even your feelings, without any judgment being passed. With that said, my final request is that you try your best to be vulnerable and take yourself out of your comfort zone. Your participation in discussions will be key to getting the most out of this forum. So, speak up!
What does it mean to be a leader?

Leader: The person who commands a group, organization, or country.
"Data shows that success and likeability are positively correlated for men and negatively correlated for women."

Research found that women are underpaid and underrepresented in leadership, regardless of their performance.

"It has been estimated that, at the current rate of change, it will take until 2085 for women to reach parity with men in key leadership roles in the United States."

As recently as spring 2014, nearly 47 percent of the 150 highest-earning public companies in Silicon Valley had no female executive officers at all.

Women of color are only 3.9 percent of executive- or senior-level officials and managers in S&P companies.

"Women have outnumbered men on college campuses since 1988...Yet they have not moved up to positions of prominence and power in America at anywhere near the rate that should have followed."
Closing activity

Choose one of the following prompts to address in your journal:

- Think of a time when you’ve been treated differently because you are a woman. What happened? How did it make you feel?
- What are some ways that you can practice being a good leader?
- What is the most interesting or most important thing that you will take away from today?
Appendix C2, Self-esteem PowerPoint

Self-Esteem

What is self-esteem?
What is self-esteem?

Self-esteem: Confidence in one's own worth or abilities; self-respect

What builds your self-esteem?

- Having a lot of friends
- Getting a compliment
- Being accepted by others
- When someone trusts you with a secret
- When people believe in you
- When someone is jealous of you?
What are the possible consequences of letting other dictate how you feel about yourself?
“No one can make you feel inferior without your consent.”
Empowerment

What is empowerment?
What is empowerment?

Empower: Make (someone) stronger and more confident, especially in controlling their life and claiming their rights.
“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.”
Appendix C4, Teamwork PowerPoint

Teamwork

The Marshmallow Challenge

- Teams will be given 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow
- Teams must build the tallest, free standing structure
- The marshmallow must be on top
- You will have 18 minutes...

GO!
What’s Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.
For each pair of letters, choose the side that seems most natural to you, even if you don’t agree with every description.

1. Are you outgoing or inwardly focused? If you:
   - Could be described as extroverted, outgoing
   - Like to be in a loud social environment
   - Benefit from social interaction with others
   - Find comfort in the center of attention
   then you prefer
   - E - Extraversion
   - S - Sensing

2. How do you prefer to take in information? If you:
   - Focus on the reality of things as they are
   - Prioritize concrete details and facts
   - Prefer to have practical applications of knowledge
   then you prefer
   - T - Thinking
   - S - Sensing

3. How do you prefer to make decisions? If you:
   - Make decisions in an impulsive way, relying on intuition
   - Like to be the center of attention
   then you prefer
   - F - Feeling
   - E - Intuition

4. How do you prefer to live your outer life? If you:
   - Prefer to operate on a schedule
   - Like to be in a work environment that is organized and controlled
   then you prefer
   - P - Perceiving
   - J - Judging

The four-letter code

- E: Extrovert
- I: Introvert
- N: Intuitive
- T: Thinking
- F: Feeling
- S: Sensing
- P: Perceiving
- J: Judging

<table>
<thead>
<tr>
<th>INTJ</th>
<th>ISTJ</th>
<th>ESTJ</th>
<th>EFTJ</th>
<th>ENFJ</th>
<th>ESTP</th>
<th>EFTP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ESFP</th>
<th>ENTP</th>
<th>ENFP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ESFJ</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INFJ</th>
<th>ISFJ</th>
<th>INTP</th>
<th>ISFP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>INTP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ISTP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INTJ</th>
<th>ISTJ</th>
<th>ESTJ</th>
<th>EFTJ</th>
<th>ENFJ</th>
<th>ESTP</th>
<th>EFTP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ESFP</th>
<th>ENTP</th>
<th>ENFP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ESFJ</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INFJ</th>
<th>ISFJ</th>
<th>INTP</th>
<th>ISFP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>INTP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ISTP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INTJ</th>
<th>ISTJ</th>
<th>ESTJ</th>
<th>EFTJ</th>
<th>ENFJ</th>
<th>ESTP</th>
<th>EFTP</th>
<th>ISTP</th>
<th>ISFP</th>
<th>ESFP</th>
<th>ENTP</th>
<th>ENFP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ESFJ</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
<th>ENFP</th>
<th>ENTP</th>
</tr>
</thead>
</table>
LADIES IN LEADERSHIP

Closing Activity

Address each of the following prompts in your journal:

- What were your results for the Myer-Briggs and the Big 5 personality tests?
- What did the results tell you?
- Would you agree that the results are accurate?
Goal setting

What stops you from achieving your goals?
BE
REALISTIC

TED: Derek Sivers
- Career
- Education
- Financial
- Physical
- Personal
- Public service
What is accountability?

Accountability: The act or condition of being accountable; responsibility
“Discipline is the bridge between goals and accomplishments.”
Appendix C6, Success PowerPoint

Success

What does being successful mean to you?
• Keep failures and keep wisdoms
• Keep failures and toss wisdoms
• Toss failures and toss wisdoms
• Toss failures and keep wisdoms

Remember:

• Failure is a function of trying; it represents opportunity for growth.
• Success lies in seeing failure as a tool.
• “Defeat is not the worst of failures. Not having tried is the true failure.”
Keys to Success

- Be passionate! - If you don’t love what you do, you’re probably not going to be motivated.
- Don’t expect perfection from yourself or those around you. - Beating yourself up for you perceived flaws will only dampen your abilities, not to mention your mental health!
- Have a healthy relationship or don’t have one at all. - Be with someone who supports you.

Keys to Success

- Believe that you will be successful - “What would you do if you weren’t afraid?” - Don’t make reckless decisions, but take calculated risks.
- Know that failure goes hand-in-hand with success - “Failure is not the opposite of success, but a stepping stone to success.
- Know that your to-do lists will never be completed, and be okay with that. - Free yourself from your unrealistic goals.
There is a lesson to be learned from any situation.
Take the time to find it.
Appendix C7, Resilience PowerPoint

Resilience

What is resilience?
What is resilience?

Resilience: The capacity to recover quickly from difficulties; toughness.

In your journals, address the following prompt:

Is there a time that you’ve had a setback that you’ve had to overcome? How did you overcome this obstacle in your life?
Appendix C8, Makers: Women who Make America

#HerStoryIsHistory

Women Who Were Left Out of History
Makers: Women Who Make America
Appendix C9, Makers: Documentaries
Closing Activity

In your journals, take time to write about anything that you have learned or that has impacted you over the past two weeks and what you plan on doing with this information.
Appendix D, Community Expert Transcript

Interviewer: Christina Cawaling
Interviewee: Ms. Yolanda Pruitt (Founding Executive Director of “Ladies First,” a non-profit organization dedicated to bettering the lives of young ladies)

(Start of interview)

Christina Cawaling: My first question for you is, would you consider yourself a feminist?

Yolanda Pruitt: Um, yes, to an extent. My understanding of the feminist is, um, that they- so, wait a minute, tell me what is your definition of a feminist?

Christina Cawaling: [Laughs] That was my next question for you. But, I would say a feminist is someone who believes in the equality of both, men and women.

Yolanda Pruitt: Right, and that’s how I feel. However, I do feel that- and when it comes to different situations, especially in relationships, there are things that women- ways that women should be treated and addressed that are different from the way that a man should be treated and addressed. So, that would be my answer to that. For example, when it comes to lifting things, or even opening the door for a lady and stuff like that, I think that’s important. That may clash with the concept feminism, so that’s why I say that it depends on the situation. But yes, in general I definitely believe in equality.

Christina Cawaling: Okay, and do you believe that boys and girls receive the same education?

Yolanda Pruitt: No. No, I don’t. I believe that women are marginalized in the higher level of education. I believe that in the lower levels of education, elementary school, middle school, maybe not as much, but I do think in the formal education levels, yes I think there is a difference.

Christina Cawaling: What kinds of consequences do you think come from these differences?

Yolanda Pruitt: Women don’t feel secure in who they are. They don’t recognize that they are just as valuable as men because they are not getting treated the same. I think the consequence comes in also when they graduate and then they are not paid the same as their male counterparts. And so, that cycle I believe that has to be changed. It has a financial and a mental affect on women. And it gets passed on to the next generation.
Christina Cawaling: Do you think that others’ expectations dictate the expectations that women set for themselves?

Yolanda Pruitt: Yes, but I think it shouldn’t. I think that’s why we’re needing to have programs like Ladies First, to show girls- to empower girls at an early age, so that when they become women and grow up, they have a sense of value and they know who they are. So, they’re not shaped so much by outside’ opinions and what people think of them. Like I said, that one of the things we do in Ladies First, because as children sometimes girls are told, “you’re too fat,” “you’re too skinny,” “you’re too this,” “you’re too that,” “you’re never going to be anything,” so, they buy into that. We want to stop that. We want to let them know “you are valuable,” “you are beautiful as you are,” “you are smart,” “you are capable,” “you can have this,” and “you can achieve this,” “you can be this,” but that has to come from inside.

Christina Cawaling: What do you think is the best way to empower young girls?

Yolanda Pruitt: By starting early. Preventative measures. By helping them during- especially during their adolescent stage. Because during adolescence, this is when they are trying to decide who they are, who to connect to, what do I want to be, and so whatever the outside influences around them are is what will dictate who they are, who they connect to, and what they want to be. So, we need to set up more positive options for them. Options that teach them that they are valuable, they are important, they do have the skills to do something great, and that they don’t have to buy into the negativity. But, if we don’t show them these options- we could talk all day long, but if we don’t actually show it to them, they aren’t going to buy into it; they aren’t going to internalize it. I think it’s very important to start young. I say adolescence, but even preadolescence is a good time to start. I read an article that talked about how your secondary level of education, meaning the high school level, is very, very important because you have to reinforce the things that you taught at the primary level. So, not only should it happen during preadolescence and adolescence, we need to continue to empower each other- for women to take the time to teach other women. That’s where it’s going to come from. We need- that’s- everything in our past in this country, the women’s groups have had to come out and speak on behalf of other women before change was made. I think about back in the Renaissance era when women weren’t allowed to be writers. They weren’t allowed to express the creativity inside of them. They couldn’t really be the main characters in the play, they were always set to the side. And it took women coming together to change that. So that is what it’s going to take to change for the future generations- to give that sense of empowerment. We also must teach our children that it’s not all a bed of roses. We need to give them the bitter with the sweet. So that they know they are going to come across some challenges, but this is how you overcome them.

Christina Cawaling: And you can overcome them.
Yolanda Pruitt: And you can overcome them! I overcame them. I’m telling you where I got lost, now I’m telling you how I succeeded, and I’m showing you this by sharing this with you and then by who I actually am. That’s one of the things about Ladies First is that, we not only teach them through lecture, we teach them through real life examples. So, they get to see what it looks like to be what we’re telling them that we want them to be.

Christina Cawaling: My last question is, what sparked your passion?

Yolanda Pruitt: What sparked my passion? I don’t know, I’ve always been- I kinda was born with this thing about helping people, but also, I’ve always been partial to helping women. In junior high school the girls couldn’t wear pants, and I’m like, “well, why can’t we wear pants to school?” So I went to the principal and I asked her why, and she said, “well, if you put a petition together [yada-yada-yada,]” she gave me some information, but she had no idea that I was going to do it. So I went and I got a petition together, I put it together and I got signatures from everybody that I needed signatures from, I brought it back to her and she was shocked, but she respected that and she changed the dress code and we could wear pants to school! So I’m like,”yes!” [Laughs] So, that kind of sparked me. Another things that sparks me is, you know, I look at the young ladies in our communities and I see the way that they dress, I see the way that they disrespect themselves, because they don’t know who they are. I see how they are in relationships and they- they’re letting boys beat on them! And I’m like, “come on, baby, that doesn’t work.” I see girls that are introverted because no one has told them that they have skills and abilities. That they can be more than what somebody has told them they can be. So, what sparked me is just seeing young women not living up to their potential, and knowing that some of that I am responsible for. Um, I have this thing that if you take a two year old to the mall, and that two year old gets lost, it’s not that baby’s fault, it’s the adults fault. So, instead of me sitting back, pointing, and judging them for calling each other the “b-word” and thinking that’s good, or showing too much cleavage, or their dresses are too short, or they’re using foul language, you know, instead of me just saying, “ohhhhh, you see that girl over there doing that,” let’s do something about it. Because obviously there is something going on in that dynamic that is causing her to do that. You never know what has gone on in their lives. Maybe this girl was raped, maybe this girl was molested. So maybe that has dictated her thought because nobody has come in and tried to help her overcome that situation and tell her just because somebody took advantage of your body when you were young, that does not mean that that’s the only thing that’s of value to you. I have nieces and nephews who are growing up and I’m looking at them, I raised a son, and I’m looking at his girlfriends. Actually what sparked Ladies First was a phone call from a young girl when my son was 17. She called and asked to speak to Brian, and I’m like okay, “It’s 11 o’clock, Brian, you know the rules.” And he say’s, “OK, Mom, I’ll get her off the phone.” So he did, but 15 minutes later she called back and I said, “Oh no, I got this,” [laughs] so
I picked up the phone and I said “Hey, baby,” and she said “can I speak to Brian?” And I said “no, it is too late for you to be calling Brian. As a matter of fact it is too late for you to be calling any young man. Have some self respect and wait until tomorrow. Better yet, wait for him to return your phone call.” And her response to me was, “oh, OK,” like no one had ever told her about self respect and given her any suggestions on how to maintain her dignity. When I got off the phone I went into this trance and I just started writing. Ladies First, the name, the workshops that we’re still doing now, the concept, all of that. I put the pencil down and then it was like well okay, “so what now? What do I do now?” But that was a part of what sparked me and definitely what motivated me to start Ladies First.

(End of Interview)