

BRIGHT FUTURES

A COMMUNITY ORGANIZATION'S GUIDE TO PROMOTING EMOTIONAL WELLNESS



Bright Futures for Women's Health and Wellness

WELCOME

Thank you for taking the time to read “Bright Futures: A Community Organization’s Guide to Promoting Emotional Wellness.” This resource is part of a series of materials called “Bright Futures for Women’s Health and Wellness.” These materials were developed by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Office of Women’s Health, with the guidance of a 10-member panel of predominantly female mental health experts (medical doctors, psychiatrists, and researchers) from across the country. The aim of the Bright Futures project is to help women of all ages achieve better physical, mental, social, and spiritual health by encouraging healthy practices.

Like physical health, mental health exists along a spectrum. At one end are feelings of thriving and flourishing, and at the other are depressed and anxious feelings. For a variety of reasons, the field of mental health has historically focused on the negative end of this spectrum. The Bright Futures project is different. It is not about avoiding or treating depression: It is about helping women to thrive. One of the ways this can happen is through the work of community organizations.

This guide contains information for community organizations about emotional wellness, as well as tips and ideas for how your organization can incorporate wellness themes into your existing programs and activities. These suggestions are based on the latest research into what helps women of all ages thrive and flourish. This research suggests that coping skills (such as flexibility, feeling strong, and optimism), personal traits (high self-esteem), and resources (spiritual practices and support from family and friends) can boost women’s mental health. As women develop these elements in their own lives, they increase well-being, satisfaction, and their overall quality of life.

While this guide focuses on women’s emotional wellness, it touches on some of the more common types of depression and anxiety that many women can face from time to time. It does not discuss more serious clinical diagnoses of unipolar and/or bipolar disorders that can occur among some women, nor the treatment and care that is warranted in these cases.

We encourage you to partner with us in this effort to promote emotional wellness. Thank you for the work you do to improve the lives of American women in your community.

Sincerely,



Elizabeth M. Duke
Administrator
Health Resources and Services Administration
U.S. Department of Health and Human Services

TABLE OF CONTENTS

INTRODUCTION	iv
ABOUT WOMEN AND EMOTIONAL WELLNESS	1
TIPS TO PROMOTE EMOTIONAL WELLNESS	2
Conversation Starters	3
Include Emotional Wellness Information or Activities as Part of Existing Programs	3
Develop an Emotional Wellness Program	4
PROGRAM IDEAS TO PROMOTE EMOTIONAL WELLNESS	5
Creative Expressions: A Writing Club for Women	6
Through My Lens: A Self-Discovery Activity for Women	7
Entrepreneur Seminar Series: Leadership Skills for Women	8
Hair To Care! An Inter-Generational Self-Esteem Program	9
Nature Connection! A Nature Activity for Women	10
Arts Alive! An Arts Program for Women	11
Get In-Bulbed! A Community-Building Project for Women	12
Community Cooking Club: Healthy Habits for Women	13
Unique Purpose: Seminars for Self-Reflection for Women	14
Women's Purpose Weekend: Program to Explore Values and Purpose for Women	15
Popcorn Fridays! A Self-Esteem Program for Young Women	16
Moving Forward Project: A Support Program for Young Women	17
Multicultural Camp: A Community-Building Activity for Young Women	18
Thrive Community Mural Expressions: A Community Art Project for Young Women	19
Self-Esteem Workshop: A Self-Esteem Building Activity for Young Women	20
WHEN TO HOST A WELLNESS PROGRAM OR ACTIVITY	21
HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY	24
RESOURCES	33
WORKS CITED	35

INTRODUCTION

Community organizations play an important role in American society. Whether promoting health, education, social awareness, or overall well-being, community organizations benefit everyone. This guide is for community organizations that provide services to women of all ages, from adolescents to senior citizens. We are excited about the work your organization is doing and would like to partner with you to help women thrive and flourish by promoting emotional wellness in your community.

This guide provides the latest information on emotional wellness as well as tips or suggestions that your organization can use to promote wellness. These tips range from suggestions on how to start conversations about emotional wellness with the women you serve to ideas for wellness programs or activities your organization could develop. The ideas are broad enough to be sponsored by a range of local organizations including community health centers, recreation departments, libraries, schools, work places, and faith-based organizations. Any organization that works with women, or even any small group of individuals, can promote emotional wellness.

We hope that this resource will help you expand on emotional wellness themes in the activities and programs your organization is already involved in, and will give you information to help plan new activities on emotional wellness if you so desire.

This guide includes the following sections:

- 🔗 About women and emotional wellness
- 🔗 Tips to promote emotional wellness
- 🔗 Program ideas to promote emotional wellness
- 🔗 When to host a wellness program or activity
- 🔗 How to organize and evaluate a program or activity
- 🔗 Share your experiences
- 🔗 Resources
- 🔗 Works cited

Some readers might want to read this guide cover to cover, while others might find it more helpful to read only certain sections of the guide to best suit their needs, experiences, and interests. No matter how you use this guide, we hope you find it helpful and are able to use this information to enhance your efforts to promote emotional wellness among women of all ages!

ABOUT WOMEN AND EMOTIONAL WELLNESS

People who are emotionally well feel good about themselves, their relationships, and their purpose in life. Emotional wellness is not the absence of sadness, anger, or confusion. All people will feel these emotions from time to time. However, people who are emotionally well may have fewer emotional lows and will be able to recuperate faster from such lows. Emotional wellness may also increase feelings such as happiness and joy during positive times.

Promoting emotional wellness may be especially important for women. Nearly twice as many women as men are affected by a depressive disorder each year in the United States,¹ and research has linked depression and negative affect to a wide range of serious health conditions.² Promoting emotional wellness is one way to enhance women's physical health, and enables women to help manage their own well-being. For example, positive emotions buffer resilient people against depression, help them to thrive,³ and "trigger upward spirals toward emotional well-being."⁴

Women of all ages can build positive emotional health by developing positive skills, traits, and resources to counteract negative forces. Qualities such as resiliency, hardiness, and optimism can help individuals be healthier and thrive.⁵ As importantly, these skills can be learned.⁶ Emotional wellness can be improved through the development of skills such as flexibility, strength, and optimism, enhanced personal traits such as high self-esteem and a sense of purpose, and expanded personal resources such as spiritual practices and support from family and friends.

Through an extensive research process, we have identified three important aspects of emotional wellness. To promote emotional wellness, community organizations can help individual women of all ages to do the following:

- 🌀 **Value herself:** This includes valuing and appreciating herself; having healthy emotional, cognitive, and physical habits; and engaging in meaningful and rewarding activities.
- 🌀 **Find balance and purpose:** This includes having a sense of balance, meaning, and purpose in life; having meaningful spiritual beliefs and practices; and being able to adapt to change and cope successfully with adversity.
- 🌀 **Connect with others:** This includes having compassion for others; identifying with a community; and having meaningful, rewarding, and supportive relationships.

¹ Nolen-Hoeksema & Girgus, 1994; Piccinelli 2000; U.S. Department of Health and Human Services, 2006

² de Groot, Anderson, Freedland, Clouse, & Lustman, 2001; Ferketich, Schwartzbaum, Frid, & Moeschberger, 2000; Fishbain, Cutler, Rosomoff, & Rosomoff, 1997; Breslau, Peterson, Schultz, Chilcoat, & Andreski, 1998; Heatherton & Baumeister, 1991.

³Frederickson, 2003.

⁴Frederickson & Joiner, 2002.

⁵ Luthar, Cichetti, & Becker, 2000; Kahn, 2000; Cieslak, Widerszal-Bazyl, & Luszczynska-Cieslak, 2000.

⁶ Shatte & Reivich, 2002; Hill, 1998.

TIPS TO PROMOTE EMOTIONAL WELLNESS

Your organization likely already promotes emotional wellness in several ways. This section of the guide provides additional tips and suggestions for wellness promotion. Some of these can be accomplished using your existing staff, programs, and other resources, while others may involve acquiring additional support or partners.

Here are three approaches to promoting emotional wellness:

- 🌀 **Use conversation starters:** Talk with the women you serve about emotional wellness issues. These discussions can be had with women of all ages, from adolescents to senior citizens.
- 🌀 **Include emotional wellness information or activities as part of existing programs:** Make wellness themes and activities a part of your existing programs.
- 🌀 **Develop an emotional wellness program:** Develop an activity specifically on emotional wellness as part of an existing program or as part of a new program.

Regardless of how your organization chooses to share information on emotional wellness, the information should be provided at an appropriate literacy level. Wellness messages should also be culturally responsive and sensitive to the influence of social contexts on what is functional, healthy, and appropriate. You can focus your messages on emotional wellness around themes that apply to all women. For example:

- 🌀 Emotional wellness is linked to better physical health and greater life satisfaction.
- 🌀 Every woman can learn how to improve her emotional wellness.
- 🌀 Women can improve their emotional wellness through simple tips and activities to appreciate themselves, find their balance and purpose, and connect with others.

TIPS TO PROMOTE EMOTIONAL WELLNESS

CONVERSATION STARTERS

Simply starting a dialogue to encourage women to begin thinking about these issues is helpful. Encourage women to think of emotional wellness as a goal in itself, just as physical fitness is a goal in itself. Conversations on emotional wellness can be brief. You can discuss any concept related to emotional wellness (such as balance, self-esteem, or relationships) with the women you serve. Bring up the topic in a neutral and non-judgmental way and then actively listen for cues related to emotional wellness.

Here are some potential conversation-starters:

- ☞ “It’s important to find time for yourself, even when you’re busy. Let’s talk about how you’re doing that.”
- ☞ “Many women have multiple roles and responsibilities. Are you finding balance in your own life?”
- ☞ “Every woman deals with some stress in her life. How do you relax and recharge yourself?”
- ☞ “Strong connections are important. Tell me about some of your connections with your friends, family, or community.”

INCLUDE EMOTIONAL WELLNESS INFORMATION OR ACTIVITIES AS PART OF EXISTING PROGRAMS

Chances are your organization is already doing something to promote health and wellness among women in your community. Aspects of emotional wellness may be adapted to or incorporated into these existing programs and activities. Encourage women to talk about issues such as building self-esteem, making time for themselves, understanding their values, setting their own expectations, forming healthy relationships, and connecting with others. Many of these topics can be easily connected to your existing programs and goals.

Here are some ways to include additional emotional wellness themes in your existing programs:

- ☞ Conclude programs and activities by asking women to name one thing they appreciate about themselves or other women in the program.
- ☞ Prominently display tips on topics such as how to take care of yourself, get enough sleep, or eat healthier foods, and explain how these tips can help women achieve program objectives.
- ☞ For icebreaker or “get to know you” activities, ask women to share their tips for creating more time for themselves.
- ☞ Ask women to share with others their goals and progress towards reaching program objectives.
- ☞ Encourage women to get to know others and form new friendships and connections to enhance their experience in the program. Encourage them to make an effort to get to know someone from a different background or culture.

TIPS TO PROMOTE EMOTIONAL WELLNESS

DEVELOP AN EMOTIONAL WELLNESS PROGRAM

Your organization might want to develop a specific program or activity on emotional wellness. These can be one-time activities, a series of activities, or an ongoing program.

For example, your organization might:

- 🌀 Sponsor a writing club
- 🌀 Develop a photography project that explores self-expression
- 🌀 Teach leadership or entrepreneurial skills
- 🌀 Encourage women to explore nature
- 🌀 Help young women to prepare for the transition from high school into a job or further education

The next section of the guide provides sample emotional wellness program ideas. You can incorporate one or more of these ideas into your existing programs. You may even be able to use one of these ideas to achieve a current mental health objective in your organization.

PROGRAM IDEAS TO PROMOTE EMOTIONAL WELLNESS

This section contains several ideas for activities your organization can incorporate into existing programs or conduct as new programs. These ideas can be one-time activities (for example, a self-esteem seminar), a series of activities (for example, a six-week writing club), or ongoing programs (for example, weekly movies). These activities may give you some new ideas on how to promote emotional wellness in the women who use your organization's services. If you have limited program planning experience, see "How to organize and evaluate a program or activity" on page 24 for guidance on how to plan, publicize, and evaluate an activity.

Each program idea contains:

- 🌀 A descriptive title
- 🌀 The intended audience for the idea: women of any age (ideas 1-10) or young women in particular (ideas 11-15)
- 🌀 A brief overview of the idea
- 🌀 Emotional wellness issues addressed by the idea
- 🌀 Possible locations to host the idea
- 🌀 Cost to host the idea, described as less to more expensive (\$, \$\$, or \$\$\$)
- 🌀 Additional resources related to the idea

Many of these ideas involve women coming together to discuss their emotions, beliefs, and traditions. We encourage you to conduct such discussions in small groups when possible, and to work to create a safe environment where all women feel comfortable sharing. You might consider having a trained counselor or other professional readily available if some participants encounter strong or difficult emotions during these discussions. The resources section of this guide on page 35 also contains additional information that might be helpful.



CREATIVE EXPRESSIONS

Self-Exploration Activities for Women

Overview:

This program promotes creative self-expression in women through writing and storytelling. Writing can help women of all ages express thoughts and emotions in a fun and imaginative way. Women can share their works in a discussion designed to support and encourage the process of self-expression.

The program consists of a series of sessions that give women an opportunity to create writing samples or oral stories based around certain themes. Examples of themes include balance and purpose in life, personal fulfillment and dreams, negativity and self-doubt, and meaningful personal relationships. Participants can write in any format, including poetry, free association, short stories, and so on.

Discussion at the end of each session will focus on providing an opportunity for women to share their works. Ideas featured during the discussion might include the following:

- ✎ Examining the benefits of self-expression
- ✎ Identifying central themes and issues identified
- ✎ Addressing issues of self-doubt or negativity
- ✎ Working with women to develop other ways of self-expression

Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Coffee shop, community center, park with picnic tables

Cost: \$

Selected Resources, also see Resources section:

- ✎ **Girls Inc.** (www.girlsinc.org/gc): Provides tips on writing and journaling, look under Strong Girls, then Explore your Emotions.



THROUGH MY LENS

A Self-Discovery Activity for Women

Overview:

The program consists of workshops designed to foster creativity and self-expression in women of all ages through photography. Photography and other forms of expression can help women capture images relating to personal feelings and emotions in a different, meaningful, and imaginative way. A group discussion will aid in the process of self-discovery.

The program consists of a series of weekly sessions designed to provide women with advice and guidance on using a camera and techniques for photography. Participants can be given cameras (disposable digital cameras are available at some drugstores), and encouraged to take photos of images that are meaningful to them and that capture issues in their daily lives. At each weekly session, the group will choose two or three photos from each participant for display at a local library or community center.

Discussion during the workshops can focus on what each image represents and the personal significance of each photo. Some other ideas for discussion:

- 🌀 Examining the role of self-expression through creative art and photography
- 🌀 Identifying and evaluating central themes prevalent in the photos
- 🌀 Addressing issues that arise through the images, such as self-doubt, negativity, and social pressures
- 🌀 Working with women to develop outlets for self-expression and creativity

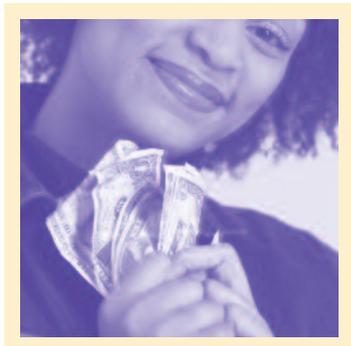
Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Library, school, community or recreation center

Cost: \$\$

Selected Resources, also see Resources section:

- 🌀 **Picture This!** (www.picturethisprojects.org): Project encourages creative expression and self-esteem, helping to bridge the gap between people of different backgrounds.
- 🌀 **In-Sight Photography Project** (www.insight-photography.org): Helps young people have a constructive, creative way to express themselves.



ENTREPRENEUR SEMINAR SERIES

Leadership Skills for Women

Overview:

This seminar series is designed to help women of all ages foster leadership, business, and entrepreneurial skills. Participants are given a forum to discuss their personal and unique strengths, and how these strengths fit into a career. In addition to discussion, each seminar can provide training on a variety of topics related to career development. During each session, participants can meet with trained career counselors or others who can offer advice about topics such as how to start a business, goal setting, self-advocacy, and optimizing unique talents.

The seminar series will increase the confidence and capabilities of women in the workforce and provide tools to help them further their career goals. A community organizer can locate additional resources and materials such as discussion guides, test preparatory materials, and computer spreadsheet and word processing programs.

Women can learn useful career skills such as:

- 🔗 Creating and maintaining budgets and spreadsheets
- 🔗 Basic skills for word processing software
- 🔗 Preparation and marketing of a personal résumé
- 🔗 How to use e-mail and Internet search engines
- 🔗 Information about testing for professional licenses

Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Technical or learning center, community college, high school

Cost: \$\$

Selected Resources, also see Resources section:

- 🔗 [Women-21.gov \(www.women-21.gov\)](http://www.women-21.gov): A Federal resource for women entrepreneurs.
- 🔗 [Women's Business Center \(www.onlinewbc.gov\)](http://www.onlinewbc.gov): Resources for women business owners from the U.S. Small Business Administration.
- 🔗 [Career Information for Kids \(www.bls.gov/k12\)](http://www.bls.gov/k12): Job information from the U.S. Bureau of Labor Statistics.
- 🔗 [Career Voyages \(www.careervoyages.gov/students-main.cfm\)](http://www.careervoyages.gov/students-main.cfm): Student information on careers.



HAIR TO CARE!

An Inter-Generational Self-Esteem Program

Overview:

This session is for female family members to explore self-esteem issues while participating in a positive and fun activity designed to increase confidence. Families are encouraged to connect and learn about themselves in a safe and supportive environment while helping one another find their unique beauties and styles.

Hosted at a local hair salon, participants can see demonstrations about healthy hair care, styles for different types of hair, and easy ways to create or change a look. After the demonstrations, participants can discuss and evaluate issues related to self-image, including appreciation of unique attributes and styles, healthy habits for hair and body care, and how hair care relates to connections among females. This activity is designed to help women and girls feel good about themselves while developing techniques for improving their self-image.

Additional resources for this program including product samples, tools for discussion, and materials related to self-esteem.

The program works to help women and girls:

- ☞ Distinguish between developing a unique style and following a trend
- ☞ Examine what factors determine self-image and how to control them
- ☞ Learn to create confidence-boosting styles tailored to their daily lives
- ☞ Understand the importance of proper hair care in overall health

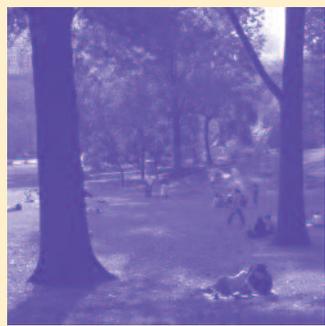
Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Local hair salon, recreation center, high school gymnasium

Cost: \$\$

Selected Resources, also see Resources section:

- ☞ **Hair Care for Girls** (www.girlshealth.gov/body/hygiene_hair.htm): Offers hair care tips for young women.
- ☞ **Teen's Health, Taking Care of Your Hair** (kidshealth.org/teen/your_body): Tips for teens on hair care, scroll down on the page to look for hair care.
- ☞ **Hair Care Tips for Sisters on the Move** (www.hsph.harvard.edu/sisterstogether/hair.pdf): Provides hair care tips for black women, developed by the Sisters Together program in Boston.



NATURE CONNECTION! A Nature Activity for Women

Overview:

Community groups can organize weekly nature walks, monthly day hikes, and biannual weekend camping trips for women. Women of all ages can bond and learn from one another while appreciating natural surroundings. The project encourages growth, spirituality, interdependence, and a greater connection with nature.

Participants can work in pairs to learn about each other and to help each other overcome challenges during walks, hikes, and camping trips. In addition, women can be taught survival and nature skills by a trained camp leader or nature guide, and can be given the opportunity to discuss ideas, images, and perceptions related to the environment.

The goal of the project is to focus on:

- ☞ Awareness of surroundings and the interdependence of nature
- ☞ Self-esteem, by challenging the self to leave comfort zones and to experience new sensations
- ☞ Community, via participation from women of different ages and social and ethnic backgrounds

Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Park, hiking trail, or campground

Cost: \$

Selected Resources, also see Resources section:

- ☞ **National Park Service** (www.nps.gov): Provides information on national parks.
- ☞ **Becoming an Outdoor Woman** (www.michigan.gov/dnr): Program sponsored by the Michigan Department of Natural Resources; look in the sidebar for Learning Corner and then Becoming an Outdoor Woman.



ARTS ALIVE! An Arts Program for Women

Overview:

In this program, women of all ages work together to build an outdoor stage to support local plays, music, dance, and art. This program is an opportunity for a diverse group of women to work together.

Interested women can meet weekly on activities including finding a public place for the stage (such as a park), building the stage, and organizing theater acts and crafts displays once the stage is completed. Women can contribute their vision and talents to the project. The festival can be sponsored by local art, music, dance, or theater organizations.

By showcasing individual strengths, this program aims to achieve the following:

- 🌀 Build the confidence of women through the completion of a joint construction project
- 🌀 Give women a place to display their individual and collective voices through art and performance
- 🌀 Foster cooperation between members of different backgrounds for a common goal
- 🌀 Endorse and support arts in the community

Wellness Issues Addressed: Valuing self; finding balance and purpose; connecting with others

Possible Locations: Local park or community space

Cost: \$\$\$

Selected Resources, also see Resources section:

- 🌀 National Endowment for the Arts ([arts.endow.gov](https://www.arts.gov)): A public agency dedicated to supporting excellence in the arts.
- 🌀 Institute of Outdoor Drama (www.unc.edu/depts/outdoor/about): Offers information and links on how to produce an outdoor drama.



GET IN-BULBED! PLANT A TREE, BRING A BULB COMMUNITY GARDEN PROJECT

A Community-Building Project for Women

Overview:

This idea is designed to foster connections through the formation of a community garden where women of all ages can grow their own fresh fruit, vegetables, or flowers. Members of the community can work together to prepare, maintain, and harvest the garden, fostering a sense of communal ownership and community spirit.

Neighborhood organizations, schools, and other community leaders can sponsor plots of land. Participants can plant a section of the garden and then take turns maintaining it. The group can work together to harvest fruits and vegetables, a portion of which can be donated to a local shelter or food bank. While working together, members of the community can forge bonds and reap the rewards of combined labor.

Members of the community garden can also host monthly classes about topics related to land cultivation and gardening. Community organizers can locate materials for those interested, including supplies, seeds, and tips.

The community garden project aims to:

- 🌀 Create a sense of pride in the community by combining talents and labor for a common goal
- 🌀 Help community residents feel good about shared work and helping others
- 🌀 Foster a productive opportunity in which community residents from various backgrounds can participate
- 🌀 Help individuals in the community learn about horticulture

Wellness Issues Addressed: Valuing self; finding balance and purpose; connecting with others

Possible Locations: Neighborhood plot offered by a local organization

Cost: \$\$

Selected Resources, also see Resources section:

- 🌀 American Community Gardening Association (www.communitygarden.org/starting.php): Offers tips for starting a community garden.
- 🌀 Atlanta Community Food Bank, Community Garden Initiative (www.acfb.org/projects/community_garden): Helps neighborhoods plan gardens to supplement the food supply.
- 🌀 Openlands Project (www.openlands.org/urbangreening.asp?pgid=108): Offers ideas for starting a community garden on a vacant lot.

COMMUNITY COOKING CLUB

Healthy Habits for Women



Overview:

The Community Cooking Club is designed to help busy women learn to prepare easy, healthy, and delicious meals. Cooking can be a learning opportunity for women and can provide a chance to connect with other members of the community. The Cooking Club is a fun and friendly way to become more active in the community, meet like-minded women, learn the basics of nutrition and healthy eating, and discuss issues related to maintaining a healthy lifestyle.

The club consists of six to eight weekly classes. It could involve a short nutrition seminar, cooking instruction, and a discussion period at the end of each session during which women discuss issues while enjoying the meal that they prepared.

Weekly recipes could vary from international and gourmet cuisine to everyday favorites. The club can teach techniques to make daily cooking healthier without extra difficulty or cost. Women could also organize and host community dinners for local causes.

Through discussion at the end of each session, women would get a chance to examine topics related to wellness. The discussion period is designed to help women:

- 🌀 Identify and address barriers to healthy eating for themselves and their families
- 🌀 Examine the role of food in an overall healthy lifestyle
- 🌀 Discover new ways to incorporate healthy eating into busy lives
- 🌀 Discuss cooking tips and exchange healthy recipes
- 🌀 Interact and connect with other women in the community

Wellness Issues Addressed: valuing self; finding balance and purpose; connecting with others

Possible Locations: Community center, community college, cooking school, local restaurant

Cost: \$\$\$

Selected Resources, also see Resources section:

- 🌀 **MyPyramid.gov** (www.mypyramid.gov): Promotes dietary guidance for all Americans, including customized guidance for women based on age and activity level.
- 🌀 **Food and Nutrition Information Center** (www.nal.usda.gov/fnic): Provides healthy ethnic recipes and culturally specific healthy-eating guidance.



UNIQUE PURPOSE

Seminars for Self-Reflection for Women

Overview:

These seminars are designed to help women understand what makes them unique and how their individual strengths interact with those of others. Each session will begin with an individual making a presentation on a topic of interest, followed by discussion among the women. Session leaders can be doctors, social workers, community leaders, faith-based leaders, or any woman with a story to tell.

A community organizer could locate materials and provide additional resources for all those interested in sponsoring the program.

Possible topics for discussion include:

- 🌀 Understanding your personal faith and other faith traditions
- 🌀 Examining the roles of positive thinking and optimism in daily life
- 🌀 Discovering themes and values that are common among different communities
- 🌀 Appreciating diversity
- 🌀 Identifying unique talents and learning about goal setting
- 🌀 Hearing and understanding inspirational stories about women who have faced adversity and overcome problems
- 🌀 Learning to make a positive difference in the community

Wellness Issues Addressed: Valuing self; finding balance and purpose; connecting with others

Possible Locations: Local community college, community or recreation center, high school gymnasium

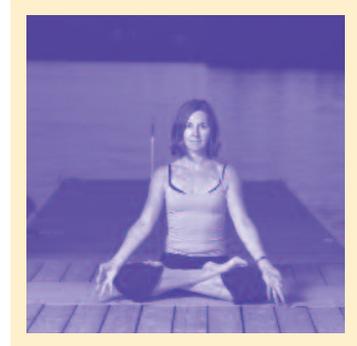
Cost: \$

Selected Resources, also see Resources section:

- 🌀 **Women's Leadership Institute** (www1.umn.edu/ohr/leadership/womens): University of Minnesota program to encourage self-reflection in women.

WOMEN'S PURPOSE WEEKEND

Program to Explore Values and Purpose for Women



Overview:

This program allows women to explore their spirituality and seek purpose and fulfillment in new and meaningful ways. The program will provide woman-centered instruction for transformation and social activism based on the values of a just and sustainable world. This weekend program can help women who are seeking additional purpose and meaning by offering guidance in self-confidence and intellectual and creative expression, and by focusing on the unique contributions of women to society.

Through the offering of a well-rounded course, women will have the opportunity to connect and draw strength from faith traditions and from the important roles women have played throughout history. A community organizer can locate lecturers and organize other materials including discussion topics and lists of themes related to women and faith traditions.

The program can include classes taught by supportive, qualified, and diverse leaders. Among the topics that can be explored by the group are:

- 🌀 Women's roles in history
- 🌀 Spiritual and religious leadership for women
- 🌀 Opportunities for women in social activism
- 🌀 Literary, social, and artistic contributions of women in society
- 🌀 Individual physical activities in which women excel, including yoga and dance

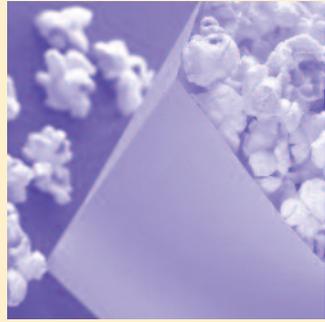
Wellness Issues Addressed: Finding balance and purpose; connecting with others

Possible Locations: Community college, local community center, retreat center, library

Cost: \$\$

Selected Resources, also see Resources section:

- 🌀 National Women's History Project (www.nwhp.org): Provides information about women's roles in history.
- 🌀 Women's Center at Tufts University (ase.tufts.edu/womenscenter/spirituality): Resources on spirituality.



POPCORN FRIDAYS! A Self-Esteem Program for Young Women

Overview:

This program helps promote a healthy self-image in young women ages 11-18, and encourages dialogue between mothers and daughters about the media's role in the development of self-image.

The organizer will arrange to show a film and invite mothers, stepmothers, or other female guardians to view the film with their daughters and then discuss it afterward in a group setting. Films can depict either positive or negative female role models. After the film, young women and their mothers can discuss relevant themes. The films and discussion topics can focus on issues relating to adolescent emotional development such as culture, self-esteem, or body image. A community organizer might select a set of films, develop discussion guides, and provide a list of relevant women's organizations for referral and guidance.

The program is designed to help young women and their mothers:

- ☞ Understand the media influences that affect emotional development in young women
- ☞ Identify personal insecurities and address those issues
- ☞ Understand and assess the impact of media on self-image
- ☞ Learn strategies to promote a healthy self-image
- ☞ Evaluate the unrealistic "beauty" portrayed by movie stars

Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Local community college, community center, local theater

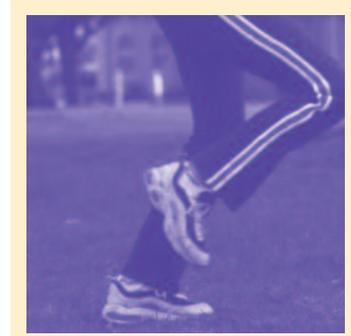
Cost: \$\$

Selected Resources, also see Resources section:

- ☞ **Center for Media and Literacy** (www.medialit.org): See "Growing Up Female in a Media World: An overview of issues on women, girls and the media" in the Life Skills Reading Room.
- ☞ **Beyond Media Education** (www.beyondmedia.org): Provides information about media literacy.
- ☞ **Cambridge Documentary Films** (www.cambridgedocumentaryfilms.org/Resist.html): Provides various documentary films including "The Strength to Resist: The Media's Impact on Women and Girls."

MOVING FORWARD PROJECT

A Support Program for Young Women



Overview:

This after-school project focuses on young women who are attending high school. Through biweekly sessions, young women gain independence and self-confidence. The movement from high school to work life or college is a time of change and readjustment for many teenagers. This program provides guidance, information, and one-on-one support for young women during this time of transition.

The program can offer training in resumé development, preparation for standardized tests and college admissions, career counseling, and life skills management. A community organizer can locate additional resources for this program, including discussion guides, standardized test preparatory materials, and career counseling computer programs.

Young women in this program can:

- 🌀 Discuss issues related to leaving home such as increased financial independence
- 🌀 Learn skills to manage time and tasks on a varying schedule
- 🌀 Understand and cultivate methods for relieving stress
- 🌀 Examine the roles of peers and family pressures on goal setting
- 🌀 Become confident in their ability to make the transition from high school into a career or college

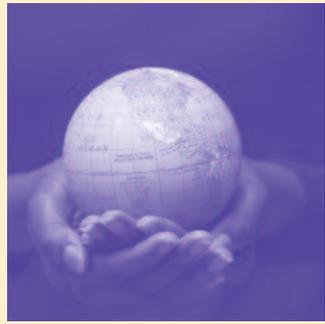
Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Local community college, high school, library

Cost: \$

Selected Resources, also see Resources section:

- 🌀 Career Information for Kids (www.bls.gov/k12): Job information from the U.S. Bureau of Labor Statistics.
- 🌀 Career Voyages (www.careervoyages.gov/students-main.cfm): Information for students on careers.
- 🌀 Students.gov (www.students.gov): Information on planning and paying for an education.
- 🌀 Youth rules! (youthrules.dol.gov): Information on rules related to teens and working.



MULTICULTURAL CAMP FOR YOUNG WOMEN

A Community-Building Activity for Young Women

Overview:

The Multicultural Camp is an opportunity for young women from different ethnic, religious, and racial backgrounds to learn about one another. By sharing in creative expression with others who are different from them, young women have the opportunity to understand and develop tolerance for others.

The three-day camp can include young women from various backgrounds and contain demonstrations of different styles of art, cooking, dance, faith, and tradition. On the first day of the camp, participants can discuss their attitudes and opinions about different ethnic, religious, or racial groups. Throughout the course of the camp, young women can participate in a variety of activities, including cooking and dance lessons, art projects, creative writing, and storytelling. In addition, participants will be offered a forum for discussion about the differences and similarities in background among the young women and the impact of ethnicity, race, and religion on personality. On the last day of camp, young women can examine their original perceptions about various groups and note changes in their opinions.

This camp can be led by a team of trained counselors, teachers, or leaders of various faith-based organizations. A community organizer can locate additional materials and resources for the camp, including discussion guides, international recipes, camping supplies, and suggestions for other multicultural awareness activities.

The camp is designed to help young women:

- ☞ Confront stereotypes and fears regarding people from different backgrounds
- ☞ Understand how individual cultures and faiths can work together in a global society
- ☞ Examine the ways in which individuals can learn about and adapt traditions from other cultures
- ☞ Achieve creative awareness and increased tolerance

Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Local park or campground

Cost: \$\$

Selected Resources, also see Resources section:

- ☞ **Hardy Girls Healthy Women** (www.hardygirlshealthywomen.org/ourprograms.php): Offers Hardy Girl Saturdays for girls to express themselves and to get to know young women from other cultures.
- ☞ **Camp Sunrise** (www.youthcaremn.org/camp): A multicultural camp in Minnesota for youth age 13-18.



THRIVE COMMUNITY MURAL EXPRESSIONS

A Community Art Project for Young Women

Overview:

This idea provides a creative way for young women to express themselves via a mural that can benefit the entire community. Through this activity, young women will have the opportunity to communicate their inner thoughts in a constructive and inventive way.

The mural can be sponsored by a school or recreation center and led by a local artist, art teacher, or college art student. Young women can choose a positive theme for the mural such as powerful women, hopes for the future, or tolerance. Young women can meet weekly to create the mural, incorporating their own styles and viewpoints. When the mural is complete, young women can be given an opportunity to discuss the experience and how it has helped them and the community around them.

Space for the mural could be donated by a local library, park, or store. A community organizer can locate materials, including discussion guides and lists of themes related to tolerance, freedom, hope, and expression.

The mural project aims to achieve the following:

- 🌀 Increase young women's awareness about community issues
- 🌀 Formulate messages of hope, strength, and optimism
- 🌀 Teach young women about the benefits of creative expression
- 🌀 Provide an outlet for young women to use their creativity to convey their opinions and attitudes
- 🌀 Give young women the opportunity to contribute to their communities through art

Wellness Issues Addressed: Valuing self; finding balance and purpose; connecting with others

Possible Locations: Library, school, park

Cost: \$\$

Selected Resources, also see Resources section:

- 🌀 **Mural Arts Program** (www.muralarts.org): Philadelphia program to redirect the creative energy of graffiti into mural making, helping develop individual artistic skills and beautifying neighborhoods.
- 🌀 **Girl Talk Mural Project** (www.beyondmedia.org/girltalk/projects.html): Offers young women who are incarcerated a chance to express their feelings and hopes for the future.



SELF-ESTEEM WORKSHOP

A Self-Esteem Building Activity for Young Women

Overview:

This program focuses on promoting a healthy self-image among teenage women. The workshops are designed to use goal setting and positive reinforcement to break the cycle of self-image destruction. At the beginning of the series, each teen can create a personal and meaningful goal to be achieved. Sessions would focus on the steps to achieve these goals, featuring ideas and input from local motivational speakers. Through role-playing and debates young women can identify and discuss issues related to self-image and create solutions for overcoming insecurity.

A community organizer can locate materials for the workshops and make them available to all organizations interested in sponsoring the program. Materials might include possible themes, role-playing scenarios, tools for moderating discussions, and lists of relevant organizations for additional guidance.

These workshops are designed to help teenage women:

- ☞ Develop a sense of self and identify unique strengths
- ☞ Learn positive methods for coping with daily stressors
- ☞ Design creative strategies to manage anger and negative thinking
- ☞ Examine issues such as teenage pregnancy, drug use, and peer pressure, and evaluate the role that these issues play in everyday life
- ☞ Discover ways to become leaders in school and community

Wellness Issues Addressed: Valuing self; connecting with others

Possible Locations: Local community college, high school, community center

Cost: \$

Selected Resources, also see Resources section:

- ☞ **Girl Power!** (www.girlpower.gov): Designed to reinforce self-esteem for young women aged 9-13.
- ☞ **Latina Role Models** (www.hablemos.samhsa.gov/monththemes/may/rolemodels.aspx): Resource for Latina mothers to reinforce their daughter's self-image.
- ☞ **Girl Scouts** (www.girlscouts.org): Offers Uniquely Me! Self-Esteem Program for Girls aged 8-14; look under Programs.

WHEN TO HOST A WELLNESS PROGRAM OR ACTIVITY

The program ideas in this guide can be held at any time of the year. However, you might find it easier to publicize an activity if it coincides with a local or national event of interest. You might also be able to combine your activity with other activities in your community to reduce your costs. For example, you might plan an activity around a local event such as a neighborhood party, the opening of a new grocery store or restaurant, or a community-wide festival. You also could plan an activity around a national holiday such as Mother’s Day, or a national observance such as Women’s Health Week.

Here are some more observances that you could use to promote your activity. These observances are intentionally diverse to give you a range of events to plan around. Be creative and look for more opportunities in your community! Emotional wellness can tie in with any number of issues.

Selected Observances Related to Emotional Wellness

EVENT	SPONSOR	CONTACT INFORMATION
January No Name Calling Week	Girls Inc.	www.nonamecallingweek.org
February National Wear Red Day (Women’s Heart Health)	National Heart, Lung and Blood Institute	www.nhlbi.nih.gov/health/hearttruth
March National Nutrition Month	American Dietetic Association	www.eatright.org
National Sleep Awareness Week	National Sleep Foundation	www.sleepfoundation.org
Women’s History Month	National Women’s History Project	www.nwhp.org
April National Counseling Awareness Month	American Counseling Association	www.counseling.org
YMCA Healthy Kids Day	YMCA	www.ymca.net
National Public Health Week	American Public Health Association	www.apha.org

WHEN TO HOST A WELLNESS PROGRAM OR ACTIVITY

Selected Observances Related to Emotional Wellness

EVENT	SPONSOR	CONTACT INFORMATION
April		
National Youth Violence Prevention Week	National Association of Students Against Violence Everywhere	www.violencepreventionweek.org
National Volunteer Week	Points of Light Foundation	www.pointsoflight.org
Sexual Assault Awareness Month	National Sexual Violence Resource Center	www.nsvrc.org
National Child Abuse Prevention Month	Child Welfare League of America (sponsors National Children's Memorial Flag Day as a part of this month)	www.cwla.org
WalkAmerica (Birth Defects)	March of Dimes	www.walkamerica.org
May		
Mental Health Month	National Mental Health Association	www.nmha.org
National Mental Health Counseling Week	American Mental Health Counselors Association	www.amhca.org
Children's Mental Health Week	Federation of Families for Children's Mental Health	www.ffcmh.org
National Anxiety Disorders Screening Day	Freedom From Fear	www.freedomfromfear.org
National Women's Health Week	Office on Women's Health, U.S. Department of Health and Human Services	www.womenshealth.gov/owh/campaigns
Older American's Mental Health Week	Older Women's League	www.owl-national.org/mentalhealthweek

WHEN TO HOST A WELLNESS PROGRAM OR ACTIVITY

EVENT	SPONSOR	CONTACT INFORMATION
September National Suicide Prevention Week	Substance Abuse and Mental Health Administration	www.mentalhealth.samhsa.gov
October Domestic Violence Awareness Month National Breast Cancer Awareness Month Mental Illness Awareness Week National Child Health Day	National Coalition Against Domestic Violence National Breast Cancer Awareness Month Board of Sponsors National Alliance on Mental Illness, and others Maternal and Child Health Bureau, Health Resources and Services Administration	www.ncadv.org www.nbcam.org www.nami.org www.mchb.hrsa.gov
December World AIDS Day	World AIDS Campaign	www.worldaidscampaign.info

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

Your organization may have extensive experience developing programs. This section provides organizations with less experience with some general guidance on how to organize, publicize, and evaluate an activity. If you have a lot of experience in this area, you may still want to review this information as a refresher, or share it with new program staff.

Step 1: Choose an activity

The first step toward implementing an activity in your community is to select an activity that best fits your community's needs and your organization's resources. Answering the following questions can help you decide which areas to focus on:

1. Do women in your community have a way to get information about the importance of emotional wellness? Does the community offer resources to address emotional wellness?
2. Do any other organizations in your community sponsor these types of activities? Is there another group you could partner with?
3. Have other organizations in your community attempted these types of activities? Is there someone else you can learn from?
4. How does an emotional wellness activity contribute to your organization's mission?
5. When is a good time to hold an activity? Are there other activities you could plan around?
6. How many people or volunteers will be required to organize the activity? Will you need to provide any training?
7. How much will the activity cost?
8. How will you promote the activity? What is the activity's potential for media exposure?

Step 2: Set a date

Make sure the date and time you select for your activity will not conflict with other important local activities. You might also think about typical weather for the planned date, especially for outdoor activities.

Consider holding your activity concurrently with a local event or national health observance or holiday. See the "When to host a wellness program or activity" section of this guide on page 21 for a calendar of events and observances to plan around.

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

Step 3: Develop partnerships

Partnering with another organization or community group can be helpful. Partners share costs, raise awareness, and give you access to resources. For instance, if you wanted to try the “Community Cooking Club” idea in this guide, you might partner with a local cooking school to get access to a kitchen. Good partnerships benefit both organizations. Your organization may have some internal rules about partnering, so check first before you begin contacting potential partners.

There are many benefits from partnerships. The short-term benefits of partnering include publicity, increased program participation, and additional support staff. The long-term benefits include enhanced networking with other local community organizations and strengthened relationships with stakeholders in your communities.

Your organization probably has existing partners, but you might want to explore new partnerships. There are many government, for-profit, and nonprofit organizations in your community that can benefit from partnering with you. Contact potential partners early in the planning phase to increase your chances of success.

Here is one approach to developing partnerships:

1. **Set goals:** What are your program goals? What organizations in your community share your goals? Who could benefit from involvement in the activity? The best partners help your activity in the short-term while also supporting your long-term goals.
2. **Think of the benefits:** What are the benefits of partnerships for other organizations? Develop a list.
3. **Pitch the idea:** Prepare a one-page document outlining your idea, along with a short description of the mission of your organization. Highlight why it will benefit potential partners to become involved.
4. **Meet and discuss:** Meet to talk about the activity, the timeline, and the tasks to be completed by each organization if a partnership is formed.
5. **Make an agreement:** Write a short formal agreement that outlines the roles and responsibilities for all partners.
6. **Express thanks:** Acknowledge your partners with a thank you letter or host an informal get-together to thank your partners after the activity. Make sure you thank your partners both verbally and in writing.
7. **Ask again:** If things went well, ask the organization to partner with you again for future activities.

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

Step 4: Develop an advisory group

To get your idea off the ground, you might want to enlist the help of an advisory group. An advisory group consists of people in the community who can provide guidance, information, and support to a program. Members of an advisory group also can help to coordinate and administer programs. In addition, group members can help get the word out about your activity!

Here are some tips to set up an advisory group:

1. **Identify your need:** Determine the type of services that your project would need from an advisory group, such as help with community mobilization, advertising, logistics, or recruiting workshop leaders.
2. **Make a contact list:** List relevant community organizations and key individuals in the organizations to contact for your advisory group. These could be teachers, members of faith-based organizations, community leaders, or business owners. If you have a financial sponsor, consider including a representative from that organization. Also, remember to ask your partners for suggestions.
3. **Contact and ask:** Contact the people on your list and ask them to participate on the advisory group. Tell them what you are doing, why you need their expertise, and what you would expect from them. If they agree to participate, confirm their participation in writing and let them know their specific duties.
4. **Organize and meet:** Once your group is assembled, schedule a meeting for everyone to learn more about the project and to get to know one another. Meet as often as needed to plan the activity, but be respectful of other people's time commitments.

Step 5: Find a sponsor

Your activity may need financial support. Financial sponsorship allows organizations to contribute to the community in a meaningful way and gives them positive publicity.

Here are some tips to find sponsors:

1. **Develop a list:** Select community organizations and businesses that are well-known and have a stake in emotional wellness. Examples of sponsors include beauty parlors, grocery stores, schools, philanthropic societies, or gyms.
2. **Write an introductory letter:** The letter should describe what you are doing, why it is important, and why you need financial support. Describe how financial support will be used, as well as what benefits you can provide to the sponsor (publicity, for example).
3. **Meet with potential sponsors:** Meet in person to discuss the activity. Provide details of the proposed activity and an estimate of your costs. Emphasize the role of the sponsor. Develop a sponsorship-marketing plan, including the economic benefits of community goodwill and favorable publicity.

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

4. **Develop an agreement:** The agreement should specify that the organization will be an official sponsor of the activity. The agreement also should establish the terms of the support, including the amount (in dollars, supplies, space, etc.), when support will be provided, and what the sponsor will receive in return (see the sample agreement on page 29 for more information).
5. **Keep sponsors informed:** Meet with your sponsor regularly. Consider making a sponsor representative part of your advisory group if you have one.
6. **Say thank you:** Acknowledge your sponsors at the activity and after the activity. Say thanks both verbally and in writing; consider mailing pictures to show how your activity was a success!
7. **Ask again:** If things went well, ask the organization to sponsor you again for future activities.

Step 6: Promote your activity

Whether you are holding a one-time activity, a series of activities, or an ongoing program, it is a good idea to promote your activity. All of your promotional materials should include the basic information about the activity:

- ☞ The name of the activity
- ☞ The goal of the project and why it is needed
- ☞ The target audience
- ☞ The date and time of the activity
- ☞ The location of the activity
- ☞ The names of any sponsors
- ☞ The cost of the activity, if any
- ☞ How to sign up or get more information

Once you have your materials together, here are some ideas for getting the word out:

- ☞ Mail, fax, or handout fliers, brochures, and newsletters to the community. For example, you can handout fliers to parents at sports activities.
- ☞ Place fliers, newsletters, and posters on neighborhood, workplace, grocery store, or other community bulletin boards.
- ☞ Use word of mouth to tell people about the activity, and encourage others to spread the word.
- ☞ Get the media involved, especially if you're planning a large activity. Do a media advisory before your activity and send a press release for the day of your activity. Send press releases (see sample on page 30), media advisories, articles, and public service announcements (PSAs) to local media. You also can find local experts on your topic (e.g. from your advisory group), and schedule media interviews with them to promote the activity.

Step 7: Evaluate your activity

It's important to take the time to evaluate your activity. The information you collect can be used to plan other activities and to improve your efforts in the future.

There are many types of evaluations you might conduct:

- ☞ **Participant feedback:** Getting feedback from participants about how they found out about the activity, what they learned, and what they liked is invaluable. Ask participants to fill out a participant survey form (see sample on page 31). If your activity lasts for more than a single session, you can ask participants to fill out the form in the middle or at the end of the program.
- ☞ **Promotional effectiveness:** Compare the number and type of promotional materials that you created and sent out with how people found out about your activity. For example, if you learn that most people heard about the activity through fliers, then you know that fliers worked well as a promotional material.
- ☞ **Media coverage:** Learn what types of media were most interested in your activity. For future activities, send press releases, media advisories, and public service announcements (PSAs) to those contacts as appropriate.
- ☞ **Partner reactions:** Write down who your partners were and what services they provided. Also ask your partners what they thought went well and what could be improved.

To retain all this information, you might keep a form for your own records to track what worked and what did not work (see sample on page 32).

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

SAMPLE SPONSORSHIP AGREEMENT

AGREEMENT made this 10th day of September, 2006, between the Global Lake Book Stop and the Global Lake Community Center;

WHEREAS, the Global Lake Community Center has developed “Creative Expressions Writing Club” and desires to implement the Project; and,

WHEREAS, the Global Lake Book Stop desires to sponsor the Project;

THEREFORE, both parties agree to the following:

1. The Global Lake Book Stop agrees to provide funds in the amount of \$500.00 to be used for the “Creative Expressions Writing Club” Project, and to make those funds available to Global Lake Community Center. The funds will be made available prior to the implementation of the Project for the procurement of goods and resources necessary for Project Development.
2. The Global Lake Community Center agrees to use any and all funds received from the Global Lake Book Stop solely for legitimate expenses of the Project, and to account fully to the Global Lake Book Stop for the disbursement of all funds received herein.
3. The Global Lake Community Center agrees to display the logo of the Global Lake Book Stop on all promotional materials and at all meeting sites as the official sponsor of the activity.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first written above.

Global Lake Community Center

By: _____

Jane Thompson, Director, Global Lake Community Center

Global Lake Book Stop

By: _____

Miriam Wright, General Manager, Global Lake Book Stop

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

SAMPLE PRESS RELEASE

September 10, 2006

For Immediate Release

Contact: Ann Smith, Project Director, 123-456-7890 or asmith@email.org

Global Lake Photography Project to Build Creative Skills for Young Women

Global Lake, MI — Young women will capture images that highlight personal, emotional, or spiritual themes in their surroundings as part of a new photography program. The Global Lake Neighborhood Council will sponsor a creative photography program for adolescent girls starting on Oct. 12, 2006. The program (a first in this area) consists of workshops designed to foster creativity and self-expression through photography.

Images from the program will be displayed at the Global Lake Branch Library for six weeks after the conclusion of the program. Registration will take place from 3 p.m. to 5 p.m. Oct. 1 at the Global Lake Community Center. The first workshops will be at 5 p.m. Oct. 12 in the Community Center at 123 Main St.

The Global Lake Neighborhood Council is taking an active role to raise awareness of the health benefits of emotional and spiritual wellness in young women. A positive self-image can foster mental and physical health benefits.

“We are pleased to be offering this program in Global Lake. Through photography, young women can use their imaginations to examine significant issues in their own lives,” project director Ann Smith said.

The Global Lake Neighborhood Council and the Global Lake Community Center are co-sponsoring this activity. The Council addresses the community’s needs, including outreach and activity planning. The Center serves children, teenagers, and adults in the community by offering a range of services and classes.

More than 50 girls and community partners are expected to attend the workshop. Project director Smith will be available for a brief interview immediately after the first workshop. News photographers are welcome.

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

SAMPLE PARTICIPANT SURVEY

Please take a few minutes to complete this form and return it to the program organizer. Your comments will help us plan future activities.

Name of activity: _____

Goal of activity: _____

1. How did you hear about this program? Please check all that apply.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Poster |
| <input type="checkbox"/> Radio or TV | <input type="checkbox"/> Friend or family member |
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Newsletter |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Other, please specify _____ |

2. Did the activity meet the goal(s) stated above? Yes No

Why or why not? _____

3. Rate your enjoyment on a scale from 1 (did not enjoy) to 10 (enjoyed a great deal): _____

Why did you rate the activity this way? _____

4. If handouts were provided, were the materials useful? Yes No

5. Describe something new you learned from this activity:

6. How would you improve this activity?

7. Will you try anything new or change anything as a result of this activity? Yes No

If yes, please describe: _____

8. Would you attend another similar activity? Yes No

9. Was this a good time of day for you to attend an activity? Yes No

If not, what day and time would be better for you? _____

10. What topics would you like to learn more about? _____

If you would like to learn more about our future activities (or if you have suggestions for future activities), please provide your contact information below:

Name: _____

Address: _____

Telephone number: _____

E-mail address: _____

Thank you for providing your feedback! We appreciate your opinions.

HOW TO ORGANIZE AND EVALUATE A PROGRAM OR ACTIVITY

SAMPLE ORGANIZER ACTIVITY EVALUATION FORM

Activity Title:

Activity Date:

Location of Activity:

Activity Goals:

Attendance:

Number of adults: _____

Number of children or adolescents: _____

Materials given out:

{Describe numbers and topics}

Promoting the Activity:

Number of fliers, brochures, or newsletters mailed, faxed, or displayed: _____

Number of posters displayed: _____

Media Coverage:

Were articles or stories printed in local newspapers or magazines? ___Yes ___No

Were public service announcements aired on local radio or TV stations? ___Yes ___No

Did any media attend the activity? ___Yes ___No

If so, what type? Radio: _____ Television: _____ Newspaper: _____ Other: _____

Partners:

Names of partners and services they provided:

1. _____

2. _____

3. _____

RESOURCES

If the women you work with need additional information on emotional wellness, you could recommend “A Woman’s Guide to Emotional Wellness” or “A Young Woman’s Guide to Emotional Wellness.” These documents are comprehensive, evidence-based, free resources available at www.hrsa.gov/womenshealth. A part of the Bright Futures family of materials, these guides are designed to help women improve their emotional wellness. Each guide provides tips and ideas around basic wellness themes such as appreciating yourself, finding balance and purpose, and connecting with others.

Your organization might also be interested in “Healthy Women Build Healthy Communities: Toolkit for Physical Activity and Healthy Eating,” “My Bright Future: Physical Activity and Healthy Eating Tools for Adult Women,” or “My Bright Future: Physical Activity and Healthy Eating Tools for Young Women,” free information sources for women and community organizations on physical activity and healthy eating. These materials are also available at www.hrsa.gov/womenshealth.

In addition to these Bright Futures materials, the following resources provide general information about women’s health:

- **GirlsHealth.gov:** Promotes emotional and physical health for teenage girls and provides information about body, fitness, nutrition, bullying, and other issues. **WEB** www.girlshealth.gov
- **MyPyramid.gov:** Advances and promotes dietary guidance for all Americans, including customized guidance for women based on age and activity level. **TEL** 888-779-7264 **WEB** www.mypyramid.gov
- **National Women’s Health Information Center:** Lists health organizations, campaigns and events, publications, and more. **TEL** 800-994-9662 **TTY** 888-220-5446 **WEB** www.womenshealth.gov
- **U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, Office of Women’s Health:** Works to raise awareness of women’s health issues and to promote activities that will improve the health and safety of women.
TEL 800-CDC-INFO(232-4636) **TTY** 888-489-6348 **WEB** www.cdc.gov/women
- **U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, WISEWOMAN:** Provides women with the knowledge, skills, and opportunities to prevent heart disease and other chronic illnesses.
TEL 800-CDC-INFO(232-4636) **TTY** 888-232-6348 **WEB** www.cdc.gov/wisewoman
- **U.S. Department of Health and Human Services, Health Resources Services Administration, Office of Women’s Health:** Provides leadership and guidance in developing policy and in establishing goals and priorities for women’s health issues across the lifespan.
TEL 888-ASK-HRSA(275-4772) **TTY** 877-4TY-HRSA(489-4772) **WEB** www.hrsa.gov/womenshealth

RESOURCES

- U.S. Department of Health and Human Services, National Institutes of Health, National Institute of Child Health and Human Development: Conducts and supports research on all stages of human development, from preconception to adulthood, to better understand the health of children, adults, families, and communities. TEL 800-370-2943 TTY 888-489-6942 WEB www.nichd.nih.gov
- U.S. Department of Health and Human Services, Office on Women's Health: Works to improve the health and well-being of women in the United States through its programs by educating health professionals and by motivating behavior change in consumers. TEL 800-994-9662 TTY 888-220-5446 WEB www.womenshealth.gov/owh

This guide is about promoting emotional wellness, but some women might need help overcoming anxiety or depression. Here are some resources that can help:

- Anxiety Disorders Association of America: Provides information about anxiety disorders and treatment. TEL 240-485-1001 WEB www.adaa.org
- Freedom From Fear: Provides information about anxiety and depression and information and resources to obtain help. TEL 718-357-1717 ext 24 WEB www.freedomfromfear.org
- National Mental Health Association: Provides information about mental health, including programs, news, advocacy, and mental health information. TEL 800-969-NMHA(6642) WEB www.nmha.org
- National Suicide Prevention Lifeline: Trained crisis counselors assist callers with emotional distress. TEL 800-273-TALK(8255)
- U.S. Department of Health and Human Services, National Institutes of Health, National Institute of Mental Health: Provides information about mental health and mental illness, news releases, clinical trials, and more. TEL 866-615-6464 WEB www.nimh.nih.gov
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration provides information on:
 - substance abuse problems - National Clearinghouse for Alcohol and Drug Information
TEL/TTY 800-729-6686 En Español 877-767-8432 WEB www.ncadi.samhsa.gov
 - mental health problems - National Mental Health Information Center
TEL 800-789-2647 TTY 800-433-5959 WEB www.mentalhealth.samhsa.gov

WORKS CITED

- Breslau N, Peterson EL, Schultz LR, Chilcoat HD, & Andreski P. (1998). "Major depression and stages of smoking. A longitudinal investigation." *Archives of General Psychiatry*, 55(2), 161-6.
- Cieslak R, Widerszal-Bazyl M, Luszczynska-Cieslak A. (2000). "The moderating role of hardiness and social support in the relation between job stressors and well-being. A lesson from a clerical women sample." *International Journal of Occupational Safety and Ergonomics: JOSE*, 6(2), 257-92.
- de Groot M, Anderson R, Freedland KE, Clouse RE, & Lustman PJ. (2001). "Association of Depression and Diabetes Complications: A Meta-Analysis." *Psychosomatic Medicine*, 63, 619-630.
- Ferketich AK, Schwartzbaum JA, Frid DJ, & Moeschberger ML. (2000). "Depression as an Antecedent to Heart Disease Among Women and Men in the NHANES I Study." *Archives of Internal Medicine*, 160(9), 1261-1268.
- Fishbain DA, Cutler R, Rosomoff HL, & Rosomoff RS. (1997). "Chronic pain-associated depression: antecedent or consequence of chronic pain? A review." *The Clinical Journal of Pain*, 13(2), 116-37.
- Frederickson B. (2003). "Positive emotions and upward spirals in organizations." In *Positive Organizational Scholarship*, Berrett-Koehler Publishers.
- Frederickson B & Joiner T. (2002). "Positive emotions trigger upward spirals toward emotional well-being." *Psychological Science*, 13, 172-175.
- Heatherton TF & Baumeister RE. (1991). "Binge Eating as Escape from Self-Awareness." *Psychological Bulletin*, 110(1), 86-108.
- Hill R. (1998). "Enhancing the resilience of African American families." *Journal of Human Behavior in the Social Environment*, 1(2/3), 49-61.
- Kahn MH. (2000). "Hardiness for hard times: Coaching ambitious people to stay healthy & fulfilled." www.hardiness.com/hardiness.html.
- Luthar S, Cichetti D, & Becker B. (2000). "The construct of resilience: A critical evaluation and guidelines for future work." *Child Development*, 71(3), 543-562.
- Nolen-Hoeksema S & Girgus JS. (1994). "The emergence of gender differences in depression during adolescence." *Psychological Bulletin*, 115(3), 424-43.
- Piccinelli M. (2000). "Gender differences in depression." *The British Journal of Psychiatry*, 177, 486-492.
- Shatte A & Reivich K. (2002). *The Resilience Factor: 7 essential skills for overcoming life's inevitable obstacles*. Broadway, 1st edition.
- U.S. Department of Health and Human Services. (2006). "Women's Health Statistics." www.womenshealth.gov/statistics.

