



# *i am a girl*



## STUDY GUIDE

### Health and Physical Education

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***I Am a Girl is a feature length documentary about what it means to be a girl in the 21st century, as told through the personal stories of six girls in six different countries.***

The I Am A Girl education toolkit contains carefully crafted study guides for different subject areas in the high school curriculum. It includes this guide for Health and Physical Education, as well as additional guides for Society and Culture; Family and Community Studies; Sociology Studies; and one guide prepared by ATOM (Australian Teachers of Media), which has relevance to other subjects including, Values Education, Civics and Citizenship, Cross-cultural and Gender Studies, English, Personal Development, Psychology and Media Studies. The suite of study guides and teacher resources are free to download at <http://www.iamagirl.com.au/education/>. Alongside the study guides are six vignettes each of 10-12 minutes in length telling the discrete stories of the six girls featured in the documentary. In this way detailed study can be made of the individual girl's stories with further contextual information provided beyond the full-length film. To access this additional video content please go to [www.iamagirl.com.au](http://www.iamagirl.com.au) and click on "Education" in the menu.

Embedded within the education package is a suite of evaluation resources that are available to teachers and students. These tools will enhance the use of the film in the classroom and provide teachers with additional resources. They have been built into the I Am A Girl website to complement teaching activity.

Specifically teachers are encouraged to:

- a. Get their students to complete the Audience Survey form as a way of starting to reflect on and think about the film. That form can be accessed by clicking on the "Seen the Film?" button on the I Am A Girl website <http://www.iamagirl.com.au/> or using the following link <https://www.surveymonkey.com/s/iamagirlaudiencesurvey>;
- b. Encourage students to learn more about the girls on The Girls page of the website <http://www.iamagirl.com.au/the-girls/> and get them to write a postcard to the girls using the function embedded on that page (which comes up when you hover your cursor over the photo of each girl on that page);
- c. Encourage students to think about how they might respond to the issues raised in the film by exploring the ideas on the Do Something page of the website <http://www.iamagirl.com.au/do-something/do-something/>;
- d. Teachers are encouraged to complete the Teacher Survey to provide feedback on the curriculum materials and the film. [https://www.surveymonkey.com/s/iamagirl\\_teacherfeedback](https://www.surveymonkey.com/s/iamagirl_teacherfeedback)

**We hope you enjoy using the I Am A Girl education package, which can be used as individual modules or as a full kit with complementary aspects.**



*As a day on earth transpires from dawn to dusk and into the night, we meet Manu, Kimsey, Aziza, Habiba, Breani and Katie – each on the brink of womanhood and dealing with the realities of what it means to grow up female in their world today. As they come of age in the way their culture dictates, we see remarkable, heart-warming stories of resilience, bravery and humour.*

**I AM A GIRL** is a feature length documentary that paints a picture of the reality of what it means to be a girl in the 21<sup>st</sup> century. Feminism may have promised equality and sought a better and fairer world for women, but the reality is that girls make up almost a quarter of the world's population, yet still face the greatest discrimination of any group on the planet. Technology and science offer unimaginable potential but we still struggle to ensure men and women are afforded equal opportunities. In spite of these obstacles, girls have found extraordinary ways to persevere and in our documentary we hear their stories of strength, hope, courage and a refusal to be second best.

Stylistically the documentary is poetic and observational, capturing the day-to-day realities of being a girl. The interwoven narratives use the motifs of landscapes and “coming of age” events, whether that is graduating from school, motherhood or an early marriage.

Our journey weaves together diverse cultures and societies around the globe including Cambodia, Papua New Guinea, Cameroon, Afghanistan, the USA and Australia.



## USING THE I AM A GIRL HPE STUDY GUIDE

The I Am A Girl documentary is an engaging and relevant teaching tool that targets the following

- Identities
- Transition and change
- Resilience
- Respectful relationships

concepts that are explored in the Health and Physical Education Australian curriculum in Years 9 and 10:

- External influences on attitudes, behaviours and actions
- Help seeking and supporting peers.

**The table below outlines the explicit links to achievement standards (in bold text) and curriculum content in Year 9 and 10 that are addressed.**

### YEAR 9 AND 10 ACHIEVEMENT STANDARD

By the end of Year 10, **students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.** Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. **They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.** They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

### YEAR 9 AND 10 CONTENT DESCRIPTIONS

- Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPSo89)
- Examine the impact of changes and transitions on relationships (ACPPSo90)
- Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPSo92)
- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPSo93)
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPSo94)
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPSo96)
- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPSo97)
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPSo98)

## TEACHING AND LEARNING ACTIVITIES OVERVIEW

The study guide features seven detailed learning activities linked to the Australian Curriculum for Health and Physical Education in Years 9 and 10.

- Activity 1: What does it mean to be a girl in our world?
- Activity 2: What factors shape who we are?
- Activity 3: Changes and transitions
- Activity 4: Respectful relationships
- Activity 5: Up close and personal - Breani
- Activity 6: Up close and personal - Katie
- Activity 7: Importance of community connection.



The seven activities can be taught consecutively as a stand-alone Health and Physical Education unit or individual activities can be used as supplementary material to complement teaching and learning units that are already planned.

The activities have been designed to develop classroom-based discussions, provide realistic examples and deepen understanding of Health and Physical Education concepts. Each activity is broken up into lesson ideas that can be undertaken prior to the viewing of the film and ideas for after the viewing of the film.

If you are choosing to teach all seven of the activities as a unit of work – the before viewing activities can be used as introductory activities to each lesson rather than needing to be completed before viewing the film.

Each activity concludes with a series of concluding critical inquiry questions. These questions can be used to structure class discussion at the end of the activity or could be used as stimulus for students to respond to as a homework activity or as part of keeping a journal or portfolio during the unit of work.

## STRATEGIES FOR SUPPORTING STUDENTS

Some of the content and activities dealt with in this resource could be distressing for students. It is important to enable students to withdraw from lesson activities if they find issues personally confronting. Teachers should be prepared to intervene if a student begins to disclose a personal experience or family situation in the classroom. It is important to emphasise to students when beginning

to teach these activities that discussing sensitive or personal information is not appropriate in the classroom setting. Students should be encouraged to only disclose personal problems in safe and supportive environments within the school, e.g. with the school counsellor, trusted teacher or welfare advisor.

## CLOSING THE LESSON AND DEBRIEFING STUDENTS

Closing a lesson in a positive way is critical when teaching about sensitive issues. Discussions need to be summarised and case studies or moral dilemmas brought

to a resolution. Students who participate in scenarios, or who express a strong point of view about an issue, may need to be debriefed individually at the end of the lesson.

## ACTIVITY 1: WHAT DOES IT MEAN TO BE A GIRL IN OUR WORLD

### CURRICULUM LINK

Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPSo89)

#### BEFORE VIEWING

Ask students to demonstrate what they think it means to:

- **throw like a girl**
- **run like a girl**
- **jump like a girl**
- **act like a girl.**
- Make note of the common elements of the demonstrations e.g. runs slowly or with poor technique, not accurate, weak etc. Ask students where they saw these techniques or behaviours demonstrated. Why do they believe that what they demonstrated is how girls run, throw, jump, act?
- Now watch the youtube video “Like a girl” (3:31) that has been published by Always.com. (<https://www.youtube.com/watch?v=XjJQBjWYDTs>) and the episode from Mythbusters that challenges the myth “Throws like a girl” (3:39) (<https://www.youtube.com/watch?v=LD5Xm5u7UDM>).
- After watching each of these videos, explore with students what might have been wrong about their demonstration at the start of the activity. Discuss how stereotypes about girls can be formed and propagated in society. Examine the role that the media plays in creating and maintaining stereotypes.
- Ask students what they think the impact would be if they told someone they throw, catch, run, act like a girl. Discuss how the impact may be different if you were to tell a girl this versus saying it to a boy.
- Show the video “The Girl Effect” by Nike Inc (<http://nikeinc.com/pages/the-girl-effect>). Discuss how the life of the girl portrayed in “The Girl Effect” is different to the life that students are experiencing.
- Read the poem “I Am A Girl” by Lanie Cameron that appears in the opening credits of the documentary (Handout 1).
- Explore the words of the poem that are shown at the start of the documentary. What do you think each paragraph or stanza means? Ask students to predict what the film may be about given that this poem is the introduction to the film.

#### AFTER VIEWING

### CONCLUDING CRITICAL INQUIRY QUESTIONS

- What factors in society create stereotypes of how girls should act, behave and live their lives?
- How and why do you think they have perpetuated over time?
- What contextual factors influence gender stereotypes and gender roles in Australia?



## ACTIVITY 2: WHAT FACTORS SHAPE WHO WE ARE

### CURRICULUM LINK

Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPSo89)  
Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPSo92)

### BEFORE VIEWING

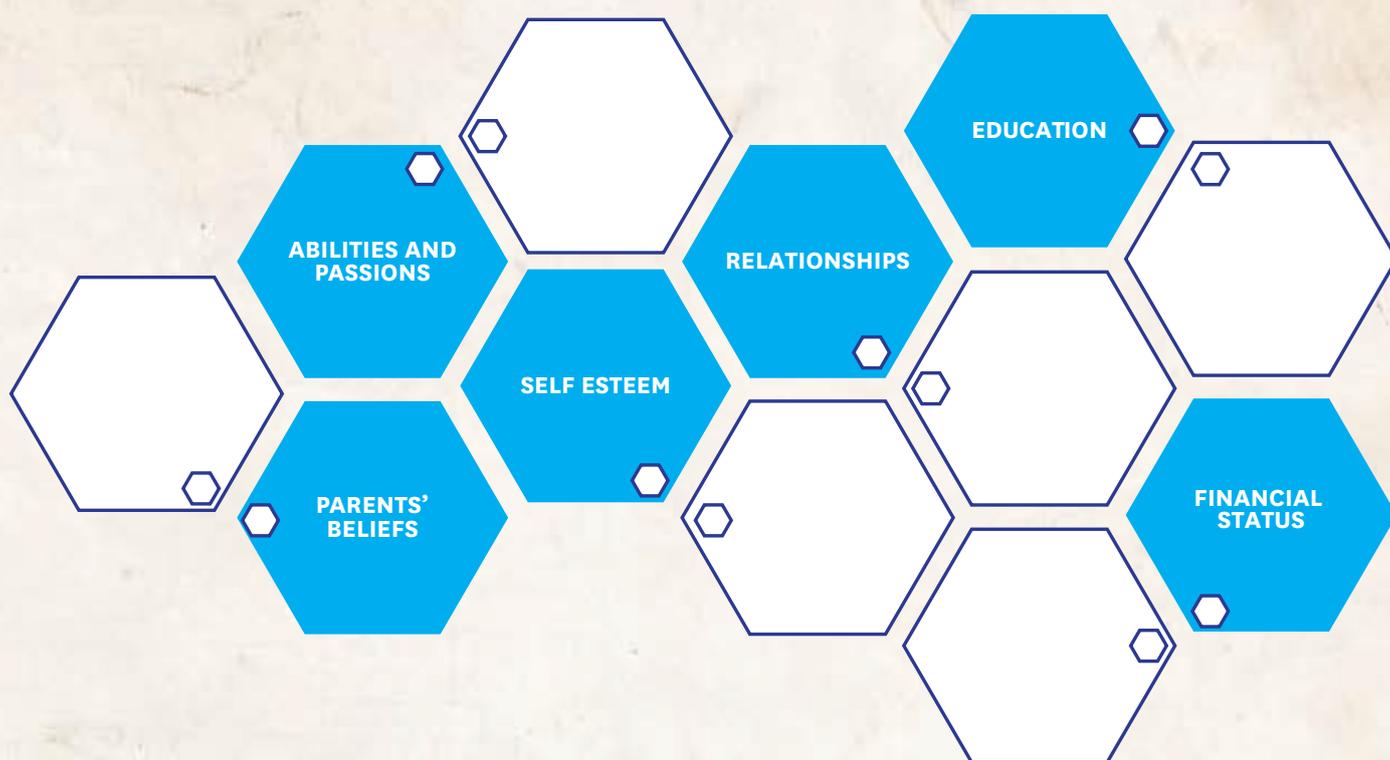
- Ask students individually to brainstorm what are the factors that shape who they are? Divide groups into pairs and ask them to share and discuss their ideas with a partner.
- Ask students to identify how the factors that shape who they are might be different if they were a person of the opposite gender.
- Distribute Handout 2: Factors that shape who we are and ask students to collate their responses using the combined mind maps to compare similarities and differences between the factors that shape identities for each gender. In the furthest boxes record the factors that are for males and females, in the central boxes include the factors that are the same or similar for both genders.
- Allocate each student with two of the characters from the I Am A Girl documentary. Ask students to view the vignettes for each of the characters they have been allocated and record the factors that shape each of these characters' identities as they watch the film.

### AFTER VIEWING

- Combine students into groups of three so that each group member was recording factors for different characters in the previous step. Ask each student to explain how the factors they identified impacted on the identities of their characters. Ask each group to develop a mind map or visual organiser to illustrate how each of the factors they identified were similar and different for each of the characters. Figure 1 shows an example of what the mind map may look like.



**FIGURE 1: SAMPLE MIND MAP OF FACTORS THAT SHAPE THE IDENTITIES OF THE GIRLS.**



**AS A CLASS DISCUSS THE FOLLOWING QUESTIONS:**

- What factors and influences shaped the identities of each of the girls in the film?
- which of these factors / influences were having a positive effect and which were having a negative effect on the character?
- What level of control did each of the girls have over the external influences?
- Would these factors/influences be different for boys in the same situation? Why? How?

**CONCLUDING CRITICAL INQUIRY QUESTIONS**

- What impact did external factors have on the choices that the girls in the film had for their future?
- How can external influences shape who we grow up to be?
- How is gender viewed differently across the world?
- How can your gender impact on your life outcomes? connection.



## ACTIVITY 3: CHANGES AND TRANSITIONS

### CURRICULUM LINK

Examine the impact of changes and transitions on relationships (ACPPSO90)

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPSO91)

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPSO94)

### BEFORE VIEWING

Identify and describe the different periods of transition and changes young people go through as part of their growing up into adulthood.

#### As a class discuss:

- How can these transitions change the nature of your relationships? e.g. greater independence, higher expectations, clashes with parents, changes within peer groups.
- How can the way you respond in these situations influence the outcomes and impact on relationships?

### CONCLUDING CRITICAL INQUIRY QUESTIONS

- How are changes and transitions different for different cultures?
- Are the changes the same for everyone? How are they different and why?
- Where can you access support and advice when you are going through these transitions?
- What can you do to prepare for future changes and transitions?

### AFTER VIEWING

All of the girls in the film are going through a period of transition. Use handout 3 to record the following information for two of the girls:

- What was the transition that the character was going through?
- What impacts and effects did the changes and transitions have on their relationships?
- What effects did it have on their health and wellbeing?
- How did they respond emotionally to each of the changes and transitions?

Ask students to imagine it is 10 years since the end of the documentary filming and discuss the following questions:

- Where do they think the girls will be?
- What will their lives be like?
- What do you think they will be doing?

Ask students to now think about where they have come from and what has happened to them over the last 4-5 years.

Ask them to write a letter or record a message to their "12 year old self" giving advice on how to manage the changes and transitions they will experience in coming years. When creating the letter/message students can consider their responses to the following questions:

- What changes and transitions have you been through in your life so far?
- How have they impacted on your relationships?
- How did you react/respond to these changes?
- How did your responses affect your relationships?
- What would you do differently if you had your time over again and why?

Ask students to share their letter in small groups and to discuss how they would manage changes and transitions differently if they had their time over again.

## ACTIVITY 4: RESPECTFUL RELATIONSHIPS

### CURRICULUM LINK

Investigate how empathy and ethical decision-making contribute to respectful relationships (ACPPSo93)  
Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPSo89)  
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPSo94)

### BEFORE VIEWING

- Explore the concepts of empathy and ethical decision making.
- Using a Y chart, ask students to brainstorm what empathy and ethical decision-making *look like, feel like and sound like* in a relationship?
- Ask students to describe behaviours and actions that demonstrate empathy and ethical decision-making in a relationship. Discuss the types of behaviours and actions that do **not** demonstrate empathy and ethical decision-making in a relationship.

### CONCLUDING CRITICAL INQUIRY QUESTIONS

- Why it is important to have respect in relationships?
- What makes a relationship a respectful one?
- How can friends and/or communities respond appropriately to situations where a person is in a relationship that is not respectful?

### AFTER VIEWING

Identify the range of relationships that each of the characters has in the film.

Allocate one of the girls from the film to each student and ask them to complete another Y chart that illustrates what that girl's relationships *look like, feel like and sound like*.

Combine students in groups of six so that each student has completed a Y chart on a different character. Using the information in the Y chart ask each group to categorise each of the girls' relationships as positive or negative, providing justifications for their responses.

Discuss with students the concept of power imbalances in relationships. Explain that a relationship that has an equal power balance usually is respectful, empathetic and involves mutual and ethical decision-making.

Ask students to identify situations portrayed in the film that indicate power imbalances within relationships. Discuss:

- what the factors were that lead to the power imbalance?
- how did the girl/s respond to the power imbalance?
- what are the impacts of this type of response to the imbalance?
- how might the power imbalance within the relationship affect the girl's health and wellbeing?

Direct students to *The Girls* page of the website <http://www.iamagirl.com.au/the-girls/> and ask them to write a postcard to one or more of the girls using the function embedded on that page (which comes up when you hover your cursor over the photo of each girl on that page). When they are writing their postcard ask students to demonstrate empathy with the girls' situations.

## ACTIVITY 5: UP CLOSE AND PERSONAL - BREANI

### SPECIAL FOCUS ONLINE AND OFFLINE RELATIONSHIPS - HOW DO THEY IMPACT ON IDENTITIES?

#### CURRICULUM LINK

Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPSo89)

Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPSo92)

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPSo93)

#### BEFORE VIEWING

Ask students to identify the range of offline and online relationships that they have. As a class, discuss the difference in online and offline relationships.

Explore whether the dynamics of online and offline relationships differ and how this can impact on how people interact.

For each of the relationships ask students to identify one word that describes the influence that relationship has on how they feel about themselves.

Discuss with students how the relationships they have are just one of the factors that influence their self identity and the choices they make.

In preparing to view Breani's vignette, distribute *Handout 4: Relationships, identity and wellbeing* ask students to pay particular attention to the nature of Breani's relationships with:

- her mother
- her grandfather
- her friends
- her ex-boyfriend
- her fans.

View Breani's vignette which is included on the education DVD.

#### AFTER VIEWING

Ask students to use *Handout 4: Relationships, identity and wellbeing* to record the nature of each of Breani's relationships (e.g. online/offline, respectful, empathetic, etc), how they influence her identity and how they impact on her wellbeing.

Combine students into small groups and ask them to compare their responses and share their reasons for their responses.

Ask each group to rank Breani's relationships from most beneficial to least beneficial in terms of their impact on her identity and wellbeing and include a justification for their rankings.

Discuss the nature and importance of Breani's relationship with her grandfather and how he acts as a role model for her when she is making choices in her life.

Breani's relationship with her fans seems particularly important to her. Ask students to describe how Breani nurtures her relationship with her fans. Analyse what it is that her fans want to get from their relationship with Breani.

Discuss the similarities and differences between what Breani's fans expect from her and what the other people in Breani's life expect from her.

As a class discuss how each of Breani's relationships influence key choices and decisions in her life.

#### CONCLUDING CRITICAL INQUIRY QUESTIONS

- How has social networking changed the way that people interact with each other?
- Can online relationships be as strong and beneficial to identity and wellbeing as offline relationships? Why or why not?
- Are the rules of engagement for offline relationships different to online relationships? Why or why not?

## ACTIVITY 6: UP CLOSE AND PERSONAL - KATIE

### SPECIAL FOCUS KNOWING WHEN AND HOW TO HELP A FRIEND WHO IS GOING THROUGH A TOUGH TIME

#### CURRICULUM LINK

Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPSO91)

Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPSO92)

Evaluate and apply health information from a range of sources to health decisions and situations (ACPPSO95)

#### BEFORE VIEWING

In preparing to view Katie's vignette, discuss as a class how giving advice to friends when you are worried that they might be getting involved in risky behaviours or going through a tough time can be difficult

Brainstorm different ways that friends may react if someone approached them with concerns about their behaviour.

View Katie's vignette which is included on the education DVD.

#### CONCLUDING CRITICAL INQUIRY QUESTIONS

As a community, we need to be proactive about the issue of mental health in order to reduce the number of people who experience depression or other mental health conditions in silence.

In small groups investigate and critique:

- images and messages in the media about mental wellness and mental illness.
- the appropriateness and effectiveness of help and support services available for young people in their local community.
- school-based or community-based initiatives that create connection, provide support, build coping skills and/or encourage help seeking in your local community.

#### AFTER VIEWING

In small groups or as a class discuss the following:

- How did Katie's friends react to her situation?
- What things did Katie's friends notice that made them concerned for her health, wellbeing and safety?
- How did Katie describe the way she was feeling when she was experiencing a depressive episode?
- What other behaviours or actions can indicate that someone might be doing it tough?
- What actions can you take as a friend to help someone who is doing it tough?
- Who/where can you go to get help / advice / support for your friend?
- Ask students to imagine that one of their friend's was in a similar situation to Katie. Discuss some of the strategies that could be used to start a conversation about the issue.
- Direct students to the ReachOut.com website to read the factsheet about how to ask a friend if they are OK? (<http://au.reachout.com/how-to-ask-a-friend-if-theyre-okay>)
- Ask students to compose and practice a range of realistic conversation starters and follow up points that they could use to begin talking to their friend about their concerns.
- Once students have composed their conversations, divide the class into groups of three. Within the group of three, nominate one student to be "the friend", one to be "the student" who is going through a tough time and one to be "the coach" for the first round of conversations. Ask "the friend" to select one of their conversation starters to begin the discussion. "The student" responds to the starter and the conversation continues. As the conversation continues "the coach" evaluates the effectiveness of the responses from "the friend". At the conclusion of the conversation (up to 3 minutes) "the coach" provides feedback on the conversation. "The student" then provides feedback on how the conversation made them feel and why they responded the way they did. As a group, they propose possible changes to the conversation to try to make it more effective in encouraging "the student" to talk about what's going on and/or seek help.

## ACTIVITY 7: IMPORTANCE OF COMMUNITY CONNECTIONS

### CURRICULUM LINK

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPSo96)

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPSo97)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPSo98)

### BEFORE VIEWING

- Brainstorm as a class the different communities or groups to which students are members.
- Explore the characteristics of each of these communities / groups and what it is that creates the connection for students
- Explore the role that each group or community plays in students' lives and how they contribute to students' health and wellbeing.

### CONCLUDING CRITICAL INQUIRY QUESTIONS

- Analyse the meaning of the African proverb "It takes a village to raise a child." How is this true for each of the girls featured in the film?
- Evaluate the ways that your "village" has helped to raise you to be the person you are today.

### AFTER VIEWING

Record each of the different groups and/or communities the girls in the film have a connection to or identify with.

Discuss the role that each group or community plays in the girl's life. Does a connection to the group promote or enhance the girl's health and wellbeing? Why or why not?

Ask students to select one of the girls and to explore her community in greater detail by investigating the following questions:

- what factors within the community have an impact (either positive or negative) on the whole community's health and wellbeing?
- How do these factors influence the health and wellbeing of the community?
- For those factors that are negatively impacting on the community's wellbeing, what could be done to reduce/prevent the impact?
- Are there any particular behaviours by individuals within the community that are impacting (either positively or negatively) on the rest of the community?

**Teacher note:** *The I Am A Girl study guide for Society and Culture provides additional information for teachers about environments, institutions and cultures of each of the girls. The Society and Culture study guide can be downloaded for free from <http://www.iamagirl.com.au/education/>.*

Now ask students to focus on their own community and investigate:

- factors within their community which have an impact (either positive or negative) on health and wellbeing
- how these factors influence the health and wellbeing of the community
- what could be done to reduce/prevent the impact of factors that are negatively affecting your community's wellbeing
- particular behaviours by individuals within your community that are impacting (either positively or negatively) on the rest of the community
- how these behaviours be dealt with in order to enhance the wellbeing of your community.



### HANDOUT 1:

#### **"I AM A GIRL" BY LANIE CAMERON**

*I am a child ....  
I am a daughter....  
I am a wife before I am a woman.  
I am fragile and sometimes broken,  
but I am enduring.  
I am not a social role,  
or inheritor of hopelessness.  
I am on the brink  
of the rest of my life.  
I am patient and ambitious,  
I am unyielding in my right to exist (be here).  
I am no less than any man,  
I am no more than any woman.  
I am beauty in the world and  
I have a right to be here ....  
I am a girl.*

HANDOUT 2: FACTORS THAT SHAPE WHO WE ARE

FACTORS THAT  
ARE DIFFERENT

--	--	--	--

Y O U

FACTORS THAT  
ARE THE SAME

--	--	--	--

O P P O S I T E S E X

FACTORS THAT  
ARE DIFFERENT

--	--	--	--

### HANDOUT 3: CHANGES AND TRANSITIONS

GIRL #1 \_\_\_\_\_

GIRL #2 \_\_\_\_\_

What was the transition that the character was going through?

What impacts and effects did the changes and transitions have on their relationships?

What effects did it have on their health and wellbeing?

How did they respond emotionally to each of the changes and transitions?



**HANDOUT 4: RELATIONSHIPS, IDENTITY AND WELLBEING**

**IMPACT ON  
WELLBEING**

**IMPACT ON  
IDENTITY**

**NATURE OF  
RELATIONSHIP**

**MUM**

**GRANDFATHER**

**FRIENDS**

**EX-BOYFRIEND**

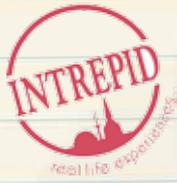
**FANS**

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To experience more please go to:  
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