

LEADERSHIP  
PROGRAM GUIDE



**Best  
Friends<sup>®</sup>**  
DIAMOND GIRL  
LEADERSHIP

Best Friends Foundation  
Washington, D.C.

Helping girls develop self-respect  
through self-control.

The Best Friends Foundation is a non-profit, 501(c)(3) organization supported by individual, business, federal and foundation contributions. Best Friends is appreciative of the support from:

**U.S. Department of Health and Human Services**

Administration for Children and Families

**U.S. Department of Justice**

Office of Justice Programs – Office of Juvenile Justice and Delinquency Prevention



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Best Friends Foundation  
Washington, D.C.

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**Diamond Girl Leadership Program Guide. Fourth edition.**  
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# November Curriculum

## (Month 3)



### SESSION ONE: SELF-RESPECT, LOVE AND DATING

Have the Secretary take attendance.

#### Discuss GEM (10 minutes)

I have learned that to have a good friend is the purest of all God's gifts, for it is a love that has no exchange of payment.

**Frances Farmer**

**Leadership Organizer III.32**

### Discussion Topic: Healthy Relationships

Teens have so many questions about love. Unfortunately, it is a topic that is often not discussed in sex education courses. Some instructors believe they cannot “teach” love because it is too personal and too difficult to define. Many adults believe that teenagers cannot experience love because they are too young.

We believe that the questions teens have about love and dating can be answered most appropriately by parents, teachers and other role models who bring personal experience to the conversation and can provide appropriate guidelines. Open discussions about the responsibilities involved in a mature love relationship can add a new dimension to the topic of love – a dimension that may be missing when love is discussed among peers.

#### **Diamond Girl Leadership defines a mature and healthy relationship with a guy as one in which:**

- ♥ You are not asked or expected to compromise things that are important to you, such as family, friends, school work, and personal goals.
- ♥ You feel good about yourself and good about life in general.
- ♥ You treat each other with kindness and respect.
- ♥ You can express yourself honestly.
- ♥ You and your boyfriend are willing to delay sex until marriage.

**Remember if your boyfriend says that the only way to prove your love is to have sex, it's negative peer pressure. Sex is never a test of love.**

#### **1. List some characteristics of a healthy relationship.**

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**2. What qualities do you look for in a person before committing to a dating relationship?**

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**3. What would you say to a person pressuring you to have sex?**

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**4. Why is it important to be honest and openly communicate in a relationship?**

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## Discussion Video

**Video:** “No Means No”  
(12 minute video)

**Available from:**

J. Gary Mitchell Film  
Company  
P.O. Box 2438  
Sebastopol, CA 95473  
1-800-301-4050

This video is appropriate for girls in grades 9–12. It portrays a high school girl’s confusion in responding to her boyfriend’s sexual advances. Lisa knows she is not ready but has feelings of affection and awe for Kenny who is considered a really cool guy. Lisa visits her sister at college and has an enlightening, informative discussion with her and her sister’s friends. Annie tells about how she was raped on a date because she allowed herself to be put in a vulnerable situation. Her sister’s boyfriend, Mike, is especially effective as a guy who has learned his lesson and now knows how to respect women and himself. Mike encourages Lisa not to give in but to remain true to herself. *Encourage the girls to use the “Twenty Ways to Fight Peer Pressure” found on page 1.4 in the Program Guide.*

### Discussion Goals

By the end of this session, the girls should know:

- The definition of the word “manipulate”: to influence and pressure another person to do something without concern for that person’s well-being.
- The definition of the word “vulnerable”: exposed to the danger of being hurt or injured. Girls should learn not to put themselves in positions where they are vulnerable to those who would take advantage of their youth and inexperience.
- Sex is never a test of love.
- Sex and love are not the same.
- The best decision is to wait until you are married to have sex.



**Leadership Organizer V.22**

### Discussion Questions

If you plan to have the girls write responses, use the following questions.

- 1. Kenny says to Lisa “I’m putting all my eggs in one basket and I’m watching that basket.” What does he mean by this? Should Lisa feel flattered?**

Kenny is pressuring Lisa. He is telling her that she needs to measure up to his expectations. She should appreciate his attentions by “expressing herself physically.” This is because that is the “only way he knows how to express himself.” This is not flattering. Kenny is setting the standards for Lisa.

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**2. When Lisa’s sister asks “What’s Kenny like?”, Lisa says “I always feel dumb around him, like he has to show me stuff.” What is Kenny doing?**

Kenny tells her that she “kisses like a little girl” and that she should grow up. Kenny is manipulating Lisa into more “mature behavior” which to him means going further sexually.

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**3. Lisa thinks that Kenny will continue the relationship if she makes the effort to be what he wants her to be. What would you tell Lisa to do?**

Lisa feels that she must measure up to Kenny’s expectations to deserve his attention. A friend would advise Lisa to be herself and pursue her own interests and not to isolate herself with Kenny, away from her friends. If Kenny is truly a boyfriend, he will respect and like her for her own interests and abilities and not pressure her to conform to his wishes. Again, what he wants from Lisa is not what she wants to do.

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**4. Kenny says “You can watch TV with your girlfriends anytime. You didn’t come here dressed like this to just watch TV.” Is Lisa sending mixed messages to Kenny?**

By going to his house alone when his parents aren’t home, Lisa is giving Kenny the impression that she is available sexually.

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**5. Mike says “A girl puts on a sexy dress, because she thinks she looks good. A guy might think she’s available.” Often guys can mistake what signals a girl is sending. Do you think this happens often? YES or NO.**

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**6. Lisa’s sister says “If you don’t know what your boundaries are, how is Kenny supposed to know?” What do you think?**

Encourage the group to know their boundaries. A girl should tell a boyfriend what the boundaries are in a setting that is “unpressured.” She should tell him early in the relationship so he cannot say he was “led on.”

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**7. What does Annie tell Lisa about her experience at the “lookout?” What are the two serious mistakes Lisa made? What should she have done?**

Annie felt uncomfortable being in an isolated spot like the “lookout,” but she admitted she had been drinking and her judgment was not good. When a girl allows herself to be alone with a guy, especially when she has been drinking, she must understand that she is vulnerable and he can have control over her.

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**8. What do you think about the statistics cited in the video?**

One in eight women has been raped. Six out of ten victims know their assailants. Tell the girls that date rape is far more common than people think.




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**9. Do you think the role-playing with Mike helped Lisa learn how to handle Kenny? YES or NO.**

**Why?** Discuss whether the girls think they benefit from role-playing responses. Some girls may say that boys like Mike are non-existent. Talk about what boys need to know to be better friends to girls.

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**10. Lisa tells Kenny that the relationship is as much hers as it is his. She wants him to know that “No means No”, not maybe. Do you agree with her new approach? YES or NO.**

Talk about the word “relationship.” It is a two-way street. Both the boy and the girl must be comfortable.

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**11. Mike says “Real men don’t abuse women and maybe if more of you girls would stick up for your rights, maybe we will learn faster.” What do you think of that statement?**

Ask the girls if they understand that often a girl’s role is to instruct or teach boys appropriate behavior. The boys are generally less mature in romantic matters and don’t know how to behave in a relationship.

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## Discussion Points

If you plan to discuss points covered in this video, use the following questions to lead the discussion.

- If you are on a date and your boyfriend is pressuring you to have sex, what should you say or do to let him know how you feel?
- Encourage girls to let the boy know her limits up front before the situation occurs. Girls should not lead a boy on. She should explain that she has made a mature decision to abstain from sex until marriage.
- Discuss why girls should not go to a secluded spot with a guy. Discuss ways to get out of the situation.
- Discuss what to do if you hear a guy bragging to the other guys that he is going to get what he wants from his girl friend, who is a friend of yours, no matter what it takes.
- Discuss how she should tell her girlfriend and discuss with her how she deserves to have a boyfriend who treats her in a respectful way.
- Discuss whether the friend has self-respect and what her Diamond Girl friends can do to help her.
- Discuss what you should say to a friend whose boyfriend is insisting that she either have sex with him or he’ll leave her. The best advice would be for the girl to leave him. Discuss how guys manipulate girls forcing them to do things they don’t want. Discuss some of the lines the girls have heard lately at school.

# Video: "Waiting Teens" PSA Video Clips

## Video: "WAITING TEENS" PSA Video Clips

Available From: Best Friends Foundation

This well done and engaging series of Public Service Announcements (PSAs) are an excellent means of promoting a thought provoking discussion among Best Friends girls and Best Men boys either separately or together. The PSAs discuss the impact of alcohol on sexual activity, the dilemma for boys of aggressive girls, and the need to talk to a parent or an adult when you are confused. These straight forward PSAs go to the heart of the issues. The Animal or Honorable PSA is especially effective in making the case for abstinence before marriage. These PSAs' are high impact, short video clips that are especially appropriate for use in large groups such as Health is Happiness Day or Health and Fitness Day or even to be incorporated in the Family and School Recognition Ceremony.

\* Videos also available in Spanish translation.

- #1 "Sex and Alcohol"
- #2 "Aggressive Girls"
- #3 "HPV" \*
- #4 "Talk With Me"
- #5 "Teens Who Are Waiting"
- #6 "Animal OR Honorable"
- #7 "Best Friends" \*

- #8 "Who You're Having Sex With"
- #9 "The Odds"
- #10 "Older Men"
- #11 "Mom"
- #12 "The Come-On"
- #13 "Herpes"

## Discussion Goals

By the end of the session, the Best Friends and Best Men students should know:

- You alone are responsible for your sexual health. The best decision about having sex is to wait until marriage.
- Sexually Transmitted Diseases (STDs) are a leading health problem among adolescents, especially for ages 15 to 19.
- The only 100% guaranteed protection against STDs and the AIDS virus is ABSTINENCE from sexual activity and drug use.
- The definition of the word "abstinence" is not having sex, not engaging in sexual intercourse, not engaging in oral sex.

## Role-Play

To reinforce the messages in this curriculum session, ask two girls to volunteer to role-play the following situation:

A Diamond Girl is being asked for advice by a friend, who is not in Diamond Girls. Her friend is confused because her boyfriend is pressuring her to have sex. He says he'll leave her if she doesn't, because she is not "mature" enough for their relationship. The Best Friends girl tries to help her.

# Video: "Waiting Teens"

## #1 Video Clip: "Sex and Alcohol" Leadership Organizer V.24

### 1. What are the young girl's regrets? How did she feel about herself after drinking alcohol?

She regrets that alcohol caused her to make poor choices regarding her sexual behavior. She said that when she drank, she would "have sex with anyone". Afterwards, she felt ashamed, guilty, afraid, worried, etc.

This question can spark a good discussion among your students. To make the discussion more meaningful, use chart paper or the blackboard to record their responses as they speak. Guide the discussion to brainstorm other regrets that this girl probably experienced that were not mentioned in the video, such as: loss of self-respect; loss of peers' respect; damage to relationships; compromised values.

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### 2. Although the girl admitted to drinking with her friends, she said it "was not like I was a drunk or anything". Her attitude used to be that drinking a small amount of alcohol would be okay. Why was she wrong? Why did she change her mind?

Even a small amount of alcohol will cause you to make poor choices. It is difficult to know when to stop drinking because the alcohol impairs your judgment. The girl changed her mind about drinking because she realized how it affected her decisions. Remind the students that past mistakes do not mean that one must continue in the same pattern.

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### 3. The girl in the video thought that she could handle herself while drinking. Why is saying "no" to alcohol the best choice?

Adolescents are not capable of controlling their behavior when drinking. Alcohol causes you to make poor choices without thinking about the consequences. After the effects of the alcohol are gone, the consequences are still there for you to face. If you do not drink, then you will not have to worry about the problems that drinking causes.

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### 4. If you have made a commitment to save sex for marriage, why is it important to also abstain from alcohol and drugs?

If you do not drink or take drugs, then you will always be in control of your own decisions. Even one experience with alcohol or drugs can cause you to make a decision that you will regret for a lifetime. It is not worth it.

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### 5. What did the girl learn from her experiences with alcohol? What did she promise herself?

She learned that alcohol caused her to make poor choices that she regrets. She learned that you do not need alcohol, drugs or sex to have a good time. She learned that when she has sex, she regrets it. She promised herself that she would not drink anymore or engage in premarital sex.

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## #2 Video Clip: "Aggressive Girls"

### Girls pressuring boys to have sex.

#### 1. Do you think that girls can be the aggressors when pressuring guys to have sex? Discuss some of the ways that the girl pressured the boy in the video.

Let the students discuss ways that girls can pressure a boy, including verbal and non-verbal messages, provocative clothes, flirting, getting their friends to apply pressure, etc. Point out that girls often pressure boys in subtle ways.

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#### 2. Discuss these quotes from the boy in the video:

- a. "I thought she wanted me, but she just wanted to be wanted"  
(Discuss this from both the boy's and girl's perspective)
- b. "I thought lust and love were the same thing"
- c. "She thought sex was a game."

These quotes will generate good discussion among the students because they represent typical thoughts of some teens today. Guide the discussion to explore the impact that each of these thoughts could have on a teen's life. Remind the students that sex and love are not the same. Refer to the Best Friends Theme Song / Best Men Chant.

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#### 3. How can guys get hurt by not waiting to have sex? How can girls respect and take into account the feelings of the guys they approach?

Guys are vulnerable to the same emotional consequences as girls. They can have the same feelings of guilt and anxiety about having sex, but they may be more embarrassed to admit that they are not ready. Boys can also contract harmful or fatal sexually transmitted diseases. If they become a teen father, it can hurt their goals and dreams. Girls should not believe that sex is the way for a boy to prove his love or manhood. They should always respect a boy's decision to be abstinent. Remind the students that sex is never a test of love.

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## #3 Video Clip: "HPV"

### The Human Papilloma Virus (HPV).

#### 1. What is the most common STD among teens? What are the symptoms of this STD?

The most common STD among teens is HPV. It stands for Human Papilloma Virus. At first contraction, symptoms may not be present. Years later, symptoms can include genital warts and/or cervical cancer. HPV is a viral disease and is not curable.

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## #4 Video Clip: "Talk With Me"



Parents and other supportive adults want to help teens make positive decisions.

### 1. In what ways do you already experience the pressure to have sex?

This is another good opportunity for a great group discussion. Record student's responses on chart paper or on the blackboard. Encourage the students to brainstorm all the ways that they feel pressure from peers, boyfriends/girlfriends, school, community, media, etc.

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### 2. Why is it important to talk to your parent and / or a supportive adult about these pressures? What do you think are their expectations regarding your decisions about having sex?

Your parents and supportive adults have your best interest at heart. They care about you and will be honest with you. They have lived through adolescence and know what you are experiencing. Ask students to share their parent's expectations. This can generate a sense of unity among the students.

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### 3. How would you begin a conversation with your parent or supportive adult about the pressures you are feeling?

This is a good opportunity for the students to role-play this scenario. Invite some students to play both roles of teen and parent. It will be interesting to see the responses of the "parents" and what they would say to their "teen".

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## #5 Video Clip: "Teens Who Are Waiting"

The teens in this video have decided to save sex for marriage.

### 1. What are some of the reasons the teens gave for choosing to wait?

To make this discussion more engaging and fun, try the following activity with your students. Divide the students into several small groups and ask the groups to select a recorder and a speaker. Each group should think of all the reasons for waiting that were mentioned in the video. They can also add their own reasons for waiting. The "recorder" in the group will write down all reasons on the paper. Then the "speaker" in each small group will share the list with the entire class. The group that ends up with the most reasons for choosing to wait will "win" this activity. Give students time to also write their reasons in their own journal.

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## #6 Video Clip: "Animal OR Honorable"



The boy in the video says, "people have two sides, animal and honorable".

### 1. Describe behavior that would be considered more of the "animal" side.

"Animal" behavior: No self-control; Letting your urges control your behavior; Selfish behavior with out regard for others; Not considering consequences; Seek immediate gratification; feel no compassion for others.

### 2. Describe behavior that would be considered "honorable".

"Honorable" behavior: Self-control; Self-respect; Acts in the best interest of others; Respects the wishes and values of others; Delay immediate gratification for the future benefit to you and others; A value system of what's right and wrong.

### 3. Why is waiting to have sex the honorable decision to make? Why does waiting to have sex make you more of a man or woman?

Waiting to have sex proves that you have self-control and self-respect. It demonstrates that you respect and care enough about your girlfriend or boyfriend to do what's in their best interest. It is not honorable to put your girlfriend or boyfriend at risk for STDs, pregnancy or emotional heartache. It means you have set goals for your future.

## #7 Video Clip: "Best Friends"

Being a teen parent changes everything.

### 1. What regrets do you think that Nicole, Natalie, and Monica will have about their decision to have sex?

Let the students discuss this answer. Their responses should include: challenges of being a teen mom; not able to enjoy their youth; isolation from friends; difficulty in pursuing education and other goals; financial challenges.

### 2. How can you and your friends help each other to keep your commitment to save sex for marriage?

Be a best friend to each other by encouraging and supporting the choice to wait. Stick together against the peers who may tease or pressure others to have sex. Hang around guys and girls who are also not having sex. Talk about the challenges and keep reminding each other of your commitments.



## #8 Video Clip: "Who You're Having Sex With"

### The high risks of having sex.

#### 1. As a teen, what risks are you taking if you choose to have sex with someone?

When you have sex, you are exposing yourself to all of the sexual partners of your partner. There is no way of knowing the truth about your partner's sexual history. People will lie to protect themselves and their reputation. If your partner has been exposed to an STD, then so are you.

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#### 2. The video says, "one out of every four teens gets an STD every year". Considering this fact, why should you choose to be abstinent?

There is no way to guarantee that your sexual partner does not have an STD. Condoms do not guarantee protection against most STDs. The only guaranteed way to prevent yourself from contracting an STD is to not engage in premarital sex.

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## #9 Video Clip: "The Odds"

### The medical facts about the odds of contracting STDs.

#### 1. Pretend that you work in the Health Department and you are trying to convince a teen to abstain from sexual activity. What would you say to him or her?

This discussion should be generated through role-playing. Choose students to play the role of the teen visiting the Health Department with questions and concerns; and the Health Department worker who responds with facts from the video and good advice.

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## #10 Video Clip: "Older Men"

### The risks of dating older men.

#### 1. This video clip states, "65% of teen girls become pregnant by men over the age of twenty". Why should teen girls stay away from dating older guys?

Older guys have different agendas. They are more experienced and may pressure girls to act older. It should raise your suspicions if an older guy shows interest in you. Think about why he is not dating a girl closer to his own age. Be aware that he may think that you would be more easily persuaded to have sex than an older girl. If you are clear in your decision to wait for sex until marriage, then you should choose to be with others who share your same values. It is best to date a person no more than two years older.

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## #11 Video Clip: "Mom"

This video features a Mom who is concerned about teens having sex.

1. **What advice should Moms give to their daughters and sons about making this important decision? What advice has your Mom (or grandmom, aunt, etc) given to you?**

This is another good opportunity to use role-play. It allows students to reinforce the abstinence message to each other in an effective, meaningful way. Let the students also write their responses in their student journal.

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## #12 Video Clip: "The Come-On"

Common come-on lines used to persuade a person to have sex.

1. **Think of all the "come-on's" or "lines" that a guy or girl might use to make you think that you should have sex with them. Name the ones in the video and think of some on your own.**

This discussion will be more effective if you write down all the responses on chart paper or on the blackboard. Then discuss ways to handle each of the "come-ons." Review the Ten Reversal Responses.

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2. **Why should you never confuse sex with love?**

Love means that someone respects your choice to wait. Sex is never a way to prove your love for someone. Refer to the messages covered in Love & Dating / Relationship.

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## #13 Video Clip: "Herpes"

Brief details about Herpes.

1. **What is herpes and how do you contract it? What are the symptoms? Can someone pass the virus to you if they do not have any symptoms?**

Herpes is a common viral infection. It causes oral herpes (cold sores or fever blisters), and genital herpes (genital sores). Herpes is a virus that is caused by skin-to-skin contact with an infected partner, even if he or she is not showing any symptoms. Symptoms are not always immediately present after being infected. There is no cure for this virus.

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**2. How can abstaining from sex prevent you from getting the herpes virus?**

No sex = no herpes!

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## What Do I Say?

Review with the students. (15 min.)

### Leadership Organizer V.36

Do you need some ideas of what to say when someone is pressuring you to be in a relationship or have sex? Try out these **Responses**. After reading the statements and responses pair up and choose a scenario to act out using a **Statement** and **Response**.

**Statement:** What's wrong with you? Everybody has a boyfriend!

**Response:** I'm not everybody. I'm me! Friendship is the most important part of a relationship. Can't we spend time getting to know each other as friends first?

**Statement:** If you care about me, you'll do more than just tell me you care.

**Response:** If you care about me, you'll respect my decision and not pressure me to do something I don't think is right.

**Statement:** You don't love me!

**Response:** I do love you, but sex isn't the way I choose to express it.

**Statement:** You let me touch you once before, so what's the problem now?

**Response:** I have a right to change my mind and I don't want to do that anymore.

**Statement:** You're not a little kid anymore.

**Response:** I know I'm not a little kid, but I'm not old enough to accept the responsibilities of having sex.

**Statement:** Don't worry. You won't get pregnant.

**Response:** Abstinence is the only 100% effective way of not getting pregnant!

**Statement:** If you really loved me, you'd have sex with me.

**Response:** You don't have to have sex to prove you're in love.

**Statement:** All your friends are doing it.

**Response:** Look, what my friends do is their business. I make my own decisions, and my decision is to remain abstinent.

**Statement:** I'm going to marry you. I love you.

**Response:** Well, marriage is a long way down the road. If you love me you'll wait to have sex.

**Statement:** I promise I'll respect you afterward.

**Response:** Why don't you start by respecting me now.

### Leadership Choir rehearsal

(60 minutes)

- Continue discussions about Jazz and the Great American Song.
- Begin with the Diamond Girl Theme Song.
- Rehearse for holiday performances in December.

# Qualities of a Healthy Marriage



## Leadership Organizer III.34

As you look to the future and begin to visualize the positive and healthy benefits of marriage, consider the following qualities when you are ready to choose a spouse. To maintain a lasting and satisfying marriage relationship, a couple should:

- ♥ Always grow in friendship, respect, and love for each other.
- ♥ Share many interests and activities together.
- ♥ Enjoy each other's company.
- ♥ Be trusting and trustworthy.
- ♥ Be interdependent.
- ♥ Be proud of each other's achievements and give realistic praise.
- ♥ Be interested in and respect each other's work.
- ♥ Share in decision making.
- ♥ Have realistic hopes linked to attainable goals.
- ♥ Take responsibility for decisions and behavior.
- ♥ Be willing to patiently delay marriage to continue their schooling, if education is needed to reach their goals.
- ♥ Be able to live within their financial means.
- ♥ Use criticism wisely, but maintain a balance in which there is more praise than criticism.
- ♥ Be genuine and authentic.
- ♥ Engage in healthy physical activities.
- ♥ Restrict their use of sarcasm, nagging, embarrassment and complaining or sexually negative comments in public.
- ♥ Enjoy talking and listening to one another, even when discussing areas of conflict.
- ♥ Experience courtships that are not frantic or rushed. Over 60% of early divorces are due to hurried marriages, where the couples are very young, not well acquainted, and where the engagement period is very short.
- ♥ Enjoy giving as well as receiving.
- ♥ Use their courtship time to thoroughly get acquainted and grow in love.
- ♥ Carefully consider the issues that face them, evaluating the pros and cons of alternatives.
- ♥ Marry out of respect and affection, not out of pity or sympathy.
- ♥ Enjoy each other's families, in spite of their possible faults.
- ♥ Try and change personal habits that are irritating to their spouse.
- ♥ Try not to dwell on past mistakes, but look ahead to ways of avoiding similar situations in the future.
- ♥ Be able to forgive and receive forgiveness from one another.
- ♥ Do not use sex as a means of reinforcement or punishment.
- ♥ Be sexually faithful to their spouse.

Source: Counseling Center, University of Maryland, Baltimore

# Best Friends Foundation Student Abuse & Violence Protocol



## BEST FRIENDS FOUNDATION MISSION STATEMENT

The Best Friends Foundation strives to provide a nationwide network of programs that is dedicated to the physical and emotional well-being of adolescents. It provides scientifically researched and developmentally sound curriculum designed for middle and high school students. The Foundation promotes self-respect through self-control and provides participants the skills, guidance and support to choose abstinence from sex until marriage and reject illegal drugs, alcohol use, and gratuitous violence. In the spirit of true friendship, the Best Friends Foundation provides positive peer groups for adolescents and creates an environment that raises aspirations and promotes achievement.

## PURPOSE OF THE PROTOCOL

The abuse and violence protocol was developed to ensure that the Best Friends Foundation will address dating violence and abuse in a comprehensive and appropriate manner. In 2005, the Teen Health "Am I in a Healthy Relationship" survey reports, 20% of American girls reported having been hit, slapped, or forced into sexual activity by their partners. Young men also experience violence, but they are much less likely to report. And 40% of all teens said they know someone at school who experienced dating violence.

## DEFINITION OF DATING VIOLENCE

Dating Violence is any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship.

## IDENTIFYING AND RESPONDING TO DATING VIOLENCE ISSUES

We ask that all Best Friends Foundation replication sites coordinators and instructors be alert for the following signs that a teen may be involved in a relationship that is or has the potential to become, abusive. When these changes happen suddenly, or without explanation, there may be cause for concern.

- Does the individual have unexplained bruises, scratches or injuries?
- Do you see signs that the individual is afraid of his/her boyfriend or girlfriend?
- Does the boyfriend or girlfriend lash out, or insult the individual?
- Has the individual's appearance or behavior suddenly changed?
- Has the individual stopped spending time with friends and family?
- Has the individual recently started using alcohol or drugs?
- Have you seen the boyfriend or girlfriend become abusive towards other people or things?
- Does the individual seem to have lost interest or to be giving up things that were once important? Has he/she lost interest in school or other activities?
- Does the boyfriend or girlfriend seem to try to control the individual's behavior, making all the decisions, checking up on his/her behavior, demanding to know who the individual has been with, acting jealous and possessive and forcing sexual activity?
- Does the individual apologize for the boyfriend or girlfriend's behavior to you and others? Has the individual casually mentioned the boyfriend or girlfriend's temper or violent behavior, but then laughed it off as a joke?
- Have you seen sudden changes in the individual's mood or personality? Is the individual becoming anxious or depressed, acting out, or being secretive? Is the individual avoiding eye contact, having "crying jags" or getting "hysterical?"

**BEST FRIENDS FOUNDATION STUDENT ABUSE & VIOLENCE PROTOCOL**

**1. The Diamond Girl / Best Men Leadership School Coordinator is informed by or suspects that a student has experienced abuse or violence in the home or dating relationship from a boyfriend or girlfriend.**

**2. Ask the student about her/his relationship.**

- a. Be specific about why you are concerned. (i.e.: “I saw a boy/girl push you hard. Is he/she your boyfriend/girlfriend? Why did he/she do that? Why did he/she make you go into a room (or upstairs) and shut the door? Why did he/she get publicly amorous? Why did he/she get sexually aggressive?”)
- b. If the student does not want to discuss this, encourage her/him to talk to a trusted adult (i.e.: parent, school guidance counselor, Diamond Girl Leadership Coordinator/Mentor, or Best Men Leadership Coordinator/Mentor).
- c. Give the student the National Domestic Violence Hotline number – 1-800-799-SAFE.
- d. If the student does want to talk, do not criticize or attack the abuser.  
Ask, “What can I do to help?”
- e. The school coordinator must report the conversation to the school guidance counselor immediately. (Refer to step 3)

**3. The Diamond Girl/Best Men Leadership School Coordinator immediately reports abuse and violence to the school guidance counselor and the school principal as it is their legal obligation.**

**Note: Best Friends Foundation replication sites follow the abuse and violence protocol as determined and adopted by their respective school systems.**



# Hidden World of Dating Violence

(20 minutes)

Leadership Organizer V.30

Janet was 14 when she began dating an abusive boyfriend. Within a short time, and with little warning, she was abused, physically and verbally, and became a victim of “dating violence.” This is Janet’s story; a story that affects one out of four teenagers but is seldom heard.

*“When I started going out with him, things went really fast. After a week, he was saying, ‘love you’. But the deeper we got into it, the more controlling he became. He would tell me, ‘You can’t be more than an arms length away.’ When we were in a car, I had to be right next to him or on his lap. He isolated me to the point where I saw only him and his friends.”*

*Eventually, his jealousy turned into violence. One evening, after drinking heavily, he grabbed Janet tightly by the arm and threatened to kill her. At home that night, she noticed red welts on her arms and chose not to tell her parents what had happened. Later, she would explain that the bruises were from an accident that happened at work. Janet did not tell anyone about her relationship and was unable to identify how violent it had become.*

*Awareness that she was involved in a harmful relationship came from a quiz designed to help students identify abusive relationships given in her health class. When she answered all but three questions with “yes”, Janet ran out of her classroom, “shocked and stunned”. It was then that she joined the crises center’s support group.*

*Janet found it hard to stay away from her boyfriend because of his confusing signals. “He’d be nice for a while, then go back to his ways, then be sweet again. I was so confused.”*

*Help came for Janet through a friend she was visiting. When Janet’s boyfriend appeared at the door demanding that Janet come home, her friend stood up for her, refusing to meet his demands. No one had ever spoken to him in such a firm manner. With the help of her friend and support group meetings, Janet gained confidence and strength to follow her own goals. She was able to break up with her boyfriend permanently.*

*Janet’s boyfriend left home for an alcohol treatment program and Janet continued to work with the support group. Recently, after driving past him in her car, she began to cry. “I just felt sorry for him,” she said, “but I also felt proud of myself.”*



Taken from *The Hidden World of Dating Violence*, by Lynn Harris, which is reprinted with permission from Parade Magazine, September 22, 1998 (©1998).

The preceding article, “*The Hidden World of Dating Violence*” by Lynn Harris, is reprinted with permission from *PARADE Magazine*, where it appeared on September 22, 1998 .

## 1. What are some of the signs of dating violence?



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## 2. How would you help a friend that may be in a situation like Janet?

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### 3. Why was it important for Janet to get help and permanently break up with her abusive boyfriend?

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### 4. Who else could Janet have gone to for help?

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- Express** Who else could Janet have gone to for help?  
**★ Lane**
- Parent / family member
  - Trusted adult
  - School counselor
  - Hotline / support group
  - All of the above

## Discussion Points

- Discuss the characteristics of “dating violence.” Dating violence may involve anything from verbal attacks to physical threats or worse. It is not date rape but is often accompanied by unwanted sexual pressure or abuse. Causes may be jealousy, influence of alcohol and drugs.
- Discuss the bad decisions that Janet made when her boyfriend made demands and used violence to enforce control.
- Review ways girls can support one another in their relationships with guys. How can a Diamond Girl help a friend who is in this situation? Discuss why it is not worth having a disrespectful or abusive boyfriend. *Refer to the Twenty Ways to Fight Peer Pressure on page 1.4.*
- Ask girls to share stories of people they know who are in abusive dating relationships.
- How can the Best Friends program and messages help them get through each dating experience?

## Questionnaire: Testing Relationships

Leadership Organizer V.32

(10 minutes)

Research has shown that students are often hesitant to speak out about abusive relationships. Girls may mistake signs of possessiveness and jealousy as love.

These questions were developed to identify abusive relationships. Use them to facilitate

discussion and reinforce the kind of boy friends and dates a Diamond Girl should choose.

If any of these questions require a "YES" answer, encourage the girls to seek help from fellow Diamond Girls, from the Diamond Girls coordinators, from mentors and from family members.

Ask yourself these questions to help find out if your friend/date is a "good guy."



### Does your friend/date:

**YES**

**NO**

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Isolate you from your friends?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Frequently embarrass or make fun of you in front of other people? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Try to scare you to make you do what he wants to do?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Make you feel there is "no way out" of the relationship?          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Threaten you with force, words or weapons?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Make excuses for saying harmful things or abusing you?            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Get extremely angry frequently and you don't understand why?      | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Blame you for the cruel things he has done?                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Physically force you to do what you do not want to do?            | <input type="checkbox"/> | <input type="checkbox"/> |

If you answered "YES" to any of the questions above, take time to re-evaluate your relationship. Remember, you have a voice in your relationship. You should never feel pressured, disrespected or abused by anyone, especially a person with whom you are in a dating relationship. Talk to your school counselor, parent or any trusted adult for help with dating violence or an abusive relationship. For additional information or help, you can also call the National Domestic Violence Hotline at **1-800-799-SAFE** or go online at **www.safeyouth.org**

*Reprinted with the permission of the Nebraska Domestic IC Violence and Sexual Assault Coalition, Parade Magazine, September 22, 1998.*



# Facts About Dating Violence

## Leadership Organizer V.33

It's very likely that you or someone you know has been abused in a relationship. Dating violence isn't just physical. It can include mental/emotional abuse and sexual abuse. It can occur in casual dating or serious long-term relationships.

### MENTAL/EMOTIONAL ABUSE

Mental/Emotional abuse includes:

- Embarrassing you
- Put-downs
- Cussing
- Controlling you
- Making you feel bad about yourself
- Keeping you away from other friends and family

Threats of violence are abuse and should always be taken seriously.

### PHYSICAL ABUSE

Physical abuse includes:

- Hitting
- Slapping
- Punching
- Shoving
- Kicking
- Biting
- Hair-pulling
- Using a weapon against a boyfriend/girlfriend

Teenage boys and girls both report being victims of physical violence in relationships. Normally, boys and girls use physical force for different reasons and with different results. Teens usually act violently because they are angry; boys are much more likely to use force in order to control their girlfriends, while girls more often act violently in self-defense.

Teenage girls suffer more from relationship violence, emotional and physical. Teenage girls are more likely than boys to have serious injuries and to report being terrified. In contrast, boys seldom seem to fear violence by their girlfriends, often saying that the attacks did not hurt and that it was funny.

### SEXUAL ABUSE

Sexual abuse is forced or unwanted sexual activity or rape. It is sexual abuse to force or pressure someone to engage in sexual activity.

Trying to engage in sexual activity with someone who is under the influence of drugs or alcohol is also sexual abuse. Girls in opposite-sex relationships are much more likely than boys to suffer from sexual abuse.

### HOW FREQUENTLY DOES DATING VIOLENCE OCCUR?

This is a difficult question to answer because some studies only ask about physical abuse, while others include questions about mental/emotional abuse and sexual violence. Past estimates of dating violence among middle school and high school students range from 28% to 96%.

One recent national survey found that 1 in 11 high school students said they had been hit, slapped, or physically abused in the past year. 1 in 11 students also reported that they had been forced to have sexual intercourse when they did not want to. 96% of teens report mental/emotional abuse in their dating relationships.

### What You Can Do

#### KNOW THE EARLY WARNING SIGNS

- You are pressured to make the relationship very serious or to have sex early in the relationship.
- Extreme jealousy and possessiveness, saying these emotions are signs of love.
- Controlling you and forcefully making all decisions where the two of you are concerned.
- Refusing to consider your point of view or desires.
- Keeping you from spending time with close friends or family.
- Verbal abuse, including yelling, cussing, manipulation, spreading rumors and making you feel guilty.
- Drinking too much or using drugs and then blaming the alcohol and drugs for his/her behavior.

- Threatening physical violence. Previous abuse of a boyfriend/girlfriend or defending violence by others.

If you're in a relationship that in any way feels uncomfortable, awkward, tense or even scary, trust your feelings and get out. It could become, or may already be, abusive.

Always remember: You have every right to say no! No boyfriend or girlfriend has the right to tell you what you can or should do, what you can or should wear, or what kind of friends you should have.

### **IF YOU ARE IN A VIOLENT, OR POTENTIALLY VIOLENT, RELATIONSHIP, DO THIS:**

Make a safety plan and get help. Talk with someone you trust: a teacher, guidance counselor, doctor, friend or parent. Contact the police or a local domestic violence center or call the **National Domestic Violence Hotline at (800) 799-SAFE**. Realize that violence will not just stop or go away. You cannot change your boyfriend/girlfriend by changing your behavior. You are not responsible for the abuse. Your boyfriend/girlfriend may need counseling or other help to change.

### **WATCH FOR FRIENDS WHO ARE ABUSED**

Friends in abusive relationships may:

- Change their clothing or makeup.
- Lose confidence in themselves.
- Have difficulty making decisions.
- Stop spending time with you and other friends.
- Receive failing grades or quit school activities; and
- Turn to using alcohol or drugs.

If you think a friend is in an abusive relationship, try asking them:

- "You don't seem as happy as usual – are you okay?"
- "Is there anything you want to talk about?"

This indirect approach may prompt your friend to reveal what's wrong. Listen without judging, condemning, or giving unwanted advice. If a friend wants help, suggest that he or she take the steps listed above in order to find help. If you believe your friend is in serious danger, tell an adult you trust immediately. Do not try to "rescue" your friend and try to handle the situation on your own.

### **TAKE ACTION IF YOU SUSPECT THAT SOMEONE YOU KNOW IS BEING ABUSIVE.**

If you feel you are not in danger, talk to the person about his or her use of violence. Make sure that the person understands that it is both wrong and illegal. If the person is ready to make a change, help him/her get help.

### **IF YOU ARE HURTING SOMEONE ELSE, HAVE THE COURAGE TO GET HELP!**

No matter what the other person does to provoke you. No matter how justified you feel. No matter what your friends do. It is never okay to harm someone else. Remember that violence is illegal and can land you in jail. You can learn new ways to:

- Deal with your anger
- Fight fair
- Communicate better
- Give and get love in relationships

Don't let shame or fear stop you. Talk to a parent, teacher, religious leader, doctor, nurse or guidance counselor immediately.

Or, call the National Domestic Violence Hotline at **(800) 799-SAFE**. They can direct you to individuals and groups in your community who can help you to make a change.

### **HELP EDUCATE OTHER TEENS ABOUT DATING VIOLENCE**

Counsel peers, staff a hotline, or speak to classes about the signs of an abusive relationship and where to find help. Encourage your church or school to develop programs to educate teens about dating violence, and work to make sure that there are resources for abused teens in your community.

National Domestic Violence Hotline  
**(800) 799-SAFE**

The Dibble Institute  
P. O. Box 7881  
Berkeley, CA 94707-0881  
1-800-695-7975  
www.dibbleinstitute.org

*Information provided by the Dibble Institute with permission from the National Youth Violence Prevention Resource Center. For additional information, please visit **www.safeyouth.org**.*

# Food Guidance System

Leadership Organizer V.61



## MyPyramid.gov

### STEPS TO A HEALTHIER YOU

#### GRAINS

Make half your grains whole

Eat at least 3oz. of whole grain cereals, breads, crackers, rice, or pasta every day

1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta

#### VEGETABLES

Vary your veggies

Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens

Eat more orange vegetables like carrots and sweet potatoes

Eat more dry beans and peas like pinto beans, kidney beans, and lentils

#### FRUITS

Focus on fruits

Eat a variety of fruit

Choose fresh, frozen, canned, or dried fruit

Go easy on fruit juices

#### MILK

Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt, and other milk products

If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

#### MEAT & BEANS

Go lean with protein

Choose low-fat or lean meats and poultry

Bake it, broil it, or grill it

Vary your protein routine – choose more fish, beans, peas, nuts, and seeds

For a 2,000-calorie diet you need the amounts below from each food group. To find the amounts that are right for you, go to [MyPyramid.gov](http://MyPyramid.gov).

Eat 6.oz every day

Eat 2 1/2 cups every day

Eat 2 cups every day

Get 3 cups every day

Eat 5 1/2 oz. every day

#### Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

#### Know the limits on fats, sugars, and salt (sodium)

- Make the most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

# November Curriculum

## (Month 3)



Leadership Organizer V.66

### “Healthy Eating Habits”

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

What did you eat yesterday? List below everything you had to eat yesterday and try to group them in the categories listed on the food pyramid on page 7.6.

#### **MORNING**

Food \_\_\_\_\_

Number of Servings \_\_\_\_\_

Food Groups \_\_\_\_\_

#### **NOON**

Food \_\_\_\_\_

Number of Servings \_\_\_\_\_

Food Groups \_\_\_\_\_

#### **SNACKS IN-BETWEEN**

Food \_\_\_\_\_

Number of Servings \_\_\_\_\_

Food Groups \_\_\_\_\_

#### **DINNER**

Food \_\_\_\_\_

Number of Servings \_\_\_\_\_

Food Groups \_\_\_\_\_

How many glasses of water did you have throughout the day? \_\_\_\_\_

# November Curriculum

## (Month 3)



Leadership Organizer V.67

### Healthy Exercise Log

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

MyPyramid.gov recommends aiming for at least 60 minutes of moderate to vigorous intensity physical activity at least 4 days per week. Please recall all physical activities you performed this week. Organize your list in the categories below. Also, note how much time was spent doing each one.

#### **Aerobic / Cardiovascular Exercise (brisk walking, swimming, jogging, etc...)**

Activity \_\_\_\_\_

Approximate Time \_\_\_\_\_

---

#### **Anaerobic Exercise (non-endurance sports, body building, throwing a ball, etc...)**

Activity \_\_\_\_\_

Approximate Time \_\_\_\_\_

---

#### **Muscle Conditioning (pushups, abdominal crunches, squats, etc...)**

Activity \_\_\_\_\_

Approximate Time \_\_\_\_\_

---

#### **Flexibility (yoga, stretching, etc...)**

Activity \_\_\_\_\_

Approximate Time \_\_\_\_\_

---

**Approximately how many glasses of water did you have throughout the day?** \_\_\_\_\_

# College Preparation Workshop

## SESSION TWO

(2 hours, 30 minutes)

Have the Secretary take attendance.

The Diamond Girl Leadership curriculum includes an annual two- to three-hour workshop for girls and parents to acquaint them with college preparation and application and financial aid procedures. All Diamond Girls are expected to attend. The earlier a student starts thinking about college and beginning the process by taking PSATs and SATs the better prepared she will be.

Begin planning in September by locating a place easily accessible for students and parents which is comfortable. Offer refreshments or serve a buffet lunch. Ask the Leadership Choir to sing the Diamond Girl Theme Song. Have information on the Diamond Girl Leadership program available for parents and guests.

Draw upon the resources in your community and state. Ask the girls about their plans after high school, including college and what they want to study. This will give you some guidance.

Ask the Diamond Girl Officers to greet speakers and recruit teams of Diamond Girls to arrange refreshments and clean-up afterwards.

**Speakers.** Always allow plenty of lead-time (2–3 months) to get the written invitation out to the speaker. Call to follow-up. Describe the program and your students. Encourage speakers to bring hand-outs. We recommend that you invite:

**College Admissions Personnel.** Many colleges have staff who speak about their school, the admissions process and available scholarship aid. It is best to call a variety of colleges representing the types of colleges your girls may attend (i.e. community college, state university, historically black college, etc.).

**Guidance Counselors.** Talk with College Guidance counselors at the high schools your girls attend. Use this as an opportunity to acquaint them with the Best Friends Program and the Diamond Girls in their school. Invite them to come and introduce them to your girls.

**Diamond Girls who attend college nearby or who are college graduates are a valuable resource.**

They often want to talk about their college experiences. If you do not have girls in college yet, check with the Best Friends Foundation to see whether there are Diamond Girls from other cities who are attending a college near you.

**Financial Aid Experts and Possible Donors.** Invite a local city or education department expert on financial student aid. Check out local corporations, foundations and businesses or wealthy individuals who offer scholarships or may want to contribute to your Best Friends Scholarship Fund. Include a ROTC officer or military recruiter who can talk about the college financial aid package available to ROTC members. The Internet is an excellent source for obtaining resource information about colleges, financial aid, loans and scholarships.

## Topics

Once you have selected the speakers, ask them to talk about the following:

- What is the application process?
- What do colleges look for in a student? How to market yourself?
- The importance of PSATs and SATs. The importance of essays, personal interviews.
- How do you decide which college? What should the student look for? What are the pros and cons of colleges: 2 or 4 year? Small or large student body? Urban, suburban or rural? All girls or co-ed? How far away from home?
- What is available in financial aid, scholarships, and awards? Bring information about the Best Friends College Scholarship.
- Who are the most effective persons to write recommendations? Whom do the admissions officers suggest? Remind the girls that their Best Friends mentors, coordinators and others whom they have come to know through the program may be most willing to write a them a college recommendation. Tell them to check to see if the adult may be alumna of the college in which they have interest.



# College Council

A major incentive to help Diamond Girls focus on their studies and remain active in Diamond Girl activities is the offer of a Best Friends Foundation College Council scholarship. Since the Best Friends Foundation's college scholarship fund was established in 1994, more than 100 Diamond Girls have attended institutions of higher learning on Best Friends Foundation scholarships.

As Diamond Girls graduate from high school in other cities, replication sites are raising funds from local businesses, banks and generous individuals to provide scholarships to their girls.

## Eligibility Criteria

To be eligible, a girl must have been an active participant in the Best Friends Program for at least six years – two years before high school and four years during high school. Candidates must be high school graduates who have been accepted to a college or technical school.

Candidates must submit the College Council scholarship application and three letters of recommendation by the deadline date and be personally interviewed by the Best Friends Foundation College Council Scholarship Committee. Candidates must have attended a minimum of six monthly meetings and participated in at least two other Best Friends events, including the annual Family and School Recognition Ceremony each year.

Scholarships are awarded on the basis of:

- Participation in the Best Friends and Diamond Girl Leadership programs.
- Enthusiasm and overall commitment to the Best Friends Program and messages.
- Leadership.
- Academic aptitude and performance with an accumulative 2.8 GPA. Each candidate's application and essays are reviewed for content, grammar and academic performance.
- Courage in overcoming personal adversity.

## Scholarship College Council

The Best Friends Foundation College Council Scholarship Committee is responsible for recommending scholarship recipients and award amounts based on their review of each candidate's application, recommendations and personal interview.

The Best Friends Foundation College Council Scholarship Committee meets each May to interview all applicants – graduating high school seniors and college students applying for assistance

for the next school year. Each applicant is interviewed for 15–20 minutes. Committee members provide personal and continuous guidance as the girls' progress through college.

The Best Friends Foundation College Council Scholarship Committee consists of five adults: two major donors to the scholarship fund, an expert in higher education, a school principal well acquainted with most applicants (and their families) and a professional woman with experience with Historically Black Colleges. They make recommendations on recipients and award amounts to the Foundation's Board of Directors. Generally, Best Friends Foundation College Council scholarships range from \$500–\$1,000 per semester, depending upon the need of the student and funds raised.

## Responsibilities of Scholarship Recipients

A Best Friends Foundation College Council scholarship recipient is expected to remain in contact with the Best Friends Program and meet with its Scholarship Committee at least once a year to discuss her performance and immediate and future goals. Funds are provided at the beginning of each semester depending upon the Diamond Girl's grades and overall performance, as shown in her official transcript and discussions with the Scholarship Committee. Scholarship checks are sent directly to the college registrar.

Scholarship girls are encouraged to participate in Best Friends and Diamond Girls activities in their former schools and at schools near where they attend college. Diamond Girls are ideal role model presenters and speakers at recognition ceremonies.

# Learn More Earn More

## Leadership Organizer III.15

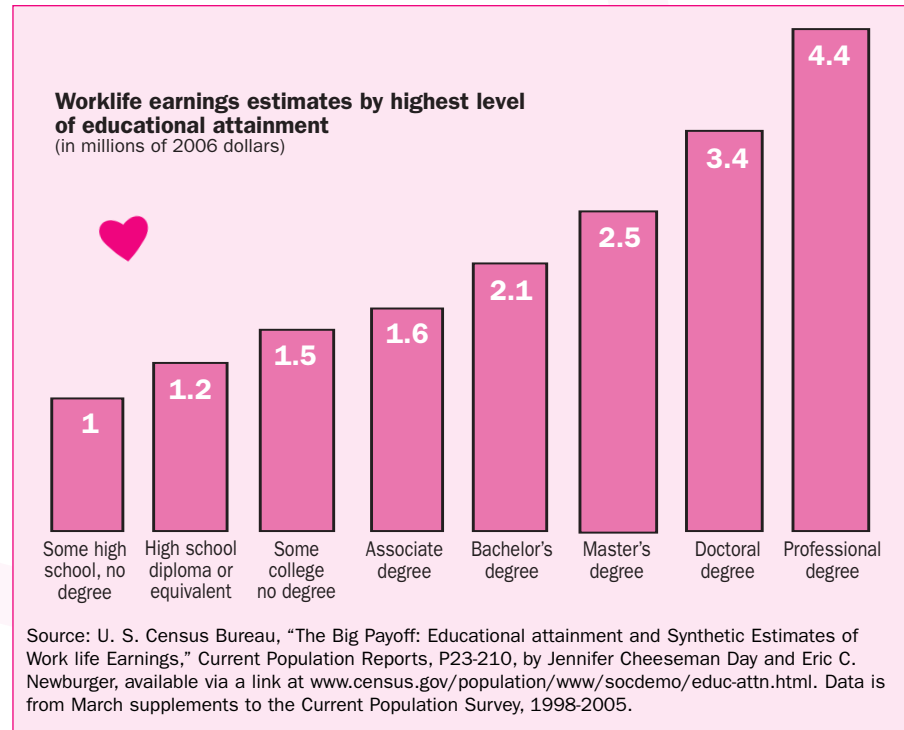
### MORE EDUCATION MEANS HIGHER EARNINGS — FOR LIFE

Reports from the U. S. Census Bureau and Occupational Outlook Quarterly underscore the economic value of education: data shows that over the course of their working lives, better educated adults are likely to have higher earnings.

Educational attainment alone does not determine an individual's earning potential over his or her lifetime. These estimates are group averages that assume fulltime, year-round employment throughout a 40-year work life.

Other factors — including occupation, field of study, and work experience and continuity — may significantly affect a specific worker's income.

As the chart illustrates, college graduates will earn \$1 million dollars more than those with only a high school diploma. Financial gains are predicted at each successive level of schooling completed, with those obtaining professional degrees historically earning the most.



Source: University of Wisconsin – River Falls

### WILL YOUR DEGREE PAY FOR ITSELF?

By Liz Pulliam Weston, columnist, MSN Money

A bachelor's degree is a slam dunk! Any bachelor's degree you get at a public university is likely to pay off handsomely.

#### How much more is a degree worth?

The following is the additional dollars that you will earn, over the course of your entire working lifetime (approx. 40 years), in a variety of career areas, when compared to someone with only a high school diploma.

#### Associate Degree — Value added

Average \$116,550  
 Business \$92,908  
 Computers \$148,695  
 Engineering \$192,660  
 Liberal Arts \$63,667  
 Social Science \$79,013  
 Science \$104,521

#### Bachelor's Degree — Lifetime gain can be huge

Average \$308,588  
 Business \$349,028

Computers \$443,180  
 Engineering \$497,930  
 Liberal Arts \$243,883  
 Social Science \$ 210,080  
 Science \$283,286  
 Education \$108,461

#### Master's degree

Average \$180,010  
 Science \$136,873  
 Engineering \$362,092  
 Business \$375,780  
 Education \$106,388

#### The Ph.D.

##### — Science pays more

Average \$187,920  
 Science \$299,190

##### Professional degree

##### — Big-time payoff

Average \$716,927  
 Law \$748,865  
 Medicine \$977,601

**AND MORE EDUCATION MEANS MORE EARNING POWER**

<b>Education</b>	<b>Avg. Annual Earning</b>	<b>Avg. Lifetime Earning</b>
High School dropout	\$22,000	\$1.1 million
High School diploma	\$31,000	\$1.4 million
Associate degree	\$38,000	\$1.8 million
Bachelor's degree	\$50,000	\$2.5 million

Source: College Board, *Education Pays*, 2004

**HIGHER EDUCATION IS A SMART INVESTMENT**

“Investing wisely in higher education is one of the best financial decisions you can make. More education means higher earnings — for life. In 2001, the median earnings of a high school graduate were about \$29,000 annually. For those with a bachelor's degree, the number was more than \$46,000. Holders of professional degrees, such as law and medicine, racked up median annual earnings of more than \$82,000.”

David Bach, *The Automatic Millionaire*. 2006

**“THE BIG PAYOFF”**

That's how the U.S. Census Bureau describes the link between education and lifetime earnings. In a report published in July 2002, the Census Bureau says that Americans are correct in assuming that “one of the most compelling reasons” for attending college “is the expectation of future economic success based on educational attainment.” Students with college bachelor's degrees can, on average, expect to earn \$2.1 million in their lifetimes — at least \$900,000 more than those who did not attend college.

Day, J. C., & Newburger, E.C. (2002). *The Big Payoff. Educational Attainment and Synthetic Estimates of Work Life Earnings*. (Current Population Reports, Special Studies, P23-210). Washington, DC Commerce Dept.

**WAGES OF COLLEGE & POST-COLLEGE GRADUATES GROW SUBSTANTIALLY**

“Although average levels of education in this country have grown...there is a relative shortage of workers at very high levels of skills, particularly college and even more so post-college graduates. A consequence of supply shortages is that wages increase for those individuals who have the scarce skills and they tend to be at the top. The wages of college and post-college graduates have grown substantially.”

“...it is essential to recognize that education is the key skill ...college graduates earn about 2.5 times as much as high school drop outs. College graduates have unemployment rates that are currently around 2.2 percent whereas high school drop outs have unemployment rates at about 7 percent. Only a tiny fraction of college graduates live in poverty, and those who do are likely to move out of it very quickly as they move into the labor force. There is no doubt that education is... the solution to the problem.”

Excerpts from the address THE STATE OF THE U.S. ECONOMY AND LABOR MARKET by Edward P. Lazear, Chairman, President's Council of Economic Advisers delivered at the Hudson Institute, Washington, DC, May 2, 2006

## EDUCATION SUBSTANTIALLY BOOSTS COLLEGE GRADS' LIFETIME EARNINGS

There are already lots of good reasons for students to be attending college, but a recent report from the U.S. Census Bureau offers a million more. The difference in lifetime earnings between high school and college graduates comes to almost \$1 million, according to the report. Specifically, the average high school grad will earn \$1.2 million over his/her working lifetime, while the average college grad will make 2.1 million. In terms of annual salaries, people with advanced degrees earn the most — an average of \$72,824 in 2002. People holding bachelor's degrees earned an average of \$51,194 in 2002 while those with high school diplomas earned an average of \$18,826.

"If the trends continue," notes *American Demographics* magazine, "the gap between graduates and non-graduates — and ultimately, haves and have-nots — will grow even larger as fewer and fewer jobs are available to those without post-secondary degrees."

American Demographics, July/August 2004

## LABOR SECRETARY TOUTS BENEFITS OF HIGHER EDUCATION

May 8, 2006

"...more education and training means higher earnings...the Census Bureau estimated that the average holder of a bachelor's degree earns twice the lifetime earnings of a high school dropout. Advanced degree holders earn more than three times as much...so education really pays off."

U.S. Secretary of Labor Elaine L. Chao speaking at the Southern Women in Public Service Conference, Nashville, Tennessee May 8, 2006

## THE FOLLOWING WEBSITES MAY BE HELPFUL AS YOU PLAN FOR COLLEGE:

**ACT:** Provides information about the ACT, the college entrance exam.

<http://www.actstudent.org>

**FINANCIAL AID:** Connects you to the FAFSA, a standard application for financial aid.

<http://www.fafsa.ed.gov>

# November Curriculum

## (Month 3)



Leadership Organizer III.19

### College and Career Planning

**Take some time to write down information related to your future plans. You will be surprised how helpful this information will be as you prepare a resume to be used to apply for jobs, internships, and scholarships. Try to be as complete as possible!**

My academic interests and honors:

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My athletic interests and honors:

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My extracurricular activities (clubs, newspapers, yearbook, community service):

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My summer activities (jobs, internships, camps, travel, community service):

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The following three adjectives describe me:

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My potential college interests:

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My possible career interests:

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People I want to ask for information about my field of interest:

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People I want to ask to write recommendations for my applications:

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