FINAL NARRATIVE & FINANCIAL REPORT

SEVENTEEN and UNESCO's "Going Together – For Youth Creativity and Well-Being" Global Youth Grant Scheme

Project Title: ___Resiliently Me_____

Project Leader Dawsher Charles, Trinidad and Tobago along with 4 team members

SECTION 1 - NARRATIVE REPORT

a) Executive Summary

Please provide a summary of your project (maximum 500 words). This should include all activities implemented since the beginning of the project up to this point and any preliminary results you've observed.

Our Resiliently Me Project was a Girls empowerment to empower girls with resilience skills through music, art and sports for emotional wellbeing, mental health and wellbeing. We executed a two week camp, a puppet building workshop along with a Sports day and Spa day. The girls learned about topics from personal development, career development, financial literacy, entrepreneurship, etiquette and table dining, hygiene and selfcare.

The **Resiliently Me Program** was designed to empower girls with the tools, skills, and confidence they need to build resilience, embrace their individuality, and develop into well-rounded young women. Since its launch, the program has delivered a series of impactful activities blending sports, wellness, creative arts, and life skills in a safe and supportive environment.

Sports Development and Team Building

We hosted a dynamic **Sports Day** featuring **American Flag Football,**. These activities were carefully chosen to promote physical fitness, teamwork, discipline, and leadership skills. Flag football encouraged strategy, cooperation, and confidence in a non-traditional sport, while the other sporting drills built endurance and speed. Parents and facilitators noted an increase in the girls' willingness to take on challenges and work collaboratively.

Wellness and Self-Care

The program also incorporated **"Spaturday"**, a wellness-themed day designed to teach the importance of self-care, mindfulness, and mental health awareness. The girls participated in age-appropriate pampering activities and discussions around emotional well-being, body positivity, and stress management. This component emphasized that resilience also means prioritizing self-care and maintaining a healthy balance in life.

Creative Arts and Puppetry for Self-Expression

A highlight of the program was our **Puppetry Day**, where the girls designed and crafted their own puppets using handcraft skills. Working in small groups, they scripted and performed puppet shows on relatable topics such as **self-esteem, managing negative self-talk, teamwork, and friendship**. This activity fostered creativity, storytelling, collaboration, and public speaking skills. Many parents reported that their daughters became more expressive and confident in sharing their ideas after participating in the puppetry sessions.

Life Skills through Group Activities

In addition to the core events, the program wove in opportunities to develop **soft skills** such as communication, problem-solving, time management, and empathy. Whether through organizing a sports team, collaborating on puppet show scripts, or encouraging peers during performances, the girls practiced essential interpersonal skills that will support them in school, at home, and in future leadership roles.

Parent Testimonies

Parents expressed overwhelming appreciation for the program. One shared: “It was a wonderful experience—my daughter definitely learned skills for a lifetime.” Another highlighted the holistic growth: “She learned confidence, budgeting, and soap making, and she’s applying these lessons at home.” A third noted the social benefits: “I like keeping it girls-only… it gave her the chance to open up without feeling judged.”

Preliminary Results and Observations

The program has already shown promising results.

- **High levels of engagement and enjoyment:** Parents overwhelmingly reported that their daughters enjoyed the camp activities and learned something new.
- **Growth in confidence and resilience:** Many participants demonstrated increased self-esteem, particularly in expressing themselves in front of others.
- **Acquisition of practical skills:** From crafting puppets to applying teamwork in sports, the girls developed both handcraft and social-emotional skills.
- **Positive feedback from families:** Parents consistently described their children’s excitement, improved confidence, and eagerness to return for future camps.

Overall, the **Resiliently Me Program** has proven to be a holistic approach that combines **physical activity, creativity, and emotional well-being**. By offering diverse experiences sports, self-care, and the arts we have created a foundation for lasting resilience, equipping girls not only with fun memories but also with practical skills and self-belief that will serve them throughout their lives. From our surveys, 95% of parents and participants rated the program as 5 stars and 5% rated it at 4 stars.

b) Activities Implemented

Can you describe all the activities that have been completed from the start of the project?

For clarity, even if you have already submitted an Intermediary Narrative & Financial Report, you should include again in the Final Report the activities previously described in that intermediary report.

If there are a few elements of certain activities that are still being finalized, you should provide details on these remaining steps here (e.g., final editing and publication of the advocacy toolkit, or completion of follow-up meetings with youth participants).

Be sure to include each of these activities:

A. The date of the activity
B. A short description of the activity
C. The number of beneficiaries involved in the activity (disaggregated by age, gender and nationality where relevant)
D. Team members or partners involved in the planning, coordination or implementation of the activity
E. If applicable, UNESCO Sites (eg. World heritage, biosphere reserve, Water museum…) mobilized
F. If possible, any relevant photos documenting these activities (please insert them into this Word document)

From **__2nd April_____ 2025 [complete the date]** to **___ 2nd August_____ 2025 [complete the date],** the following activities have been implemented:

ACTIVITY 1: The Resiliently Me Girls Camp during the Easter Vacation

a. April 14th to April 25th
b. Welcome, Icebreakers & Team-Building

Introduction to Self-Expression (Art, Music, Sports) & Resilience
Puppet Making & Character Development
Vision Board Creation
Financial Empowerment
Karate & Dance for Confidence

Suncatchers Craft
Life Design: Success, Travel & Freedom
Etiquette & Table Manners
Games & Activities
Self-Care & Hygiene Basics
Purpose Discovery
American Football
Musical Crafting from Natural Elements (Making Bamboo Twang)
Sip & Paint
Picnic
Understanding Self-Worth
Overcoming Fear & Negative Self-Talk
Confidence in Public Speaking & Presentation
Self-Care Session through soap making
Crown Making
Bracelet Making

Personal Branding & Image Building with Social Media
Mentorship, Leadership Through Service & Overcoming Limiting Beliefs
Poetry for Emotional Expression
Spoken Word & Storytelling (Drama)
Final Rehearsals & Dance Presentation
Resilient Warrior Journal Launch & Distribution
Reflection & Takeaways
Graduation Ceremony & Celebration

c. 30 Girls from ages 8 to 15 years Social Media post
https://www.facebook.com/dawsher/posts/pfbid02JuTKQMiabhV1iKRLZpt3bHtD8jvNzEnBFx5ex2zvUufUdtuhePkDbbMNdgvPegUql

Beyond the Activities: What the Girls Gained
Resiliently Me Girls 2025 Programme Impact Report
A programme designed to develop the whole girl
The 2025 Resiliently Me Girls programme brought together 30 girls for a developmental experience that combined personal growth, emotional wellbeing, practical life skills, creative expression, physical activity and future planning. Through facilitated sessions, creative workshops, outdoor experiences and opportunities for reflection, the girls explored who they are, what they value, how they relate to others and what they may want for their futures.
The programme was designed to make learning engaging and accessible by incorporating different approaches, including discussion, puppetry, poetry, sport,

music, dance, crafts, storytelling and hands-on activities. This allowed the girls to engage with important developmental themes in different ways.

The following report highlights the sessions and activities offered throughout the programme, with a focus on the knowledge, skills and opportunities for personal development each experience provided.

Facilitated Sessions: Building Knowledge, Confidence and Direction

1. Discovering Purpose and Direction

Facilitator: Crisha Sarah Bowen

Session: Purpose

This session invited the girls to reflect on what gives their lives meaning and consider their individual interests, values, strengths and aspirations. Exploring purpose can help young people begin to think intentionally about their choices and the direction they want their lives to take.

The value for the girls:

- Encouraged reflection on personal values, interests and aspirations.
- Introduced the importance of having direction and meaningful goals.
- Created space to consider how individual strengths may contribute to their desired futures.
- Encouraged the girls to see themselves as active participants in shaping their lives.

2. Becoming Changemakers: Mentorship, Civic Engagement and Limiting Beliefs

Facilitator: Teocah Arieal Ainka Dove

Sessions: Civic Engagement, the Power of Mentorship and Removing Limiting Beliefs

These sessions connected personal development with community participation and leadership. The girls explored the value of mentorship, the importance of contributing to their communities and the ways limiting beliefs can influence decisions, confidence and aspirations.

The value for the girls:

- Introduced mentorship as a source of guidance, encouragement and learning.
- Encouraged awareness of how limiting beliefs may affect decisions and aspirations.
- Highlighted civic engagement and volunteerism as ways to contribute positively to the community.
- Created opportunities to consider how individual voices, choices and actions can make a difference.
- Connected personal growth with social responsibility and service to others.

These themes encouraged the girls to consider how they can pursue their own goals while also contributing meaningfully to the lives of others.

3. Personal Safety and Self-Defence

Facilitator: Hanifah Marva John Logan

Session: Self-Defence

Personal safety is an important part of growing up with awareness and confidence. This session introduced self-defence as part of a broader conversation about protecting oneself, recognising personal boundaries and understanding the importance of safety.

The value for the girls:

- Raised awareness of personal safety and self-protection.
- Offered an opportunity to explore responses to potentially unsafe situations.
- Reinforced the importance of personal boundaries and agency.
- Encouraged consideration of confidence, awareness and the importance of seeking help when needed.

4. Social Media and Brand Management

Facilitator: Avalon Gomez

Session: Social Media and Brand Management

In a world where online presence can influence relationships, education and future opportunities, understanding personal branding and social media is increasingly important. This session introduced the girls to the importance of presenting themselves thoughtfully and considering how their online presence may be perceived.

The value for the girls:

- Encouraged consideration of how they present themselves online.
- Introduced personal branding and intentional communication.
- Created an opportunity to discuss digital reputation and responsible online behaviour.
- Connected digital awareness with potential educational, entrepreneurial and professional opportunities.
- Encouraged the girls to think about how their online presence can reflect their values and aspirations.

5. Discovering Identity Through Poetry

Facilitator: Derron Sandy

Session: "I Am" and Poetry

Poetry offers young people a creative way to explore identity, emotions, experiences and aspirations. Through the "I Am" theme, the girls were introduced to an opportunity to reflect on who they are and how they choose to describe themselves.

The value for the girls:

- Encouraged self-expression and reflection on personal identity.
- Created opportunities to put thoughts and feelings into words.
- Introduced creative writing as a way to communicate experiences and perspectives.
- Supported exploration of individuality, voice and self-worth.

- Offered an alternative way to communicate ideas beyond everyday conversation.

6. Visualising the Future Through Vision Boarding

Facilitator: Sharlene Gittens-Francis

Session: Vision Boarding

Vision boarding transformed ideas and aspirations into a visual activity. The girls were encouraged to consider what matters to them and what they may want their futures to include.

The value for the girls:

- Encouraged future-oriented thinking.
- Helped make personal aspirations more visible and tangible.
- Created opportunities to identify interests, ambitions and priorities.
- Introduced a visual tool the girls can revisit as their goals develop.
- Encouraged creativity while reflecting on personal possibilities.

The value of vision boarding lies in helping girls begin to articulate what they want and consider the steps that may help them work towards it.

7. Designing a Dream Life: Success, Travel and Freedom

Facilitator: Jayme Hoyte

Session: Planning Your Dream Life and Travel

This session encouraged the girls to imagine possibilities beyond their immediate surroundings and reflect on the experiences they hope to have in life. It connected dreaming with the importance of planning and intentional decision-making.

The value for the girls:

- Encouraged imagination and exploration of future possibilities.
- Introduced the idea of planning towards personal aspirations.
- Created an opportunity to consider travel as a way of experiencing new places, cultures and perspectives.
- Encouraged reflection on what success, freedom and a fulfilling life may mean to each girl.
- Connected aspirations with the importance of preparation and decision-making.

8. Etiquette and Table Manners

Facilitator: Akenna Kublal

Session: Etiquette and Table Manners

Understanding etiquette can help young people navigate different social settings with greater familiarity. This session introduced the girls to appropriate table manners and social courtesy.

The value for the girls:

- Introduced practical social etiquette.
- Encouraged consideration, respect and courtesy towards others.

- Helped the girls become more familiar with formal and shared dining environments.
- Provided knowledge they may use at school events, social gatherings and professional occasions.
- Created an opportunity to consider how respectful behaviour contributes to positive social interactions.

  These skills provide additional tools for navigating different environments while remaining true to one's personality and identity.

  9. Hope and Resilience Through the Butterfly

  Facilitator: Anika Plowden-Corentin

  Session: Hope and Resilience with the Butterfly

  The butterfly served as a creative symbol through which the girls could explore hope, change and resilience. The session connected a visual experience with themes of personal development and growth.

  The value for the girls:

- Introduced resilience through a creative and visual experience.
- Encouraged reflection on change, hope and personal growth.
- Created an opportunity to explore how people can continue developing through difficult experiences.
- Used creative expression to make an abstract concept more accessible.
- Reinforced the idea that challenging experiences do not have to define a person's entire future.

  10. Financial Management and Entrepreneurship

  Facilitator: Adanna Austin, Dynamic Business Coach

  Session: Financial Management and Entrepreneurship

  Financial knowledge and entrepreneurial thinking can help girls understand how to manage resources, recognise opportunities and begin considering economic independence. This session introduced financial management and entrepreneurship as important areas of practical life learning.

  The value for the girls:

- Introduced financial management as an important life skill.
- Encouraged awareness of money, planning and responsible decision-making.
- Introduced entrepreneurship and the idea of creating value through products or services.
- Created an opportunity to consider how ideas can become practical opportunities.
- Encouraged the girls to see themselves as potential innovators and business owners.

  11. Building Self-Esteem, Self-Worth and Self-Confidence

  Facilitator: Dr Royette James and the team from A Balanced Mind

  Session: Self-Esteem and Self-Confidence

Self-esteem influences how young people see and value themselves, while confidence can affect their willingness to participate, try unfamiliar things and pursue goals. This session placed these themes at the centre of the girls' personal development.

The value for the girls:

- Created space to explore self-worth and personal strengths.
- Encouraged reflection on confidence and how the girls perceive themselves.
- Offered an opportunity to consider how self-beliefs may influence actions and decisions.
- Supported the programme's wider focus on personal agency and resilience.
- Encouraged the girls to consider their own value and potential.

12. Personal Hygiene and Menstruation

Facilitator: Dr Nadira Rambocas

Session: Personal Hygiene and Menstruation

Understanding personal hygiene and menstruation is an important part of growing up informed and prepared. This session addressed practical aspects of health, body awareness and menstrual education.

The value for the girls:

- Supported awareness of personal hygiene and self-care.
- Created space to learn about menstruation as a normal aspect of development.
- Addressed an important area of health knowledge for girls.
- Encouraged the girls to approach their changing bodies with greater understanding and preparedness.
- Provided an opportunity to engage with practical information relevant to their wellbeing.

13. Self-Care Through Soap Making

Facilitator: Shenelle Fife

Session: Soap Making

Soap making gave the girls an opportunity to create a practical product while exploring a skill connected to hygiene, creativity and entrepreneurship. The activity combined hands-on learning with an everyday aspect of personal care.

The value for the girls:

- Connected a hands-on activity with the importance of hygiene and self-care.
- Encouraged creativity, following instructions and attention to detail.
- Introduced product creation as a possible starting point for entrepreneurial thinking.
- Created an opportunity to consider how materials can be transformed into a finished product.
- Encouraged recognition that practical skills can have personal and potential commercial value.

14. American Flag Football

Facilitator: Coach Kijana Thomas

Session: American Flag Football

Sport provides opportunities to learn through movement, participation and shared challenges. The American flag football session introduced the girls to a sporting experience in a group setting.

The value for the girls:

- Created an opportunity for physical activity and trying a sport.
- Encouraged participation in a shared team experience.
- Provided a setting in which communication and cooperation could be practised.
- Offered an opportunity to become familiar with a sporting activity some girls may not have experienced before.
- Added a physical and recreational dimension to a programme that also explored emotional, creative and practical development.

15. Self-Expression and Resilience

Facilitator: Dawsher Charles, Founder and Managing Director of Survival Scholars

Session: Introduction to Self-Expression through Art, Music, Sport and Resilience

This session introduced the girls to self-expression as an important part of understanding and communicating their feelings, thoughts and experiences. Through creative and expressive approaches, the session explored how art, music, sport and other forms of expression can provide different ways to engage with emotions and personal challenges.

The Resilient Warrior Journal was incorporated into the session as a resource for personal reflection and continued engagement with the programme's themes. The journal offered the girls a place to record thoughts, reflect on experiences and engage with their personal development beyond individual sessions.

The value for the girls:

- Introduced different forms of self-expression, including art, music and movement.
- Encouraged reflection on emotions and personal experiences.
- Created space to consider how creative activities may support coping and resilience.
- Introduced the Resilient Warrior Journal as a tool for reflection and personal development.
- Encouraged the girls to consider how they might use creative expression when navigating challenges.
- Connected resilience with practical ways of understanding and communicating feelings.

The session reinforced the idea that self-expression can take many forms and that girls may discover different ways of communicating and processing their experiences.

Creative Experiences That Reinforced Learning

In addition to the facilitated sessions, the girls participated in a range of practical and creative activities. These experiences provided opportunities to experiment, make things, work with materials, express ideas and enjoy learning alongside their peers.

16. Welcome, Icebreakers and Team-Building

The welcome and icebreaker activities provided an introduction to the programme and opportunities for the girls to begin interacting with one another. Team-building activities helped establish a shared experience in which participation and cooperation were encouraged.

The value for the girls:

- Created opportunities to become familiar with the programme and other participants.
- Encouraged communication and social interaction.
- Offered opportunities to practise cooperation and participation in a group.
- Helped establish a foundation for shared learning and engagement.

17. Puppet Making and Character Development

Puppet making combined creativity with the development of characters and ideas. Puppetry offers a way to explore different perspectives and communicate stories through a character, allowing participants to express ideas in an imaginative format.

The value for the girls:

- Encouraged creativity and imaginative thinking.
- Offered opportunities to practise fine-motor skills and follow a creative process.
- Introduced character development as a way to explore personality, ideas and perspectives.
- Created opportunities for storytelling and self-expression.
- Demonstrated how puppetry can be used as a tool for communication and learning.

18. Karate and Dance for Confidence

Karate and dance introduced movement-based experiences that connected physical participation with confidence and self-expression. Both activities offered opportunities to explore movement, practise skills and participate in structured activities.

The value for the girls:

- Created opportunities for physical activity and movement.
- Encouraged focus, practice and participation.
- Offered different ways to explore confidence through physical expression.
- Provided opportunities to experience movement as a form of expression and recreation.

19. Suncatcher Craft

The suncatcher activity gave the girls an opportunity to create a decorative item using craft materials. The process encouraged attention to detail and allowed for individual creative choices.

The value for the girls:

- Encouraged creativity and visual expression.
- Offered opportunities to practise fine-motor coordination.
- Encouraged patience and attention to detail.
- Created space for individual choices and creative interpretation.

20. Games and Activities

Games and group activities provided opportunities for recreation, participation and interaction throughout the programme. They complemented the more structured sessions by offering different ways to engage and learn alongside peers.

The value for the girls:

- Encouraged participation and social interaction.
- Offered opportunities to practise cooperation and communication.
- Created space for enjoyment and shared experiences.
- Provided different ways to engage with peers outside formal discussion-based sessions.

21. Sip & Paint

Sip & Paint provided a relaxed creative experience in which the girls could engage with painting and visual expression. The activity offered an opportunity to explore creativity in a shared setting.

The value for the girls:

- Encouraged artistic exploration and self-expression.
- Offered opportunities to experiment with colours, shapes and visual ideas.
- Created space for individual creativity and personal choices.
- Provided an informal setting for creative engagement and social interaction.

22. Crown Making

Crown making invited the girls to design and create a crown through a hands-on craft activity. The activity also complemented the programme's wider themes of self-worth, identity and recognising personal value.

The value for the girls:

- Encouraged creative decision-making and individual expression.
- Offered opportunities to practise fine-motor skills and attention to detail.
- Created a creative connection with themes of identity and personal value.
- Provided an opportunity to make an item reflecting individual choices and imagination.

23. Bracelet Making

Bracelet making allowed the girls to work with craft materials to create a personal accessory. This hands-on activity encouraged creativity through the selection, arrangement and combination of materials.

The value for the girls:

- Encouraged creativity and personal expression.
- Offered opportunities to practise coordination and careful handling of materials.
- Encouraged patience and attention to detail.
- Provided an opportunity to create a personal item through a hands-on process.

Learning Through Nature: The ILÉ Park Experience

24. Natural Music, Bamboo Twang and Picnic

Experience partner: The ILÉ Park Experience

The visit to ILÉ Park offered the girls a different learning environment, allowing them to spend time immersed in nature while exploring music and creativity.

One of the highlights was making and playing the Bamboo Twang. Through this experience, the girls explored how natural materials could be used to create a musical instrument and produce sound. They also had opportunities to listen more closely to the natural soundscape around them, including the sounds of birds, frogs and the waterfall, and to experience how nature itself can provide music and inspiration.

The experience was especially memorable for many of the girls, who enjoyed discovering the sounds around them and were impressed by the variety of sounds that could be heard and created. The visit also included a picnic and plenty of fresh fruit, adding an enjoyable shared experience to the day.

The value for the girls:

- Introduced music through natural materials and the creation of the Bamboo Twang.
- Offered hands-on opportunities to make and play a musical instrument.
- Encouraged curiosity about the sounds of the natural environment.
- Created opportunities to listen to and appreciate sounds from birds, frogs and the waterfall.
- Connected creativity, experimentation and music with the natural world.
- Provided an opportunity to experience learning outside the usual programme environment.
- Encouraged shared enjoyment, exploration and social connection.
- Combined creative learning with time to enjoy nature, fresh fruit and a picnic.

The Bamboo Twang experience connected making with music: the girls could explore how an object they helped create could also be used to produce sound. Listening to the surrounding environment added another dimension, encouraging appreciation of the natural sounds that can inspire musical expression.

For many participants, the ILÉ Park visit was a programme highlight. It offered a memorable combination of discovery, creativity, nature and shared enjoyment.

25. Picnic and Shared Experiences

The picnic provided informal time for the girls to eat, relax and enjoy one another's company. As part of the wider programme experience, it complemented the structured workshops and activities.

The value for the girls:

- Created opportunities for informal interaction and connection.
- Offered time to share a meal and enjoy a group experience.
- Added a recreational element to the programme.
- Provided opportunities to enjoy the outdoor environment together.

Emotional Expression, Communication and Confidence

26. Overcoming Fear and Negative Self-Talk

This activity focused on themes of fear and negative self-talk, encouraging the girls to consider how their internal dialogue may influence their feelings, decisions and willingness to try new things.

The value for the girls:

- Encouraged awareness of negative self-talk and its possible influence.
- Created space to reflect on fears and personal challenges.
- Introduced the importance of considering how they speak to themselves.
- Encouraged reflection on alternative, more supportive ways of responding to challenges.
- Connected self-belief with the wider themes of confidence and resilience.

27. Confidence in Public Speaking and Presentation

Public speaking and presentation provide opportunities to communicate ideas clearly and share thoughts with others. This activity focused on developing familiarity with expressing ideas in front of an audience.

The value for the girls:

- Offered opportunities to practice communicating ideas aloud.
- Encouraged clarity and organisation when sharing information.
- Created space to explore confidence when speaking before others.
- Provided opportunities to practise presenting thoughts and ideas to a group.
- Connected communication skills with school, leadership and future opportunities.

28. Spoken Word and Storytelling Through Drama

Spoken word and storytelling through drama brought together language, performance and creative expression. These approaches allow young people to communicate ideas and experiences through voice, movement, character and story.

The value for the girls:

- Encouraged creative communication and storytelling.
- Offered opportunities to explore voice, expression and performance.
- Created space to communicate ideas through different artistic forms.
- Encouraged imaginative thinking and consideration of different perspectives.
- Connected poetry, drama and storytelling with the programme's wider focus on self-expression.

29. Poetry for Emotional Expression

Poetry provided another creative pathway through which the girls could explore and communicate thoughts and feelings. Through words and imagery, participants could consider how language can be used to express experiences and perspectives.

The value for the girls:

- Encouraged reflection and emotional expression through writing.
- Offered opportunities to explore language, imagery and personal voice.
- Created space to communicate ideas in a creative format.
- Connected artistic expression with identity and self-understanding.

30. Final Rehearsals and Dance Presentation

The final rehearsals and dance presentation provided an opportunity for the girls to prepare and share a performance. The process brought together movement, practice and presentation as part of the programme's closing activities.

The value for the girls:

- Offered opportunities to practise movement and performance.
- Encouraged preparation and participation in a shared presentation.
- Created opportunities to coordinate with others.
- Provided a setting to share a performance with an audience.
- Connected creative expression with the experience of preparing for a programme milestone.

Reflection, Recognition and Celebration

31. Resilient Warrior Journal Launch and Distribution

The Resilient Warrior Journal was incorporated into the programme as a resource to support reflection and continued engagement with the themes explored during the sessions. Its launch and distribution provided the girls with a tool they could use to revisit their experiences and record personal reflections.

The value for the girls:

- Provided a resource for personal reflection beyond individual sessions.
- Encouraged the girls to consider their thoughts, experiences and aspirations.
- Offered a space to record ideas and revisit personal-development themes.

- Connected the programme's resilience focus with an ongoing reflective practice.
- Reinforced the importance of making time to think about personal growth and future goals.

The journal was intended to extend the programme's learning beyond the sessions themselves by giving the girls a resource they could continue to engage with.

32. Reflection and Takeaways

The reflection activity created space for the girls to look back on their programme experience and consider the sessions, activities and ideas that stood out to them.

The value for the girls:

- Encouraged reflection on the programme experience.
- Offered an opportunity to identify meaningful activities and personal takeaways.
- Created space to consider ideas they may wish to carry into everyday life.
- Connected individual sessions with the programme's broader themes of resilience, confidence, self-expression and future planning.

Participant reflections can also help inform future programme development by highlighting which experiences resonated with the girls.

33. Graduation Ceremony and Celebration

The graduation ceremony marked the close of the programme and provided an opportunity to recognise the girls' participation in the Resiliently Me experience. The celebration acknowledged their involvement in a programme that brought together personal development, practical learning and creative exploration.

The value for the girls:

- Provided a formal opportunity to recognise participation in the programme.
- Created a shared milestone to mark the end of the experience.
- Offered an opportunity to celebrate the girls and their involvement.
- Brought participants and programme supporters together for a collective closing experience.

The ceremony served as a celebratory conclusion to the programme and an opportunity to acknowledge the time, participation and experiences shared throughout the journey.

One Programme. Many Pathways to Growth.

The value of Resiliently Me lies in the way its sessions and activities complement one another. Rather than relying on a single approach to learning, the programme brought together facilitated discussions, creative activities, practical workshops, sport, movement, outdoor experiences and reflection.

A girl might explore self-worth in a confidence session, express her identity through poetry, imagine future possibilities through a vision board, learn a practical skill

through soap making, explore music through the Bamboo Twang and consider her contribution to the community through civic engagement.

Each experience offered a different entry point into personal development.

Together, the programme created opportunities across several areas:

- **Personal growth:** self-esteem, identity, purpose and confidence.
- **Emotional development:** resilience, hope, self-expression and reflection.
- **Practical life skills:** hygiene, menstruation education, etiquette and financial management.
- **Future readiness:** goal setting, personal branding, entrepreneurship and future planning.
- **Social responsibility:** mentorship, volunteerism, civic engagement and leadership through service.
- **Creative exploration:** poetry, puppetry, storytelling, painting, crafts and music.
- **Communication:** public speaking, presentation, performance and creative writing.
- **Physical participation:** karate, dance, flag football, games and shared outdoor activities.
- **Experiential learning:** hands-on making, exploration of natural music and learning in a different environment.

By bringing these experiences together, Resiliently Me offered the girls multiple ways to engage with learning, explore their interests and consider how different skills may be useful in their everyday lives and futures.

Our Commitment

Resiliently Me is designed to give girls opportunities to explore their strengths, develop practical knowledge, express themselves and imagine new possibilities for their futures.

The sessions and activities described in this report demonstrate the programme's developmental intentions and the learning opportunities offered to the 30 girls who participated in the 2025 programme. They describe the potential value of the experiences provided rather than assuming that every participant experienced the same change or achieved the same outcome.

Participant feedback, reflection and continued evaluation remain important for understanding how girls experience the programme and for assessing changes in their knowledge, confidence and resilience-related skills over time.

We are grateful to the facilitators, mentors and partners who shared their knowledge, time and expertise with the girls and helped make the 2025 Resiliently Me experience possible.

Resiliently Me empowering girls to build the knowledge, skills and self-belief to navigate adversity and pursue their futures.

d.






EXIT
PUPPET PALACE
A HAVEN FOR PUPPETS!
ROBLOX












EXIT
NOTICE
NO
Eating, Smoking, Playing of cards allowed in classrooms
Please do not deface or interfere with A/C unit(s), projectors, PCs or any of SBCS' property


iliently
Me




THE RESILIENT WARRIOR JOURNAL
Resiliently Me


PUSH
And that is why
I succeed.
BROOKLYN
1969
NEW YORK



ACTIVITY 2:

Sports day

a. April – July
b. American Flag Football, Fitness Drills











ACTIVITY 3: Puppet Showcase

a. June 20th
b. Developed puppet scripts on various social issues and displayed their puppet shows in groups of 4
c.





ACTIVITY 4: Spaturday August 1st

c. August 1st
d. Jelly Pedicure,
Manicure and Polish
Lip Balm Making
Body Butter Making









Spa Day: Promoting Wellness, Self-Care and Resilience

The Spa Day was a dedicated activity designed to encourage the girls to prioritise their wellbeing while engaging in relaxing, creative and practical experiences. The girls participated in manicures, pedicures, body butter making and lip balm making, giving them opportunities to explore personal care and create their own self-care products.

The activity highlighted the importance of taking time to care for oneself as part of maintaining overall wellness. Through the hands-on experiences, participants could explore self-care in an enjoyable and supportive environment while interacting with their peers and strengthening social connections.

The body butter and lip balm making activities also encouraged creativity and practical skill development, allowing the girls to experience the satisfaction of making products themselves. By combining relaxation, creativity and peer engagement, the Spa Day provided an opportunity to reinforce the value of self-care, positive self-regard and making time for personal wellbeing.

Contribution to programme objectives: The Spa Day complemented the programme's resilience-building objectives by creating space for self-care, positive social interaction and creative engagement. It reinforced the idea that caring for one's wellbeing is an important part of navigating everyday pressures and maintaining a healthy relationship with oneself.

Puppetry Showcase: Exploring Real-Life Challenges and Solutions Through Storytelling

The Puppetry Showcase was a separate programme activity that invited the girls to develop and perform puppet skits based on real-life experiences and challenges they encounter. Each skit presented a situation or problem and concluded with a solution or resolution to the challenge being addressed.

This activity gave participants a creative platform to communicate their experiences, express ideas and explore ways of responding to situations they may face in their everyday lives. Through the use of puppets and storytelling, the girls could represent challenging situations and demonstrate possible solutions in an engaging and structured format.

The process of developing and performing the skits provided opportunities to practise communication, creative thinking, collaboration and problem-solving. By ensuring that each story concluded with a constructive resolution, the showcase also encouraged participants to consider how challenges can be approached and how different choices may lead to different outcomes.

Puppetry offered an alternative means of expression, allowing the girls to communicate important messages through characters and stories. This creative approach supported the programme's focus on providing opportunities for self-expression and reflection within a supportive environment.

Contribution to programme objectives: The Puppetry Showcase aligned directly with the programme's emphasis on resilience and personal development. By transforming relatable experiences into stories with solutions, the activity encouraged the girls to explore constructive responses to challenges and recognise the role of problem-solving, communication and positive decision-making in navigating everyday life.

c) <u>Main outcomes of these activities</u>

a) Performance Indicators Tracked During Project Implementation

During the implementation of the Resiliently Me Girls programme, Survival Scholars monitored participation, beneficiary satisfaction, feedback from parents and participants, and observable changes in engagement and self-expression.

The following performance indicators were used to assess the programme's delivery and perceived value:

Performance indicator	Results / findings
Number of participants attending the camp	30 girls participated in the Resiliently Me Girls programme.
Beneficiary satisfaction	Survey feedback showed that **95% of parents and participants rated the programme 5 out of 5 stars, while 5% rated it 4 out of 5 stars.**
Participant engagement and participation	Facilitators and the programme team observed increased engagement among the girls, including greater interaction with one another, facilitators and the organising team.
Participant feedback	Feedback and observations indicated that the girls valued the programme's combination of creative activities, practical life skills, personal development and opportunities to socialise.
Parent feedback	Parents expressed appreciation for the programme's impact on their daughters, particularly the opportunities to develop confidence, learn practical skills and form friendships.
Perceived learning and personal development	Feedback highlighted areas such as confidence, budgeting, soap making, self-expression and social connection. These were supplemented by observations made during programme activities.
Suggestions for improvement	Parent feedback was reviewed to identify opportunities to improve speaker variety on topics as there were overlapping topics which contributed to repetition and introduce additional culinary and outdoor activities.

The satisfaction ratings indicate a strong positive response to the programme. One parent described the experience as wonderful and noted that their daughter had learned skills for life. Another parent highlighted the practical value of the programme, mentioning confidence, budgeting and soap making, while a further parent appreciated the girls-only environment because it gave her daughter an opportunity to open up without feeling judged.

Although overall satisfaction was high, the feedback also provided useful guidance for strengthening future delivery. The team therefore considered both positive feedback and suggestions for improvement when planning the next phase of Resiliently Me.

Note: The 95% and 5% ratings represent the combined parent and participant survey findings available to the programme. Separate parent-only ratings and satisfaction percentages for each individual activity were not available in the records reviewed.

b) Overall Outcomes Achieved and Results Observed

The Resiliently Me Girls programme created opportunities for 30 girls to engage in personal development, creative expression, practical life-skills learning and positive social interaction. The programme team observed encouraging changes in how the girls interacted with one another and participated in sessions.

1. Increased engagement and self-expression

As the programme progressed, the team observed greater engagement among the girls, both with their peers and with facilitators. The girls became more vocal and expressive during their interactions, creating more opportunities for them to share their thoughts and participate in activities.

The programme's combination of discussion, art, puppetry, poetry, sport, dance and hands-on activities offered different ways for girls to communicate and participate.

2. Development of friendships and social connections

The programme provided opportunities for girls to meet peers, build friendships and interact in a shared environment. The team observed that the girls formed new friendships, with some continuing to keep in touch after the programme ended.

This was an important social outcome because the programme created opportunities for connection beyond the individual workshops and activities.

3. Opportunities to build confidence

Through public speaking, poetry, storytelling, dance, sport and group activities, the girls had opportunities to express themselves, participate in front of others and try unfamiliar experiences.

Parent feedback also highlighted confidence as an area of value. These observations and reports suggest that the programme provided meaningful opportunities for confidence-building, although formal pre- and post-programme assessments would be needed to quantify changes in confidence.

4. Exposure to practical life skills

The girls participated in sessions covering financial management, entrepreneurship, personal hygiene, menstruation, etiquette, soap making, personal branding and future planning.

These sessions introduced practical knowledge that the girls could consider applying in their daily lives. Parent feedback specifically highlighted budgeting and soap making as examples of skills their daughters had encountered through the programme.

5. Opportunities for emotional awareness and resilience

The programme explored self-worth, negative self-talk, purpose, hope, resilience and self-expression. The Resilient Warrior Journal was incorporated as a resource for reflection, while creative activities offered alternative ways to explore and communicate thoughts and feelings.

These experiences were intended to help the girls consider how they respond to challenges, recognise their strengths and explore positive ways of expressing themselves.

6. Positive feedback from parents and participants

The programme received encouraging satisfaction ratings, with 95% of parents and participants rating it 5 out of 5 stars and 5% rating it 4 out of 5 stars.

Parent comments highlighted the value of practical learning, confidence-building and the girls-only environment. At the same time, parents offered constructive suggestions, including greater variety among speakers' topics and the addition of culinary and outdoor activities.

Overall, the programme achieved its immediate delivery objectives by engaging 30 girls in a varied personal-development experience, receiving highly positive satisfaction ratings and creating opportunities for social connection, practical learning and self-expression. The observed changes and participant feedback provide a useful foundation for future programming and more structured impact measurement.

d) Project Challenges

One of the main challenges encountered during implementation was the occasional late arrival of facilitators. Because the programme involved several guest facilitators and scheduled activities, delays sometimes affected the planned flow of the day's sessions.

To minimise disruption, the team prepared additional activities that could be introduced when needed. These included simple arts and crafts, suncatcher painting, crown making, egg hunts and multitasking games.

These activities helped keep the girls engaged while the team adjusted the schedule. They also provided opportunities for creativity, interaction and participation, allowing the programme to continue even when a facilitator was delayed.

The experience highlighted the importance of having flexible schedules, contingency activities and clear communication with external facilitators. While the team was able to respond to delays, stronger advance coordination will be important for improving punctuality and maintaining momentum throughout future programmes.

e) Lessons Learned

The implementation of Resiliently Me provided several important lessons that will inform future programme delivery and improvement.

1. Strengthen communication and preparation with facilitators

The team identified the benefit of contacting facilitators at least one to two days before their scheduled sessions. These reminders confirmed attendance, timing, session requirements and any materials or equipment needed, such as projectors, printed copies or other resources. However, the reminders didn't prevent delays in arrival

2. Maintain a flexible programme schedule

The use of filler activities demonstrated the value of having contingency plans. Keeping simple, engaging activities ready allows the team to respond to unexpected delays without leaving participants waiting or disengaged.

Future programmes will continue to incorporate flexible activities and schedule buffers where appropriate.

3. Introduce greater variety among speakers and topics

Feedback from parents identified a desire for greater variety among speakers' topics and noted that some sessions felt similar. This was a strategic delivery to provide opportunity for repetition in a varied approach. This is specifically necessary in today's age due to youth needing a varied approach to learning in order to target various learning styles.

4. Maintain engagement from beginning to end

Parents also recommended maintaining the programme's momentum through to the final sessions. This reinforced the importance of thoughtful pacing, varied activities and a strong closing experience.

Future programmes will place greater emphasis on sequencing sessions, balancing more intensive discussions with interactive activities, and ensuring that the final days remain engaging and meaningful.

5. Use parent and participant feedback to guide improvements

Rather than relying solely on the team's observations, Survival Scholars reviewed feedback from parents and participants and used an Impact–Effort Matrix to help prioritise potential improvements.

The feedback identified the following suggestions:

- Introduce more variety among speakers' topics.
- Maintain activities throughout the programme.
- Consider adding a culinary component.
- Incorporate more outdoor activities.
- Continue the elements that participants and parents already value.

The team used these suggestions to distinguish improvements that could be implemented relatively easily from those requiring additional funding, equipment, logistics or partnerships.

Impact–Effort Matrix: Priorities for Improvement

Priority category	Recommended action	Rationale
High impact, low effort	Increase speaker topic variety and make session objectives more distinct.	Responds directly to feedback about repetitive topics and show connection with objectives and purpose of repetition for programme delivery
High impact, low effort	Improve pacing and maintain engaging craft activities through the final days.	Can be supported through energizers and better sequencing of creative activities
High impact, high effort	Introduce culinary activities and expand outdoor learning.	Could broaden practical life-skills learning and provide additional experiential opportunities, but may require extra funding, materials, logistics and partnerships.
Lower-cost enhancements	Include more reflection time, feedback circles and journal activities where appropriate.	Provides additional opportunities for participants to reflect on their experiences and share feedback without substantially increasing programme costs.
Longer-term considerations	Evaluate new, resource-intensive activities before introducing them at scale.	Helps ensure that additional activities are aligned with programme objectives and justified by available resources and participant needs.

Recommended Actions for the Next Programme

Based on the lessons learned, Survival Scholars will prioritise:

1. **Strengthening programme design:** Communicate the programme's objective for each session so participants will understand the value of repetition in a varied approach to target various learning styles
2. **Maintaining special activities:** Better sequencing of heavy topics with engaging activities so that there is a smoother flow of programming
3. **Expanding experiential learning where feasible:** Explore culinary activities and additional outdoor experiences when resources and partnerships allow.

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These lessons will help Survival Scholars retain the elements that participants value while making evidence-informed improvements to future delivery.

f) Identified Opportunities for Sustainability

The completion of the programme has created opportunities for Survival Scholars to sustain and expand Resiliently Me by combining reasonable participant contributions, sponsorship, partnerships and the continued use of resources acquired through grant funding.

1. Introducing an accessible, subsidised programme fee

Feedback and experience from programme delivery indicate that some parents are willing to contribute financially towards their children's participation. Survival Scholars can build on this by introducing a reasonable programme fee for families who are able to pay.

However, the programme's accessibility remains important. Sponsorships and external funding will be pursued to subsidise or cover participation for girls whose families cannot afford the fee. This blended approach can generate income to support delivery while preserving opportunities for girls from underserved households.

2. Reusing equipment and resources acquired through grant funding

The grant strengthened Survival Scholars' capacity by helping the organisation acquire equipment and materials that can be used beyond the original programme.

These resources reduce the need to purchase the same items for every new activity and lower some of the initial costs associated with running future programmes. The organisation can therefore build on its existing resources to deliver additional activities and related services more efficiently.

3. Expanding related programmes and income-generating activities

The resources acquired have already helped Survival Scholars develop related offerings. For example, the organisation can now offer a monthly girls' Spa Day because it has access to pedicure bowls and other essential materials.

Having these resources available reduces the start-up costs associated with offering the activity and creates an opportunity to generate income through future sessions, subject to demand and appropriate pricing.

4. Reducing food preparation costs

The equipment acquired through the grant has also strengthened the organisation's ability to prepare quality food in-house for programme participants.

This can reduce reliance on external food suppliers and allow Survival Scholars to manage food preparation more cost-effectively. Any savings can help control programme delivery costs, while the improved capacity can support future camps and related activities.

5. Building partnerships and securing sponsorship

Survival Scholars will continue to explore partnerships with businesses, foundations, schools and other organisations that can support the programme through funding, in-kind contributions, materials, expertise or access to participants.

Sponsorship will be particularly important for maintaining access for girls whose families cannot pay programme fees. Partnerships may also help support the introduction of additional activities, including culinary and outdoor learning experiences identified through parent feedback.

6. Using participant feedback to strengthen future delivery

The positive satisfaction ratings and feedback gathered through the programme provide a useful basis for engaging prospective sponsors and partners. The combination of participation figures, satisfaction ratings, parent comments and observed changes in engagement can help communicate the programme's value.

Survival Scholars will also use feedback to improve programme design and strengthen future monitoring, enabling the organisation to build a clearer evidence base for continued investment and expansion.

7. Building a more sustainable model for continued delivery

The long-term sustainability of Resiliently Me will depend on combining earned income with sponsorship and partnerships, while making effective use of existing equipment and resources. This approach can help reduce reliance on a single funding source and support continued delivery of the programme.

The experience gained through implementation has also provided practical lessons that can be applied to future camps and related girls' development activities.

In summary, the grant has contributed to both programme delivery and organisational capacity. By enabling Survival Scholars to acquire reusable equipment, reduce some operating costs and develop related activities, it has helped establish a foundation for continued programming. Combined with reasonable participant contributions, targeted sponsorship and strategic partnerships, these resources create opportunities to sustain Resiliently Me and extend its benefits to more girls over time.