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Background

A multidisciplinary approach of examining qualitative and quantitative research methodologies was used to promote empowerment and to understand the impact of the program. This included evaluating the program through the lens of critical feminist pedagogy. By examining the effectiveness of the program, we can gain insights into the experiences of the participants as well as the broader implications for society. This approach allows us to consider how the program impacts not only the girls and mentors involved, but also the larger community.

Children who are under-represented in lower-economic status and experiencing challenges that are an effect of being poor, comprise 32% of children under 18 years old. According to the 2000 U.S. Census Bureau, the top five countries of the United States have higher poverty rates than the United States. The American Psychological Association reports that the effects of poverty on children and youth are significant. According to the American Psychological Association, the effects of children in poverty are extensive. The researchers in this study investigated the effects of poverty on children and youth in order to contribute to the growing literature on the topic.

The goal of the mentor component of this participatory research was to equalize and elevate the mentors to become facilitators of change. The purpose of the mentor component was to provide a platform for the mentors to develop their skills and to contribute to the overall success of the program. The mentors were selected based on their willingness to participate in the program and their ability to engage with the pre-adolescent girls. The mentors were provided with training and support to develop their skills as facilitators.

Methods

The Adventure Girls program is a participatory research project that focuses on the themes of personal development, leadership, and wellness. The program is designed to empower pre-adolescent girls and their mentors to take control of their lives and to make positive changes in their communities. The program is structured around four themes: personal development, leadership, wellness, and self-esteem.

The Adventure Girls program was designed for pre-adolescent girls and was implemented in a community setting. The program was conducted over a period of one year, with weekly meetings and activities. The program was designed to provide a safe and supportive environment for the girls to explore their interests, develop their skills, and to engage in positive social interactions.

Results: Transfer of Training Analysis

Transfer of Training for the Theme of Wellness

- Personal Development: 8 out of 10 Mentors
- Transfer of Training Scale: 3.5

Transfer of Training for the Theme of Leadership

- Personal Development: 8 out of 10 Mentors
- Transfer of Training Scale: 3.5

Transfer of Training for the Theme of Self-esteem

- Personal Development: 8 out of 10 Mentors
- Transfer of Training Scale: 3.5

Transfer of Training for the Theme of Empowerment

- Personal Development: 8 out of 10 Mentors
- Transfer of Training Scale: 3.5

Discussion

Overall, the pre-adolescent girls from the collaborative program have shown a significant improvement in their level of self-esteem. This improvement is evidenced by the significant increase in the scores for the self-esteem subscales, specifically physical and behavioral self-esteem. The results indicate that the program has been successful in promoting a positive self-image and self-confidence among the girls.

The role of the mentor component in the program was also crucial. The mentors provided guidance and support to the girls, helping them to develop their skills and to build their confidence. The mentors also起到了 a role in the program by fostering a sense of community and by encouraging the girls to participate in the activities. The mentors were trained to provide feedback and to help the girls to identify their goals and to develop strategies to achieve them.

The program was designed to provide a safe and supportive environment for the girls to explore their interests, develop their skills, and to engage in positive social interactions. The program was conducted over a period of one year, with weekly meetings and activities. The program was designed to provide a safe and supportive environment for the girls to explore their interests, develop their skills, and to engage in positive social interactions.

References


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