

**Session Guide for Mentors Facilitating Groups of Very Young Adolescent Girls**

**(ages 10-14)**

Global version designed for adaptation

May 2023

**Foreword**

Pathfinder, in partnership with CARE, and with funding from the Bill & Melinda Gates Foundation (BMGF), first implemented the [Act With Her](https://www.pathfinder.org/projects/act-with-her/) (AWH) program in Ethiopia from 2017 to 2023. Beginning in 2021, Pathfinder also partnered with the Institute for Family Health, through funding from the Elsa & Peter Soderberg Charitable foundation, to [expand AWH into Jordan](https://www.pathfinder.org/wp-content/uploads/2023/01/AWH-Jordan-Fact-Sheet-2022.pdf).

Expanding further from an earlier program model in Ethiopia called *Her Spaces*, AWH is a panoramic program model that partners with adolescent girls in laying the health, education, economic, and social foundations that they need to thrive during the transition to adulthood. This upstream approach provides girls with support during one of the most crucial life stages, reaching them before or during some of the most common disruptors of their future well-being (such as forced marriage, pregnancy, or school dropout). Although it’s a girl-centered program, AWH also directly includes adolescent boys and connects with parents/caregivers and local communities, to ensure that adolescent girls have support now and in the future from their peers, partners, families, and influential allies. A longitudinal randomized impact evaluation, conducted by the Gender & Adolescence: Global Evidence (GAGE) research consortium and funded by the UK government, is assessing the program’s impact in Ethiopia.

Adolescents in age- and gender-segmented groups receive either 25 discussion modules (ages 15–19) or 40 discussion modules (ages 10–14). Topics covered include a wide range of puberty and menstruation, health, nutrition, education, safety, gender, communication, and economic empowerment themes (with 4 sessions designed as joint-gender meetings). The curriculum-based discussion groups are led by local “near peer” mentors of the same gender ages 18–25. Parents or caregivers of adolescents also meet for a short series of facilitated discussions on the topics shared with their children, improving their own knowledge and their ability to communicate about complex issues with their children. Beyond the adolescent and adult group programming, AWH also partners with communities to advance locally-led social norms change and systems strengthening.

This document is the global version of the Act With Her **Session Guide for Mentors Facilitating Groups of Very Young Adolescent Girls (ages 10-14)**.

For the entire suite of open-access materials, please visit:

[**Act With Her Program Package: Open-Access Editable Materials for Replication & Adaptation**](http://www.pathfinder.org/publications/act-with-her-program-package)

The program package includes the global versions of all group discussion curricula per gender and age group, participant booklets, mentor pre-and post-tests, and key MEL tools.

**Acknowledgements**

The Act With Her program model was initially collaboratively designed in 2017 by Pathfinder, CARE, the GAGE research consortium, and the Bill & Melinda Gates Foundation, with key inputs and thought partnership from the Government of Ethiopia and Save the Children. The global session guides for very young adolescent (VYA) were first developed in 2017, followed by adaptation for use in Ethiopia. Next, in 2020 the global session guides for older adolescents (OA) and all global participant guides were developed, followed by adaptation for use in Ethiopia. Finally, in 2021 the VYA materials were adapted for use in Jordan.

All AWH materials are intended for free and open-access replication, adaptation, and use in new contexts. **For their use in new settings, please:**

* Inform Pathfinder at [**info@pathfinder.org**](mailto:info@pathfinder.org)
* Kindly include the following acknowledgment in your adapted materials:

*The global Act With Her program materials were first developed in 2017 by Pathfinder, CARE, and the GAGE research consortium, with funding from the Bill & Melinda Gates Foundation. Through open-access commitment and permissions, we have further adapted them for use in [add your setting or program information].*

* Consult the [**How-To Guide**](https://www.pathfinder.org/publications/act-with-her-how-to-guide/#downloads) which provides 20 simple step-by-step suggestions for adapting the Act With Her program for different contexts, and for making basic startup preparations and decisions.

**We would like to deeply thank the following individuals and organizations for their contributions throughout this process:**

***Global VYA materials***

Via Pathfinder: Rachel Rifkin, Courtney Boudreau, Anne Scott, Marta Pirzadeh, Jodi DiProfio, Caitlin Corneliess, Camille Collins Lovell, Kathryn Mimno, Catherine Lane, Olivia Moseley, Tricia Petruney, Cara Dunhill (layout)

Via an independent consultancy: Linda Bruce

Via Save the Children: Wendy Castro

***Global OA materials and all participant materials***

Via Promundo (now Equimundo): Jane Kato-Wallace, Chewe Mulenga, Margaret Greene

Via Pathfinder: Rachel Rifkin, Courtney Boudreau, Cara Dunhill (layout)

***Materials for Ethiopia***

Via Pathfinder: Abiy Hiruye, Masresha Soresa, Biniyam Kassa, Mastewal Meseret, Abebe Kassa, Worknesh Kereta (Sr.), Tenagne Kebede, Abreham Genetu, Abiy Adane

Via CARE Ethiopia: Serkadis Admasu, Abinet Aynalem, Mekdes Yilma, Hailu Zewdie, Mohammed Hassan, Serkalem Kedir, Sofia Mussa

***Materials for Jordan***

Via Pathfinder International: Wejdan Abu Lail, Huda Hajjaj

Via Institute for Family Health: Areej Sumreen, Neveen Samhouri, Rawan al Qtefan, Maysa Mustafa

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# Mentor Guide

**Introduction**



Welcome to the **Session Guide for Mentors Facilitating Groups of Very Young Adolescent Girls (ages 10-14).** As a mentor and facilitator of the Girls Club Meetings (how the groups are referred to), you will be teaching girls 10 to 14 years of age valuable skills that will empower them to transition into healthy adults. These skills will also prepare these young adolescents to deal with situations that may be harmful to them.

There will be 37 Girls Club meetings plus 4 Joint Club meetings with members of Girls and Boys Clubs over a period of about 10 months. There are 41 unique Session Plans and you will use one per meeting for both Girls Club and Joint Club Meetings. The last meeting will be a celebratory closing ceremony.

**Who are adolescent girls 10 to 14 years of age?**[[1]](#endnote-2)

Adolescent girls between the ages of 10 to 14 begin to have physical, emotional, cognitive (thinking and learning), and social changes. The cognitive, emotional and social changes that happen at this age will influence how girls learn and interact with others (behave). As a Girl Mentor and Facilitator, it is important to be aware of these changes and understand the learning strategies needed to facilitate the Girls Club Session Plans.

|  |  |
| --- | --- |
| **Social and Emotional Changes of Adolescents:** | **Learning Strategies for this Age** |
| More motivated by rewards.  Less motivated by threats and punishments. | Rewarding with positive words and actions has the greatest impact. |
| Increased risk taking and novelty seeking. | Learn best from incremental rewards, natural consequences, and positive reinforcements. |
| Get bored easily and can totally disengage. | Providing rewards makes social learning more stimulating.  Participatory and exploratory learning is more effective. |
| Greater connections in the brain.  More complex thinking. | Better attention to detail and completion of tasks.  They want to figure things out for themselves. |
| Peers become more and more important.  Peer affirmation is more rewarding than previously. | Rely on peers for their positive social needs.  Look up to peers who are older to learn what to do.  Peer recognition has a greater effect on the reward system of early adolescents. |

**Girls Club Meetings**

The Girls Club Meetings will cover seven key topics:

* Aspiration/Goals
* Health, including Sexual and Reproductive Health (SRH)
* Safety
* Communication
* Economic Empowerment (Finances)
* Education
* Gender

**Roles and Responsibilities of the Mentor Facilitator**

As the Girl Mentor, you will be organizing and facilitating the Girls Club and Joint Club meetings. Use this Girls Club Session Guide for planning and facilitating all meetings. Usually, you will be working closely with your fellow Co-Mentor, as each Girls Club is assigned a pair of Mentors. As part of your preparation for each session, you should spend time together reviewing the content and assigning who will lead each part of the session. When you hold Joint Club meetings, you will work together with the pair of male Mentors who facilitate the Boys Club you are meeting with. In those cases, you should prepare with your fellow male Mentors.

**How the Girls Club Session Guide is Organized**

**Order of Girls Club Topics and Session**

The Girls Club Session Guide contains 41 Session Plans – one Session Plan for each of the 37 Girls (only) Club meetings and one Session Plan for each of the four Joint Girls and Boys Club meetings. Please note that many of the Session Plans build on each other, which means that new information and skills are presented in the beginning, then repeated in later Girls Club meetings. Therefore, it is important to follow the agenda provided to ensure that the flow of information and skill building is consistent and continuous.

**Session Plans**

The Session Plans are designed to build strong peer-to-peer cohesion. A variety of participatory exercises and media are used to keep girls engaged in the learning process. Each Session Plan has the following components:

* **Planning page(s)**: This section includes the Session Plan objectives, total time (mostly 2 hours), materials needed, and preparation notes.
* **Welcome*:*** Each module begins with a welcome to the girls. Some Session Plans also include an energizer in this section. Most of the energizers relate to the main topic of the Session Plan and key activity. Feel free to adapt the energizers.
* **Story Time**: Mobile phones will be provided to the Mentors to play audio stories related to the Session Plan topic for discussion. Not all Session Plans include story time for two reasons: 1) it is good to mix up the training activities to avoid predictability and boredom; and 2) some activity sections have several participatory exercises, which do not leave time for a story.
* **Activity:** This is the heart of the Session Plan. As adolescent girls learn best when actively engaged in different types of learning formats, the Session Plan includes participatory exercises. These exercises are designed to: 1) raise awareness around a topic and 2) allow the Mentor to know what the girls already know so that the Mentor can mainly focus on filling in information and/or skill gaps, as needed. Active participation keeps the girls from becoming bored and avoids too much lecturing, particularly on things that girls think they already know about. Everyone learns better when learning is new, fun, and participatory.
* **Wrap-Up:** This section is for wrap up and review. It also may assign the girls an activity to do at home before the next Girls Club meeting.

**Location of Girls Club**

Most of the Girls Club meetings should be held at a place that is safe and convenient for the girls, which could be outside under a tree, outside of a school or religious institution, inside a school room, etc. Make sure the site is safe, clean, and free from distractions. The Girls Club meetings must also be held at an hour when it is safe for the girls (or boys, during joint sessions) to travel and at a place where girls feel safe speaking openly and freely. When deciding upon a meeting location, it is important to consider more than physical “safety”. Be mindful that some sessions deal with sensitive topics which might be uncomfortable or not feel “safe” for girls to talk about in a public space where community members could hear their discussion. Many Girls Club sessions require the use of flipcharts. For those meetings, you will need to find a meeting space that has a wall or a place to put a flipchart stand so that you have a place to write on and tape flipchart sheets to. It is indicated in the preparation notes of each Session Plan when you need to meet in a place with walls. If there are no walls, feel free to be creative – other mentors have even used trees!

**Guest Speakers**

Some Session Plans require a guest speaker to co-facilitate a meeting or serve as a resource on some topics, such as reproductive health or gender-based violence. It is important to work with your supervisor to identify an appropriate speaker for the Girls Club meeting. The speaker should be sensitive to the needs of young adolescent girls and speak to them respectfully.

**Agenda: Suggested Session Plan for Each of the Girls Club Meetings**

|  |  |  |
| --- | --- | --- |
| **Week** | **Key Topic** | **Session Plan** |
| 1 | Welcome | Welcome and Introductions |
| 2 | Goals | Aspiration and Goals |
| 3 | Education | I love to Read |
| 4 | Health | Our Changing Bodies – Part 1 |
| 5 | Health | Our Changing Bodies – Part 2 |
| 6 | Health | Where do Babies Come From? |
| 7 | Safety | Gender and Societal Expectations |
| 8 | Safety | Inequitable Gender Norms and Practices |
| 9 | Safety | Gender and Violence |
| 10 | Education | Stay in School/Return to School |
| 11 | Education | Overcoming Barriers to Education – Part 1 |
| 12 | Economic Empowerment | Model Women in the Community – Part 1 |
| 13 | Joint Session #1 | Whose Role is it? |
| 14 | Goals | My Goals Revisited – Part 1 |
| 15 | Communication | Say it Well – Verbal Communication |
| 16 | Communication | What You Don’t Say – Nonverbal Communication |
| 17 | Communication | Are you Listening? |
| 18 | Economic Empowerment | Model Women in the Community – Part 2 |
| 19 | Economic Empowerment | My Money, My Plan |
| 20 | Safety | Harassment and Strategies to Address It |
| 21 | Safety | Staying Safe in the Community |
| 22 | Safety | Mapping Risks and Safety Plan |
| 23 | Communication | Good Decision Making |
| 24 | Communication | Negotiating with Family Members |
| 25 | Joint Session #2 | Negotiating Skills for Boys and Girls |
| 26 | Goals | My Goals Revisited – Part 2 |
| 27 | Communication | Positive Conflict Management |
| 28 | Health | Sexually Transmitted Infections (STIs) |
| 29 | Health | Move, Grow Shine – Nutrition for Teen Girls |
| 30 | Health | How Much Should I Eat? |
| 31 | Safety | Staying Safe from Unwanted Touches |
| 32 | Economic Empowerment | Model Women in the Community – Part 3 |
| 33 | Joint Session #3 | Changing Gender Roles |
| 34 | Education | School Song and Dance |
| 35 | Health | Anemia Prevention |
| 36 | Health/Gender | Who Am I? |
| 37 | Health | I Love Exercise |
| 38 | Finances | Savings and Loans Groups |
| 39 | Joint Session #4 | Community Mapping and Safety |
| 40 | All Topics | Wrap Up and Next Steps |
| 41 | Closing | Closing Ceremony for Boys and Girls Clubs |

**Preparing for each Girls Club Meeting: A Checklist**



|  |  |
| --- | --- |
| **Three Days Before Girls Club Meeting** | **Completed?** |
| 1. Refer to the Agenda to know which Session Plan to use. |  |
| 1. Read the entire Session Plan for the upcoming Girls Club meeting, several times if needed. |  |
| 1. Collect all the materials needed for the Session Plan. |  |
| 1. Collect all equipment and make sure it is working. |  |
| 1. Play the audio story and make sure you know how to use the equipment. |  |
| 1. Prepare the materials, flipcharts, games, etc. for the Session Plan (**Note**: Refer to the preparation notes section of each Session Plan.) |  |
| 1. If a Session Plan calls for an outside speaker or co-facilitator, work with your supervisor to identify an appropriate speaker. Make sure that the speaker knows her/his topic well and is sensitive to girls’ rights and information needs. |  |
| 1. Make sure the speaker:  * Knows her/his role - to be a stand-alone speaker or co-facilitator. * Knows the purpose of her presentation and how much time s/he has. * Has sufficient guidance to prepare her/his session. Some Session Plans include speaker guidelines. * Knows the location of the Girls Club and what time to meet. |  |
| **One Day Before Girls Club Meeting** | **Completed?** |
| 1. Be sure to have materials, flipcharts, etc. prepared and ready. |  |
| 1. Prepare the meeting room. Make sure the meeting room is available, clean, and has all the supplies you need. |  |
| 1. Check with any speakers to make sure they are ready and know when and where the Girls Club meeting will take place. |  |
| **30 Minutes Before the Girls Club Meeting** | **Completed?** |
| 1. Go to the meeting site and test equipment, set up flipchart and other logistics per preparation notes. |  |
| 1. Tape any flipcharts to the wall, as needed (per preparation notes). |  |

**How to Implement the Girls Club Meeting**

1. **Be prepared:**Know the material and practice facilitating the activities with your supervisor or another Girls Club Mentor.
2. **Arrive early**. Be sure to arrive half an hour before the meeting to set up everything.
3. **Greet and welcome** the girls as they arrive.
4. **Follow the instructions** for the Session Plan. (**Note**: You are not expected to remember everything in the Session Plan. You can refer to the Session Plan instructions during the meeting. But, do not read it to the girls. Remember: Your job is to facilitate the learning, not lecture.)
5. **Manage your time carefully**. Each Session Plan is about 2 hours in length. Manage your time carefully. Try not to go over 2 hours. Keep activities moving. If a sensitive and difficult topic is taking longer to discuss, that is okay. Just keep things moving as best as you can.
6. **Be a good facilitator!**

* See participants as experts with information, skills and life experience to share.
* Rather than “teach”, facilitate the learning. Complement what girls already know and gently fill in information gaps or correct misinformation, as needed.
* **Encourage a lot of discussion. The Girls Club is designed to be very participatory. When you initiate discussions, encourage the girls to talk. Do not fill in silence with lecturing! Wait, listen, or ask the question a different way.**
* Know that people learn by doing, experiencing, practicing and feeling, rather than by sitting passively, listening to lectures, or taking notes.
* Encourage participants to share what they know and their feelings.
* Encourage participants to learn from each other.
* Be organized but flexible. Feel free to change facilitation methods based on participant needs.
* Be patient and a good listener. As needed, deflect issues back to the participants.
* Be mindful that some girls may be naturally shy or uncomfortable sharing. Encourage them without applying too much pressure.

1. **Know your role as Mentor/Facilitator**:

* **Be prepared to give the session!**
* **Listen more, say less!**The Session Plans are meant to serve as a guide and not meant to be read. Encourage discussion from as many girls as possible and provide the basic knowledge as it is needed.
* **Say you don’t know, if you don’t.** Say you will come back with an answer to their questions. Talk to a health care provider or other expert who can give you the correct answer and report back.
* **Be neutral and nonjudgmental.** Stick to the facts. Do not share your own opinions and values.
* **Do not answer personal questions about your own sexual experience.** Let participants know that your role is a facilitator, not to discuss your own experience.
* **Be comfortable.** Thoroughly review these Session Plans so that you will be at ease when discussing these matters with the participants.

1. **Use good facilitation skills**:

|  |  |
| --- | --- |
| **If the girls seem:** | **Then:** |
| Bored | * Speed up the pace of the training. * Take a break. * Stop talking. Involve more participation, such as asking questions, conducting an energizer or role-plays. * Change the training style. Use different training techniques such as role-plays, small group work, and practice. |
| Confused | * Have other girls in the group answer the question or explain the topic. * Ask questions to clarify the girl’s understanding. * Give examples. * Demonstrate. * Let participants practice and provide hands-on assistance, as needed. |
| Sleepy | * Make sure the room is not too warm or stuffy. * Where possible, make sure there is enough light. * Conduct energizers. * Take a break. |
| Inattentive  (Talking to neighbours, writing, looking at their watch, shuffling papers) | * Stop talking and ask questions. * Walk around the group. * Have participants practice. * Ask others to explain the topic. * Speed up the pace. * Try changes to your training technique. |

1. **Handle difficult questions with respect**:

* No matter the question, say, “That is a good question,” or “Thank you for that question”.
* Invite other girls to respond to the question.
* Defer difficult or inappropriate questions to the break. You could say, “That is a good question, why don’t we talk about it during break”. This is particularly useful if the question is personal or not relevant to the entire group.
* Defer long discussions that are taking you away from the topic to the break.
* If you do not know the answer to something, refer the girl(s) to a more experienced person on the topic.

1. **Enjoy! Remember to have fun and feel free to be creative.** It is important to remember that Girls Club members are also children who need time to relax. You never want Girls Club meetings to feel like school. Given the often-serious content of the curriculum, it is important to communicate this content in fun and creative ways. Whether the topic is intrinsically funny or potentially embarrassing, or when the girls seem stressed or distracted, perhaps from intense exam preparation or having to sit still all day in a hot classroom, the girls should know that their Girls’ Club meetings are special and will afford them the opportunity to share, learn, and have fun.

When things seem particularly stressful, it can be helpful to be a bit spontaneous! While still following the session plan, you can be a bit flexible so that the girls have an opportunity to relax. You may find that discussions are freer, livelier, and franker, when they are less rigid.[[2]](#endnote-3)

**Troubleshooting**

During the Girls Club and Joint Girls and Boys Club meetings, you will be teaching girls very helpful life skills. You will also be talking about some challenging topics. Some strategies are listed below to handle different situations that may occur:

**One or more girls miss a Girls Club meeting.**

* For the first absence, discuss it with your supervisor but no further action is necessary.
* For two or more absences, inform your supervisor. The supervisor will visit the girl’s home to see what is happening.

**A girl enquires about health services.**

* Be non-judgmental.
* Ask if the girl has a parent or caregiver who can accompany her to the health center. If so, encourage the girl to go with her parent or caregiver to the health center.
* If a parent is not available, ask if the girl has a trusted adult who can go with her to the health center. Encourage the girl to seek health care services with the trusted adult.

**Girls become emotional or upset.**

* Participants may become upset by some of the topics in the Girls Club meeting(s). They may have doubts about themselves or may feel uncomfortable talking about issues related to sex or violence with other girls. The activities may remind them of their own uncomfortable situations they’ve been in at home, in school, or in the community.
* If a participant is upset by an activity, talk to her in private to find out why she is uncomfortable. Do not force her to talk about what’s upsetting her. **Listen** to what she is saying.
* Do not give advice. Your role is to provide understanding, support and assistance. Assure her that it is ok and normal to feel upset. If a girl discloses that she is experiencing physical, sexual and/or emotional abuse, see the next point.

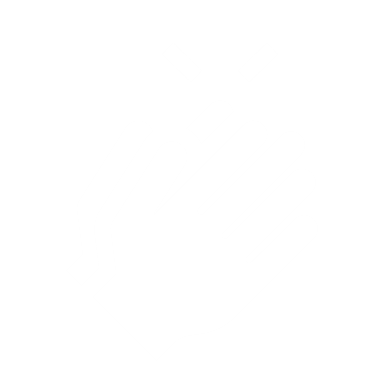
**A girl discloses that she is experiencing physical, sexual and/or emotional abuse: \***

* Speak to the girl alone in a private area.
* Listen carefully to what the girl says.
* Thank the girl for sharing this information with you. Tell her that you are sorry this has happened to her.
* Remind the girl that any act of harassment or violence is **never** her fault.
* Ask if the girl has a trusted adult who can support her and who she may feel comfortable sharing this with.
* If so, let her know that it may be helpful to talk with a trusted adult about this issue.
* If she does not have that person, help her find someone she could report the incident to from a local organization that supports woman’s rights, a trusted, youth-friendly health care official, or the authorities.
* Tell the girl that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the girl’s permission to do so, you will not be sharing her name or specific identity.
* Report the incident to your supervisor, explaining that a girl in your Girls Club told you about experiencing violence. **It’s very important that if the girl did not give you permission, you do NOT share her name as part of this report.**
* Keep this information highly confidential. Do not discuss this with anyone, except your supervisor.

|  |
| --- |
| **NOTE:** It’s very important that you are aware of the legal issues and any mandatory reporting requirements if a minor discloses any type of violence or abuse. Please be sure to review relevant guidelines or laws with your supervisor before the Girls’ Club meetings begin so you are prepared if a girl does report violence or abuse. |

# 

# Session Plans

**Welcome and Introductions**

Welcome and Introductions

## Total Time: 2 hour­s



**By the end of this session, the girls will:**

* Develop house rules for the duration of the Girls Club.
* Describe what good self-esteem is.

**Learning Objectives**



**Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| 10 to 15 sheets of flipchart (newsprint) paper | Soft ball |
| Colored Markers | Blank paper – enough for all participants |
| A notebook and pen for each participant | Equipment for audio story |

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Preparation Notes:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* If a soft ball is not available, make a ball with rolled up paper in a sock.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your audio equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture or a place to put a flipchart stand so that you can write on and post flipchart papers. The girls will also need a flat surface to do their exercises.



**Session Plan:**

1. **Welcome/Introduction: Total Time – 20 Minutes**

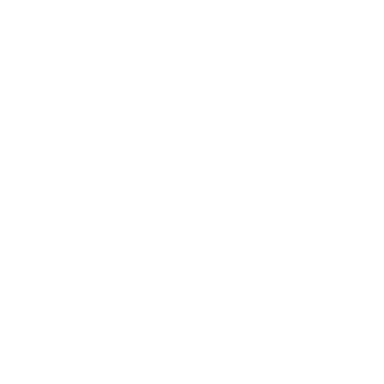


1. Welcome everyone to the group. Thank them for coming.
2. Introduce yourself and any other co-facilitator.
3. Explain that you will be leading the Girls Club over the next year. You look forward to working with the girls as they learn new things.
4. Ask the girls to stand up and form a circle.
5. Explain the introduction game:
   * I will throw a ball to one of you in the circle.
   * The girl with the ball will say her name and one thing she would like to learn during the Girls Club.
   * After saying her name and what she would like to learn, the girl will throw the ball to another girl in the circle.
   * The next girl who catches the ball will say her name and one thing she would like to learn. She cannot repeat what other girl(s) have said. Then, she will then throw the ball to another girl.
6. Throw the ball to one of the girls to begin the exercise. **(Note**: Write on flipchart what the girls say they would like to learn as they throw the ball.)
7. Thank everyone after the game. Tell them to take a seat.
8. Summarize the things that girls would like to learn which is written on the flipchart. (**Note**: If possible, tape this flipchart on a wall.)
9. Explain that during the Girls Club, they will learn all about themselves. They will also learn many new things they can share with their friends and family, such as:

* How to grow up healthy and strong.
* How to understand and manage the normal changes in your bodies.
* How to plan your future.
* How to practice reading and homework.
* How to communicate and negotiate better.
* Ways to earn and save money.
* How to stay safe as you grow and change.

1. Discuss the Girls Club meetings:

* The Girls Club will meet about once a week for the next year.
* Locations may vary depending on the subject of the session they will discuss.
* Sometimes you will be joined by the boys from the Boys Club for a joint Club meeting.

1. Ask: Does anyone have questions?
2. **Story Time: Total Time – 20 minutes**
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.



1. **Activity: Total time - 60 minutes**

**My Unique Self** (about 25 minutes)[[3]](#endnote-4)

1. Give each girl a sheet of paper and pen or pencil.
2. Ask the girls to draw a picture of themselves on their sheet of paper. (**Note**: Allow about 10 minutes for the girls to finish their drawings.)
3. When done, ask several girls to share their drawings.
4. Ask how the girls described their physical appearance? (**Note**: It is possible they focused on their outer appearance and not their inner qualities.)
5. Ask how they described other things about themselves, such as:

* What kind of a person are you?
* What kind of a family member are you?
* What kind of a friend are you?
* What are your good traits – honest, loyal, happy, helpful, shy, etc.?

1. Give the girls about 5 minutes to add inner qualities about themselves to their drawing.
2. Invite several girls to share their pictures and discuss all aspects of themselves.
3. Discuss the following points:

* Friends and society often place importance on how people look on the outside. This is true for most girls your age.
* Your outside appearance is not as important as how you feel inside.
* It is important to like all aspects of ourselves.

1. Reinforce these points:

* It’s normal to have times when you are confused about who you are or who you want to be, especially at your age.
* If young girls do not like themselves, they may look to others to feel better about themselves.
* Looking to others for self-esteem may lead to making poor decisions.

**Introduction to Self-esteem** (about 20 minutes)

1. Explain that we are going to talk about how we feel about ourselves, or our self-esteem. Tell them there are steps they can take to begin liking themselves more if they are having a hard time.
2. Ask these or similar questions:

* How do you value yourself?
* How do you feel about yourself?
* What do you think of yourself; your opinion of yourself?

1. Explain that having a good self-esteem means you have a positive opinion of your abilities. You feel good about yourself. You love and respect yourself and others.
2. Divide girls into small groups of 5 girls each. Give each group a piece of blank flip chart paper.
3. Explain: On your piece of paper, describe what a person who has good self-esteem is like. (**Note:** Allow about 10 minutes for the girls to finish.)
4. When done, ask someone from each group to describe what they wrote. (**Note**: Write responses on flipchart. Do not write twice what was already said.)
5. Summarize the girls’ responses written on the flipchart.
6. If not mentioned, discuss the following key traits of positive self-esteem:

* Confident and secure (“I can” attitude)
* Able to express yourself
* Actively engaged, participates
* Positive attitude
* Having personal values
* Able to resist peer pressure
* Believes she will succeed
* Having friends she can trust, positive peers

1. Ask: What is negative self-esteem? (**Note**: Encourage an active discussion.)
2. If not mentioned, discuss these traits of negative self-esteem:

* Self-doubt, insecure, and vulnerable (“I can’t, I’m ugly, I’m not smart enough”)
* Passive, not assertive
* Allows things they don’t like to just happen to them
* Not engaged, does not participate
* Negative attitude
* Unsure of personal opinions and values. Opinions and values are based on what others think or say
* Easily influenced by what others think and do
* Gives in to negative peer pressure
* Believes she will fail

1. Say: How we see ourselves determines how we will behave or act. A person with good self-esteem will not be easily influenced to do something that will harm them.
2. Explain that good self-esteem helps young people to:

* Make healthy choices
* Provide emotional support to family and friends
* Resist peer pressure.

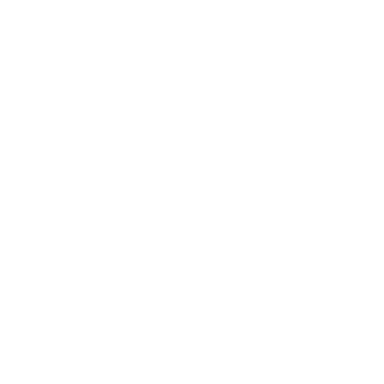
1. Explain that in the Girls Club you will learn new skills and do things that will build your self-esteem.

### Unity Circle[[4]](#endnote-5) (about 15 minutes)

1. Tape a blank flipchart to the wall and draw a big circle on the paper. On top of the circle write, “Unity”.
2. Explain that the circle represents the circle of friends in the Girls Club.
3. Ask the following questions: (**Note**: Write responses inside the Unity Circle on the flipchart.)

* What are some things that will help you work well together as a group?
* What kind of supportive environment do you need so that everyone feels a sense of togetherness and safety?”

1. If not mentioned, ask the girls how they want to handle the following:

* Confidentiality regarding what other girls say (not about the information learned) (**Note**: **No matter what, ensure group consensus on adhering to confidentiality of other people’s information.)**
* Being respectful of others’ opinions
* Letting others speak (not interrupting)
* Disagreements
* Judgements
* Being respectful of time – especially start time and end time of meetings
* Committing to attending the Girls Club meetings

1. Add any other comments on ways to build group unity and safety.
2. Explain that the Unity Circle will be a reminder to keep our circle of friends strong.
3. Remind the girls: Anything personal discussed in the group **must** remain in the group.
4. Explain: As the Girls Club Mentor(s), I (we) will never discuss what has been mentioned in the group. My (our) only role is to facilitate learning and fun.

**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session using these or similar questions:

* What is your take-away from this Girls Club meeting?
* What did you learn?
* What will you do differently the coming week based on this meeting?

1. Ask: How will you share what you learned with your family and friends?
2. Give everyone a notebook. Ask them to write their name on their notebook.
3. Say: This notebook is for you to write your aspirations, goals, and new learnings.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Ask if anyone has a question.
6. Assignment: Ask the girls to think about their desires or hopes for their future over the next week.
7. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
8. Close the meeting.



# Aspirations and Goals

## Total Time: 2 hour­s



**Learning Objectives**



**By the end of this session, the girls will:**

* Write at least one personal aspiration.
* Describe at least two features of a goal.
* Write at least two goals for reaching their aspiration.

## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | A pen for each participant |
| Colored Markers | Blank paper (A4) – enough for all participants |
| Blank sheets of A4 paper – one per participant | Equipment for audio story |
| 2 soft balls – if soft balls are not available, make them by stuffing crumbled paper into two clean socks | |

## Preparation Notes:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or place to put a flipchart stand to write on and post flipchart papers.

## Session Plan:



### Welcome: Total Time – 20 minutes



1. Welcome participants to the Girls Club. Thank them for coming.
2. Ask everyone to stand up and conduct this or another energizer:

* Form two lines – one line standing in front of the other line. (**Note**: It is okay if there is one girl more in one line than the other.)
* Give the first person in each line a ball. Ask them to hold it under their chins – no hands!
* Tell the girls with the ball to pass it to the person next to them only using their chins to make the exchange.
* If the ball drops, it has to go back to the first person at the beginning of the line.
* The winner of the game is the team which passes the ball to the last person first.

1. Once a team has won, ask everyone to sit down.

### Storytelling with solid fillStory Time: Total Time – 20 minutes

1. Welcome participants to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting. Answer questions before proceeding to the activity.
3. Explain that today they are going to learn how to help design their future.
4. Play the audio for this session. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio so that everyone has heard it.)
5. Say: Let’s talk about what happened in the story. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.

### Activity: Total time – 40 minutes

**My Aspirations** (about 15 minutes)

1. Explain that our dreams for the future are “aspirations”. An aspiration is something big you desire for the future. Give examples, such as:

* Have my own business.
* Travel to a new city or country.
* Have a nice home and family.

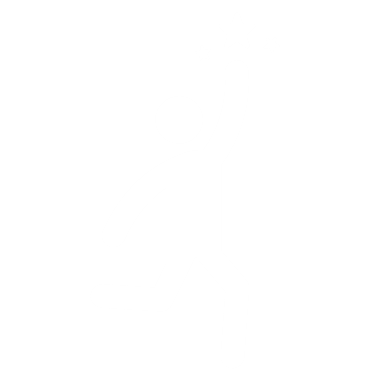
1. Explain that we all have aspirations for the future.
2. Ask the girls to close their eyes. Imagine what they want their future to be.

* Where do you live?
* What are you doing? Are you doing something to earn money?
* What are you most proud of?

1. After about 2 minutes, tell the girls to open their eyes and write at least one aspiration in their notebook.
2. Point out that the aspiration needs to be what you want and not what others want or expect you to do.
3. Ask several girls to share their aspiration. (**Note**: Encourage as many girls as possible to share their aspirations.)
4. Congratulate everyone for taking the first step to achieving their aspirations – which is to write it down.

**My Goals** (about 25 minutes)

1. Explain that in order to reach your aspiration, it is helpful to make goals.
2. Explain that goals are:

* Something one wants to achieve or accomplish in a specific amount of time. They are “small dreams with a deadline”.
* ****Measurable. You know for certain that you have achieved them or not.
* They can have a shorter time frame than longer-term aspirations, such as 3 to 12 months – not years.

1. Ask several girls to describe three features of a goal. Keep asking until someone says that goals: a) have a deadline, b) are measurable, and c) can be achievable in 3 to 12 months.
2. Explain that some goals can be short-term, such as:

* I will study 1 hour a day to be the best in my class.
* I will read one book a week.
* I will save $1.00 USD to help my family pay for school uniforms.

1. Point out that some goals can take a little longer, but they still help you to reach your aspirations. Some examples of longer-term goals are:

* I want to be the first in my class by the end of the year.
* I will complete primary school.
* I will attend secondary school or university.
* I will get an award for being the best in Math.
* I will save money to attend secondary school.

1. Ask the girls to tell you some possible goals. (**Note**: Encourage an active discussion on the different kinds of goals that girls can have.)
2. As they mention possible goals, make sure that the girls are clear about the difference between a future dream or aspiration and the shorter-term goals needed to achieve the aspiration.
3. Remind participants:

* Aspirations are future desires. Aspirations can be big and take many years to accomplish.
* Aspirations are not always accomplished the first time you try for them. Sometimes it takes a few times to reach your goals and aspirations. It’s important not to give up.
* Goals contribute to the achievement of the aspiration.
* Goals have a deadline, are measurable, and take less time to achieve. They are like stepping stones to your aspiration.
* You can have several goals that all contribute to the achievement of your future aspiration.

1. Give this or another example of an aspiration and goals to achieve it:

* Your aspiration is to own your own business.
* A short-term goal could be to meet a local woman who owns a business, or to finish primary and enter secondary school.
* Another short-term goal could be to save money to go to secondary school.
* A longer-term goal could also be to finish secondary school and enroll in university or to begin taking the steps necessary to open a business.

1. Ask if anyone has questions.
2. Tell the girls to write at least two goals for reaching the aspiration they wrote in their notebook.

***Tell the girls to write at least two goals for reaching the aspiration they wrote in their notebook.***

* There should be at **least one education goal**.
* There should be one non-education goal.

1. Explain that the two goals should be achievable within the next 6 to 12 months – by the end of the Girls Club meetings.
2. Walk among the girls and help the ones that are having difficulty writing goals. (**Note**: Allow the girls about 5 to 7 minutes to write their goals – if they need more time, provide it.)
3. When done, ask several girls to share their aspiration and goals. (**Note**: Encourage as many girls as possible to share.)
4. Listen carefully. If some still confuse aspiration and goals, explain the difference again and help them fine-tune their aspiration and/or goal.
5. Make sure that the girls have written **one education goal** and one non-education goal.
6. Thank the girls for sharing.

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**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

# I Love to Read[[5]](#endnote-6)

## Total Time: 2 hours



**By the end of this session, the girls will:**

## Describe the importance of reading well.

* Describe ways to find time to practice reading.
* Describe how to find additional time to practice reading.

**Learning Objectives**



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | **Appendix: Time Frames** see at the end of this Session Plan |
| Flipchart (newsprint) paper | A simple, fun child’s book for children about 5 to 7 years old. |
| Colored Markers | A4 paper – a couple of sheets for each participant |
| Pens – enough for each participant | Equipment for audio story |
| Tape | 15 to 20 copies of a child’s book purchased or borrowed from school. (**Note**: Only if possible - this will depend on project resources.) |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* Prepare the Time Frames on a flipchart – see **Appendix: Time Frames** are at the end of this Session Plan. Leave enough space between each Time Frame to write girls responses.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture or place to put a flipchart stand so that you can write on and post flipchart papers.

## Session Plan:



### Welcome and Story Time[[6]](#endnote-7): Total Time - 30 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming to the meeting.
2. Ask if anyone has questions from the last Girls Club meeting?
3. Play the audio segment for this session. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio so that everyone has heard it.)
4. Say: Let’s talk about what happened in the story.
5. Ask these or similar questions:

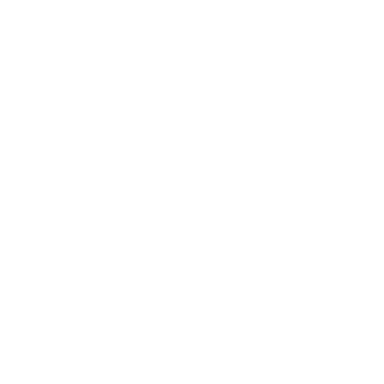
* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.

### Activity: Total Time – 70 minutes



**I love to read**[[7]](#endnote-8) [[8]](#endnote-9) (about 25 minutes)

* 1. Explain that during a previous Girls Club session we talked about goals and aspirations.
  2. Ask what are some of the skills needed to meet your goals and aspirations?
  3. Ask how important it is to know how to read? Why?
  4. Ask why is it important to read? (**Note**: Write girls’ responses on flipchart.)
  5. If not mentioned, discuss the importance of reading:
* Girls, mothers, and their children will have better health outcomes.
* You can read instructions, especially for medicines.
* You can learn how to do new and different life skills.
* You can prepare yourself to meet your goals and aspirations.
* You have better job opportunities and improved economic status.
* You can perform better at your work, no matter what the job is.
  1. Emphasize that reading is one of the most important skills you can have. Not everyone knows how to read well. But you can always learn.
  2. Explain that I (the Mentor) am going to read a story. (**Note**: Choose a fun book for 5 to 7-year-old children, something that most of the girls would be able to read – see preparation notes.)
  3. After reading one page:
* Give the book to one of the girls and ask her to read the next page.
* When done, ask the person reading to pass the book to the next person to read a page.
* Continue passing the book to the next person until the entire book has been read.
  1. Reassure anyone who does not read well. Tell them that they are smart no matter what. Reading is a skill like anything else. Skills can be learned.
  2. Explain that anyone can learn to read better by:
* Reading more
* Reading to others
  1. Ask if anyone takes care of a younger sibling or other family member?
  2. If so, ask if they would they be willing to read to them a couple of times a week, if books were available?
  3. Explain that you can entertain your younger brothers, sisters, cousins or neighborhood children by reading something to them. At the same time, you will learn to read better. And, the child will learn to love reading too.
  4. Emphasize that the best way to improve your reading is to read to others. Everyone learns!
  5. Brainstorm with the girls how can they read to their younger family members and/or neighborhood children. (**Note**: Write responses on flipchart.)
  6. Ask if girls have or can borrow any books which they can use to read to children.
  7. If no one has books, brainstorm ways to obtain a book and/or share a book with each other so that they can all practice reading to younger children. (**Note**: Write solutions for getting books on flipchart paper.)

**Finding Time to Read and Study**[[9]](#endnote-10) (about 35 minutes)

1. Mention that during several Girls Club meetings we have talked about girls having more chores to do at home than boys.
2. Point out that even when we are busy, most of us can manage our time a little better.

*Explain:* ***If you can find one extra hour for reading to others or to do schoolwork, that would make a big difference in your education.***

1. Explain: If you can find one extra hour for reading to others or to do schoolwork, that would make a big difference in your education.
2. Tape the flipchart with the **Time Frames** on a wall/fixture or flipchart stand and explain the five **Time Frames. (Note:** Flipchart should be prepared beforehand – see Preparation Notes and Time Frame Appendix.)
3. Divide the girls into small groups of 5 girls each. Give each small group two sheets of A4 paper to write on and a pen.
4. Explain the assignment:

* Look at the **Time Frames** on the flipchart.
* In your small group, list everything you all did yesterday under each **Time Frame**. (**Note:** Point to the Time Frame flipchart.)
* Think of everything you did in each Time Frame. If you played when you should have been studying, that is okay. Just write everything down.
* It is important to be very honest with yourselves. The exercise is for you.

1. Allow about 10 minutes for the girls to finish the task. Walk around and answer questions, if there are any.
2. When done, ask one of the small groups to report on what they did under each Time Frame. (**Note**: Write what the girls say under each Time Frame on the flipchart.)
3. Ask the next small group to report on what they did under each Time Frame. (**Note**: Add to the responses under each Time frame on the flipchart.)
4. Continue until all groups have listed everything they did under each Time Frame.
5. Summarize the activities under each Time Frame written on the flipchart. Ask if the girls have anything else to add.
6. Ask these questions about the activities under the Time Frames on the flipchart.

* How much time was spent doing chores?
* How much time was spent on playing?
* How much time was spent on doing homework?
* How much time was spent on personal things like walking to school, eating, bathing, etc.
* On which activities did you spend the most amount of time?
* On which activities did you spend the least amount of time?
* Was there any extra time? When?

1. Discuss the exercise:

* What surprised you the most about this exercise?
* What did you learn about the way you spend time under each Time Frame?
* Did you find any activity or time of day where you are most busy, and least busy? If yes, when?
* Can you find where you have extra time?
* Does anyone see opportunities for improving how their time is spent during certain Time frames? (**Note**: Encourage as many girls to respond as possible.)
* Does anyone see opportunities for finding extra time, or an hour, to read to others or to study? If so, under which Time Frame?

1. Say: Get back in your small groups. Based on this exercise, discuss how you would change how you spend your time. (**Note**: Allow about 5 minutes for girls to discuss.)
2. When done, ask all of the groups: (**Note**: Encourage an active group discussion.)

* How could you change the way you spend your time to have more time to study and read?
* During which Time frame could you do that? (**Note**: Add responses to flipchart.)
* Are these suggested solutions doable?

1. Ask what the girls can do now to become better readers. (**Note**: Encourage many girls to answer.)

* How could you find more time to read?
* Who could you read to this week?

1. Thank the girls for their creative participation and answers.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Time Frames**

**List everything you did during each one of these time periods.**

* From waking up to arriving in school:
* During school:
* Leaving school to arriving home:
* From arriving home to eating dinner with the family:
* From eating dinner with the family to going to be

**Our Changing Bodies – Part 1**

**By the end of this session, the girls will:**

* Describe what puberty is.
* Describe the physical, emotional, cognitive, and psychosocial changes that come with puberty.

**Learning Objectives**



## Total Time: About 2 hour­s



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | About 15 loose sheets of flipchart papers (newsprint) |
| Flipchart paper (newsprint) | Equipment for the audio story |
| Colored Markers | Flipbook (flipchart) that demonstrates changes to adolescent girls’ and boys’ bodies. |
| Enough pens, pencils or crayons for the girls to use. | “Question folder” or a place to put questions anonymously |



### **Preparation Notes**:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your audio equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.

## Session Plan:



### Welcome and Story Time: Total Time - 25 minutes



1. Welcome everyone back to the Girls Club. Thank them for coming.
2. Ask if the girls have questions from the last Girls Club meeting.
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. Explain to the girls that during these next few sessions, you will be discussing bodies and changes that occur as you get older. This can be embarrassing or uncomfortable, but it’s normal. Tell them you have put out a folder for anonymous questions for these sessions, if they’d rather ask questions in a more private manner.

### Activity[[10]](#endnote-11): Total Time - 75 Minutes



**Adolescence and Puberty** (about 15 minutes)

Write the word “**ADOLESCENCE**” on a flipchart paper.

Ask if the girls have ever heard of adolescence. If so, what have they heard?

If not mentioned, discuss these key points about adolescence:

* Between ages 10 to 19 years of age, girls and boys enter a time in life called adolescence.
* It is a time when both girls and boys go through a lot of physical and emotional changes. This is a natural and normal part of growing up.
* It is a time in life that prepares us to become an adult.

Write the word “**PUBERTY**” on flipchart paper.

Ask what the girls know about puberty. Write their responses on the flipchart.

*Puberty is not a month-long process.* ***It takes several years to complete the changes and everyone goes through it at their own pace***

If not mentioned, discuss these key points about puberty:

* During adolescence, we go through a life stage called puberty. Puberty typically starts between ages 8 to 13 in girls, and ages 10 to 15 in boys, although some young people start puberty a bit earlier or later.
* Hormones are chemical messengers in the body that help control many functions like growth and reproduction.
* During puberty, girls and boys reach sexual maturity and become capable of reproduction (having babies).
* Puberty is a time the body begins to change from childhood to adolescence.
* Puberty is not a month-long process. It takes several years to complete the changes and everyone goes through it at their own pace

Ask what kind of physical changes happen to girls’ and boys’ bodies during puberty. Gather as much information as possible.

Using a flipchart (flipbook) that shows changes in an adolescent girl’s and boy’s body, discuss the physical changes that happen to girls and boys during puberty:

* Girls grow taller and hips begin to widen.
* Boys grow taller and become more muscular.
* Sweat increases and body odor may appear. Bathing regularly can help reduce odor.
* Hair increases under arms, on legs, and in pubic areas (on and around the genitals). Boys may start developing facial and chest hair.
* Changes may occur to skin. Acne (pimples or bumps) often starts around the beginning of puberty and can remain all through adolescence. It usually gets better or disappears by the time puberty ends.
* Girls begin to grow breasts and release eggs from the ovaries inside their body.

*Point out that even if a girl’s body has the ability to have children during puberty,* ***it does not mean that girls are ready to have sex or children****.*

* A boy’s penis grows larger and the testicles begin to produce sperm.
* Many of these changes are preparing our bodies to be able to have children and start our families one day.

Point out that even if a girl’s body has the ability to have children during puberty, **it does not mean that girls are ready to have sex or children**.

Discuss what happens to emotions during puberty:

* Just like the body, the brain begins to mature too. The emotional part of the brain matures first. This is why you become more emotional at this time.
* These emotional changes are mostly related to being glad, sad, or mad.
* Glad – feeling wonderful.
* Sad – feeling sad or bad about oneself.
* Mad – getting angry at things.
* Often you have quick mood swings. One moment you are glad and the next moment you might be sad or mad.
* You may feel differently toward your friends as you are all going through changes at the same time and sometimes people act differently, get jealous, pick on, or treat friends differently than they did when you were younger.
* You may have sexual feelings or be attracted to boys or in some cases, other girls.

Remind the girls that puberty:

* Is a fun and a scary time. It may feel strange at first. It can also make you feel self-conscious.
* Does not mean that you are an adult yet. **And, it does not mean that you are ready for sex and child bearing.**

Explain that adolescence is an exciting time of life. Girls and boys become more interested in new things, develop great friends, and grow beyond their childhood interests.

**My Changing Body**[[11]](#endnote-12) [[12]](#endnote-13) **[[13]](#endnote-14) [[14]](#endnote-15)** (about 35 minutes)

1. Divide the girls into small groups of four to five persons per group.
2. Give each group two sheets of loose flipchart paper.
3. Explain the exercise: (**Note:** Allow about 10 minutes to draw their illustration.)

* On one of the flipchart papers draw an outline of a girl’s body.
* On the outline of the body, draw pictures or symbols to show where on the body you are beginning to see **physical** changes.
* Around the outline of the body, write the **emotional** changes you are having –emotions that are different from when you were younger.

1. Walk around the groups. Check to see if they need assistance or have questions.
2. When done, ask each small group to explain their drawing to everyone. Ask them to discuss the physical and the emotional changes that they drew or wrote about.
3. Once all groups have presented, summarize the **physical changes** that occur to girls during puberty. If available use a flipchart/flipbook to show these changes. Highlight the changes not already mentioned by the girls.

* Grow taller
* Sweat increases and body odor begins
* Breasts begin to develop and grow bigger
* Hips get wider
* Menstruation begins
* Hair increases on legs, under arms, and around the vulva
* Vaginal wetness or discharge that is white or clear may start and is normal
* Increased hunger and appetite
* Oily skin, pimples and/or acne

1. Explain that just like the body, the brain begins to mature too. The emotional part of the brain matures first.
2. Discuss the **emotional** **changes** that the girls mentioned in their illustrations.
3. Highlighting what the girls already mentioned, discuss **emotional** **changes** that happen during puberty and adolescence:

* Behavior is greatly influenced by feelings.
* Emotional changes are mostly related to being glad, sad, or mad. You have mood swings. One moment you are glad, and the next moment you are mad.
* You feel more independent.
* You begin to have sexual feelings.
* You feel more sensitive, or feel anxious about the changes in your body.
* You feel more independent.
* You take more risks.

1. Explain that girls and boys also experience **cognitive (learning and thinking) changes** during adolescence.

* You use more complex thinking for personal decision-making in school and at home.
* You begin to form and speak your own thoughts and views on a variety of topics.

*Explain that girls and boys also experience* ***cognitive (learning and thinking) changes*** *during adolescence.*

* You begin to decide which sports or groups you prefer, what kinds of personal appearance is attractive, and what parental rules should be changed.
* You begin to question authority and society standards.

1. Mention that in addition to physical, emotional, and cognitive (learning) changes, there are also **social changes** that occur during puberty and adolescence:

* More and more you want your friends to like you.
* You do not want to be different or weird.
* You want to be with your family less and with your peers and friends more.
* You are more conscious of your physical appearance.
* You are more conscious of what people think about you.
* You begin to seek acceptance by fostering relationships.

1. Ask if the girls have noticed differences in how other girls’ bodies are changing compared with themselves.
2. Initiate a discussion about how girls develop:

* Each girl’s body is different. You will develop differently than your friends and siblings. This is very natural and normal.
* Everyone grows and develops differently and at different rates.

1. Point out that body shape and height are often determined by your parents or grandparents. Body shape is also influenced by what you eat and how active you are.
2. Remind the girls that puberty:

* Is a fun and a scary time. It may feel strange at first. It can make you feel self-conscious.
* Does not mean that you are an adult yet. **And, it does not mean that you are ready for sex.**

**His changing body** (about 15 minutes)

1. Keep the girls in the same small groups.
2. Explain that during puberty, boys’ bodies begin to change at your age or later too.
3. Explain the exercise:

* Draw an outline of a boy’s body on the 2nd piece of flipchart paper.
* Draw pictures or symbols to show how boy’s body physically changes.

1. After about 10 minutes, ask each small group to explain their drawings to everyone. (**Note**: Expect the girls to giggle.)
2. Summarize the **physical changes** that happen to boys during puberty:

* Hair increases on their arms, legs, face and around the genitals
* Sweat increases and body odor may appear
* Grow taller and begin to develop muscles
* Develop broader shoulders
* Increased hunger and appetite
* Oily skin, pimples and/or acne
* The voice gets deeper
* Testicles get bigger
* Penis grows in size and length

1. Explain that just like girls who begin to develop and release eggs from their ovaries, boys begin to produce sperm in their testicles.
2. Point out that when girls begin to menstruate, and boys produce sperm, the girl can get pregnant if she has sex. Though very uncommon, it is possible for a girl to become pregnant right before she has her first period because the first egg is released shortly before.
3. Point out that boys also have similar **emotional** and **social** changes as the girls with these exceptions:

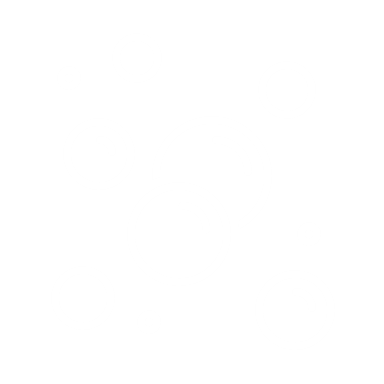
* Changes happens a year or two later than with girls.
* In some societies, during this time of change boys are sometimes given more freedom and fewer responsibilities, while girls are sometimes expected to stay in the home more.
* Boys begin to be more competitive with friends and at home.

1. Ask if anyone has questions.
2. Emphasize that just because boys’ and girls’ bodies are maturing, **this does not mean that they are ready to be adults or to have sex**.

**Taking Care of Your Body: (20 minutes)**

1. Say: We have been talking about puberty and changes that happen to your body, as you grow up. Just as your body is changing, your self-care habits should also change, to make sure you stay clean and healthy! Today we are going to be talking about personal hygiene and self-care.

2. Start a discussion about what you can do to keep your body clean and healthy. Using the flipbook review and highlight anything the group may have missed:

* **Washing the body:** Washing the body helps one to stay clean, avoid infection, and avoid becoming sick. Bathe with soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.
* **Smelling good:** Use deodorant, baby powder, or the most common product in your country for smelling good under your arms.
* **Hair:** Wash your hair regularly to keep it clean. How frequently you wash your hair depends on the type of hair you have and your environment. Those with straight or fine hair may notice a quick build-up of oil and may need to wash their hair every day or every two or three days. Those with curly or coarse hair generally experience a slower buildup of oil and can wash their hair once a week. It also depends on cultural beliefs. If you are unsure of how often to wash your hair, ask a friend or family member with a similar hair type who can give you advice. Boys should talk to a parent, an older brother, or another adult they trust about shaving. Girls can ask a female they trust about shaving their legs. Not all men and women shave. This depends on culture and choice.
* **Teeth and mouth:** Use what is most common in your country to clean the teeth after every meal and before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.
* **Underwear:** Wear clean underwear every day to avoid infection and keep the genital area clean. If you have to wash your underwear every few days to make sure you have enough to wear a clean pair every day, it’s important to plan ahead so it has time to dry.
* **Genital area:** Girls need to wash the area around the vulva and the anus with soap and water every day. The inside of the vagina cleans itself naturally. You should never try to wash inside the vagina unless a health provider instructs you to do so. Unfortunately, some girls and women try to wash inside the vagina with harsh soaps. Some women also use deodorants, perfumes, herbs, or douches to clean the vagina. None of this is necessary, and it can even be harmful because such products can change the normal fluids inside the vagina and can irritate the skin inside the vagina and cause infection. Girls should try to wipe from front to back after they use the bathroom. Whether or not a girl uses toilet tissue, paper, water, grass, or leaves to clean herself, she should make sure she avoids wiping forward. If she wipes forward, she risks pulling germs from the anus to the vagina and urethra. This can give her an infection. Regularly change the pads or whatever else you use during menstruation.

**Support During Puberty** (about 10 minutes)

1. Explain that during puberty and adolescence, it is natural to rely less on adults and more on your friends for information. At this age, you feel the closest with your friends and often rely on them for information.
2. Point out that some adults are good to speak to during this time of change. They will have more information and life experience than your peers.
3. Ask which adults can girls turn to for information about their bodies, sexuality, etc.?
4. After the discussion, summarize the list of possible trusted, knowledgeable adults:

|  |  |
| --- | --- |
| Mother | Teacher |
| An auntie or grandmother | Nurse at a health clinic, if you feel comfortable. |
| An older sister/cousin/friend | Religious institutions or groups |

1. Explain that the purpose of the Girls Club is to learn together with their peers. It is a safe place to learn, especially if they do not feel comfortable talking to older adults.
2. The changes that come with puberty can sometimes be embarrassing or uncomfortable to talk to adults about. Start a brief discussion on some of the ways girls can help make puberty easier for each other.
3. Say: While all these changes we have discussed are completely normal, puberty can be a challenging time. Let’s discuss some ways in which we can make puberty easier for everyone. Discuss the following questions:

* What are some things we can do to make puberty easier for everyone? (prompt: learn about the changes; talk to trusted adults; talk to each other; etc.
* What are some things that could help us get through these changes?

(prompt: remember this is a normal process and will not go on forever; take care of yourself; talk to friends, etc.)

* What are some of the most embarrassing moments that may happen for girls, and how can we make those moments less uncomfortable for each other?

(prompt: first time you menstruate—be prepared; you have body odor or acne—practice personal hygiene/wash yourself/use deodorant, etc.)

* What can you do to help each other? (prompt: don’t tease each other; remember that you are all going through it; talk through stressful times with friends, etc.)

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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# Our Changing Bodies – Part 2



**Learning Objectives**

**By the end of this session, the girls will:**

* Describe what menstruation is and how it happens.
* Explain how to manage menstruation.

## Total Time: About 2 hour­s



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Flipchart/flipbook with illustrations of female reproductive parts, and/or a uterus model |
| “Question folder” or a place to put questions anonymously | Flipchart paper (newsprint) |
| Colored markers | Equipment for the audio story |
| If resources permit, pieces of cloth, towel or cotton batting, needles, and a safety pin for making a reusable sanitary pad to use during menstruation | **Appendix A: How to Make a Reusable Menstrual Sanitary Pad** &**Appendix B: Menstruation Questions** – see at the end of this session plan |
| Local materials used during menstruation, such as a pad, a tampon, a menstrual cup, cloths, leaves, reusable pad | |

## Preparation Notes:



* **Read this Session Plan, including Appendix A and B, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your audio equipment is working.
* If sanitary pads are not readily available or affordable in your area, you are going to discuss how to make reusable sanitary pads. Read the instructions on how to make reusable sanitary pads (see **Appendix A: How to Make Reusable Sanitary Pads** – at the end of this Session Plan.)
  + Following the instructions on how to make reusable pads, cut out the two outer fabric cloths and two to four pieces of inner towel or cotton batting so that you can demonstrate how to make the reusable pad during the Girls Club. Have needles to show the girls how to pin the inner pad to the outer fabric and where to sew each of these.
  + If time and resources permit, make a reusable sanitary pad to show the girls during the Girls Club demonstration.
  + If resources permit, make enough copies of the Reusable Sanitary Pad pattern to give to all girls (see **Appendix A** at the end of this Session Plan).
* If sanitary pads are readily available and affordable in your area, bring samples to show girls what they look and feel like.



## Session Plan:

### Welcome and Story Time: Total Time - 25 minutes



1. Welcome everyone back to the Girls Club. Thank the girls from coming.
2. Ask if anyone has questions from the last Girls Club meeting. Pull questions from the anonymous question folder, if there are any.
3. Remind the girls that during puberty a girl will begin to menstruate.
4. Explain that you are going to explain more about menstruation today.
5. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
6. Say: Let’s talk about what happened in the story.
7. Ask these questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.



### Activity[[15]](#endnote-16): Total Time - 75 minutes

**Female Reproductive Organs** (about 20 minutes)

1. Using a flipchart/flipbook with illustrations of the female external and internal reproductive organs or a model of a uterus with fallopian tubes and ovaries, explain the female reproductive organs. Key points to discuss:

* **Vulva**— The vulva is the name for the female external reproductive organs and includes the opening to the vagina, the labia, and the clitoris.
* **Vagina**-- The vagina is the canal that leads to the cervix and uterus, located inside the body (discussed further below). Menstrual blood and babies come out of the vagina. The vagina is where a man puts his penis during sexual intercourse.
* **Labia** or lips—Two folds of skin called the labia (or lips) cover and protect the vagina. Near the top of and inside the folds of the labia is the clitoris. The clitoris is very sensitive and helps a woman have sexual pleasure.
* **Ovaries** – The ovaries are two oval-shaped organs that are located above the uterus – one to the right and one to the left. They store and release eggs during **ovulation. Ovulation happens about once a month, although times vary.**
* **Fallopian tubes** – There are two fallopian tubes that connect the ovaries to the uterus. When an egg is released from an ovary, it enters the fallopian tube, and travels to the uterus.
* **Uterus** – The uterus Is shaped like an upside-down pear or avocado (or describe with a common object in local context that applies). Inside there is a lining and muscular wall. Every month the lining builds up and becomes thicker with a small amount of tissue and blood on the walls in preparation for an embryo. The opening or neck of the uterus is called the cervix. This is the part that faces out into the vagina.

1. Using a flipchart/flipbook, discuss the menstrual cycle. Make sure to cover these key points:

* During the menstrual cycle the uterus produces a lining of a small amount of tissue and blood inside the uterine walls.
* If after ovulation the egg is not fertilized by sperm as a result of sex, the uterus gets rid of the lining and the blood and tissue is shed through the vagina.
* This process is called menstruation. Menstruation occurs about once a month, but the time can vary with each girl.
* The color and amount of blood will change throughout your period often starting with a rusty or darker color, then becoming redder before reducing to a smaller amount, sometimes becoming dark again.
* Though it may look like a lot of blood, the average blood loss during a period is only 10-35ml total. If you are ever concerned about your bleeding, talk to a healthcare provider [[16]](#endnote-17)(note to mentor: you may choose to pour some liquid measured out to 35 ml or some object of that size to show how small the amount is).
* Hormones regulate ovulation and the menstrual cycle. Hormones are chemicals your body produces to control many body functions. Your body begins to produce more hormones during puberty.

1. Ask some of the girls to explain the menstrual cycle to make sure that they understand the key concepts.
2. Listen to what the girls say. Gently revise any wrong information provided.

**Menstruation** (about 15 minutes)

1. Discuss menstruation, including these key points:

* Most girls have their first menstruation between the ages of 10 to 14.
* Menstruation can start as early as 9 years old or as late as 16 to 17 years of age.
* Menstruation is not something to be scared of. It is normal and natural for girls/women to have.
* Menstruation usually lasts 4 to 7 days (but can last longer). The menstrual period is usually once a month.
* The first day of the menstruation– the day you start to bleed – is the first day of the menstrual cycle. The menstrual cycle is usually between 21 to 35 days, but on average cycles for 28 days.

1. Review other key points about menstruation:

* Sometimes girls do not get their menstruation every month. This is normal.
* During adolescence menstrual cycles can be irregular. They may only last for a day or two, or they might last for a full week. It takes several years before you develop a consistent pattern.
* When you first get your menstruation, it can be scary. Tell your elder sister, mother, a close auntie or female teacher. They will help you.
* Menstruation is not a sickness, illness, disease, infection, nor is it harmful, dirty, shameful, unclean or otherwise ‘negative’.

1. Explain that there are many myths (misunderstandings or untruths) about menstruation. Ask participants to share examples of what they’ve heard, but be sure to emphasize facts while dispelling myths.
2. Explain that as soon as a girl gets her menstruation, she is capable of getting pregnant. **But, this does not mean that she is ready to have sex or start a family**.

*Explain that as soon as a girl gets her menstruation, she is capable of getting pregnant.* ***But, this does not mean that she is ready to have sex or start a family****.*

1. Emphasize that getting pregnant early in life is not healthy for the girl or the baby.
2. Ask if anyone has questions.

**How you’ll feel during your cycle** (about 10 minutes)

1. Ask if anyone has heard of PMS or pre-menstrual syndrome. What have they heard or experienced? (**Note**: Listen closely to what the girls say.)
2. Summarize key points about PMS. Highlight points not already mentioned by the girls.

* Occurs on the day or a couple of days before the first day of the menstrual period.
* Caused by hormones.
* Some girls feel sad, irritable, and/or angry for no reason.
* Sometimes breasts get sore.

1. Some additional points to highlight may include the following symptoms:

* Headaches
* Nausea
* Fatigue (feeling tired)
* Irritability
* Cramps
* Bloating

1. Explain that having PMS is natural and normal. It is nothing to worry about. But, some girls can have severe PMS symptoms. If this happens,

* Take a pain reliever.
* Put a hot compress on their abdomen.
* Take a nap.
* Try to relax.
* Drink some herbal tea, warm water with honey or other local remedies.
* If severe, go to the health clinic immediately.

1. Discuss cramps during menstruation.

* Sometimes girls get cramps during menstruation.
* They are caused by the uterus contracting to push out the menstrual blood.
* They can cause lower back or abdominal pain at the beginning of a menstruation.
* If girls have cramping on the first days of their menstruation, they can:
  + - Take anti-pain medication.
    - Put a hot water bottle or cloth on your lower abdomen.

1. Ask if there are any questions.

**Care during the Menstrual period** (about 20 minutes)

1. Discuss key points about a girl’s first menstrual period:

* It can be scary to see blood on your underwear for the first time.
* Tell your mother, elder sisters, close auntie, grandmother or older female friend.
* If at school, tell a female teacher or fellow female student who can help you.
* Feel proud. This is a sign that you are growing up. You are becoming a young woman.

1. Ask the girls what they can do when they are menstruating. Gather as much information from the girls as possible, such as:

* Where can you find materials to use during menstruation?
* How can you make pads?
* How often does the cloth or pad need to be changed?
* How should the cloth or pad be disposed of?

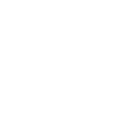
1. Listen to what the girls say. If not mentioned, summarize ways to manage one’s menstruation:

* Depending on context, you can get pads or other menstrual hygiene products from a female family member, purchasing them at a local market, or pharmacy, etc.
* You can use clean clothes that you have at home to catch the blood.
* You can make pads and reusable pads from materials at home.
* Place a cloth or a pad on your underwear to catch the blood.
* Change the cloth/pad every 2 to 3 hours, or more if your bleeding is heavy.
* When at school, bring an extra cloth or pad in a bag to use later in the day.
* Use the bag to store the used cloths/pads to clean or dispose of later.

1. Show materials that girls can use during their menstruation:

* Clean cloths
* Homemade pads
* Homemade reusable sanitary pads
* Store-bought pads or tampons

1. Explain that you can make a reusable pad, which can be washed and used over and over again. If reusing cloth or using reusable pads, note that it is important to clean them properly:

* Soak your soiled material for twenty minutes in hot, soapy water.
* Wash these materials as you would normally wash clothes with soap and water.
* Allow cleaned materials to dry in the sunshine – sunlight is a natural disinfectant.
* Throw the dirty water down the toilet.
* Wash your hands with water and soap.
* Store your cleaned materials in a clean, dry place until you use them again.

1. If appropriate, demonstrate how to make a reusable sanitary pad from local materials. (**Note**: Instructions are in **Appendix A** at the end of this Session Plan. If possible, have at least the two outer cloths and inner towel or cotton batting cut out to demonstrate the pieces and how they fit together – see Preparation Notes.)

* Show the two pre-cut outer cloths. If not prepared yet, cut the two outer cloths following a pattern – show the pattern used.
* Show the prepared towel or cotton batting. If not yet prepared yet, cut the towels or cotton batting for the inner absorbent pieces.
* Pin the inner absorbent pieces to the outer cloth and sew – do this for both outer cloths.
* Sew together the outer cloths – with the inner absorbent layers facing each other – see instructions.
* Put snaps or tic tack buttons on the wings to fasten the pad to the underwear. Or, you can use a safety pin.

1. Ask the girls if this is something they can do at home.
2. Ask several girls to explain the instructions on how to make the reusable pads – to make sure they understand how it is done.
3. Alternative discussion if commercial products are available.

* In no specific order, hold up a feminine hygiene product and ask the girls if they know the name of this product and if they know how to use it. If they say yes, ask someone to explain how it works. Ask them what they think the pros and cons are of the product. If they do not know, explain how the product works. Refer to the Sanitary Product Options sheet to share a few pros and cons.
* Once you have discussed each product option, ask the girls to work together in a group to arrange the products in a line from the one that appeals to them the most to which one appeals to them the least – or which one they are most likely to use to least likely to use.
* Ask them to explain why they have ordered them in the order that they have.
* Assuming that their top pick is the one they use (if they have already started menstruating), ask them what they like or think they will like about it, what they don’t like about it, how accessible is it? Is there another option that appeals more but they cannot access or afford it?
* What challenges do they have or think might arise with their selected method? How can they address those challenges?

1. Discuss how menstrual materials should be disposed of.
   * + If you use a commercial pad, wrap the soiled material in paper. (Drop it in the latrine pit, dustbin, or waste disposal pits).
     + If using a cloth, pad, or reusable pad, put the soiled cloth in a dry bag. Later, rinse it in cold water, then wash it with hot water and soap. Let it dry in the sunshine.
2. Ask what girls have heard about proper hygiene during menstruation. Gather as much information from the girls as possible.
3. Discuss these key points about proper hygiene during menstruation.

* Every time you change your cloth or pad, wash your vulva with water.
* There is no need to clean the inner part of the vagina. It cleans itself.
* Pat the area dry.
* Keep unused cloths or pads clean. This helps prevent any smell.

1. Ask if anyone has questions.

**Review** (about 10 minutes)

1. Say, now I am going to test your knowledge about menstruation.
2. Ask the first question from the list of questions in the **Appendix B: Menstruation Questions**. (**Note:** See Appendix B at the end of this Session Plan.)
3. If someone gives the wrong answer, keep asking the girls until someone gets the right answer.
4. One by one, ask all of the questions. Correct any misinformation as needed.
5. Ask if anyone has questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

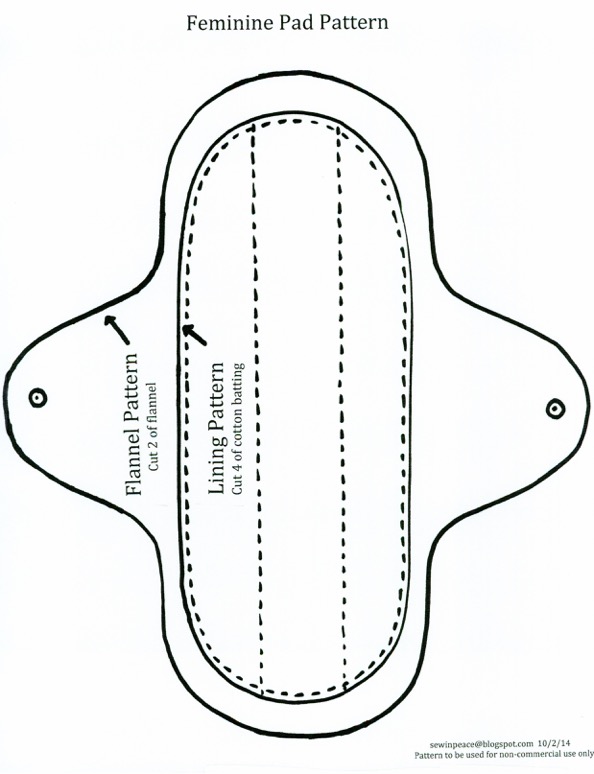


1. **Appendix A: How to Make a Reusable Menstrual Sanitary Pad**[[17]](#endnote-18)

One sanitary pad has two parts: 1) the outer cloths and 2) the inner absorbent part of the pad. Materials needed are:

* A piece of paper, thin cardboard, or the pattern (see the last page of this Appendix.)
* Flannel cloth or tee-shirt
* An old towel or cotton batting
* Snaps, Tic-Toc buttons or safety pin

|  |  |
| --- | --- |
| **Steps for making Reusable Sanitary Pads** | |
| Macintosh HD:Users:sandratietje:Desktop:Scan copy.jpg | 1. Draw this pattern on a piece of paper or cardboard. The pattern should be 23 cm long. The wings should be 19 cm wide from tip to tip.   (**Note**: You can simply use the actual size pattern on last page of these instructions.) |
| https://2.bp.blogspot.com/-NAxExA_patk/V7Hs6Pmkr9I/AAAAAAAAFjA/58f0TGlM4iM2Er5sVhpyUiCUPy8TvfYsgCLcB/s1600/cuttingfinal1.jpg | 1. Trace an outline of the outer part of the sanitary pad pattern onto fabric using a pen. (**Note**: Use colorful fabric if you like. It is pretty!) |
| http://3.bp.blogspot.com/-cm98aWRCGy8/VOshQBqyFNI/AAAAAAAAEG4/hWRfK5FvZaQ/s1600/padtut.jpg | 1. Using scissors, cut at least two pieces of the outer fabric of the pad.   (**Note:** Two pieces of outer cloth are needed for one pad.) |
| http://4.bp.blogspot.com/-52Bllvav-Rs/VOsjvu9iuTI/AAAAAAAAEHM/nr_McNUswSc/s1600/padtut3.jpg | 1. Fold an old towel or cotton batting in half forming two layers. 2. Trace inner lining pattern onto towel or batting and cut. You need two to four pieces.   (**Note**: The inner lining is rectangular with curved edges. These need to be shorter than the flannel cutouts – about 20 cm in length.) |
| http://2.bp.blogspot.com/-ej4Bksb2cTg/UhwG2KZyEnI/AAAAAAAADDg/3SxxQil7BpQ/s400/DSC_0014.jpg | 1. Lay the two pieces of outer fabric printed side down. 2. Place the two layers of towel or cotton batting in the center of each piece of flannel. 3. Pin in place to secure while sewing. |
| https://cdn.shopify.com/s/files/1/1941/1997/files/6_59b69893-05f5-43f8-a60d-905baa4177bd_large.jpg?v=1499198226 | 1. Sew the towel/cotton batting onto the outer fabric. Stich around edge of the towel or cotton batting center using a needle and thread. (**Note**: Stitch as close to the edge of the center piece as possible. 2. Repeat stitching on second flannel piece. 3. If needed, trim so edges are uniform. |
| https://4.bp.blogspot.com/-cJVtkomz4X0/VgM_vSSIisI/AAAAAAAAEvE/IsbGbJK62AA/s320/pad7.jpg | 1. Pin together the two outer cloth layers with the towel or cotton batting toward the inside of the pad. |
| https://3.bp.blogspot.com/-CJqp8drTm_c/VgNCN7YQ3vI/AAAAAAAAEvY/noSLWp3PDcc/s320/pad3.jpg | 1. Sew around the edges of the two outer cloths to sew them together. (**Note**: This will make one sanitary pad.) |
| http://4.bp.blogspot.com/-OegYEmV4G2Q/VgNCr-VUQ1I/AAAAAAAAEvg/kv72cgHJxEA/s1600/pad12.jpg | 1. Put snaps or tic-toc buttons on the wings that will keep the pad in place. 2. If you do not have snaps, use a safety pin to pull together the two wings under your panties.   You are finished! How pretty! |
| **How to use** | * Fold the wings under the seat of your underwear. * Close the snaps or use the safety pin to close the wings.   **(Note**: Depending on your flow, the pad should last 2 to 4 hours.) |
| **Washing instructions** | * Store the pad in a dry bag until you get home. * Rinse it promptly with cold water. * Then, wash it with hot water and soap. * Finish off with a final cold rinse. * Dry in the sun. |

****

**Appendix B: Menstruation Questions**

1. All periods last no more than two days. True or False?

(***Answer***: False, every girl’s menstruation is different. It can last from 4 to 7 days, or longer or shorter.)

1. Is it normal if I don’t get my menstruation every month?

(***Answer***: Yes, when young girl’s bodies are developing it is common to have irregular menstrual periods.)

1. What causes menstruation?

(***Answer***: An egg is released from the ovary. In preparation for this, the uterus develops a lining of a small amount of tissues and blood. If the egg is not fertilized by sperm, hormones cause the uterus to shed the blood and tissue. This happens about every month).

1. The first time that I get my menstruation. What should I do?

(***Answer***: Tell an older female, such as your mother, auntie, sister, teacher, or friend)

1. What are common ways to catch the blood during my menstruation?

(***Answer***: Clothes, homemade pads, commercial pads)

1. The last day of my menstruation is the beginning of the menstrual monthly cycle. True or False?

(***Answer***: False, the first day of your monthly menstrual cycle is the first day of your menstrual period.)

1. I am 11 years old and just started my menstruation. Because I am so young, I cannot get pregnant. True or False?

(***Answer***: False, as soon as you start your menstruation you are releasing eggs. You are physically able to get pregnant if you have sex with a boy or a man.)

1. I am 15 years old but have not started my menstruation yet. Is this normal?

(***Answer***: Yes, every girl starts at a different age. Normally the age to start is from 10 to 14 years of age, but it can be earlier or later.)

1. A menstrual cycle lasts exactly 28 days. True or False?

(***Answer***: False, the menstrual cycle can be as short as 21 days and as long as 35 days.)

1. During her menstruation how many times should a girl wash?

(***Answer***: Every time she changes her pad.)

1. What are some of the ways you might feel different a few days before or during your cycle?

(***Answer***: PMS symptoms include: being emotional, irritability, tender breasts, feeling angry for no reason, feeling sad, cramping, nausea, bloating, headache)

1. Drinking warm drinks can relieve menstrual cramps. True or False?

(***Answer***: True)

1. As soon as a girl gets her menstruation, she is ready to have children. True or False?

(***Answer***: False, she may be physically able to get pregnant, but she is not emotionally or socially ready to have children.)

1. How should you dispose of old used cloth, homemade pads or commercial pads?

(***Answer:*** Dispose of them safely in rubbish bins, waste disposal pits, or clean and reuse)

1. You can go to school and participate in any sports during your menstruation. True or False?

(***Answer:*** True)

1. A woman’s eggs are stored in the uterus. True or False?

(***Answer***: False)

1. Bonus question: Where are the woman’s eggs stored?

(***Answer***: Ovaries).

**Where Do Babies Come From?**

**By the end of this session, the girls will:**

* Describe their knowledge about puberty.
* Describe correctly how pregnancy occurs.
* Describe ways to prevent pregnancy.

**Learning Objectives**



## Total Time: 90 Minutes



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Colored Markers | Crayons/markers for girls to use on flipcharts |
| Flipbook (flipchart) with illustrations of female reproductive organs and/or uterus model | Equipment for the audio story  “Question folder” or a place to put questions anonymously |
| “Question folder” or a place to put questions anonymously | Flipchart paper (newsprint) |

## Preparation Notes:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Make sure the Girls Club location has a wall/fixture or a place to put a flipchart stand to write on and hang flipchart papers.
* Work with your supervisor to identify a youth-friendly health expert, nurse, or other person to be a resource during this Girls Club meeting. Make sure this person is very sensitive and respectful to young girls. If such a person is not available run the session by yourselves.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* Prepare three flipchart papers: On flipchart #1 write, “What is puberty?” On flipchart #2 write, “How are babies made?” On flipchart #3, write, “How does a girl get pregnant?”
* Prepare a list of common questions and answers to discuss when you ask, “What stories they have heard about how babies are made”. Some examples may include how the sex of a fetus is determined and how do twins occur, especially if twins are more common in the context (as in some parts of Nigeria for example).



## Session Plan:



### Welcome and Story Time: Total Time - 30 minutes

1. Welcome the girls back to the group. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting?
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity: Total Time – 70 minutes**



**What do you know? Exercise** (about 30 minutes)

* + - 1. Divide the girls into three small groups.
      2. Distribute the three flipcharts prepared beforehand and markers:
* Give the flipchart labeled “What is puberty?” to one group.
* Give the flipchart labeled “How are babies made?” to another group.
* Give the flipchart labeled “How can young women prevent pregnancy?” to the last group.
  + - 1. Explain the exercise: (**Note**: Allow about 10 minutes for exercise.)
* Discuss everything you know and have heard about your topic.
* Write what you know and have heard on your flipchart.
  + - 1. When the girls are done, ask the group with the “**What is puberty**?” flipchart to present their work. (**Note:** If any incorrect information is presented, do not say anything at this moment.)
      2. After the presentation ask: Does anyone have any information to add or correct? (**Note**: Write any additional responses on the flipchart, “**What is puberty**? “)
      3. Ask where the girls learned this information?
      4. Thank the girls for their presentation. (**Note**: Tape their flipchart on the wall in the front of the room, if possible.)
      5. Ask the group with the “**How are babies made**?” flipchart to present their work. (**Note:** If any incorrect information is presented, do not say anything at this moment.)
      6. After the presentation ask: Does anyone have any information to add or correct? (**Note**: Probe for common myths they have heard. Write any additional responses on the “**How are babies made**? flipchart.)
      7. Ask where the girls learned this information?
      8. Thank the girls for their presentation. (**Note**: Tape their flipchart on the wall in the front of the room, if possible.)
      9. Repeat the same process with the “**How can young women prevent pregnancy?**” flipchart. (**Note**: Tape their flipchart on the wall in the front of the room, if possible.)
      10. Ask if anyone has something they want to add to the three flipcharts.

**Discussion** (about 40 minutes)

Puberty

* + - 1. Summarize these key points about puberty:
* Puberty is when girls and boys reach sexual maturity and become capable of reproduction (having babies). This is a time the body begins to change from childhood to adolescence.
* During puberty – usually between ages 9 and 16 - the body produces hormones. These hormones cause the body and brain to mature.
* Girls have many physical changes in their bodies, including development of breasts and menstruation.
* Girls’ ovaries release an egg about once a month. She is fertile at that time.
* A boy’s body changes too. His penis and scrotum grow larger. He is able to produce sperm and father a child.

1. When done, review what is written on the flipchart, “**What is puberty**?”. If there is any incorrect information on the flipchart, together with the girls discuss the correct information. (**Note**: If there is a youth-friendly health expert with you, he/she can provide accurate information. Write the correct information on the flipchart)
2. Ask where girls get information about puberty and their body.
3. Mention that it is natural that girls your age seek information about personal things from your peers, magazines and/or the internet.
4. If girls are getting wrong information from their friends, the internet, or other sources, remind them that it is best to get correct information from a trusted source, such as at a Girls Club, a knowledgeable adult, or from a professional at a health center.

How Babies Are Made

1. Using a flipbook or other illustrations, review the menstrual cycle, covering these points:

* A girl’s menstrual cycle is typically between 21 to 35 days. Some are shorter and some are longer.
* About 12 to 16 days after the last menstrual period, a girl/woman ovulates/releases egg. This is called ovulation.
* After the egg has been released it travels through the fallopian tube to the uterus.
* During ovulation as the egg moves through fallopian tube and uterus the girl/woman is fertile. If she has sex around that time, she can get pregnant.
* An egg and sperm can meet when a boy and girl have sex, especially during the time the girl/woman is fertile.
* The sperm can live up to 5 days inside the woman. So even if a girl/woman has sex before ovulation she can become pregnant.

1. Using a flipbook or other illustrations, discuss how babies are made, covering these key points:

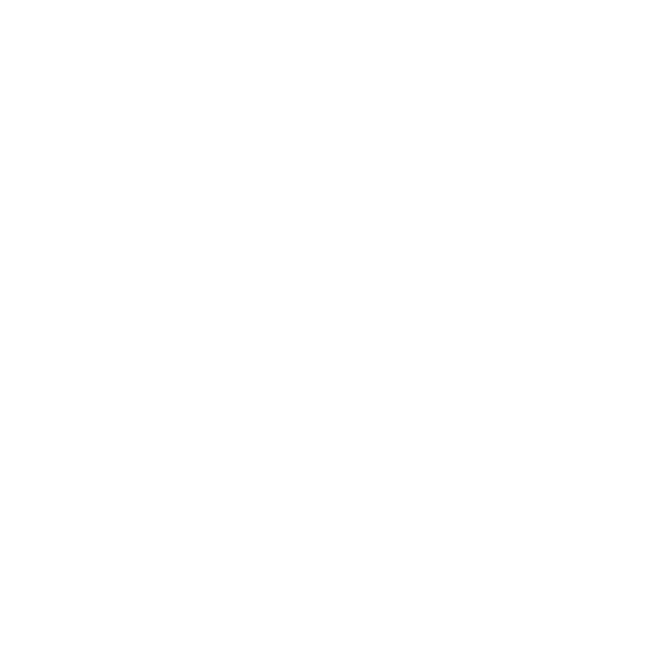
* An egg and sperm can meet when a boy/man and girl/woman have sex.
* When an egg and sperm meet, they fuse together and become an embryo. **This is called conception**. It usually happens in the fallopian tube.
* After a couple of days, the embryo travels down the fallopian tube and attaches to the uterus, which is lined with blood and nourishing tissue.
* The embryo grows into a fetus in the uterus.

Ask: ***What stories they have heard about how babies are made. Where did they hear these stories?***

* After 9 months a baby is born.

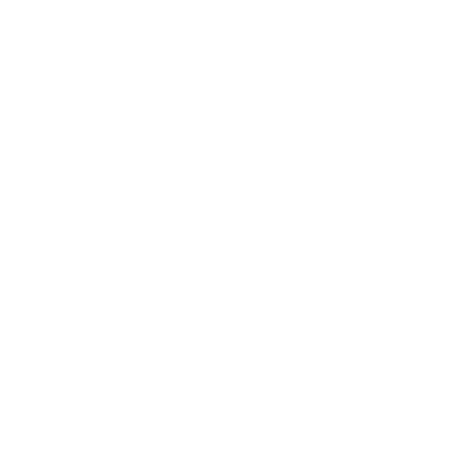
1. Point to the flipchart, “**How are babies made**?” and review what is written. Check if there is any incorrect information on the flipchart. If so, together with the girls discuss the correct information. (**Note**: If there is a youth-friendly health expert with you, he/she can provide correct information. Write the correct information on the flipchart)
2. Ask what stories they have heard about how babies are made. Where did they hear these stories? (refer to the list of common questions and answers that you have prepared)
3. Depending on what the girls say, point out that the best source of information is from knowledgeable adults, teachers, health care providers, and here at the Girls Club.
4. Explain that it is important that you learn how babies are made from a reliable source so that you know and understand it correctly. This will help you later in life.
5. Remind girls that when they begin to menstruate, and boys produce sperm, the girl can get pregnant if she has sex. Though very uncommon, it is possible for a girl to become pregnant before she has her first period because the first egg is released shortly before.

How Can Young Women Prevent Pregnancy? **[[18]](#endnote-19)**

1. Explain that during puberty your body is physically able to get pregnant. But, you are generally not emotionally, financially, or mentally ready to have babies yet. Having a baby is a big responsibility and will change your life drastically. Explain that having a baby too soon can also be very hard on a young girl’s body.
2. Point out that the best way to avoid pregnancy is to abstain from having sex.
3. Explain that when young women are ready to have sex, there are a lot of contraception methods they can use to prevent pregnancy.
4. Mention that contraceptive methods often used by young people can be divided into two categories: short-term methods and long-term, reversible methods.
5. Explain that short-term methods are good options for many people because they:

* Can be started and stopped quickly.
* Are also easy to access at health care facilities, pharmacies, and from community health workers.

1. Point out that short-term methods have to be used correctly to work effectively.
2. Summarize some common short-term contraceptive methods:

* **Male and female condoms** – this is a rubber sheath that a man puts over his erect penis or a woman inserts into her vagina just before having sex. Condoms prevent pregnancy and sexually transmitted infections if they are used every time the woman/man has sex.
* **Contraceptive pills** – these pills contain one or more hormones that prevent ovulation. If you do not ovulate, you cannot get pregnant. You have to take one pill a day for the method to be effective.
* **Emergency contraceptive pills (ECPs**) – these are pills that help a woman avoid pregnancy after she has had sex without contraception. ECPs help to prevent pregnancy when taken up to 5 days after unprotected sex.
* **Injectables** – these are shots that a woman can get either once a month or once every three months. They usually contain one hormone that prevents ovulation and, thus, pregnancy.

1. Mention that long acting, reversible methods are also good options:

* They prevent pregnancy for a longer period of time than short-term methods.
* Once inserted, they are low maintenance. Women do not have to remember to do anything or make frequent visits to the health center or pharmacy.
* Women need to go to a health facility to have the method inserted and, when ready, removed.
* They can be used for up to several years but can be removed at any time by a health care provider if the woman wants to switch methods or become pregnant.

1. Summarize some common long-acting, reversible methods.

* **Implants** – these are small flexible rods that are inserted just under the skin of the woman’s upper arm. The rods release hormones that prevent ovulation for several years. These need to be inserted and removed by a trained health care provider. There are different kinds of implants. A woman should discuss the best options with a trained health care provider.
* **Intrauterine devices** (IUDs**)** – a small, flexible T-shaped piece that is inserted into the woman’s uterus by a trained health care provider at a health facility.

1. Mention that there are also permanent methods of contraception for both men and women, but these are only appropriate for people who are sure they are done having children.
2. Point out the following:

* Every contraceptive method has advantages and disadvantages so certain methods are best for different people.
* It is very important that a young woman talks to a health care provider to help her determine which method is best for her based on her preferences, needs, and health status.
* When a young woman is thinking about having sex and does not want to get pregnant, she should go to a health care facility first to discuss contraception with a trained provider. The right method for them will depend on many things.

1. Review the information on the flipchart, “**How can young women prevent pregnancy**?”. If there is any incorrect information on the flipchart, discuss the correct information together with the girls. (**Note**: If there is a youth-friendly health expert with you, he/she can provide correct information. Write the correct information on the flipchart.)
2. If there are myths or rumors about how young women can get pregnant, such as having sex while standing up, douching with coke after sex, or other myths, address these.
3. Ask what stories have girls heard about how women get pregnant:

* Where did they hear these stories?
* Where do girls get their information about how to prevent pregnancy?

1. Depending on what the girls say, point out that the best source of information is from knowledgeable health care providers.
2. Explain that it is important that you learn know how to prevent pregnancy from a reliable source so that you understand it correctly. This will help you later in life.
3. Remind the girls that during puberty they are biologically able to get pregnant. But, they are not emotionally, financially and socially ready to have babies yet.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Ask where girls usually get information about their bodies, sex, boys, etc. (**Note**: Listen carefully to what the girls say without judgment.)
3. Explain that it is often easier and more natural to talk to their peers and friends about your body and sex. But sometimes you may not get correct information.
4. Ask if they know of a trusted adult or older friend who they can talk to about such topics. If yes, who?
5. Point out that they can always ask questions during the Girls Club.
6. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
7. Say: Take a couple of minutes to write what you learned in your notebook.
8. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
9. Close the meeting.

|  |
| --- |
| **If a girl enquires about health services:**   * Be non-judgmental. * Ask if the girl has a parent who can accompany her to the health center. If so, encourage the girl go with her parent to the health center. * If not a parent, ask if the girl has a trusted adult who can accompany them to the health center. Encourage the girl to seek health care services with the trusted adult. |

**Gender and Societal Expectations**

**By the end of this session, the girls will:**

* Describe social changes that girls and boys can experience during adolescence.
* Distinguish between “gender” and “sex”.
* Explore the idea of socially defined gender roles.
* Recognize gender stereotypes and identify how expectations of gender norms and roles can help or limit them.
* Strategize how to step out of restrictive roles.

**Learning Objectives**



## Total Time: 2 hours



### **­­­**



## Materials Needed:

|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | Equipment for audio story |
| Colored Markers | **Appendix: Harassment Scenarios** – see end of this session plan |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:



* Read this Session Plan several times. Be very familiar with the content and how to deliver it.
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a meeting site with a wall, fixture, or place to put a flipchart stand so that you can write on and post flipchart papers.
* Prepare a flipchart paper with a line in the middle. On top of the left-hand column write “**Girls”**. On top of the right-hand column write “**Boys”**.
* Label a new flipchart paper, **Social Changes**. Write the following statements on it:

|  |  |
| --- | --- |
| Coming-of-age rituals | New rules about social mixing between boys and girls |
| Changes in responsibilities | Change in the amount of freedom allowed |
| New rules about how to dress | New pressures related to the way you look |
| New opportunities for leadership | New pressures related to marriage |

* When you arrive at the Girls Club meeting site, tape the two-column “Girls/Boys” flipchart paper on a wall/fixture or flipchart stand. Also, tape the “Social Changes “flipchart paper to another wall/fixture so that you can write on it later.
* Write the definitions, of sex and gender provided below on large pieces of paper to display during this lesson. You can simplify the definitions as needed.

**Key Definitions:**

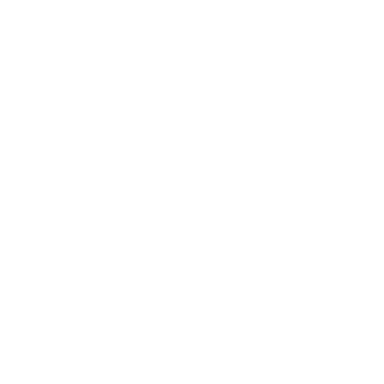
|  |  |
| --- | --- |
| Biological Sex | Sex refers to the biological aspects of a man and a woman, such as the differences in reproductive organs and genitalia. Women have a vagina and have eggs, while men have a penis and produce sperm.   * These are traits that a person is born with. |
| Gender | * **Gender** refers to the socially constructed ways that define what being a women or man are. It is not defined by biology, but by society. How a society defines what being a man or woman is can vary from place to place, even within the same country, and can be changed. |
| Gender Norms | * Gender norms are how culture and society expect women and men to behave and act.   Women should be timid, physically weak, and vulnerable.  Men should be strong, assertive, “the boss”. |
| Gender Roles | Expectations about what men and women “should do” is called, Gender roles.  Women are expected to cook the meals, clean the house, tend the children, etc.  Men are expected to be providers and work outside of the home. |



### Welcome: Total Time - 15 minutes

1. Welcome everyone back to the Girls Club. Thank the girls for coming.
2. Ask: Does anyone have questions from the last Girls Club meeting?
3. Conduct this or similar energizer:

* Ask the girls to stand up.
* Shake your bodies and move your arms. (**Note**: After a minute, say, stop!)
* Now, turn to your right.
* Massage the shoulders of the girl standing in front of you. (**Note*:*** After about a minute say, stop!)
* Turn around and massage the person in front of you – the person that was giving a shoulder massage should now get a shoulder massage. (**Note**: After about a minute say, stop!)

1. Ask everyone to sit down.
2. **Story Time: Total Time - 20 minutes**
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity**[[19]](#endnote-20)**: Total Time - 65 Minutes**



**Observation Exercise** (about 45 minutes)

1. Explain that in the previous Girls Club meeting we talked about how your bodies are changing (or will change) during puberty.
2. Mention that some girls are already growing breasts and some are even menstruating.
3. Ask whether the girls have noticed people reacting to them differently now that their bodies are beginning to change.
4. If so, ask what they are noticing. (**Note**: Encourage an active discussion on this. Write responses under the Girls column on the flipchart – prepared beforehand.)
5. If not mentioned, ask how the following people are reacting to you since your bodies are beginning to change: (**Note**: Add responses under the ***Girls*** column on the flipchart.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Women | Family members | Shop/store keepers | Girls your age and older girls | Parents/Aunties/Grandmothers |
| Men | Teachers | Religious leaders | Boys your age and older boys | Taxi drivers, public transportation workers |

1. Ask: How does this attention makes the girls feel? (Note: Take your time to listen to what they say.)
2. Ask: How are boys your age being treated by these or other people? (Note: List responses under the Boys column on the flipchart - prepared beforehand.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Women | Family members | Shop/store keepers | Girls your age and older girls | Parents/Aunties/Grandmothers |
| Men | Teachers | Religious leaders | Boys your age and older boys | Taxi drivers, public transportation workers |

1. Ask if boys their age are treated differently? If so, how? (**Note:** Encourage a discussion on this. Write responses in the ***Boys*** column on the flipchart.)
2. Review and summarize the responses in the Girls and Boys column on the flipchart.
3. Discuss how girls and boys their age might be treated differently by people in the family and/or community.
4. Discuss social changes that occur during puberty/adolescence by asking these questions: (**Note:** Write girls’ responses on the Social Changes flipchart – prepared beforehand.)

* What new opportunities for leadership are there at school? In the community?
* What coming-of-age rituals are in your family? In your community? In your place of worship?
* What responsibilities have changed at home?
* Are you feeling new pressure about how you look? If so, how?
* Are you experiencing unwanted attention? If so, what are you experiencing? Who is pressuring you?
* Have you noticed any hints about marriage? If so, what are they?
* Have rules about you dress changed now? If so, how have they changed?
* Have you noticed new rules about social mixing between boys and girls? If so, what are the new rules?
* Has the amount of freedom you had as a child changed? If so, in what way? Is it different for you than boys? Why?

1. Ask whether boys also have the same changes in social expectations at your age? If so what are these? (**Note**: Encourage a discussion about what is expected of boys their age.)

**Being a Girl, Being a Boy Activity (20 minutes)**[[20]](#endnote-21)

Introduce the activity: To start our session today, we are going to consider what it means to be a boy or a girl, and which aspects of being a boy or girl can change over time. First, please take out your notebooks or a piece of paper. Please write and complete the following 2 sentences in your notebook.

* The first sentence is, “I am happy that I am a girl, because\_\_\_\_\_.”
* The second sentence is, “I wish I were a boy, because\_\_\_\_\_.”

After the girls have finished their sentences, let them know that now you will work together to decide whether what they wrote relates to sex or to gender. Begin by reading aloud the definitions of sex and gender from the beginning of this chapter and display those definitions on the chalkboard or a wall. Answer any questions the girls may have about these important definitions. Once the girls are clear on the definitions, invite a girl to share her answers to the 2 sentences.

*Ask:* ***Is the trait or characteristic that you like about being a girl or the reason you wish you were a boy related to gender, or to sex?***

* Ask her: Is the trait or characteristic that you like about being a girl or the reason you wish you were a boy related to gender, or to sex?
* Ask the group: Can you think of a person that stepped outside of his/her gender role in order to succeed?
  + Remember, gender is something that can change, and sex is a biological trait.
  + A trait is a sex trait if the other sex is not physically able to do a particular thing.
  + A trait is a gender trait if both boys and girls are physically able to do or have that trait but are limited by what is culturally or socially acceptable for a boy/man or girl/woman.

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

**Note to Mentors**: Save the flipchart on Social Changes – with notes from this Girls Club meeting – for the next Girls Club meeting.

**Inequitable Gender Norms and Practices**

**By the end of this session, the girls will:**

* Describe two common harmful traditional practices that affect girls and women
* Describe where to seek support if girls are facing any of these harmful practices

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Flipchart paper (newsprint) |
| “Question folder” or a place to put questions anonymously | Colored Markers |
| Flipchart with list of Social Changes from the previous “Gender and Societal Expectations” Girls Club meeting | |

## Preparation Notes:



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| --- |
| **Note:** The session covers sensitive issues which will need more professional input than a Mentor can provide. |

* Invite an expert or local leader working on issues of female genital cutting, inequitable gender norms and practices, women’ rights, or a very knowledgeable, youth-friendly health care provider to co-facilitate this session with you. Ask your supervisor to help you identify the right person to assist you with this Girls Club Meeting. **Do not facilitate this session alone.**
* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* If you do not have the flipchart of Social Changes from the “Gender and Societal Expectations” Girls Club session, make one (see Preparation Notes from the “Gender and Societal Expectations” Session Plan).
* Know where to refer girls to get support related to inequitable gender norms and practices.
* Plan for any invited expert to stay for 30 minutes after the end of the Girls Club meeting. The topic discussed is sensitive. Some of the girls may be experiencing this issue at home and may want to talk after the Girls Club meeting has ended.

|  |
| --- |
| **NOTE:** It’s very important that you are aware of the legal issues and any mandatory reporting requirements if a minor discloses any type of violence or abuse. Please be sure to review relevant guidelines or laws with your supervisor before the Girls’ Club meetings begin so you are prepared if a girl does report violence or abuse. |



## Session Plan:

1. **Welcome**[[21]](#endnote-22): **Total Time - 10 minutes**



1. Welcome the girls back to the Girls Club.
2. Ask: Does anyone have a question about the last Girls Club meeting?
3. Conduct this energizer or something similar:

* Stand up and find a partner.
* One of you will be the “mirror”. The person who is the mirror has to copy the actions of her partner.
* The person who is not the mirror should do something funny for the “mirror” to copy.
* After some time, say: Switch roles so that the other person is the mirror.

1. Thank everyone for their enthusiastic participation. Ask them to take a seat now.
2. Explain that we often mirror people in our environment, which is where we learn our cultural roles and norms.
3. Today we are going to talk about how we learn about and mirror cultural norms – some of which can damage our health and well-being.
4. **Activities** [[22]](#endnote-23) [[23]](#endnote-24) [[24]](#endnote-25) [[25]](#endnote-26): **Total Time** – **70 minutes**



**Warm-Up Activity: Changing Traditions (10 minutes)** [[26]](#endnote-27)

1. Say: Today we will be learning about some cultural traditions relating to the topics we have been discussing. First, let’s think about some of the most common traditions in our culture.
2. Discuss the following questions:

* What are some traditions in our culture?
* Are some of these traditions helpful? (For example, the tradition of caring for one’s elders and young siblings is helpful to society.)
* Are some traditions harmful? (For example, older men having sex with young girls, to make the girls “more mature.”)

*Ask:* ***What are some traditions in our culture? Are some of these traditions in our culture?***

* Do traditions ever change, or do they always stay the same? (Some traditions were considered appropriate in the past, but as society changes, traditions also change over time. For example, it used to be appropriate to throw garbage on the ground, because most garbage was made of natural products, like leaves, that naturally decompose. Now that the materials used to make many products have changed to synthetics such as plastic, it is no longer appropriate to throw that garbage on the ground.)

1. Ask what are some coming-of-age cultural traditions and/or expectations that happen to girls your age and older?
2. Summarize what the girls tell you. Then, explain that today we are going to discuss two practices that sometimes happen when are girl is “coming of age”, but also might happen at birth. These may be present in their community:

* Female genital cutting (FGC)
* Child and forced marriages

**Female Genital Cutting (FGC)** (about 25 minutes)

1. Ask if girls have heard of female genital cutting (FGC). If so:

* What do you know about it?
* What have you heard about it? (**Note**: Encourage girls to share their thoughts and opinions. But, be aware that this may be a sensitive topic and that some girls may have already experienced FGC.)

1. Explain that FGC is a traditional practice in some countries. FGC refers to all procedures involving partial or total removal of the female external genitalia and other injury to female genital organs for non-medical reasons. It is performed on girls of different ages, most commonly around the age of seven to ten. It may involve any or all of the following:

* Partial or total removal of the clitoris;
* Cutting off all or part of the clitoris and the inner lips of the vulva;
* Sewing closed the two sides of the vulva, leaving a small opening to allow urine and menstrual blood to pass, a procedure called infibulation; and
* Other harmful practices, such as piercing, stretching, or burning the clitoris and labia; scraping or cutting vaginal tissue; or putting corrosive substances into the vagina to cause bleeding or tightening.

1. Ask girls why FGC might be practiced. Allow time for a brief discussion, ensuring that the following responses are mentioned. The reasons given for the procedure vary, but are often related to tradition and to maintaining prevailing gender norms, such as:[[27]](#endnote-28)

* Psychosexual reasons: FGC is carried out to control women’s sexuality, which is sometimes said to be insatiable if parts of the genitalia, especially the clitoris, are not removed. It is thought to ensure virginity before marriage and fidelity afterward, and to increase male sexual pleasure.
* Sociological and cultural reasons: FGC is seen as part of a girl’s initiation into womanhood and as an important part of a community’s cultural heritage. Sometimes, myths about female genitalia (e.g., that an uncut clitoris will grow to the size of a penis, or that FGC will enhance fertility or promote child survival) encourage the practice.
* Hygiene and aesthetic reasons: In some communities, the external female genitalia are considered dirty and ugly and are removed. It is believed this will promote hygiene and be more attractive.
* Religious reasons: Although FGC is not endorsed by either Islam or by Christianity, religion is often used to justify the practice.
* Socioeconomic factors: In some communities, FGC is a prerequisite for marriage. Where women are largely dependent on men, economic necessity can be a major driver of the procedure. FGC sometimes is a prerequisite for the right to inherit. It may also be a major income source for practitioners.

While this may be an upsetting topic to discuss, it is important that we all understand what FGC is, why it is harmful, and how we can protect ourselves and our friends.

1. Discuss these and/or other beliefs that “justify” FGC. Provide girls with correct information about this practice. (**Note:** Take your time and encourage an active discussion on this. Have an expert on FGC, inequitable gender norms and practices, women’s rights and/or a knowledgeable health care provider to address these beliefs and provide correct information.)

FGC prevents rape.

FGC is a religious requirement.

FGC ensures virginity.

FGC suppresses women’s sexuality (e.g. prevents promiscuity or women being “too sexy”).

FGC increases marriageability.

1. Discuss the harmful effects of FGC:

* This practice can be very painful for the girl.
* FGC can have serious physical, sexual, and mental health consequences that vary according to the type of procedure, the conditions in which it is performed, and the physical condition of the girl or woman.
* Immediate consequences may include infection, bleeding, severe pain, shock, problems with urination, and tissue injury. Excessive bleeding and infection may lead to death.
* Over the long term, FGM can cause difficulties with menstruation, sexual intercourse and enjoyment, fertility, childbirth, excretion of urine and feces, and with mental health, including fear and depression.

1. Explain that in many countries, FGC is against the law. If possible, it would also be useful to tell the girls about any legislation in your country and community that might protect the girls from FGC. You may be able to find this information on your government’s Ministry of Gender or Social Protection website, or through an internet search.
2. Ask if anyone has questions. (**Note**: Encourage girls to ask as many questions as they like. Have the expert on FGC, inequitable gender norms and practices, women’s rights, or a knowledgeable heath care provider to answer the girls’ questions.)
3. Explain that more and more community members are becoming aware of the harm and disadvantages in life that girls face from FGC. They can be allies in the prevention of this practice.
4. Mention that if you have already had FGC, or you have heard of any arrangement or practice of FGC for you, your younger sibling, and/or another girl, you/they can seek help and get questions answered from:

* A trusted, supportive adult family member or friend.
* A person from an anti-inequitable gender norms and practices committee or organization that protects the rights of girls and women.
* A trusted, youth-friendly health care provider.
* A trusted, supportive female leader.
* A local official, such as a community official or local head of women’s affairs.
* The police or other authorities, if the practice is against the law.

1. Encourage girls to share this information with their friends, peers, and siblings.

**Child and Forced Marriage**[[28]](#endnote-29): (about 25 minutes)

Below are a few definitions of child marriage to provide clarity and respond to questions.

1. Explain that in some communities a girl can be forced to marry before she turns 18 years of age for various reasons (family promises, traditional pressure). Forced marriage is a marriage that takes place without the consent of one or both parties to the marriage. Some marriages can be both child marriages and forced marriages or could be only one, but child marriage often occurs without the consent of the child being married.
2. The UN Convention on the Rights of the Child defines child marriage as a marriage in which one or both people are under age 18. Marriage before the age of 18 is a fundamental human rights violation. Child marriage disproportionately affects young girls, who are much more likely to be married as children than young boys.
3. Explore what girls know about child marriage by asking these or similar questions: (**Note**: Encourage a discussion on what girls know and have heard of, or what they are currently facing.)

* What do you know about early marriage?
* What are your thoughts about early marriage?
* Do you know of anyone your age who had an early marriage?

1. Ask why some girls might want to get married before 18 years of age.
2. Discuss any beliefs that “justify” early marriage.
3. Provide girls with information about why early marriage might not be the best thing for them. (**Note:** Take your time to discuss this so that you are able to explore why some girls might want to get married before 18 years of age. Have an expert on early marriage, inequitable gender norms and practices, women’s rights and/or a knowledgeable health care provider to address these beliefs and provide correct information.)
4. Emphasize that in many countries, it is illegal for girls and boys to marry before 18 years of age. Discuss the laws in your country.
5. Discuss the disadvantages of early marriage:

* Once a girl is married, she is expected to become pregnant right away.
* Getting pregnant and having children at a young age is dangerous for the girl and for the child. Many young girls suffer complications in pregnancy and childbirth because their bodies have not fully developed yet.
* Young mothers and their newborns can have life-threatening complications or even die.
* Girls have more children over a lifetime, which can make it difficult to feed and take care of everyone in the family.
* Many girls stop going to school after marrying early, resulting in limited educational attainment opportunities and future prosperity.
* Limited education and skills lead more young married girls into poverty than their peers who marry at later ages.
* It is difficult for a child bride to have friends or peers her age with whom to bond and socialize.
* A child bride’s lack of both education and a peer group limits her support systems.
* Young girls married to older men with more sexual experience are also at greater risk of HIV infection.
* Young married girls are more likely to experience intimate partner violence and have their decision-making power and freedoms reduced.
* Early and forced marriage can be against the law.

1. Point out that if girls get married too early it could be harder for them to:

* Achieve their aspirations and dreams.
* Finish school.
* Raise healthy families.

1. Explain that when girls wait to get married, they:

* Are more mature and able to make better decisions.
* Attain better education.
* Have healthier children.
* Have more career or money-making opportunities.
* Can take better care of their families.

1. Emphasize that girls should not feel alone in this situation. There are familial, societal, and economic pressures which encourage families or girls to get married early. They do not have to do something that is harmful to them and might be illegal in their country, but it can be hard to go against your parents and culture.
2. Mention that more and more community members are becoming aware of the harm and disadvantages in life that girls face from early marriage. They can be allies in the prevention of early marriages.
3. Explain that if girls are aware that they are going to be married early (before the legal age) and do not want to be married, they should seek help.
4. Ask if anyone has questions. (**Note**: Have a member from an organization that protects girls’ rights, authority, or an expert leader in the community to answer girls’ question.)

**Getting Support** (about 10 minutes)

1. Point out that times are changing! There are laws against inequitable gender norms and practices and early marriage. These laws are being enforced.
2. Remind the girls that if these practices are prevalent in their family/community, and they do not want to undergo FGC or to be married early, they should seek help from:

***Point out that times are changing!*** *There are laws against harmful traditional practices and early marriage. These laws are being enforced.*

* A trusted, supportive person, family member, or friend.
* An organization that protects the rights of girls and women.
* Any organization that provides support against inequitable gender norms and practices.
* Child marriage protection program.
* Local officials, such as community officials and head of women’s affairs in the community, a supportive female leader, etc.
* A supportive, youth-friendly health care provider.
* The police or other authorities, if the practice is against the law.

1. Explain that this meeting covered some difficult topics. It is important to be aware of these issues and always seek support if you need it.
2. Ask if anyone has questions.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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| **NOTE:**  **Stay 30 minutes after the end of the session to be available if any of the girls choose to speak to you. If a girl discloses that she may be facing a harmful traditional practice:**   * Speak to the girl alone in a private area and listen carefully to what she says. * Thank the girl for sharing this information with you. Tell her that you are sorry this is happening to her. * Ask if the girl has a trusted adult who can support her and who she may feel comfortable sharing this with. * If so, let her know that it may be helpful to talk with a trusted adult about this issue. * If she does not have that person, help her find someone she could report the incident to from someone from a local organization that supports woman’s rights, a trusted, youth-friendly health care official, or the authorities. * Tell the girl that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the girl’s permission to do so, you will not be sharing her name or specific identity. * Report the incident to your supervisor. **It’s very important that if the girl did not give you permission, you do NOT share her name as part of this report.** * Keep this information highly confidential. Do not discuss this with anyone, except the supervisor. |

]

**Gender and Violence**

**By the end of this session, the girls will:**

* Describe gender norms that contribute to violence against women.
* Describe types of gender-based violence.
* Describe ways to avoid unwanted sexual advances.
* Describe where to seek support.

**Learning Objectives**



## Total Time: 90 Minutes



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Colored Markers |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:

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| **Note:** The session covers sensitive issues which will need more professional input than a Mentor can provide. |

* Invite an expert or local leader who works on issues of gender-based violence, women’s rights, and/or social services to co-facilitate this session with you. Ask your supervisor to help identify the right person to assist you with this Girls Club Meeting. **Do not facilitate this session alone.**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Know where to refer girls to get support if a girl discloses any type of gender-based violence.
* Plan for the invited expert to stay for 30 minutes at the end of this session. The topic being discussed is sensitive. Some of the girls may be experiencing these issues at home and may want to talk after the Girls Club meeting has ended.

## Session Plan:



1. **Welcome**[[29]](#endnote-30): **Total Time - 25 minutes**



1. Welcome the girls back to the Girls Club.
2. Ask: Does anyone have a question about the last Girls Club meeting?
3. Conduct this energizer or something similar:

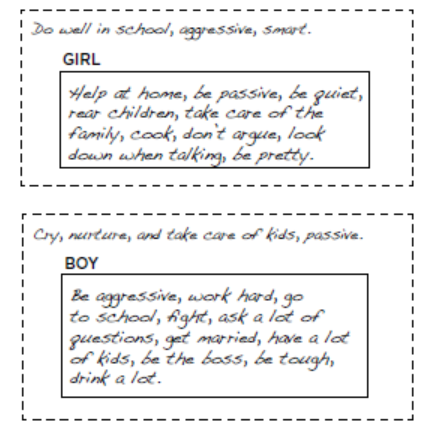
* Stand up and find a partner to work with.
* Decide who will be the first observer.
* Say to the observer: Memorize the appearance of your partner. Then, turn around and close your eyes.
* Say to the partner: Make three changes to your appearance. For example, you can: put your watch on a different hand, remove your glasses, roll up your sleeves, etc.
* When the partners are ready, say: Observers may open their eyes and turn around. Try to spot the three things that your partner has changed.
* Ask: Who was able to name the three things that had changed?
* Now the partner and observer switch roles and do the same exercise.
* Say: The observer must turn around and close her eyes. Then, the partner will change three things in her appearance.
* When the partners are ready, ask the observers to turn around and try to spot the three changes in your partners.
* When done, ask: Who was able to observe the three things that had changed on their partner?

1. Thank everyone for their enthusiastic participation. Have everyone sit down.
2. **Activity**[[30]](#endnote-31) [[31]](#endnote-32) [[32]](#endnote-33) [[33]](#endnote-34): **Total Time**– **75 minutes**



**Gender Norms: “Girl Box, Boy Box”** (about 25 minutes)[[34]](#endnote-35)

1. Today we are going to talk about how gender roles and expectations of girls might lead to challenges in life.
2. Draw two boxes on the chalkboard or flipchart. Write “girl” above one box and “boy” above the other box (see example)



1. Tell the girls to consider the audio stories, discussions, and their life experiences.
2. **Ask:** What can you say girls are ‘encouraged’ or ‘expected’ to do by their community, family, peers, etc.?
3. Write these comments (one or two word summary, symbols or pictures) on the **INSIDE** of the “girl” box.
4. **Ask:** What are some things that girls are ‘discouraged from doing, or not expected to do?
5. Write these comments on the **OUTSIDE** of the “girl” box.
6. Repeat the same process for the “boy” box. Even though the participants are girls it is important to discuss the boy gender box as well.
7. **Ask**: Why are the behavioral expectations of girls and boys so different?

Remind the girls that gender roles are things that culture and society expect women and men to do. Gender roles refer to social and behavioral norms that, within a specific culture, are considered to be socially appropriate for individuals of a specific sex, which was discussed in previous Girls Club meetings.

***Remind the girls that gender roles are things that culture and society expect women and men to do.***

1. **Ask**:

* Is there something in the boys’ box that you wish was inside the girl box? Why?
* Is there something in the girls’ box you wish wasn’t there? Why?
* Is there something outside the girls’ box that you wish was inside it?
* Why is being aware of gender roles and norms important in your life?

1. Ask participants to summarize what they have learned.
2. Fill in any key points they miss from the below:

* Gender roles are things that culture and society expect women and men to do.
* Gender norms are how culture and society expect women and men to behave and act.
* Gender norms are “rules” that a particular society, culture, and/or community adopt at a certain point in time.
* We learn these “rules” early in life.
* We learn these roles and norms from family members, schools, religious organizations, and social institutions.
* Expectations of how women and men are supposed to act and behave can create inequality between men and women. Some gender roles and norms are harmful and can limit our ability to succeed.
* **Key Message:** Gender is influenced by cultural and social traditions, but gender roles can be challenged and changed!

**Gender-based Violence** (about 30 minutes)

1. Point out that gender inequality can lead to violence. This is called “**gender-based violence**”. Explain that some examples may include:
   1. When gender norms imply that women should do what men tell them and when they don’t, it can lead to violence.
   2. Gender norms can sometimes promote the idea that violence is acceptable in certain situations.
   3. That boys should present as masculine, and if they don’t they may experience violence.

Ask if they can think of other examples.

1. Explain that the most common kind of violence against girls or women is usually inflicted by someone of the opposite sex (boys or men), but women can also be causing the harm and men/boys also sometimes experience violence if they don’t conform to traditional gender norms.

*Explain that the most common kind of violence against girls or women is usually inflicted by boys or men****, but women can also be causing the harm.***

1. Discuss different types of gender-based violence:

* **Bullying** – when one person hurts, harms, or is mean to another person over and over again. Some bullies may repeatedly trip, hit, or push someone, while other bullies may leave a person out or not invite them to join group activities.
* **Intimidation** – intentionally scaring or frightening someone so they will do (or not do) something.
* **Isolation** – separating someone from people or events; withholding information to control the person.
* **Calling names** – saying insulting and/or humiliating comments, such as calling a person stupid, dumb, fat, etc. to make the person look and feel bad.
* **Spreading rumors** – telling negative things about a person.
* **Physical violence** – actionssuch as pushing, punching, slapping, beating, pinching etc.
* **Sexual violence**— happens when someone forces or manipulates someone else into unwanted sexual activity without their consent. This includes any sexual act, unwanted sexual comments or advances, or otherwise coerce a person’s sexuality using pressure, by any person regardless of their relationship to the victim, in any setting.

1. Ask the girls to think about if they know of anyone who has experienced these forms of violence? Tell them to think about what happened considering they have more information about these types of violence against women. (**Note:** **Gently** **discourage story telling**.)
2. Tell the girls that you will be available to talk to them at any time if they have had experiences that they would like to share with the group or privately.

*Ask* ***the girls to think about if they know of anyone who has experienced these forms of violence?***

1. Explain that in subsequent Girls Club meetings you will learn some ways to deal with harassment. However, if someone is harassing you now, talk to someone – preferably an adult - who you trust will support you no matter what.
2. Ask what girls have heard about sexual violence. What do they understand it to be?
3. Discuss the meaning and significance of the term sexual violence:

* If a person does sexual things to another person without their permission or agreement, it’s considered **sexual assault or abuse.**
* Rape is a type of sexual assault that happens when a person is forced to have sex without giving their permission. Rape can occur between any two individuals, for example, that are strangers, individuals that know each other – such as in dating or acquaintance relationships – and sometimes between family members. It can happen to girls/women as well as boys/men.
* An individual’s sexual organs are private and personal. No one should touch them without permission.

1. Emphasize that **rape and some kinds of GBV are illegal in some countries.** Discuss the legal age of consent and laws related to rape and sexual assault in your country.
2. Point out that rape and sexual assault are extremely serious. They can have short-term and long-term consequences that are physically, emotionally, and socially damaging.
3. Discuss ways that GBV affects the lives of the victims:

* Girls can have health problems, such as injuries, sexually transmitted infections like HIV, and/or become pregnant.
* Girls can become anxious, depressed, despondent, withdrawn, fearful, and/or distrustful.
* Girls can have shame or guilt, even though the sexual assault was not their fault.

1. Point out that **sexual harassment and rape are never a girl’s fault!**
2. Explain that this is a serious topic, and it important for girls to know about these things so that they can try to protect themselves. Emphasize that although there are ways to try to prevent sexual violence, it is not always possible to do this. There are measures that can be taken to maintain safety, but it is not always possible to avoid violence.
3. Emphasize that if someone has been forced to have sex without their permission, it is important they seek medical attention to treat injuries, prevent sexually transmitted infections, including HIV, as well as pregnancy.
4. Ask if anyone has questions. (**Note**: Be sure to have a supportive and knowledgeable expert on gender-based violence, women’s rights, or a trained health care provider available to answer questions.)

**Safety Skills** (about 20 minutes)

1. Ask if anyone knows of girls who have been pressured to have sex. Do not ask specifically if they have or for the names of people they know who may have been. (**Note**: Initiate a discussion about this.)
2. Explain that girls are often pressured by someone to have sex. But, there are ways to protect yourself and counter unwanted sexual advances.
3. Demonstrate these Safety Skills while explaining them.

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| **Safety Skills:** | **Examples:** |
| Say clearly what you want | * Simple: “No, thanks”, or “No” * Emphatic: “No!” “Don’t do that!” * Repetitive: “No, no, **NO!!!**” |
| Be loud | * Talk in a loud voice. * Scream for help if you feel you are at risk. |
| Create distance | * Push the person away without smiling and walk away. * Leave the scene and go somewhere safe. |
| Steer clear | * If you suspect you will be pressured, don’t go with the person. * Avoid being alone with a date or new boyfriend before you are ready and trust them. |
| Safety in numbers | * Walk with a group of friends or family members. Keep trusted friends nearby. * Always tell someone where you are going. |
| Call in support | Threaten to tell somebody with authority or power (parents, counselors, relatives, and police). |

1. One by one, discuss each scenario below. Ask the girls how to handle each situation and act out the Safety Skills they suggest. (**Note**: Repeat these scenarios until all girls demonstrate the Safety Skills well.)

* An older man in the community offers to buy you something. But you can tell he wants “something” in return.
* You are getting unwanted sexual pressure from a family member.
* An older boy in school is touching you in a way that makes you feel uncomfortable.
* Someone makes inappropriate and offensive comments about you or a girlfriend of yours.
* Someone shows you a sexual video on their phone.
* A girl is pressured to have sex by her boyfriend.
* A teacher offers you a higher grade in turn for a sexual favor.
* A group of men harass you and your friends with sexually explicit comments as you walk to school.

1. Mention that if someone is sexually harassing you, in addition to using your Safety Skills, talk to a trusted friend and/or an adult about it. It may feel difficult at first, but it is important for your safety.
2. Ask: Who can girls talk to if they are being sexually harassed? (**Note**: Encourage many girls to respond. It is important that they have a plan.)
3. Reinforce that girls should talk to a trusted adult, their parents or family members, teacher, a close friend, a health care provider, or counselor. Find someone who will listen and support you.
4. Ask the girls to pair up and tell each other about two people in their life who they can talk to about such things. (**Note:** Allow about 5 minutes for girls to talk.)
5. Mention that the Girls Club is also a safe place to ask about anything. If I do not know the answer, I will try to find the answer for you.

**Getting Support** (about 20 minutes)

*Say:* ***Even if rape or sexual assault is against the law, many girls are reluctant to report it to their families or to the police.***

1. Say: Even if rape or sexual assault is against the law, many girls are reluctant to report it to their families or to the police.
2. Ask: Why might girls not want to report sexual assault? (**Note**: Encourage a discussion about this to expose reasons why girls may not report such crimes.)
3. Discuss reasons why some girls and women may not report sexual harassment and/or rape:

* **Fear of stigma and discrimination**. She may be stigmatized for what has happened to her and experience discrimination.
* **Blame*.*** Society expects girls and women to be able to avoid sex, including sexual violence. If any form of sexual violence occurs, society often blames the woman for the way she behaves and dresses.
* **Fear of disbelief**. Many girls do not think anyone will believe them, particularly if they have been abused by someone they know.
* **Fear of revenge**. Many girls and women who are sexually assaulted are intimidated by their attacker, who threatens that he and his family and friends will cause her further harm if she makes a police report.
* **Health workers’ and police attitudes**. Health workers or police may not be very understanding or supportive. They may be judgmental against the girl.
* **Perpetrators** are not prosecuted*.* Sometimes even if a girl reports sexual violence, nothing happens to the attacker.

1. Emphasize the following:

* The most important thing for you to know is that rape and sexual assault are against the law. Discuss the laws in your country.
* **Sexual assault and rape are never the girl’s fault. The shame lies with the attacker, not the person who was attacked.**

1. Discuss that it is not always a simple option to report the violence. Some people may even choose not to report, and it is up to the survivor to decide. For example, if a girl will be kicked out of her home and has nowhere to live if she reports a rape, it may be a better decision not to disclose. There are also times when it is not safe to disclose, for example, if a family member of community member is the perpetrator.
2. Discuss that if a girl decides to disclose, there are places to go for support if they or their friends experience any form of sexual harassment or violence. (**Note**: Write these on a flipchart.)

* A trusted, supportive adult, such as a parent, auntie, teacher
* A social worker
* Someone from a local organization that supports woman’s rights works on gender-based violence issues
* A social worker
* Local community officials, such as the head of women’s affairs
* A trusted, youth-friendly health care provider
* The police or other authorities

1. Point out that times are changing! There are laws against gender-based violence. These laws are being enforced.
2. Explain that we discussed some difficult topics. For today, I just want you to be aware of these issues and always seek support if you need it.
3. Point out that in the coming weeks you will talk more about how to protect yourself and stay safe.
4. Ask if anyone has questions. (**Note:** Have an expert on gender-based violence, women’s rights or a trusted, youth-friendly health professional with you to answer questions.)

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. **Say:** Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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| **Important Note**:  **If a girl discloses that she is experiencing physical, sexual and/or emotional abuse**:   * Speak to the girl alone in a private area. * Listen carefully to what the girl says. * Thank the girl for sharing this information with you. Tell her that you are sorry this has happened to her. * Remind the girl that any act of harassment or violence is **never** her fault. * Ask if the girl has a trusted adult who can support her and who she may feel comfortable sharing this with. * If so, tell her that it may be helpful to talk with a trusted adult about this issue. * If she does not have that person, help her find someone she could report the incident to someone from a local organization that supports woman’s rights, a trusted, youth-friendly health care provider, a local female leader/advocate, and/or the authorities. * Tell the girl that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the girl’s permission to do so, you will not be sharing her name or specific identity. * Report the incident to your supervisor, explaining that a girl in your Girls Club told you about experiencing violence. **It’s very important that if the girl did not give you permission, you do NOT share her name as part of this report.** * Keep this information highly confidential. Do not discuss this with anyone, except the supervisor.   **If a girl enquires about health services:**   * Be non-judgmental. * Ask if the girl has a parent who can accompany her to the health center. If so, encourage the girl go with her parent to the health center. * If not a parent, ask if the girl has a trusted adult who can accompany them to the health center. Encourage the girl to seek health care services with the trusted adult. |

**Stay in School/Return to School**

**By the end of this session, the girls will:**

* List the advantages of staying in school.
* Describe the challenges to staying in school
* Describe ways to stay in or return to school.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



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| --- | --- |
| Flipchart stand, if available and feasible for meeting location | **Appendix: Stay in School Role Play Scenarios**- see at the end of this session plan |
| Flipchart (newsprint) paper | Equipment for audio story |
| Colored Markers | Tape |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture or place to put a flipchart stand so that you can write on and post flipchart papers.

## Session Plan:



### Welcome[[35]](#endnote-36): Total Time - 10 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting?
3. Conduct the energizer:

* Write your name in the air with your right hand.
* Write your name in the air with your left hand.
* Now, write your name in the air with both hands.

1. Which task was the most difficult?
2. Explain that sometimes learning and doing new things feels difficult. But with practice they become easy to do.
3. **Say**: The Girls Club is here to help you learn new things and practice them.

### Storytelling with solid fillStory Time: Total Time – 20 minutes

1. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let’s talk about **what** happened in the story.
3. Ask these questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity[[36]](#endnote-37): Total Time – 70 minutes**



**Gender and Education** (about 10 minutes)

1. Ask the girls what gender roles mean to them.
2. Review the meaning of **gender roles**, as needed.

* Gender roles are things that culture and society expect women and men to do.

Such roles include expectations of girls and women and boys and men, including what jobs they should do.

* In many countries girls and women are expected to clean the home, cook, fetch water, wash clothes, marry early, take care of the children, be the caretaker, etc. These are gender roles that are given to girls and women.

1. Ask the girls what **gender norms** means to them.
2. Review the meaning of gender norms, as needed.

* Gender norms are how culture and society expect women and men to behave and act. Gender norms also refer to views on how strictly or consistently people should comply with one gender role or another.

***Ask the girls what gender norms means to them.***

* In many countries, girls and women are expected to be quiet, timid, dismissive, dependent on husbands for income, and not interested in school, etc.
* Explain that society’s expectations of girls’ roles and norms often affects girls’ education.
* A common gender norm is the expectation that girls are expected to only be mothers and take care of the home, so education is not considered necessary.
* Girls could be expected to marry early and have children, which keeps them from finishing their education.
* Boys often have a higher status in society, so they are sent to school and/or attend school longer while girls often have to stay at home to take care of the children and household chores.
* There are deeper gender norms at play here – for example, the belief that a girl might not be able to get married if she is too educated reflects norms that education is not necessary to be a good wife; or people may not want girls to go to secondary school if it requires living away from home, reflecting norms about the importance of sexual purity and the idea that girls cannot protect themselves from violence.
* Point out that gender roles and norms change over time. For example, girls these days are doing different things than their grandmothers. We will discuss this more in the next Joint Girls and Boys Club.
* Mention that whether a girl completes her education often depends more on gender roles and norms created by society than on girls’ intelligence and capacity to finish school.
* Emphasize that girls have the same capacity as boys to be smart, learn, finish their education, and make a good living afterwards.
* Remind girls that just because these norms are commonly held beliefs, it doesn’t mean they are true, or fair. In some cases, they should be pushed against (if it is safe to do so).

**Importance of Education** (about 10 minutes)

1. Ask how girls staying in school can affect their future. (**Note**: Encourage an active discussion on this.)
2. Ask: what are the benefits of finishing school? (**Note**: Write responses on flipchart.)

***Ask how girls staying in school can affect their future. Ask:*** *what are the benefits of finishing school?*

1. If not mentioned, discuss these or other benefits of girls staying in school:

* Education can help girls to achieve their aspirations and goals.
* Girls/women can take better care of themselves by knowing how to read well, do math, and have basic skills that others do not have.
* Girls will gain more knowledge and skill to start and/or run a business or get a job.
* There can be better opportunities and ability to earn money.
* Girls/women are better able to take care of their family.
* Leads to better health for girls, women, and their children
* Girls can become role models for their children, if they choose to have them, and the community.

1. Acknowledge that girls have many challenges to staying in school. Often these challenges have nothing to do with their desire to go to school or their ability in school.
2. Ask: what are some challenges to staying in school? (**Note:** Write answers on flipchart.)
3. If not mentioned, ask if any of these challenges exist in your area:

* **Menstruation** – lack of menstrual supplies and/or private bathrooms in/around schools keep menstruating girls at home.
* **Household chores** – as girls get older they are given more household chores. This does not allow them time to go to school or study.
* **Distance -** the distance to and from school is very long.
* **Safety -** it is unsafe to walk back and forth to school. There is bullying, harassment and/or violence at school or on the way to and from school.
* **Early child marriage** – once you are married you are expected to drop out of school and have and raise children.
* **Gender roles** - society’s expectation that girls do not need education.

1. Emphasize that there is nothing to be ashamed of if someone drops out of school. Sometimes they have to drop out because of things that are beyond their control.
2. Say: Let’s talk about ways to overcome barriers to going to or finishing school which a girl can do right now.

**Challenges/Solutions to Staying in School** (about 20 minutes)

1. Draw the illustration below on a blank flipchart[[37]](#endnote-38): (**Note**: See instructions next to the illustration below.)

|  |  |
| --- | --- |
|  | Instructions:   * Draw a ditch with a stream or rocks. * On one side of the ditch draw a picture of a girl (it can be a stick figure). * On the other side of the ditch write, “Completing school”. |

1. Explain that between many girls and completing school are challenges and obstacles. The ditch and stream represent all the challenges/obstacles that girls face in completing school.
2. Ask what challenges and/or obstacles there are to staying in school. (**Note**: Encourage an active discussion. Write the challenges in the ditch on the flipchart.)
3. Review the challenges/obstacles mentioned. Then, ask if there are any other challenges they would like to add.
4. Draw a bridge over the ditch with the challenges/obstacles (see illustration in step 6.)
5. Discuss the solutions to the challenges/obstacles mentioned. (**Note**: Encourage many girls to discuss ways to overcome the challenges mentioned to staying in school. Write the challenges over the bridge on the flipchart.)

|  |  |
| --- | --- |
|  | Instructions:   * Ask: What challenges are there to staying in school? (Write responses in the ditch – see illustration.) * Draw a bridge over the ditch/stream. * Ask: What are ways to overcome the obstacles to staying in school? (Write responses above the bridge – see illustration.) |

1. Review the solutions mentioned by the girls. Ask if they would like to add any others. (**Note:** Remember these challenges and solutions for the role plays.)
2. Ask who in the community can help girls implement the solutions discussed.
3. If not mentioned, discuss these or other ideas and add to the flipchart above:

* Talk to a trusted adult to support your decision to stay in school.
* Tell your family that the skills girls gain in school will help the whole family.
* Explain to the family how girls can do chores at home and go to school.
* Find a mentor who will support and help you. Mentors can be an older sibling, cousin, auntie, teacher, person from the church, or the mentor leading this group.
* Other?

1. Thank the girls for their great ideas.

**Role Plays** (about 25 minutes)

* 1. Ask for two volunteers to demonstrate a role play. (**Note**: Use role play #1 in the **Appendix: Stay in School Role Plays** at the end of this Session Plan.)
  2. For Role Play #1:
* Tell the person playing Mehuba (the friend) what her role is. Together choose one of the challenges/obstacles to staying in school written in the ditch/stream on the flipchart). Do not let the person playing Aida, the school girl, hear your discussion.
* Tell the person playing Aida (the school girl) what her role is. Tell her to look at some of the solutions on the “bridge” over the ditch (from the flipchart) to get ready to counsel her friend.
  1. Tell the first two volunteers to conduct their role play.
  2. After the role play, ask the rest of the girls these or similar questions:
* What was the reason that Mehuba did not attend school?
* What did Aida do to encourage Mehuba?
* Is this something Mehuba can implement? If not, why?
* What additional advice could you give Mehuba to help her continue her education?

1. Ask for two more volunteers.
2. Read/tell each person the role they will be playing in role play #2.

* Tell the person playing Aisha (the friend) what her role is. Together, choose one of the obstacles to school written in the ditch/stream on the flipchart. Do not let the person playing Marjani, the school girl, hear your discussion.
* Tell the person playing Marjani (the school girl) what her role is. Tell her to look at some of the solutions on the “bridge” over the ditch (from the flipchart) to get ready to counsel her friend.

1. Tell the two volunteers to conduct the role play.
2. After the role play, ask these or similar questions:

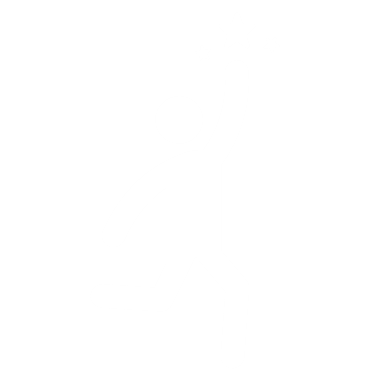
* What was the reason the Aisha (the friend) did not attend school?
* What did Marjani, the school girl, do to encourage her friend?
* Is this something Aisha can implement? If not, why?
* What additional advice could you give Aisha to help her continue her education?

1. Conduct the rest of the role plays (role plays #3 and #4 in the **Appendix: Stay in School Role Plays**).

* Be sure to help the person playing the “friend” choose one of the obstacles to school written in the ditch on the flipchart.
* Tell the person playing the school girl to read the solutions written over the bridge on the flipchart to prepare for giving her friend advice.
* After each role play ask the following questions:
* What was the reason the friend did not attend school?
* What did the school girl do to encourage her friend?
* Is this something the friend can implement? If not, why?
* What additional advice could you give the friend to help her continue her education?

1. Ask if the suggestions discussed after each role play are things that you and/or your friends can implement to be able to stay in school. If not, Why?
2. Thank the girls for their creative role plays.

**Goals and Education** (about 5 minutes)

1. Explain that all of you have been working on your aspiration and goals since the beginning of the Girls Club.
2. Remind the girls that they made two goals for reaching their aspiration. One of the goals is an educational one.
3. Ask: How can you achieve your educational goal? (**Note**: Have a realistic discussion about the challenges girls face, and how they can reach their educational goal. Write responses on a new flipchart.)
4. Ask: How can all of you in the Girls Club help each other to achieve your educational goals. (**Note**: Add responses to the flipchart.)
5. Review what is written on the flipchart. Ask if the girls can commit to these ideas.
6. Ask several girls to share who in their life can support them to stay in and finish school. (**Note*:*** Encourage as many girls to share as possible.)
7. Ask if anyone has questions or comments.

**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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|  |
| --- |
| **Note**: Keep the flipchart of the ditch/stream with challenges to education and bridge with the solutions to the challenge! You will need it for the Girls Club meeting on **School Song and Dance**. |

**Appendix: Stay in School Role Play Scenarios**

**Role play scenario #1**

**Mehuba (friend)**: You are Aida’s friend and you miss seeing her in school. During your conversation with Aida you explain that you are not in school right now because….. (choose one of the challenges written on the flipchart (in the ditch) during the Challenges/Solutions to Staying in School discussion.)

**Aida (school girl):** You are walking home when you encounter your friend Mehuba. You mention that you have not seen your friend in school lately. You say that you miss her. You ask why she is not going to school. When Mehuba explains, you tell her ways that she can overcome the challenge and go back to school.

**Role play Scenario #2**

**Aisha (friend)**: You are Marjani’s friend and you miss seeing her in school. During your conversation with Marjani you explain that you are not in school right now because…..(choose one of the challenges written on the flipchart during the Challenges/Solutions to Staying in School discussion.)

**Marjani (school girl):** You are walking home when you encounter your friend Aisha. You mention that you have not seen your friend in school lately. You say that you miss her. You ask why she is not going to school. Aisha explains why she is not going to school, you tell her ways that she can overcome the challenge and go back to school.

**Role play Scenario #3**

**Zoya (friend):** You are Eshe’s friend and you miss seeing her in school. During your conversation with Eshe you explain that you are not in school now because…. (choose one of the challenges written on the flipchart during the Challenges/Solutions to Staying in School discussion.)

**Eshe (school girl):** You are walking home when you encounter your friend Zoya. You mention that you have not seen your friend in school lately. You say that you miss her. You ask why she is not going to school. When your friend explains why she is not going to school, you tell her ways that she can overcome the challenge and go back to school.

**Role play Scenario #4**

**Nyala** **(friend):** You are Amara’s friend and you miss seeing her in school. During your conversation with her you explain that you are not in school now because… (choose one of the challenges written on the flipchart during the Challenges/Solutions to Staying in School discussion.)

**Amara (school girl):** You are walking home when you encounter your friend Nyala. You mention that you have not seen your friend in school lately. You say that you miss her. You ask why she is not going to school. When your friend explains why she is not going to school, you tell her ways that she can overcome the challenge and go back to school.

**Overcoming Barriers to Education**

**By the end of this session, the girls will:**

* Understand how gender norms influence girl’s education.
* Describe ways to manage menstruation during school.
* Describe ways to negotiate for time to study.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | A4 paper – enough for each participant plus some extras |
| Flipchart (newsprint) paper | Tape |
| Colored Markers | Scissors |
| **Appendix: Education Role Play Scenarios**- see at the end of this Session Plan | |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Prepare a flipchart with the four Negotiation Skills
* Step 1: Establish ground rules for yourself.
* Step 2: Clearly state what you want and why.
* Step 3: Brainstorm solutions and agree on one.
* Step 4: Come to an agreement.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture or place to put a flipchart stand so that you can write on and post flipchart papers.

## Session Plan:



### Welcome[[38]](#endnote-39): Total Time - 20 minutes



1. Welcome the girls back to the Girls Club. Thank everyone for coming.
2. Ask if anyone has a question from the last Girls Club meeting?
3. Give each girl one A4 size piece of paper.
4. Explain the energizer:

* Everyone hold up the paper I gave you and close their eyes. Keep eyes closed.
* With your eyes closed, fold your sheet of paper in half.
* Tear off the upper left-hand corner.
* Fold the paper in half once more.
* Tear off the upper right-hand corner of the sheet.
* Fold the paper in half again.
* Tear off the lower left-hand corner of the sheet of paper.
* Open your eyes and unfold your paper. Look at what you did.
* Show everyone your paper.

1. Ask everyone to look at how different the shapes are, even though everyone got the same instructions.
2. Thank everyone for their participation.

### Activity: Total Time – 80 minutes



**Review of Education Benefits** (about 10 minutes)

1. Ask who is smarter, boys or girls? (**Note:** Encourage the girls to get into a lively discussion about this.)
2. Explain that that both girls and boys are equally smart. There is no biological reason for a boy to be smarter than a girl, or for a girl to be smarter than a boy. Their brains work just the same.
3. Remind the girls that gender roles and norms often play a role in girls’ education. In many societies, gender roles and norms unfairly dictate that boys go to school and work, and girls get married and have children.

***Remind the girls that gender roles and norms often play a role in girls’ education.***

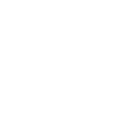
1. Ask what the benefits of education for girls are.
2. If not mentioned, review these and/or other benefits of education to girls/women:

* Education can help girls to achieve their aspirations and goals.
* Girls/women can take better care of themselves by knowing how to read well, do math, and have basic skills that others do not have.
* Girls will gain more knowledge and skill to start and/or run a business or get a job.
* There can be better opportunities and ability to earn money.
* Girls/women are better able to take care of their family.
* Better health for girls, women, and their children.
* Girls can become role models for their children, if they choose to have them, and the community.

1. Explain that we are going to talk about two barriers to girl’s education that are based on gender norms. They have nothing to do with girls’ capacity to learn or intelligence.
2. Mention that two of the most common barriers to education for girls are: a) menstruation and b) having to do chores.
3. Mention that if these barriers exist for you, we will discuss solutions which you can implement now to stay in school or return to school.
4. Reassure girls that there is nothing to be ashamed of if someone drops out of school. Sometimes girls have to drop out because of things beyond their control.

**Menstruation** (about 20 minutes)

1. Mention that some of you will have begun menstruating at your age. If you are not menstruating now, you will be in the near future.
2. Say that it is natural to menstruate. It does not have to be a reason for missing school classes.
3. Ask what are ways that a girl can go to school when she is menstruating. (**Note:** Encourage many girls to participate in the discussion. Write responses on flipchart.)
4. Summarize the following, highlighting any of these that girls may have not mentioned:

* Have a strong desire to go to school no matter what.
* Learn how to manage menstruation so that it does not prevent you from going to school.
* During your menstruation take these to school with you:
* Cloths or homemade pads.
* A homemade reusable pad (remind girls that they learned how to make a reusable pad in a previous Girls Club meeting).
* A bag or sack to put your soiled cloth/pad, be sure to wash and dry them as soon as you get home from school.
* If these materials are not available or difficult to find, ask your mother, auntie, or a trusted adult how to obtain or make them so that you can go to school when menstruating.
* When at school, find a private place where you can change cloths. If none are available close by, find a place and ask a friend to go with you so that you can change safely without anyone interrupting you.

1. Ask if girls are managing their menstruation better since attending the girls club. If not, ask why.
2. Continue to brainstorm ways that girls can overcome the challenges that menstruation brings to attending school regularly. (**Note**: Encourage a discussion on this. Add these to the flipchart.)
3. Thank everyone for their creative ideas. Remind girls that menstruation should not be a reason to miss class or drop school.

**Household Chores** (about 20 minutes)

* + - 1. Explain that it is common for girls to do household chores. Sometimes when girls get older they are given more household chores to do.
      2. Point out that if girls have too many household chores, they will not have time to study or do well in school.
      3. Ask: What are ways to manage the number of chores that you have at home? (**Note:** Encourage girls to actively discuss this. Write responses on a new flipchart.)

***Discuss ways that girls can manage their time*** *so that they have time to do chores and time to study.*

* + - 1. Remind the girls of the exercise on the Challenges/Solutions for staying in school, which we discussed in a previous Girls Club meeting.
      2. Discuss ways that girls can manage their time so that they have time to do chores and time to study. (**Note**: Take time to discuss this. Help the girls find ways to have more time to study or go to school.)
      3. Explain that girls can also learn to negotiate getting help to do their chores and/or make time to do homework.
      4. Review the four Negotiation skills: (**Note**: Refer to the flipchart with these four skills, prepared ahead of time – see Preparation Notes.)
* Step 1: Establish ground rules for yourself.
* Step 2: Clearly state what you want and why.
* Step 3: Brainstorm solutions and agree on one.
* Step 4: Come to an agreement.
  + - 1. Explain **Step 1: Establish Ground Rules –** These are rules that you make for yourself for when you are negotiating. These ground rules should be good verbal and non-verbal communication that you always decide to use when negotiating what you want.
      2. Ask: What are some healthy ground rules when negotiating with family members? (**Note**: Write responses on flipchart.)
      3. If not mentioned, ask about these ground rules:

|  |  |  |
| --- | --- | --- |
| No name calling. | Use a calm voice to the extent possible. | No yelling or stomping away to another room. |
| No eye rolling | Listen to the other person’s point of view. | Don’t interrupt (use active listening!) |

1. Come to an agreement on basic ground rules that girls have made for themselves.
2. Explain **Step 2: Clearly state what you** **want and why** – It is important to be very clear about what you want from the negotiation. For example, I want an extra hour to study for school. I want help doing one of my chores.
3. Point out that when you are clear with what you want, you will be better able to ask for it and less likely to become emotional.
4. Explain **Step 3: Brainstorm solutions –** Remember that the person you are negotiating with also wants something. So both of you need to describe what you want, and come up with different ideas for achieving it.
5. Explain **Step 4: Come to an agreement**— Negotiation means that both people come to some sort of agreement. You will need to clearly state what that agreement is.
6. Say: Now that you know the four negotiation skills, let’s practice them.

**Negotiation Role Plays** (about 30 minutes)

1. Say: Let’s practice working on negotiation skills. This will help you to negotiate ways to get the time to go to school, do chores, and study.
2. Ask what ground rules they want to establish for negotiating an agreement? (**Note:** Encourage girls to establish general ground rules together.)
3. Review the four negotiation skills written on the flipchart one more time.

Role Play 1

1. Ask for two volunteers, one to play the girl and another to play the boy.
2. Read/tell each volunteer the role she will be playing for role play. Do not let the two volunteers hear each other’s role. (**Note**: See Role Play #1 in **Appendix: Education Role Play Scenarios** at the end of this Session Plan.)
3. Give the volunteers a couple of minutes to prepare their role, then begin the role play.
4. When the role play is done, ask the rest of the girls these questions:

* Did each person in the role play say what they wanted and why?
* Did each person listen to each other’s views?
* Did they try to compromise? How?
* How well did the negotiation go?
* What did you think of the final solution?
* How could the negotiation process have been improved, if at all?

1. Thank the volunteers for their good job.

Role Play 2

1. Ask for two new volunteers, one to play the girl and another to play the mother.
2. Read/tell each volunteer the role she will be playing in the role play. Do not let the two volunteers hear each other’s role. (**Note**: Use Role Play #2 in the Appendix.)
3. Give the volunteers a couple of minutes to prepare their role, then begin the role play.
4. When the role play is done, discuss these questions.

* Did each person in the role play say what they wanted and why?
* Did each person listen to each other’s views?
* Did they try to compromise? How?
* How well did the negotiation go?
* What did you think of the final solution?
* How could the negotiation process have been improved, if at all?

1. Thank the volunteers for their creative work.

Role Play 3

1. Ask for two new volunteers, one to play the girl and the other to play the mother.
2. Read/tell each volunteer the role she will be playing in the role play. Do not let the two volunteers hear each other’s role. (**Note**: Use Role Play #3 in the Appendix.)
3. Give the volunteers a couple of minutes to prepare their role, then begin the role play.
4. When the role play is done, discuss the questions these questions with everyone:

* Did each person in the role play say what they wanted and why?
* Did each person listen to each other’s views?
* Did they try to compromise? How?
* How well did the negotiation go?
* What did you think of the final solution?
* How could the negotiation process have been improved, if at all?

1. Thank all the volunteers for their active participation.
2. Explain that learning to negotiate well takes time.

* Sometimes it is difficult to negotiate things that have been tradition for many years.
* Begin by negotiating small things.

*Remind girls that gender norms and roles can be difficult to change,* ***but they do change with every generation.***

* Begin using negation skills now so that you become good at negotiation – a good skill that will last you a lifetime.

1. Remind girls that gender norms and roles can be difficult to change, but they do change with every generation. For example, you are doing different things now than your grandparents did.
2. Mention that it is usually youth who change gender roles and norms. You can begin changing girl’s education by going to school yourself.
3. Emphasize that when girls go to school, they:

* Have a better future.
* Provide well for their families.
* Are able to care for and support their children.
* Become role models for their children, if they choose to have them, and the community.
* Change gender roles and norms for future generations.

1. Ask if anyone has comments or questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Education Role Play Scenarios**

**Role play #1:**

**Girl:** You have many chores to do at home. You want your brother to help you. You need time for homework. Your brother is not busy.

**Boy**: You finished your chores. You want to go out and play. Your sister asks for help with two of her chores. Your sister is good in school. She needs to study. You want to go out and play.

**Role play #2:**

**Girl**: You like school. Your mother gives you many chores after school. You need time to study for school.

**Mother**: You are a traditional mother. Your daughter is good in school and you want to see her succeed. You want her to have a different life than you. But you need help in the house. You have five children and many chores to do.

**Role play #3:**

**Girl**: You have your monthly period. Your mother says to stay at home. You want to go to school and learn. Exams are coming up soon.

**Mother**: During your monthly periods you always felt embarrassed when you were younger. There was never a place to change your clothes at school so you stayed at home. You missed many classes and eventually left school. You regret not being able to finish school.

# Model Women in the Community – Part 1

**By the end of this session, the girls will:**

* Describe an economic opportunity for women in their village/community.
* Describe actions needed to have a successful small enterprise.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart paper (newsprint) | Colored Markers |
| **Appendix: Speaker Guidelines – see at the end of this session plan** | |

## Preparation Notes:



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* Identify a woman in the village/community who has a small, successful business or enterprise. This could be small animal breeding and selling (poultry, goat), home gardening, bread baking, bee keeping, and/or owning a store or shop, such as a spice shop. The woman does not need to be wealthy, but she should be successful in her business. (**Note:** If possible, invite a mother working with her daughter.)
* Make a copy of the Speaker Guidelines (at the end of this Session Plan). Complete the top portion of the Guidelines (Mentor’s Name, Meeting Location, Date, Time).
* One week before the Girls Club meeting invite the woman to be the guest speaker. Inform her about the Girls Club and that the purpose of her 20-minute presentation is to demonstrate economic opportunities for women in the community and what it takes to get there. Give the speaker the Speaker Guidelines.

### Welcome[[39]](#endnote-40): Total Time - 30 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting.
3. Mention that we are going to talk about ways we can improve our lives.
4. Explain the exercise:

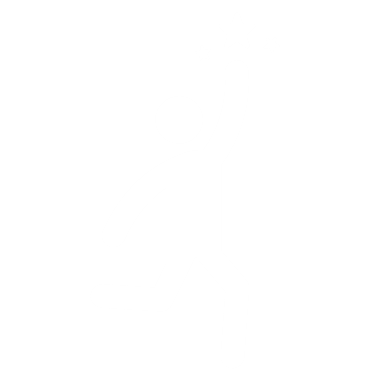
* Find a partner you can talk to and divide up into pairs.
* After each question I ask, talk to your partner about your answer. Take turns answering the question with each other.
* Read Question 1 from the box below. Ask participants to discuss it with their partner. (**Note**: Allow the girls about 5 minutes to talk about the question.)

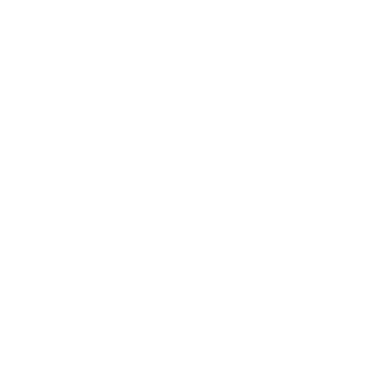
|  |
| --- |
| **Question 1**: When you are grown up, how will you support yourself and your family?  **Question 2**: What do you need to do in order to be able to support yourself?  **Question 3**: When you are grown up, how would you like to contribute to our community? |

* Read Question 2 from the box above. Ask participants to discuss it with their partner. (**Note**: Allow the girls about 5 minutes to talk about the question.)
* Read Question 3 from the box above. Ask participants to discuss it with their partner. (**Note**: Allow the girls about 5 minutes to talk about the question.)

1. When done, point out that in the Girls Club meetings you wrote down your aspiration and have been refining your goals.
2. Explain that the presentation today may encourage you to revisit your aspiration and goals. Naturally your aspirations and goals will change over the years. But, it is important to continue thinking about your future now.



1. **Activity: Total Time – 70 minutes**
2. Explain that we are going to hear from a model woman in our community. She had goals, she worked hard, and she has achieved many things in her life.
3. Invite the speaker to stand in front of the participants.
4. Welcome and introduce the speaker. Say: “Today’s speaker is going to talk to you about her business and the journey it took to get there. After she has spoken, there will be a chance to ask questions.”
5. Invite the speaker to give her presentation. (**Note**: Not every speaker is conscious of time. After about 20 minutes, stand up as if you are about to say something. This usually is a polite and quiet way to encourage a speaker to wrap up her talk.)
6. When the speaker is done, ask the following, if she has not mentioned these in her presentation:

* What motivated you to start your business?
* Did you have any role models in the community?
* What were some problems you encountered? What did you learn from them?
* What made you successful?
* What were some important lessons learned?
* What did you learn along the way to success?
* How did education impact your success or support you in your business?
* Would it be different if you had furthered your education? If so, how?
* Any words of advice you would give the girls for their future?

1. Ask if the girls have any questions for the speaker? (**Note:** Energize the girls to ask questions.)
2. After about 20 minutes, ask for one last question so that you can wrap up the session. (**Note:** If there are a lot of questions, allow the girls to continue a bit longer.)
3. Thank the guest speaker for sharing her story, lessons, and wisdom with the girls.
4. Discuss the speaker’s presentation by asking these or similar questions:

Was there anything the guest speaker said that encouraged you or gave you some ideas for earning money in the future? If so, what?

What are things you can do to be a future model woman in your community?

1. Ask if anyone has questions.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

**Appendix: Speaker Guidelines**

**Contact person** (Mentor’s name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Meeting Location**: Girls Club at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Time**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Length of your talk**: Prepare a 20-minute presentation. After the presentation there will be about 20 minutes for question and answers – Total about 40 minutes.

**Key Talking Points:**  Tell your story:

* What is your small business?
* How did you begin?
* Who inspired you to do this business?
* What skills did you need to learn?
* What resources did you need to begin? Education, funding, training, equipment, etc.
* If appropriate, how is your daughter/son helping you? How does she manage this with her school work?
* What problems did you encounter when beginning your business? How did you overcome them?
* What made your small business successful?
* What were some important lessons learned?
* Is there anything you wish you had done, but did not do (such as finish school, get proper training, seek advice from others, etc.)
* Any words of advice you would give the girls for their future?
* We encourage the girls to stay in school – at least to complete primary school. What advice do you have about education? Why is it important to stay in school in order to have business success?

**Joint Session: Whose Role Is It?**

**By the end of this session, the girls will:**

* Describe the difference between sex and gender.
* Describe ways that boys and girls can share chores and household responsibilities.

**Learning Objectives**



### 

## Total Time: 2 hours, 20 minutes



## Materials Needed:

|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | 2 wash basins (or plastic basins that can hold water) |
| Colored Markers (at least 4) | 2 wash rags – whatever is available locally to wash dishes |
| Water | Soap – whatever is available locally to wash dishes |
| 2 small tables or stands to place the wash basins on | 20 large plates/eating trays (or 4 dishes, 4 bowls, 4 cups, 4 spoons and 4 forks) |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
* Invite the facilitator(s) of the Boys Club to co-facilitate this session with you. Decide which of the exercises each person will facilitate.
* Plan this session one week ahead of time. There are many logistics to prepare for the Dish Washing exercise.
* Gather the dishes/eating utensils on the list. Ask your supervisor for assistance in locating these items. Instead of 20 plates, you could also use 4 plates, 4 bowls, 4 glasses, 4 forks and 4 spoons, or a combination thereof. You will need at least 4 of each type of item for the Dish Washing Exercise.
* This Joint Girls and Boys Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can write on and post flipchart papers.
* Prepare two flipchart papers. Label one flipchart “**Women**” and label the other flipchart “**Men**”.
* Tape the flipchart labeled **Women** on one side of the meeting location, or on a tree if the meeting is outside.
* Tape the flipchart labeled **Men** on the opposite end of the meeting location, or on a tree if meeting is outside.

(***Note***: There should be about 5 meters for the boys and girls to run back and forth between the Women and Men flipcharts. If there is not enough room at the meeting site, you can do the exercise outside. If so, tape the Women and Men flipcharts to two trees or sides of buildings that are about 5 meters apart.)

* Soil 20 dishes (or eating utensils) with a bit of food or dirt.
* Prepare two separate basins with water.
* Place each basin on a separate table about 1 to 2 meters apart. Make sure that each table or stand is big enough to hold the basin of water and dishes after they have been washed – or find a separate stand to place the washed dishes.
* Put 10 dirty dishes, soap, and wash rag next to each basin.



## Session Plan:



### Welcome: Total Time – 30 minutes

1. Welcome the girls and boys to the first joint session. Thank them for coming.
2. Introduce yourself and other facilitators.
3. Explain that everyone is going to practice new things today. They will also use what they have learned over the last couple of months.
4. Ask everyone to stand up and form a circle.
5. Explain the introduction game:
   * I will throw a ball to someone. The person who catches the ball has to say her/his name. They also have to say one thing that describes them which begins with the first letter of their name. Examples: I am amazing Arun, I am terrific Tigrist, etc.
   * After the first person introduces him/herself, he/she will throw the ball to another person in the circle.
   * The next person with the ball will say his or her name and one thing that describes themselves which begins with the first letter of their name.
   * Continue the game until everyone has introduced themselves.
6. Throw the ball to someone in the group and say, “Go!”
7. Continue the game until everyone has introduced themselves.

### **Activity: Total Time – 80 minutes**



### What is a Woman/What is a Man? [[40]](#endnote-41)(about 30 minutes)

1. Ask everyone to remain standing.
2. Explain that you are going to read a word out loud. If you think the word describes women, stand by the flipchart labeled **Women.** If you think the word describes men, stand by the flipchart labeled **Men**.
3. If you think the word describes **both** men and women, stand in between the two flipcharts.
4. Give examples:

* If I say “mother,” stand by the **Women’s** flipchart because only girls/women can become mothers.
* If I say “tall” and you think that only men can be tall, stand next to the **Men’s** flipchart.
* If I say “smart” and you think that both **Men** and **Women** can be smart, then stand in the middle between the two flipcharts.

1. Read the first word (see list in sentence #8 below).
2. Once everyone has run to their flipchart (or in between), ask: Why they chose to stand by your flipchart – or in the middle?
3. Read the next word from the list below and ask everyone to stand by the flipchart if they think the word describes **Men**, **Women,** or **both**.
4. Repeat steps 5 to 7 for all the words on the list below.

|  |  |  |
| --- | --- | --- |
| Strong | Clever | Cook |
| Smart | Rich | School graduate |
| Teacher | Good communicator | Loving |
| Decision maker | Care taker | Mother |
| Doctor | Father | Respected |
| Cleaning | Farming | Police |
| Market seller | Doctor | Nurse |

1. When the game is done, ask participants:

* Which words did people think described women?
* Which words did people think described men?
* Which words did people think described both men and women?
* Which words were difficult to decide whether they describe women or men?
* For the words that were difficult-to-decide, ask, “Can a man be or do any of these things? Can a woman be or do any of these things?”
* If your younger sister told you that she wanted to become a police officer, what would you say to her?
* If your younger brother told you he wanted to become a cook, what would you say to him?
* What things are men not expected to do? Why?
* What things are women not expected to do? Why?

1. Mention that many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be caring.
2. Ask how the participants feel about these beliefs. Remind them that they don’t have to just agree with them.

**What is Gender?**[[41]](#endnote-42) (about 10 minutes)

1. Ask what is the difference between **biological sex** and **gender roles**? (**Note:** Encourage a discussion on this. Write responses on flipchart.)
2. If not mentioned, remind participants that **biological sex** refers to the biological differences between males and females, such as the genitalia and genetic differences.
3. Ask what do “gender, gender norms and roles” mean.

*Ask what is the difference between* ***biological sex and gender roles?*** *Note: Encourage a discussion on this.*

1. If not mentioned, remind participants that:

* **Gender** refers to the socially constructed ways that define what being a women or man are. It is not defined by biology, but by society. How a society defines what being a man or woman is can vary from place to place, even within the same country, and can be changed.
* **Gender norms and roles:** refer to expectations by society of how men and women are expected to act and behave. For example, in some societies, women are expected to be submissive, timid, and quiet, while men are expected to be more assertive, strong, and the decision makers (gender norms). While most people are born either male or female, they are taught gender norms and roles – including how they should interact with others of the same or opposite sex within households, communities and workplaces, as well as what position they should hold in families, communities, and the workplace.

1. Explain: Although a girl may be biologically female, there are roles and expectations given to her by society that have nothing to do with her biological sex.

* Biologically, only females have a vagina and a uterus.
* But, both females and males are capable of being strong leaders, cleaning the house, tending cattle, or owning land.
* Their biological sex does not prohibit them from doing these things, but some societies and cultures do.

1. Mention that this is the same for boys.

* Biologically, only males have a penis, testicles, and produce sperm.
* They are also capable of being good care takers, washing dishes, and feeding children. Their biological sex does not prohibit them from doing these things, but some societies and culture do.

1. Point out that gender roles and norms do change. Society often does change its expectations of what men and women do or aspire to be over time.

**Washing Dishes[[42]](#endnote-43)**  (about 30 minutes)

1. Ask for five girl volunteers. Have them stand up and form a team. This is Team #1.
2. Ask for five girls and five boys to stand up and form Team #2.
3. Say: For Team #1, each girl is her own person.
4. Say: For Team #2 boys and girls have to pair up so that there are five girl/ boy pairs. Give this team a minute to pair up.
5. Ask the rest of the participants to stand on the side to watch and cheer for their team.
6. Tell Team #1 (girls only) to stand in a straight line behind one of the wash basins of water and dirty dishes (**Note**: Show them where the wash basin is.)
7. Tell Team #2 (pairs of girls and boys) to stand in a straight line behind the other wash basin of water.
8. Explain the exercise:

* This is going to be a race. The goal is to see which team can wash all of their dishes first.
* When I say, “GO”, one girl from Team #1 and one girl/boy pair from Team #2 will wash one to two dishes (depending on how many they are), place them on the table or stand to dry, and quickly walk away.
* As soon as the girl and the girl/boy pair finish with their two dishes, they have to step aside quickly to let the next girl (from Team #1) and girl/boy pair (from Team #2) step up and wash their dishes.
* Only one girl is allowed to wash her dishes at a time. The same goes for the girl/boy pair.
* The team that washes all of the dishes first, wins the game.
* Say, “GO!”. (**Note**: Let the game continue until every member of the two teams has washed their dishes. The first team to finish wins!)

1. Once the game finishes, discuss the exercise by asking these or similar questions:

* If the girl-boy team won the race, ask why were they faster than the girl only team?
* If the girl-only team won, ask why.
* Boys, how did it feel to help your team win (or lose) the race?
* Was the race fair? Why or why not? What would make it fair?
* How is this race similar or different from how daily chores are done in your home?
* Would the boys in your house be allowed to help the girls wash the dishes and other chores? If not, why?

1. Discuss biological sex and gender roles as it relates to household chores:

* Is washing dishes related to your sex or your gender role? Please explain.
* Could boys also wash dishes and do household chores?

***Explain that society sometimes expects us to do things or be a certain way*** *because we are male or female.*

1. Explain that society sometimes expects us to do things or be a certain way because we are male or female. But, women and men can do many things that society does not encourage or permit.
2. Ask: What are the same things that both men and women can do? (**Note**: Write responses on flipchart.)
3. Explain that men and women can actually do many of the same things. But, they may not do these things because their family or community thinks they should not because they are a man or a woman.
4. Point out that:

* Men can help wash the dishes, care for children, and/or become a cook.
* Women can help to herd sheep, raise cows, and/or become an engineer.
* There is no biological reason why women and men cannot do many of the same things.

1. Ask if anyone has questions.

**Doing Chores Together** (about 10 minutes)

1. Discuss the idea of boys helping girls with chores:

* Could boys help girls with chores at home?
* Why might it be helpful for boys and girls to share chores?
* What are some chores that boys might help girls/mothers do?

1. Ask the girls:

* If you had an extra hour in the day, how would you use this time?
* If your brother helps you with chores, what can you help your brother with?

1. Ask the boys:

* If you had an extra hour in the day, how would you use this time?
* What kind of help would you like from your sisters? Why?

1. Ask everyone: How can you work together to help each other? (**Note**: Write responses on flipchart.)
2. Ask the boys what could they say to the adults in their home to allow them to help other siblings with chores – chores that they normally don’t do?
3. Discuss how it would feel if you work together so that both of you have more time to go to school, study, or learn a new skill?

**C. Wrap Up: Total Time – 30 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.

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# My Goals Revisited – Part 1

**By the end of this session, the girls will:**

* Develop a plan for reaching their two goals.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Blindfold/scarf that can be used as blindfold |
| Colored Markers | Blank paper (A4) – enough for all participants |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* It is best to conduct this Girls Club meeting in a place where there are walls or a place to tape the girls’ goal statements.
* Determine the wall, fixture, or area where the girls will tape their goal statements.

## Session Plan:



### Welcome: Total Time - 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming to the meeting.
2. Ask if there are questions from the last Girls Club.
3. Ask the girls what something they have learned in the last three months that they use in their life.
4. When done, ask the girls to turn to their notebooks and review their:

* Future aspiration.
* The two goals they wrote for achieving their aspiration.

1. Ask several girls to explain what has helped them to achieve or work toward their short-term goals.
2. Listen to the girls carefully and summarize some of their key achievements.
3. Give each girl a blank sheet of A4 paper.
4. Explain the exercise:

* Write in large letters one of your goals. You do not have to put your name on the goal.
* When done, tape the piece of paper to the wall of the room/ fixture or designated area where the goals should be taped. (**Note**: Determine this area before the Girls Club meeting begins.)

1. **Activity: Total Time – 80 minutes**



**Obstacle Course** (about 40 minutes)

Volunteer 1

1. Ask for a volunteer.
2. Tell the volunteer that she will need to leave the room or area for a couple of minutes. (**Note**: If the girls are sitting outside, ask the girl to go where she cannot hear the instructions or see what is going on.)
3. In a soft voice, ask the remaining girls to make an obstacle course for the volunteer to navigate. They can use chairs, tables, desks, other objects and/or people as the obstacles in the course. The course needs to lead to the wall (or area) where the goals are taped.
4. When done, have the rest of the girls stand to the side as observers.
5. Go to the volunteer. Put a blindfold on her and help her to enter the room or area where the obstacles are.
6. Explain: You will walk through an obstacle course to where your goal is taped.
7. Face the volunteer in the right direction and let her go.
8. Once the volunteer has made it through the course and to the place where her goal is posted, take off her blindfold.
9. Applaud and say: Congratulations, you made it!
10. Ask the volunteer about her experience, such as:

* What made it difficult to get through the course?
* How did you feel when you reached your goal?

Volunteer 2

1. Ask for a second volunteer.
2. Say to the volunteer: You will need to leave the room (or area) for a couple of minutes. (**Note**: If the girls are sitting outside, ask the girl to go where she cannot hear the instructions or see what is going on.)
3. In a soft voice ask the remaining girls to change the obstacle course by moving the chairs, desks, other objects and/or people around differently. (**Note:** If the girls are not in a room with chairs, tables, or desks, ask about 10 girls to be the obstacles.)
4. Ask the rest of the girls to stand on the side.
5. Bring the second volunteer to the room/area. Permit her to study the obstacle course for **5 seconds only**. Then, blindfold her.
6. Ask her to walk through the obstacle course to where her goal is posted. Face her in the correct direction and let her go.
7. When the second volunteer has reached her goal, take off her blindfold.
8. Applaud and say: Congratulations, you made it.
9. Ask the second volunteer about her experience, such as:

* What problems did you run into while navigating the course?
* How did it help getting to see the course before you walked through it?
* How did it feel to reach your goal?

Volunteer 3

1. Ask for a third volunteer. Ask her to leave the room or area. (**Note**: Make sure that she cannot hear or see what is going on.)
2. In a soft voice say to the remaining girls: Move the chairs, desks, other objects and/or people around again. (**Note:** If the girls are not in a room with chairs, tables or desks, ask about 10 girls to be the fixed obstacles.)
3. Select four volunteers to be the “helpers”.
4. Say to the helpers: “Walk near the blind folded person and give her ***correct*** directions for getting through the course. You may tell her to turn right or left, or how many steps to take, etc.”
5. Ask the third volunteer to enter the room (or area). Give her **only** **5 seconds** to study the course. Put on the blindfold and tell her to walk the course to her goal. (**Note**: Tell the helpers to help out the volunteer.)
6. After the third volunteer has successfully reached her goal, applaud and say: Congratulations, you made it!
7. Ask the third volunteer about her experience, such as:

* What problems did you have during the course?
* What helped you to get to the wall quicker?
* What made it difficult to figure out the course?

**Discussion** (about 15 minutes)

1. Ask all three volunteers these or similar questions:

* Describe what it was like to go through the obstacles to get to the wall.
* What made it difficult to get through the course?
* What made it easy to get through the course?
* Who was able to make it to their goals faster?

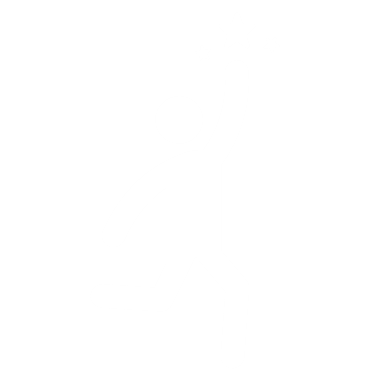
1. Summarize the following points:

* The first volunteer went through without seeing the course. She had no plan.
* The second volunteer was able to see the course (she had a plan). But, she had to deal with unexpected obstacles. Just like in life, it is good to have a plan but we have to deal with unexpected things.
* The third volunteer also had a plan and she was able to get social support. Just like in life, there are helpful kinds of information and people.
* There are also unhelpful kinds of information and people. We have to figure out who we should listen to; whom we should trust.

1. Ask how they can use what they learned from this exercise to reach their goals.
2. Discuss how they can apply any lessons learned from the exercise. (**Note:** Encourage the girls to think how this exercise will help them to work toward their goals.)
3. Ask about people who can support the girls in achieving their goals:

* Who are the people in your life that you trust the most to give you support?
* How do you know you can trust them?
* How do you get support when you need it?

**Planning Exercise** (about 25 minutes)

1. Ask the girls to look at the two goals in their notebooks.
2. Ask these or similar questions:

* Have you reached one or both of your goals?
* If not, how close are you to reaching your goals?
* What were some of the obstacles you encountered?

1. Mention that if anyone has not reached their goals, that is okay. There is still time to work on them.
2. Explain that often we need a plan for reaching our goals.
3. Explain that a plan is a list of several small steps or actions one can do to reach their goals. For example, “I will set aside one hour each night to do homework from class”.
4. Explain that this plan helps lead to the achievement of a goal for better grades. It seems possible, something you can stick to.
5. Ask someone to share one of the goals she has not reached.
6. Together, help the girl to develop a plan for reaching her goal – define small steps or actions she can take to achieve her goal.
7. Ask all the girls to develop a plan for achieving their two goals – several small steps/actions they can do to reach their goals.
8. Remind the girls that their plan should define how they will achieve their goals by the end of the Girls Club meetings. **(Note**: If you have a date for the final Girls Club meeting, mention this date.)

***Remind the girls that their plan should define how they will achieve their goals*** *by the end of the Girls Club meetings.*

1. If some girls have reached one or two of their goals, give them this assignment:

* If you have reached one or two of your short-term goals, develop one to two new goals that you can achieve by the end of the Girls Club meetings.
* Then, develop a plan for achieving them.

1. During the exercise, walk around the group to answer any questions or help the girls with defining their goals or plan. (**Note**: After about 10 minutes, wrap up the assignment.)
2. If time runs out for the girls to complete the task, ask them to finish the process at home.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.

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1. Say: Take a couple of minutes to write what you learned in your notebook.
2. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
3. Close the meeting.

**Say It Well – Verbal Communication**

**By the end of this session, the girls will:**

* Describe good verbal communication skills.
* Demonstrate good verbal communication skills.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Equipment for audio story | An empty plastic water bottle or other type of bottle (liter size is best) |
| Flipchart paper (newsprint) | 10 Blindfolds – These can be blindfolds, folded scarves, or pieces of dark cloth |
| Colored Markers |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* If you do not have blindfolds, make them with scarves or cloth. Make sure that someone cannot see through material when they are blindfolded.
* Have flipchart paper and markers available in case you want to capture things on paper.

## Session Plan:



### Welcome[[43]](#endnote-44): Total Time - 10 minutes

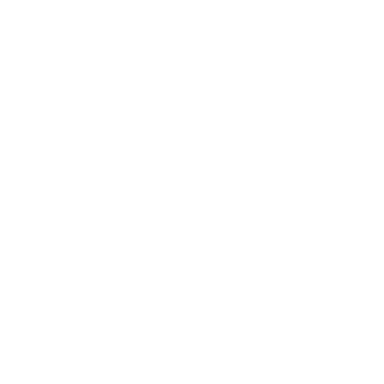


1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting.
3. Explain the energizer:

* Everyone to sit in a circle with their legs straight out. (**Note**: Put an empty liter-size water bottle (or other type of bottle) on one of the girl’s feet.)
* Pass the bottle to the next person using **only** your feet. Continue passing the bottle around the circle only using your feet.
* Using only your feet, everyone must pass the bottle to the next girl until the bottle reaches the last girl in the circle. Use only your feet, no hands!
* If the bottle falls, you have to start from the beginning.

1. When done, ask what the girls did to help each other pass the bottle along the circle without letting it fall?
2. Ask these or similar questions:

* What did you learn by watching others pass the bottle?
* Did someone give instructions or information to help you. If so, did it help?
* What kind of instructions did people give? How effective were the instructions?

1. Thank the girls for their active participation.
2. **Story Time: Total Time – 20 minutes**
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.



1. **Activity: Total Time – 70 minutes**

**Blindfold Exercise** (about 20 minutes)

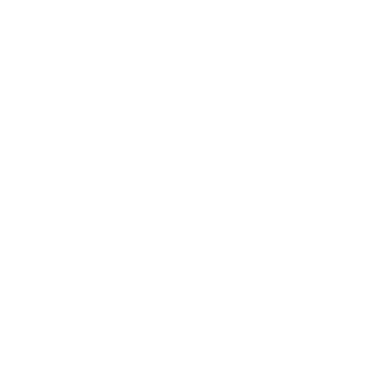
1. Explain the exercise:

* Stand up and find a partner. Have one of the partners be the Guide. (**Note**: Give each pair of girls a blindfold or scarf to use.)
* Guides will put the blindfold on their partner. Make sure that the blindfold (or scarf) is tight enough so that the partner cannot see anything.
* Guides will take their blindfolded partner for a walk around the meeting site. Do not go too far from the area.
* When I say, “Stop”, you will change roles. The person who was blindfolded will now be the Guide. The Guide now has to wear the blindfold.
* The new Guides will walk their blindfolded partner around. Try to explore new places, but not too far from the meeting area.
* When I say, “Stop”, stop the exercise and come back to the meeting space.

1. Allow the first set of Guides to get organized and put the blindfold on their partner. Then say, “Begin”.
2. After 5 minutes, say, “Stop and change roles”.
3. After another 5 minutes say, “Stop and come back to the meeting space”. (**Note**: Allow the girls time to settle down before processing the exercise.)
4. Ask these or other questions about being blindfolded: (**Note:** Encourage many girls to report their experiences.)

* How did it feel to walk around blind?
* Did you enjoy the experience? Why or why not?
* Was it scary? If so, why?
* Did you trust the person leading you? Why? Why not?
* What did the Guide do to make you feel more comfortable and confident?
* What did the Guide do to make you unsure or uncomfortable?

1. Ask these or other questions about being the Guide:

* What was it like to lead a blindfolded person around?
* Did you give any instructions? Why or why not?
* What kind of instructions did you give?
* Did the instructions work? If not, why?
* What did you do/say to make the blindfolded person more comfortable?

1. Ask the girls what they learned from this and the empty water bottle exercise? (**Note**: Encourage many girls to discuss what they learned.)
2. When done, summarize the purpose of the two exercises. Point out that the two exercises demonstrate the importance of:

* Good verbal communication skills – giving people instructions; asking good questions.
* Showing understanding towards another person, especially if they do not know what to do or are afraid.
* Explaining information and steps to help someone solve problems.
* Building trust through good communication.

1. Ask: What kind of communication skills were used during the two exercises?
2. If not mentioned, ask if people spoke and gave instructions. We call this verbal communication.

* Verbal communication is verbally speaking or using words or noises to communicate your message to the person you are speaking to.
* It provides information.
* It elicits information from others in the form of questions.
* It expresses understanding of others (of someone’s fear or uncertainty).

1. Explain that this week we are going to learn how to use good verbal skills.

**Open-ended questions** (about 15 minutes)

1. Explain that asking questions is key to communicating well with someone.
2. Point out that open-ended questions are the best to use.

* They give you more information.
* People can provide information, feelings attitudes, and understanding of the topic in their answers.

1. Mention that open-ended questions usually begin with:

* Why?
* What?
* When?
* How?

1. Ask the girls to give examples of open-ended questions. **(Note**: Encourage many girls to provide examples.)
2. As needed, review other examples of open-ended questions:

* What do you think about that?
* Why did you do that?
* How do you plan to achieve that?
* What do you think will happen now?
* How would you change things?
* What do you want to happen?
* What’s causing the problem?
* Tell me more….

1. Explain that close-ended questions only require a “Yes” or “No” answer and do not give you much information.
2. Ask how you can change these close-ended questions into open-ended ones? (**Note**: Encourage as many girls possible to answer.)

* Did you like school today?
* Do you like the Girls Club?
* Did you do your homework?
* Have you done your chores?
* Are you upset with me?

1. Think of something that made you (the Mentor) very happy recently.
2. Say: I am thinking of something that made me very happy. Take turns asking me open-ended questions about what made me happy. (**Note**: As the girls ask questions, gradually reveal your story.)
3. Ask the girls: How difficult was it to find out what made me happy?
4. Ask why are we talking about different kinds of questions. (**Note**: Encourage a discussion about this and whether the girls see this as an opportunity to build or improve relationships.)
5. Point out that interactions with friends, classmates, and family members can be challenging at your age. This is because your emotions are up and down – remember, sad, glad, mad?
6. Discuss advantages of good verbal communication skills and open-ended questions:

***Point out that interactions with*** *friends, classmates, and family members* ***can be challenging at your age.***

* Knowing good verbal communication can help you to understand and be better understood.
* If you don’t understand what others are saying or why, you could get angry or upset or make wrong decisions.
* Knowing how to communicate well helps to improve communication and relationships.

1. Ask if anyone has questions.

**Probing Questions** (about 10 minutes)

1. Explain that sometimes you need to:

* Get more information or details about something than a person is telling you.
* Know why a person said or did something.

1. Ask how girls would try to get more information than normal from someone. (**Note**: Encourage a discussion on this.)
2. Explain that there are certain types of questions or techniques that help you get more information from someone. This is called **probing.**
3. Explain that one way to probe is to ask **probing** **open-ended questions**. It is helpful to use words such as, “exactly”, “why”, or “how” to get a more complete response.

* Exactly what happened? (using the word “exactly”)
* How do you know that she/he did that?
* Why did you do that?

1. Point out that you can also ask someone to give you an example of what they are talking about.

* Can you give me an example of what she said?
* Can you give me an example of what he did?

1. Ask the girls to think of a conversation they recently had with someone and give some examples of probing questions they could have asked. (**Note:** Encourage girls to give examples.)

***Ask the girls to think of a conversation they recently had with someone and*** *give some examples of probing questions they could have asked.*

1. Mention that another way to “probe” is to **pause**. Stop talking and let the other person fill the silence.
2. Explain that most people do not like silence in a conversation and will begin to talk to fill in the silence.
3. Ask if anyone has comments or questions.

**Practice**[[44]](#endnote-45) (about 25 minutes)

1. Divide the girls into small groups of three girls each.
2. Explain Part 1 of the exercise:

* Choose which one of you in the group who will play the first “school friend”.
* Say to those playing the school friend: Think of an issue or problem that made you **angry** (nothing too personal).
* Say to the other two team members: Ask questions to find out what made your friend angry.

1. After 5 minutes say, “Switch” and explain Part 2 of the exercise:
   * Change roles – another person will be the school friend. The second person playing the “school friend” has to think of something that made her **sad** (nothing too personal).
   * Other team members should ask questions to find out what made their friend sad.
2. After 5 minutes say, “Switch” and explain Part 3 of the exercise:

* Change roles – the last person in the group needs to be the school friend. The third person playing the “school friend” has to think of something that happened that made her **happy**.
* Other team members should ask questions to find out what made your friend happy.

1. When done, discuss the exercise. Ask these or similar questions: (**Note**: Encourage an active discussion about the exercise.)

* What kinds of questions did you use?
* How useful was each type of question?
* Which questions worked best? When and why?
* Which questions were not so helpful? When and why?
* Were you able to use probing questions? Exactly what did you ask?
* How did the probing questions help you to learn why your school friend was angry, sad and happy?

1. Remind the girls that because of their changing moods (sad, glad, mad), adolescents sometimes have conflicts with their family and friends.
2. Ask how the girls can apply what they learned today to better communicate with their friends and family members.
3. Thank the girls for their active participation.

**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Explain their homework for the week:
4. For one hour a day, practice asking only open-ended questions.
5. Observe how people in your school and family communicate.

* What kind of questions do they use?
* How do people respond to the questions?
* How do you respond to questions?

1. Say: Take a couple of minutes to write what you learned in your notebook.
2. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
3. Close the meeting.

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1. **Wrap Up: Total time – 20 minute**

**Learning Objectives**

**What You Don’t Say - Non-Verbal Communication**

**By the end of this session, the girls will:**

* Describe non-verbal communication skills
* Demonstrate good non-verbal communication skills.



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Colored Markers | 6 half sheets of A4 paper (cut three full-size A4 sheet of paper in half). |
| Flipchart paper (newsprint) | Bowl or basket |



## Preparation Notes:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* On five half sheets of A4 paper, write the five following emotions (one emotion per half sheet of paper):

**\* Mad \* Sad \* Glad/happy \* Fear \* Disappointed**

* Fold the papers with the emotion in half so that participants cannot see what is on the paper. Put the folded papers in a small bowl or basket.

## Session Plan:



### Welcome[[45]](#endnote-46): Total Time – 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if the girls have any questions from the last Girls Club meeting.
3. Conduct the energizer:

* Stand up and, **without talking**, arrange yourselves in a queue according to your birthday – only the month and day, not the year. For example, those born in early January should be at the first in the line. Those born in late December would be at the end of the line.
* **You may not talk** during the exercise. You have to organize yourselves in order of your birthdays without speaking.

1. When the queue is formed, ask each girl to say the month and day of her birthday to see how well they were able to accomplish the task.
2. Ask these or similar questions as you process the exercise.

* How did you arrange yourselves in this order?
* How did you communicate with out words?
* What skills did you use that worked the best?
* What were some of the challenges of communicating without words?
* How easy or difficult was the exercise?

1. Thank the girls for their active participation.



1. **Activity: Total Time – 80 minutes**

**Guess the emotion**[[46]](#endnote-47) (about 20 minutes)

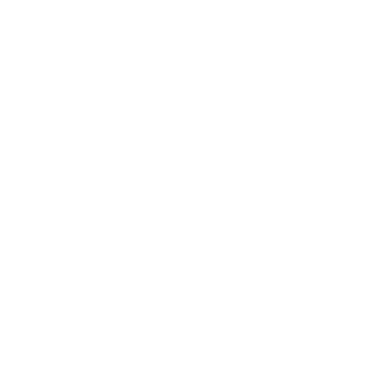
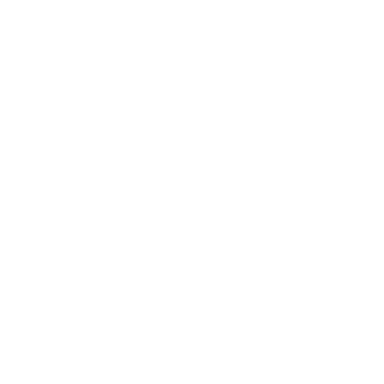
1. Hold the bowl or basket of folded pieces of paper with an emotion on them in front of you. (**Note**: These should be prepared beforehand – see Preparation Notes.)
2. Ask for five volunteers. Give each volunteer a number: 1, 2, 3, 4 and 5.
3. Say to Volunteer #1: Select one of the folded papers in the bowl/basket that I am holding. Then demonstrate the emotion written on the paper. You may not use any words.
4. Ask the rest of the girls to guess the emotion that volunteer #1 is feeling.
5. Congratulate the person(s) who correctly guesses the emotion.
6. Say to Volunteer #2: Select one of the folded papers in the bowl/basket that I am holding. Then, demonstrate the emotion written on the paper – using no words.
7. Ask the rest of the girls to guess the emotion that volunteer #2 is feeling.
8. Congratulate the person who correctly guesses the emotion.
9. Continue this exercise with volunteers #3, 4, and 5 until all of the emotions have been demonstrated.
10. Ask the girls how they knew what the volunteers were feeling? What verbal cues did the volunteers use to demonstrate their emotions?
11. Explain that the volunteers were demonstrating non-verbal communication. This led you to observe and sense what they were feeling.

**Non-Verbal Communication Skills** (about 20 minutes)

1. Explain non-verbal communication:

* Non-verbal communication is communicating without words. This usually involves simple hand movements and/or body language.
* During the birthday exercise and emotions exercise you were using non-verbal communication to communicate.

1. Discuss types of non-verbal communication:

* **Facial expressions** – this is a common form of non-verbal communication. It includes smiling, frowning, making faces, looking down at the floor, etc.
* **Body language** – your body demonstrates whether you are interested in what the person is saying or not. This includes:
* How you sit or stand. Are you sitting straight up or slumping?
* How you face someone. Are standing or sitting face to face with someone?
* Gestures. Are you nodding your head to indicate approval or shaking your head to indicate disapproval?
* Arms. Are your arms open and relaxed indicating interest, or are they crossed indicating lack of interest or disagreement?
* **Paying attention** – this indicates whether you are actively listening or not. If you are bored or not interested, you could distract yourself by playing with things around you, fidgeting, looking at your watch or book, poking someone, etc.

1. Say: Without talking, show me that you **are interested** in what I am saying.
2. Summarize what participants do. If not mentioned, discuss these non-verbal cues that indicate “interest”:

* Face to face – looking at me, your body turned toward mine; arms relaxed and open (body posture)
* Smiling, nodding affirmatively, looking at me (facial expression)
* Paying attention, not moving around or moving objects around (being attentive)
* Leaning forward – indicating you are interested

1. Ask: Without talking, how could you show me that you are **not interested** in what I am saying?
2. Summarize what participants say. If not mentioned, discuss these non-verbal cues that demonstrate lack of interest:

* Not looking at me, body turned away from me, arms crossed (body posture)
* Facial expressions that express disinterest, such as a long face, eyes looking down or away, frowning (facial expressions)
* Being distracted, such as fidgeting, playing with things on the ground, playing with your hair, scarf, fingernails, poking your friend, not paying attention. (non-attentive)

1. Point out that non-verbal communication often says **more** than verbal communication.
2. Ask if the girls have ever seen someone who says one thing, but their body said something different? If so, explain the situation. (**Note:** Encourage several girls to share their experience.)
3. Discuss how good verbal and non-verbal communication skills help you to understand and be understood.
4. Ask how using good communication skills can make you better communicators.

**Communication Exercise**[[47]](#endnote-48) (about 20 minutes)

1. Ask participants to pair up and find a partner.
2. Explain the exercise: (**Note**: Have a watch, cell phone, or computer to help you measure the time between the changes.)

* Ask everyone to stand up.
* Think about something you did yesterday that you will talk about.
* When I say “Start” you will begin talking to each other.
* After about a minute I will say, “Change” and tell you a different way to talk to each other. Switch to the communication style I say.
* If I say, “Change roles”, you have to switch roles. For example, if person A is talking and person B is listening you have to switch roles where person B is talking and person A is listening.
* I will tell you when to stop.

1. Give everyone a couple of minutes to pair up and think of what they are going to talk about. Then say, “**Start**!”
2. After two minutes, say: “***Change***. Stand away from each other but keep talking and telling your stories”.
3. After a minute, say: “***Change***. Stand very close together, face to face, almost touching and keep talking and telling your stories”.
4. After a minute, say: “***Change***. Both of you sit down but keep talking”.
5. After two minutes say: “***Change***. One person stands while the other remains seated, but both keep talking”.
6. After a minute, say: “***Change roles***. The person standing sits down, and the person sitting stands up, but both keep talking and telling their stories”.
7. After two minutes, say: “**Change.** Both sit down and keep talking to each other”.
8. After about a minute, say: “***Change***. The person who just sat down demonstrates that she is not listening to the other person, but keep talking”.
9. After a minute, say: “***Change roles*.** The other person now demonstrates that she is not listening and is distracted, but keep talking and telling your stories”.
10. After about a minute, say: “***Change***. The speaker and listener are both in a bad mood, but keep talking”.
11. After a minute say: “***Change***. Both people are in a good mood, talking, and attentive”.
12. After about two minutes say, “**Stop!”**

**Discussion** (about 20 minutes)

1. Discuss the exercise. Ask these or similar questions:

* When did the communication with your partner feel the most comfortable? Discuss why?
* When did the communication with your partner feel the least comfortable? Discuss why?
* How did you feel about the speaker being far from you?
* How did you feel about the speaker being very close to you?
* How did you feel when you were sitting down and talking to your partner who was standing up?
* How did you feel when both people were standing or sitting?
* How did you feel when the other person was distracted and not paying attention to you?
* How did you feel when the other person was attentive and in a good mood?

1. Ask how other people might feel during those different types of non-verbal communication. Would they feel like you did? Why or why not?
2. Ask: When you acted like you were not listening to your partner:

* What nonverbal cues did you use? (body, face, hands, etc.)
* Did you effectively communicate your disinterest? How?
* Did your partner realize that you were not listening? How do you know?

1. Ask: When you acted like you were distracted, what did you do?

* What nonverbal cues did you use?
* Do you think they effectively communicated your mood?
* Did your partner realize that you were distracted? How do you know?

***Ask the girls what they learned from this exercise?*** *(****Note:*** *Encourage an active discussion about what they learned.)*

1. Ask: When you acted like you were actively listening to your partner, what did you do”

* What nonverbal cues did you use?
* Did you communicate your genuine interest? How?
* Did your partner realize that you were being very attentive? How do you know?

1. Ask the girls what they learned from this exercise? (**Note**: Encourage an active discussion about what they learned.)
2. Explain that interactions with friends, classmates, and family members can be challenging, especially during puberty when your emotions are up and down (sad, glad, mad).
3. Mention that knowing how to read other people’s body language as well as adjusting your own communication skills will help you to be better communicators and preserve and build relationships.
4. Ask how this exercise will influence how the girls will communicate in the future.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

# Are You Listening?

**By the end of this session, the girls will:**

* Describe the importance of good listening skills.
* Demonstrate active listening skills.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Colored Markers | Tape | | Flipchart (newsprint) paper | Equipment for audio story | | Flipchart stand, if available and feasible for meeting location | | |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This session does not require the use of Flipcharts. But, they are helpful for capturing information. If feasible, have flipchart paper and markers available in case you want to capture comments on paper.

## Session Plan:



### Welcome and Story Time[[48]](#endnote-49): Total Time - 30 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting.
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.



1. **Activity**[[49]](#endnote-50)[[50]](#endnote-51) [[51]](#endnote-52)[[52]](#endnote-53)**: Total Time – 70 minutes**

**Listening Exercise – Simon Says** (about 20 minutes)

1. Ask everyone to stand in a circle.
2. Explain the exercise, Simon Says.

* I am going to say a statement. If a statement begins with “Simon Says”, do what I say.
* If the statement does **not** begin with “Simon Says” do **not** do the action. If you do the action, step out of the circle.
* If I say, “Simon Says touch your nose”, but I touch my head and you touch *your* head (and not your nose), then step out of the circle.
* Do exactly what I say, when I say, “Simon says….”

1. Start the Simon Says exercise: Say and do the following (or make up your own sentences): (**Note:** Go faster and faster so that the girls do not have time to think.)

* “Simon says” touch your head (touch your head).
* “Simon says” touch your nose (touch your nose).
* Touch your ear (touch your ear). (**Note**: if anyone touches their ear, they go out of the circle – because you did not say “Simon Says”.)
* “Simon says” touch your foot (touch your foot).
* Jump (jump). (**Note**: if anyone jumps, they go out of the circle.)
* “Simon says” clap your hands (clap your hands).
* “Simon says: put your hands on your head (put your hands on your hips). (**Note**: if anyone puts their hands on their hips, they go out of the circle.)
* “Simon says” touch your right eye (touch your right eye).
* Touch your shoulder (touch your shoulder). (**Note**: if anyone touches their shoulder, they go out of the circle – because you did not say “Simon Says”.)
* Twist (twist). (**Note**: if anyone twists, they go out on the circle – you did not say “Simon Says”.)
* “Simon says” bend over (bend over).
* “Simon says” jump (jump).
* “Simon says” clap three times (clap only once).
* Raise your hands high. (**Note**: if anyone raises their hands, they go out of the circle.)

1. Congratulate all of the people who are still in the circle.

**Active Listening** (about 15 minutes)

1. Mention that many times we are not listening to what others are saying.
2. Explain that good communication is giving information **and** receiving information – **listening**! Good, healthy communication is a two-way process.

*Explain that good communication is giving information* ***and*** *receiving information –* ***listening****!*

1. Discuss key points about active listening:

* It means that you are truly listening to what the other person is saying.
* It involves good verbal and non-verbal communication skills.
* It has a major impact on your communication and quality of relationships with others.

1. Ask why we need to listen actively. (**Note:** Encourage an active discussion of why we need to listen.)
2. If not mentioned, discuss these and/or other points:

* We listen to obtain information.
* We listen to understand.
* We listen for enjoyment (laughter, music).
* We listen to learn (in school, at home).
* Listening makes the other person feel “heard”.

1. Ask how you know if somebody is listening to you? Can you give examples? (**Note:** Encourage a discussion about how you know someone is listening to you.)

*Ask:* ***How does it make you feel when someone is listening to you?*** *How you know when people are not listening to you?*

1. Ask: How does it make you feel when someone is listening to you? (**Note**, if feasible, write responses on flipchart.)
2. Ask how you know when people are not listening to you?

* Think back to when someone did not listen to them, how did you know they were not listening?
* How did it make you feel that they were not listening?

1. Ask how does it make you feel when someone is not listening to you? (**Note**: Write responses on flipchart.)
2. Discuss the consequences of not listening in school, at home, to your friends.

* Misunderstandings that can lead to arguments or breaks down of relationships.
* Not learning the information in school, and not doing well on tests.
* Hurt feelings with friends or siblings.
* Making false assumptions.
* Distrust and poor relationships.
* Ineffective decisions.
* Not doing your homework correctly.

1. Ask if anyone has questions.

**Active Listening Skills** (about 15 minutes)

1. Ask how you know that someone is actively listening to you. (**Note**: Encourage a discussion on this.)

* What did the person do?
* What did the person say?

1. Discuss three behaviors that indicate you are actively listening to someone:

* Use body language and non-verbal cues that indicate you are listening.
* Paying attention.
* Being neutral.

1. Summarize ways in which you know that someone is ***paying attention***:

* The listener looks directly at you while you are speaking.
* The listener gives you their undivided attention.
* The listener does not interrupt you.
* The listener is not distracted by objects, time, sounds, etc.

1. Ask the girls to describe the ***non-verbal cues*** (body language***)*** of someone who is actively listening. Ask them to demonstrate what listening actively looks like.
2. Summarize key non-verbal cues that indicate that someone is actively listening:

* Looking directly at the person.
* Leaning forward.
* Nodding to indicate understanding.
* Smiling and using other positive facial expressions.
* Body posture is open and shows interest. (Sitting or standing directly in front of the person, leaning forward to indicate interest, arms are not folded, etc.)
* Using small verbal cues to encourage the speaker to continue talking, such as “yes,” “uh,” “I understand,” “go on,” etc.

1. Mention that another way to show that you are listening is ***being neutral***.
2. Explain the following:

* A lot of people think of an answer or response while the other person is still talking.
* People often begin to judge what is being told to them and jump to conclusions before the speaker is done speaking.
* Remaining as neutral as possible, helps you to be a better listener.

1. Describe ways to stay neutral while listening to someone:

* Allow the speaker to finish before responding or asking questions .
* Don’t interrupt the speaker.
* Leave a bit of silence, then speak.

**Practice** (about 20 minutes)

1. Divide the participants into small groups of three girls each.
2. Explain the exercise: In each small group:

* One person will speak for two minutes about something that she is concerned about. Nothing that is confidential.
* The second person will practice active listening.
* The third will observe and give feedback, mostly to the listener, when it is time.
* After two minutes everyone will change roles so that everyone can be the speaker, the listener, and the observer.

1. Say: “Start”. (**Note**: It helps to have a watch, cell phone, timer, or computer to measure two minutes.)
2. After 2 minutes say: “Stop talking”. Ask the observer to give the listener feedback.
3. When the girls are ready, say: “Change roles and let another person be the speaker, the listener, and the observer. Start speaking now”.
4. After 2 minutes say: “Stop talking”. Ask the observer to give the listener feedback.
5. When ready, say: “Change roles and let another person be the speaker, the listener, and the observer. Start speaking now”.
6. After 2 minutes say: “Stop talking”. Ask the observer to give you feedback.
7. After this last round, ask:

* How did it go?
* What did you observe that the listeners did well?
* What did you observe that the listeners could do a little better?
* For the speakers: How did it feel to have someone intently listening to you? How did it feel when the listener was not listening well?
* For the Listeners: How difficult was it to stay focused and listening? What were some of the challenges to listening actively?

1. Ask what happens when the two people talking have a conflict and one of them becomes upset?
2. Explain that is it is harder to listen when you are emotionally charged.
3. Ask what people can do to improve communication when they have a conflict?
4. If not mentioned, point out that staying as **neutral** as possible is often best when there is conflict.
5. Ask if anyone has questions.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

# Model Women in the Community – Part 2

**By the end of this session, the girls will:**

* Describe an economic opportunity for women in their community.
* Describe actions needed to have a successful small enterprise.

**Learning Objectives**



### 

## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart paper (newsprint) | Colored Markers |
| **Appendix: Speaker Guidelines**- see end of this session plan | |

## Preparation Notes:



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* Identify a young woman from the village/community who has a small, successful business or enterprise. This could be small animal breeding and selling (poultry, goat), home gardening, bread baking, bee keeping, and/or owning a store or shop, such as a spice shop. The woman does not need to be wealthy, but she should be successful in her business. Ideally, this woman would be younger than the first speaker. Consider someone in her 20s or 30s, so the girls can relate more to her and imagine themselves in her position. (**Note*:*** Try to invite a mother working with her daughter, if possible.)
* Make a copy of the Speaker Guidelines (at the end of this Session Plan). Complete the top portion of the Guidelines (Mentor’s Name, Meeting Location, Date, Time).
* One week before the Girls Club meeting invite the young woman to be the guest speaker. Inform her about the Girls Club and that the purpose of her 20-minute presentation is to demonstrate economic opportunities for women in the community and what it takes to get there. Give the speaker the Speaker Guidelines.

### Welcome[[53]](#endnote-54): Total Time - 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting.
3. Divide into groups of 5 to 6 girls each.
4. Explain the energizer:

* Each small group should stand in a circle.
* In your group, reach across the circle. Take the hands of two different people standing on the other side of the circle. (**Note**: Do not hold hands with the person next to you.)
* Once everyone has grabbed hands, you will have a human knot.
* Untangle the knot without letting go of each other’s’ hands.
* Take your time trying to untangle the human knot. (**Note*:*** Make sure that no one gets their arm twisted in a way that hurts.)

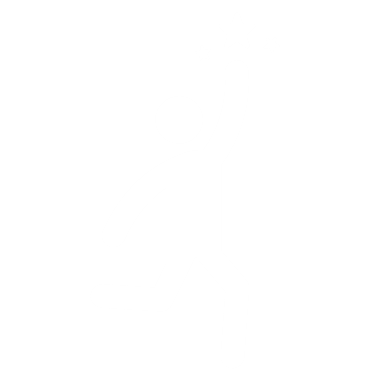
1. When done, ask the following:

* How did it feel to be in the human knot?
* What did you do to untangle the human knot?
* How did you make sure no one got hurt?

1. Explain that we are all here to help each other with our lives.
2. **Activity: Total Time– 70 minutes**



1. Explain that we are going to hear from another model woman in our community. She had goals, she worked hard, and she has achieved many things in her life.
2. Invite the speaker to stand in front of the participants.
3. Welcome and introduce the speaker. Say: “Today’s speaker is going to talk to you about her business and the journey it took to get there. After she has spoken, there will be a chance to ask questions”.
4. Invite the speaker to give her presentation. (**Note**: Not every speaker is conscious of time. After about 20 minutes, stand up as if you are about to say something. This usually is a polite and quiet way to encourage a speaker to wrap up her talk.)
5. When the speaker is done, ask the following questions, if she has not mentioned these in her presentation:

* What motivated you to start your business?
* Did you have any role models in the community?
* What were some of the problems you encountered? What did you learn from them?
* Do you think you had any specific challenges because you are a young woman?
* What made you successful?
* What were some important lessons learned?
* What did you learn along the way to success?
* How did education impact your success or support you in your business?
* Would it be different if you had furthered your education? If so, how?
* Any words of advice you would give the girls for their future?

1. Ask if the girls have any questions for the speaker? (**Note:** Energize the girls to ask questions.)
2. After about 20 minutes, ask for one last question so that you can wrap up the session. (**Note:** If there are a lot of questions, allow the girls to continue a bit longer.)
3. Thank the guest speaker for sharing her story, lessons, and wisdom with the girls.
4. Discuss the speaker’s presentation by asking these or similar questions:

Was there anything the guest speaker said that encouraged you or gave you some ideas for earning money in the future. If so, what?

What are things you can do to be a future model woman in your community?

1. Ask if anyone has questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Speaker Guidelines**

**Contact person** (Mentor’s name) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Meeting Location**: Girls Club at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Time**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Length of your talk**: Prepare a 20-minute presentation. After the presentation there will be about 20 minutes for question and answers – Total about 40 minutes.

**Key Talking Points** – Tell your story:

* What is your small business?
* How did you begin?
* Who inspired you to do this business?
* What skills did you need to learn?
* What resources did you need to begin? Education, funding, training, equipment, etc.
* If appropriate, how is your daughter/son helping you? How does she manage this with her school work?
* What problems did you encounter? How did you overcome them?
* What made your small business successful?
* What were some important lessons learned?
* Is there anything you wish you had done, but did not do (such as finish school, get proper training, seek advice from others, etc.)
* Any words of advice you would give the girls for their future?
* We encourage the girls to stay in school – at least to complete primary school. What advice do you have about education? Why is it important to stay in school in order to have business success?

# My Money, My Plan

**By the end of this session, the girls will:**

* Describe the difference between needs and wants related to spending money.
* Demonstrate how to make a savings plan.
* Describe how to handle setbacks while saving.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | Pens for the girls |
| Colored Markers | Scissors |
| Equipment for audio story | Two coins |
| Small cards or pieces of paper for girls to write on – four cards (or pieces of paper) for each girl. For example, if you normally have 20 girls attend the session, you will need 80 cards or pieces of paper. | |
| **Appendix: Ana’s Saving Challenges** - seeat the end of this Session Plan | |

**Preparation Notes:**



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* If there are no cards, cut up small pieces of paper for the girls to write on – about 4 cards (pieces of paper) for each participant.
* Prepare a flipchart with these Five Steps to Saving:

1. Choose a savings goal.
2. Make a savings plan.
3. Control spending (Know the difference between wants and needs).
4. Save regularly.
5. Deal with setbacks in saving.

* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.

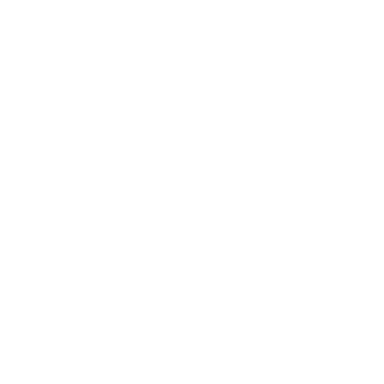
## Session Plan:



### Welcome[[54]](#endnote-55): Total Time – 20 minutes

1. Welcome the girls back to the Girls Club. Thank them for coming to the meeting.
2. Ask the girls if they have any questions from the last Girls Club meeting.
3. Conduct the energizer:

* Divide the girls into two lines of equal length. (**Note**: If one team has an extra person, ask that person to step out of the line and join you.)
* Give a coin to the first person in each team.
* Explain the game, “When I say “Go”, the person with the coin should drop it to the ground. Then, the next person in line has to bend down, pick up the coin, stand up straight, then drop the coin to the ground. The next person has to bend down, pick up the coin, stand up straight, then drop the coin, and so forth until the last person in the line has dropped the coin”. (**Note**: Demonstrate how to do this.)
* The race continues until the coin has reached the end of one of the lines.
* The team that gets the coin to the last person in the line first is the winner.
* Say: “Go”.
* When done, applaud when one of the teams wins.

1. When done, ask everyone to sit down.
2. **Story Time: Total Time – 20 minutes**
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these questions:

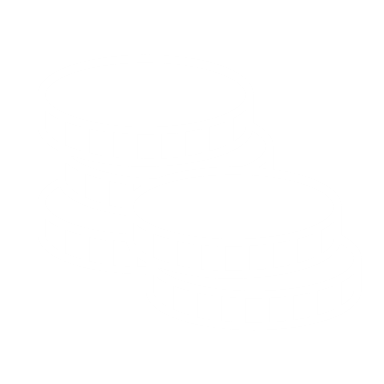
* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.



1. **Activity**[[55]](#endnote-56)**: Total Time – 65 minutes**

**Money and Basic Needs** (about 20 minutes)

1. Mention that for the last several weeks we have been talking about the different kinds of work that women can do to earn money.
2. Explain when a woman/family earns money, it usually goes to pay for basic expenses.
3. On a blank flipchart, write the word “FAMILY on top. Then, distribute 1 to 2 small blank cards or pieces of paper and a pen to each girl.
4. Say: On each card (or piece of paper), write one **BASIC** thing that a family spends their money on – one basic item per card/piece of paper. (**Note**: Allow them about 5 minutes to do this.)
5. When done, ask the girls to come up and tape their cards (paper) on the **left**-hand side of the flipchart labeled “FAMILY”. (**Note**: Invite the girls to gather around the flipchart and tape their cards.)
6. When done, help the girls organize the cards on the flipchart into groups of common expenses, such as:

* Supplies for farming (food for animals, seeds, fertilizer, tools)
* Food
* Clothes
* Hygiene (soap, toothbrush)
* School (uniforms, fees, pens)
* Medical (fees, medicines)
* Transportation (bus, taxi, bicycle, car)
* Fuel (kerosene, gasoline, etc.)
* Other

1. Review the groups of cards on the flipchart. If there are no cards on any of the items below, ask the girls whether any of the following should be added or not.

* Supplies for farming (fertilizer, seeds, pesticides)
* Food
* Clothes
* Soap
* Transportation
* Kerosene
* Medicine
* School supplies
* Emergencies (unexpected costs)
* Land and animal tax

1. Ask: Are there any other basic expenses that a family has which are not on this list? (**Note:** If yes, ask the girl to add them to the flipchart. Do not add any duplicative items.)
2. Within each group of expenses on the flipchart, ask the girls to organize the expenses into categories: a) put the most frequent (daily) expenses on top, b) followed by least frequent (monthly/yearly) expenses. (**Note*:*** Assist the girls, as needed.)

Ask: ***Are there any other basic expenses that a family has which are not on this list?***

1. Say: Come to an agreement on the order of expenses from most frequent (daily) to less frequent (monthly), then yearly.
2. Explain that the daily expenses are the most **Basic** needs every family needs just to live on, to survive.
3. Mention that some basic NEEDScan be longer-term or seasonal. They are NEEDS, but only during specific times of the month or year.

**Money and Wants** (about 10 minutes)

1. Explain that when we earn money, we spend it on many things. Some of the things are necessary for our survival. These things are called basic NEEDS.
2. Mention that we sometimes buy things that we want, but don’t need. When we buy them, we feel happy. We call these things WANTS.
3. After each word I read, tell me if you think it is a NEED or a WANT, and why? (**Note:** Feel free to add more items to the list below. The words in parenthesis and *italics* are just for the Mentor. Do not read these words to participants.)

* Hair oil (*can be a* *need or a want – depending on the person)*
* Savings to help you in case of emergencies (*need*)
* Seeds for the next planting season (*need*)
* Domestic Animal (ox, cow, goat, camel) (*need*)
* Water (*need*)
* A second pair of shoes (*want*)
* Bus fare (*usually a need*)
* Food (*need*)
* Candy and soda (*want*)
* Soap (*need*)

1. Remind the girls that a WANT is something that would be nice to have or it is for a future goal, but not essential for survival.
2. Give the girls 1 to 2 more cards (or pieces of paper) to write on.
3. Say: “Think of some WANTs a family would like to have. Write an item that is a “WANT” on each new card (or piece of paper) I gave you”. (**Note:** Allow them 5 minutes.)

After each word, have the girls say if they think it is a **WANT or a NEED.**

1. When done ask the girls to tape the “WANT” cards (paper) on the **Right**-hand side of the “FAMILY” flipchart.
2. When done, ask: the girls to explain the WANTS on the flipchart.
3. Ask if NEEDS and the WANTS are the same for everyone? (**Note:** Encourage several girls to answer.)
4. Explain that NEEDS and WANTS are often different for different people/families.
5. Mention that some families want to purchase new things for the house, while other families might want to invest in their children’s education.
6. Ask the girls to look at the “Family” flipchart and agree which items are “NEEDS” and which are “WANTS”.
7. Thank the girls for their participation.

**Money and Saving** (about 10 minutes)

1. Point out that most people/families do not have enough money to buy everything they NEED and WANT. They have to make choices about what they buy or not.
2. Ask: If you had a little extra money:

* What would you buy with it?
* Would you be willing to save money to buy this item? Why, why not?

1. Ask why saving money is important?
2. Ask what are reasons to save money?
3. Ask what would families save their money for? (**Note:** Encourage a discussion on savings, why would one save and for what?)
4. Summarize reasons why families would save money. (**Note**: Relate any of the following to the WANT cards/papers on the FAMILY flipchart.)

* **For Personal or family use,** such as, clothes, school fees, school uniforms, medical expenses, transportation.
* **For Emergencies** or unexpected events that we need to deal with right away, such as an illness, equipment repair, new equipment and tools, savings in case of a poor harvest, to replace lost livestock, to purchase new seeds for next year, etc.
* **For future opportunities** or goals, such as for, school fees, repairing a home, building or buying a bigger home, starting a business, purchasing more animals, paying for a wedding.

1. Remind the girls of the audio story. Ana’s mother gives her a little bit of money for candy. But, Ana sees a pair of shoes she would like to save for.
2. Explain that we are going to show Ana how she can save for the pretty shoes that she WANTS. Point out that for this exercise, the shoes are not a NEED.
3. Tape the flipchart with the “**Five Steps to Saving**” to a wall, fixture or flipchart stand (prepared beforehand – see Preparation Notes).
4. Discuss the five steps to saving:

* Choose a savings goal.
* Make a savings plan.
* Control spending (Know the difference between wants and needs).
* Save regularly.
* Deal with setbacks in saving.

**Ana’s Shoes** (about 25 minutes)

Ana’s Savings Goal

1. Explain that Ana’s goal is to buy a pair of new shoes.
2. Ask: “Does Ana have a savings goal yet?” (**Note**: Encourage a discussion amongst the girls.)
3. Explain that Ana has a goal, which is to buy a new pair of shoes. But, she does not have a savings goal.
4. Ask what is Ana’s savings goal?
5. Explain: In order for Ana to have a savings goal, she needs to know how much the shoes cost. The cost of the shoes is the savings goal.
6. Let’s pretend that the cost of the shoes is USD $12.00. That is Ana’s savings goal.

Ana’s Savings Plan

1. Ask what is the next step that Ana needs to do? (**Note**: If no one says anything, refer them to the flipchart with the Five Steps of Savings. Wait until someone provides the correct answer.)
2. Once one of the girls says, “**Make a Savings Plan”**, thank them and reinforce that Ana needs to make a savings plan.
3. Discuss Ana’s savings plan:

* Ana needs to know how much money she can save a week. Let’s say that she can save USD $1.00 per week.
* If she can save USD $1.00 per week, how many weeks will it take to have enough money to buy the shoes?
* Keep asking until one of the girls says 12 weeks or three months. (USD$ 12.00 divided by USD$ 1.00 a week = 12 weeks)

1. Now Anna has her savings goal and savings plan.

Ana’s Savings and Challenges

1. Divide the girls into five small groups.
2. Give/tell each group one of Ana’s Saving Challenges (**Note**: See **Appendix: Ana’s Saving Challenges** at the end of this Session Plan.)
3. Ask groups to discuss the Savings Challenge they received and come up with a solution. (**Note:** Give them 7 to 10 minutes to come up with their solution.)
4. When ready, invite the group with Savings Challenge #1 to explain their savings challenge and solution.
5. When done, ask the following questions. (**Note**: Write responses on a blank flipchart.)

* Is there anything else that Ana can do?
* Is she spending her money on a goal or a want?

1. Invite the group with Savings Challenge #2 to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses on flipchart.)

* What does everyone think of the solution?
* Is there anything else that Ana can do?

1. Invite the group with Savings Challenge #3 to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses on flipchart.)

* What does everyone think?
* Is Ana’s mother borrowing money for a NEED or a WANT?
* What else can Ana do to continue saving for her goal?

1. Invite the group with Savings Challenge #4 to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses to the flipchart.)

* What does everyone else think?
* Does Ana’s sister need to borrow money for a NEED or a WANT?
* Did Ana even ask her?

1. Invite the last group with Savings Challenge #5 to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses to the flipchart.)

* What does everyone else think?
* Where is a safe place to keep your money?
* What could Ana do differently next time?

1. Review the solutions to all of the savings challenges written on the flipchart.
2. Thank all the groups for a great job.
3. Discuss these points about sticking to a savings plan:

* Ana was spending her money on candy. Did she stay on her savings plan?
* You need to plan how you are going to spend money so that you can stay on your savings plan.
* If you have a goal, you have to determine if you are spending the money you want to save on a NEED or a WANT.
* If a goal is very important to you, it is easier to give up the “wants” in order to save money.
* If Ana wants to buy her shoes sooner she could:
* Save more money a week.
* Do other things to earn money which she would save.
* When lending money, first ask the person if they want to borrow money for a NEED or a WANT. In the case of Ana’s mother, she needed medicine. But, did Ana’s sister have a NEED or a WANT?
* Usually if you lend money, it is not likely you will get it back. You should consult with your family first before lending money for a WANT.
* Keep your money in a safe place that others cannot find.

Discussion

1. Explain that everyone has setbacks when they begin to save money. Sometimes things happen that do not allow us to save – such as an unexpected expenses or a loss of income.
2. Ask what can you do if you encounter challenges or setbacks? (**Note**: Encourage the girls to discuss this.)
3. Summarize ways to overcome a setback, including suggestions offered by the girls:

* Get right back on to your savings plan as soon as possible.
* Decide to save more money per week.
* Plan to buy the item later than you expected.

1. Emphasize that the goal of saving is to be ***as consistent as possible***. Even with setbacks, get right back to saving again, when it is possible.
2. Point out that we have been discussing Ana’s shoes, which, was a WANT, and not a NEED, but it was a simple example of how to save.
3. Explain that normally people save for NEEDS, such as medicine, school uniforms, books or goals, including going to a university or buying equipment for a new business.
4. Initiate a discussion on how a savings goal and plan could help girls to save for one of their goals or their long-term aspirations. (**Note**: Encourage the girls to discuss the topic.)
5. Ask the girls, “What goal do you have for how you would save money?” (**Note:** Encourage several girls to share.)
6. Encourage the girls to save for a goal in their life.
7. Explain that it is possible to learn to save. Begin with something very small, even a WANT, such as a pen, a book, new hair tie, new sandals, underwear, etc. This is good practice for bigger things.

**D. Wrap Up: Total Time – 15 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Ana Savings Challenges**

**Scene #1:**

Ana is having a difficult time saving UDS $ 1.00 a week. When she is at the market she buys candy and biscuits. What advice can you give her?

**Scene #2:**

Ana would like to buy her shoes sooner. How can she do that?

**Scene #3:**

Ana’s brother is sick. Ana’s mother needs some money from Ana for some unexpected medicine. How can Ana still save for her shoes?

**Scene # 4:**

Ana’s older sister asks to borrow some of her money. What should Ana do?

**Scene # 5:**

Ana was saving her money under her mattress. One day she discovers it is missing. What advice do you give Ana?

# Harassment and Strategies to Address It

**By the end of this session, the girls will:**

* Describe types of harassment that could happen to adolescent girls.
* Demonstrate at least 5 Safety Skills they can use if they experience harassment.

**Learning Objectives**



### 

## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Colored Markers |
| **Appendix: Harassment Scenarios** – see end of this Session Plan | “Question folder” or a place to put questions anonymously |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Invite an expert on gender-based violence, a local leader that defends women’s rights, a social worker, or a youth-friendly health care provider to co-facilitate this session with you. **Do not facilitate this session alone.**
* This Girls Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can post flipcharts on it.
* Label a flipchart, “Reflection Activity Questions” and write these questions on it.
* What do you think the girl is feeling?
* Does this happen in your community?
* What can a girl do in this situation?
* Write these Safety Skills on a flipchart paper: (**Note**: Cover this until you need it.)

|  |  |  |
| --- | --- | --- |
| Say clearly what you want | Be loud | Safety in numbers |
| Create distance | Stay clear | Call in support |



## Session Plan:



1. **Welcome: Total Time – 10 minutes**
2. Welcome the girls back to the Girls Club. Thank them for coming.
3. Ask: Does anyone have a question from the last Girls Club meeting?
4. Say: Today we are going to learn how to protect yourself in different situations.
5. **Activity**[[56]](#endnote-57): **Total Time** **– 90 minutes**



**What Is Harassment** (about 10 minutes)

1. Remind girls that we talked about harassment in previous Girls Club sessions.
2. Summarize key points about adolescence and harassment:

* As girls and boys grow and mature, they can become at increased risk for unwanted attention, harassment, and sexual advances or abuse.
* These are called gender-based acts of violence.
* While acts of violence are more often inflicted on girls/women, they can also harm boys and men.

1. Ask what are examples of gender-based violence? (**Note:** Encourage a discussion on what girls learned in a previous Girls Club meeting about gender-based violence.)
2. Summarize gender-based risks to girls, highlighting what girls have not mentioned:

|  |  |  |  |
| --- | --- | --- | --- |
| Bullying | Put downs | Unwanted touching | Unwanted sexual advances |
| Name calling or ridiculing | Sexual harassment | Sexual suggestions | Unwanted or offensive verbal language |

1. Remind girls that sexual gender-based violence involves any type of unwanted attention, such as:

* Touching sexual parts of anyone’s body, such as breasts, buttocks or pubic area, penis, vulva/vagina.
* Touching someone in a sexual manner without her permission (e.g. kissing, grabbing, fondling, forcing a girl to touch a boy’s penis).
* Showing or sending a girl sexual pictures or videos on the phone or computer.

1. Explain that we are going to discuss how to deal with these kinds of situations if they happen to you.

**Reflection Activity** (about 30 minutes)

1. Show the Reflection Activity Questions on the flipchart stand or tape to the wall. (**Note**: Flipchart should be prepared beforehand – see Preparation Notes.)
2. Divide the girls into five small groups.
3. Give (or tell) each small group one of the five harassment scenarios. (**Note**: See **Appendix: Harassment Scenarios** at the end of this Session Plan.)
4. Explain the exercise:

* Think about the scenario I gave you and discuss the three Reflection Activity questions on the flipchart within your group.
* Prepare to share the results of your discussion with the group.

1. After about 5 minutes, ask one of the small groups to present her group’s scenario and results of their group discussion.
2. Thank the girl for her group’s presentation.
3. One by one, ask someone from each of the remaining four small groups to present their scenario and what was discussed in their group.
4. Ask how might the situation be different if any one of the scenarios happened to a boy or a young man? (Note to mentors: mention to girls that boys may feel ashamed about experiencing GBV because gender norms in many countries expect men and boys to be strong, and thus able to fight off attackers. Additionally, as many people do not believe that GBV can happen to boys/men or that it could be perpetrated by a girl/woman, they may feel that no one will believe what happened to them. They may also be ashamed if the perpetrator was a male, as many cultures stigmatize homosexuality. All of these reasons may make it difficult for the boy or young man to disclose what happened to him.)

*Ask* ***how might the situation be different if any one of the scenarios happened*** *to a boy or a young man?*

1. Thank the girls for their ideas and for bravely talking about these situations.

**Safety Skills** (about 10 minutes)

1. Remind the girls that as they begin to mature, there may be an increased risk of harassment or unwanted sexual advances from boys and men.
2. Sexual assault and rape happen because of a need for power and control over another person. **It is never the fault of the victim!**
3. Explain that if girls experience any of type of harassment, it is helpful to be aware of and practice ways they can protect themselves, including using Safety Skills they practiced in previous sessions.
4. Explain that girls can also use Safety Skills when boys/men are trying to hurt their feelings or bully them.
5. Point out that the Safety Skills work best if you:

* Are assertive and make your message very clear.
* Trust your instincts: If you feel uncomfortable in a situation or threatened by someone, try to leave and get to a safe place immediately.

**Practicing Safety Skills** (about 40 minutes)

1. Ask the girls to go back to their small groups from earlier.
2. Explain the exercise: (**Note:** Allow about 5 minutes for girls to develop their role play.)

* Based on the harassment scenario you were given at the beginning of the session, develop a role play on how to handle it using the Safety Skills.
* Choose two or more people in your group to act out your role play.

1. When ready, ask one of the groups to demonstrate their role play.
2. After the role play, ask the rest of the girls:

* Which Safety Skills were used?
* Were they right for the situation? If not, why?
* Do you have any suggestions for the group who conducted the role play?

1. Congratulate the first group for their role play.
2. One by one continue, ask the remaining small groups to conduct their role plays. After each role play ask the following questions:

* Which Safety Skills were used?
* Were they right for the situation? If not, why?
* Do you have any suggestions for the group who conducted the role play?

1. When done, ask how can boys in your community, such as brothers or good friends, be your supporters?
2. Thank everyone for their creative work.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.
6. their Participant Guide.
7. Close the meeting.

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**Appendix: Harassment Scenarios**

**Scenario 1**: A boy your age is calling you mean names.

**Scenario 2**: A 13 to 14-year-old boy touched you in a way that made you feel uncomfortable.

**Scenario 3**: A boy your age is verbally threatening you.

**Scenario 4**: A boy your age is threatening to physically hurt you.

**Scenario 5:** A man in the community touches your breast.

# Staying Safe In The Community

**By the end of this session, the girls will:**

* Practice steps to assess risks in their surroundings.
* Develop an action plan for staying safe in their community.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | 1 piece of cloth or paper about 1/3-meter long for each participant (one cloth per participant) |
| Colored Markers | **Appendix: Risk Assessment Scenarios** – see end of this Session Plan |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This Girls Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can post flipcharts on it.
* Label a flipchart, “Risk Assessment/Safety Plan”. Write these four steps on it.

1. Learn about potentially risky areas in your compound, neighborhood or community.
2. Decide on a plan of action to stay safe.
3. Walk with confidence.
4. Watch and observe what is around you at all times.

* Before the Girls Club session draw or mark a large circle on the ground where the Lioness/Goat exercise will be played. The circle should be big enough for 25 girls to run around in it.

## Session Plan:



1. **Welcome**[[57]](#endnote-58)**:** **Total Time - 30 minutes**



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting?
3. Conduct the Lioness/Goat exercise:

* Ask everyone to stand in a circle.
* Ask for two volunteers who will play the lionesses.
* Give everyone, except the two volunteer lionesses, a strip of cloth or paper.
* Say: Tuck the cloth/paper into the back of your skirt or trousers or hold it in your hand by one end.
* Explain that everyone, except the volunteer lionesses, will be goats. The lionesses are trying to catch the tails of the goats– by grabbing the cloth/paper.
* Say to the “goats”:
* Try your best to protect your tail and not get caught. You have to stay within the circle.
* If the lioness gets your cloth/paper, you have to leave the circle.
* When I say “Go”, the lionesses will chase the girls and grab as many pieces of cloth or paper as possible.
* Yell, “Go”. ***(*Note**: Allow the game to continue until there is only one person left who has their cloth. This is the winner.)

1. Congratulate the winner. Ask everyone to take a seat.
2. **Activity**[[58]](#endnote-59)**: Total Time – 70 minutes**



**Risk Assessment** (about 20 minutes)

1. Say: In nature, goats (or other animals) often avoid a lion’s den or a watering hole because they know it is not safe for them.
2. Ask how the goats could have protected themselves better. (**Note**: Encourage an active discussion about how the goats could have protected their tails better.)
3. Say: Sometimes certain parts of the neighborhood or village are not safe for girls.
4. Mention that as girls grow and mature, they can become at risk for unwanted attention, harassment, and sexual advances or abuse.
5. Ask what are examples of girls being harassed in your community? (**Note:** Encourage a discussion about how girls might be bullied, harassed, or asked to do things they do not want to do.)
6. Summarize types of harassment, highlighting what girls have not already mentioned:

|  |  |  |  |
| --- | --- | --- | --- |
| Bullying | Put downs by boys or men | Unwanted touching | Unwanted sexual advances |
| Name calling or ridiculing | Unwanted or offensive verbal language | Sexual suggestions | Sexual harassment |

1. Explain that assessing risks for harassment is a very good skill to have. It is important to avoid areas in the compound, neighborhood, and/or community where harassment and/or sexual advances could occur.
2. Refer to the **Risk Assessment/Action Plan** flipchart (prepared beforehand) and discuss four steps for assessing risks and avoiding potential harm:
3. Learn about potentially risky areas in your compound, neighborhood or community.
4. Decide on a plan of action to stay safe.
5. Walk with confidence.
6. Watch and observe what is around you at all times.
7. For the first step: “**Learn about potentially risky areas in your community**”, ask these or other similar questions: (**Note**: Write responses on flipchart.)

* Are you home alone a lot?
* Are there areas that are risky to walk through on your way to or from:
* School
* Market
* Religious institution
* Fetching water
* Are there times of day or night that are riskier for girls? If so, when?
* Are there times/events during the year that are risky for girls? If yes, when are these?
* Are there places where older boys or men hang out close to the list of activities/places above?
* Are there bars or places where alcohol and/or drugs are used between where you live and where you:
* Do chores or herd animals
* Collect fire wood
* Fetch water
* Bathe
* Use the bathroom

1. For the second step: “**Decide on a plan of action to stay safe**”, discuss what girls can do when they are near or have to walk through these risky areas. Some questions to ask are: (**Note**: Write responses on a blank flipchart.)

***“Decide on a plan of action to stay safe”,*** *discuss what girls can do when they are near or have to walk through these risky areas.*

* What would be your plan if you have to go through risky areas?
* Would you walk alone or with someone else? If so, who?
* Who could you ask for advice on what to do or where to go?
* Could you find another route? Or another time of day?
* Could you decide not to go to the place? How would you decide?

1. Explain that the third step seems simple, but it is very effective, “**Walk with confidence**”. Attackers sometimes select victims who appear less confident.[[59]](#endnote-60)
2. Emphasize the last step, “**Observe what is around you at all times**”. Perpetrators often look for somebody who is not paying attention.
3. Ask why observing all around you is important.
4. Point out that no matter how safe you think the situation is, if you see something that makes you feel even a little uncomfortable, leave the site and/or get someone to accompany you. **Look around and** **always** **trust your inner sense**!!
5. Explain that knowing these steps can help you avoid potential harm and stay safe. Regardless of whether these protection steps are taken, the violence is never the victim’s fault. The blame and shame lie with the perpetrator of the violence, never the victim.

***Look around and always trust your inner sense!***

1. Ask participants to repeat the four-risk assessment/action plan steps:

* **Learn about potentially risky areas in your community**
* **Decide on a plan of action to stay safe**
* **Walk with confidence**
* **Observe what is around you at all times**

1. Tell the girls to find a partner and teach each other the four steps of risk assessment/action plan. (**Note**: Allow about 2 to 3 minutes for this.)
2. Ask if anyone has questions.

**Safety Plan Exercise** (about 40 minutes)

1. Ask the girls to divide into five small groups.
2. Separate the groups a little so that they do not hear each other’s discussions.
3. Go to each small group and give/tell them one of the five risk assessment scenarios. (**Note**: See **Appendix: Risk Assessment Scenarios** at the end of Session Plan. Each group gets a different scenario.)
4. Explain the exercise: In your small group you will:

* Assess the possible risks to the girl in your scenario.
* Discuss what the girl should think about to stay safe.
* Develop a safety plan for the girl in the scenario.

1. Explain that each group should be prepared to report on the results of their discussion. (**Note**: Give the girls 10 minutes to complete the exercise. Mind the time!)
2. When ready, ask the first group to report on their scenario, the possible risks considered, and the safety plan they propose for the girl. (**Note:** Give each group about 5 minutes to present.)
3. After the first group’s presentation ask the rest of the girls these questions:

* Does anyone have comments or questions for the presenter?
* What else could the girl in the scenario consider?
* Any comments on the proposed safety plan? If so, what?

1. Discuss the girls’ observations and summarize the key important points discussed.
2. Thank the first group for a nice job.
3. Ask the next group to report on their scenario.
4. When done, ask the rest of the girls these questions:

* Does anyone have comments or questions for the presenter?
* What else could the girl in the scenario consider?
* Any comments on the proposed safety plan? If so, what?

1. Discuss the girls’ observations and summarize the key important points discussed.

***When done, ask how the girls will now assess risks for potential harm in their compounds or neighborhoods?***

1. Continue the process until all five small groups have reported on their scenario.
2. After each group’s presentation, ask the rest of the girls the following questions:

* Does anyone have comments or questions for the presenter?
* What else could the girl in the scenario consider?
* Any comments on the proposed safety plan? If so, what?

1. When done, ask how the girls will now assess risks for potential harm in their compounds or neighborhoods? (**Note**: Write response on blank flipchart.)
2. Ask the girls to summarize ways in which girls can stay safe when they feel at risk.

**Safety Skills** (about 10 minutes)

1. Ask the girls if they remember the Safety Skills discussed in a previous Girls Club meeting.
2. Ask what the Safety Skills are. (**Note**: Encourage many of the girls to explain the Safety Skills, even if they do not remember them well.)

|  |  |
| --- | --- |
| **Skills:** | **Examples:** |
| Say clearly what you want | * Simple: “No, thanks”, or “No” * Emphatic: “No!” “Don’t do that!” * Repetitive: “No, no, **NO!!!**” |
| Be loud | * Talk in a loud voice. * Scream for help if you feel you are at risk. |
| Create distance | * Push the person away without smiling and walk away. * Leave the scene and go somewhere safe. |
| Steer clear | * If you suspect you will be pressured, don’t go with the person. * Avoid being alone with a new boyfriend before you are ready. |
| Safety in numbers | * Walk with a group of friends or family members. Keep trusted friends nearby. * Always tell someone where you are going. |
| Call in support | * Threaten to tell somebody with authority or power (parents, counsellors, relatives, and police). |

1. Review the Safety Skills with the girls.
2. Explain that Safety Skills should be part of your Safety Plan. They are part of the steps you can take when you feel at risk.
3. Ask if anyone has questions.
4. Ask what skills have you learned today to help you stay safe from potential harm?

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s Session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Risk Assessment Scenarios**

**Scene #1 – Tigist**

Your friend Tigist is going to meet a friend after school. She has never walked in this part of the area before. What should she consider to stay safe? What is her plan?

**Scene #2 – Ayesha**

Ayesha has decided to start washing clothes for a neighbor inside the neighbor’s house. What should Ayesha consider to be safe? What is her plan?

**Scene #3: Hana**

Your friend Hana is becoming involved in the local club in her community. She wants to spend more time there. This means staying later at night. What should Hana consider to stay safe? What is her plan?

**Scene #4: Abeba**

Your friend Abeba is going to watch the goats. She has not gone there before. What should Abeba consider to stay safe? What is her plan?

**Scene #5 Abinet**

Abinet walks past a large tree between her school and home. She notices that groups of boys hang around the tree. They have started noticing her. What should Abinet consider to stay safe? What is her plan?

**Mapping Risks and Safety Plan**

## Total Time: 2 hours



**By the end of this session, the girls will:**

* Describe the places in their villages that are risky for girls.
* Develop a plan for staying safe in their community.

**Learning Objectives**



## Materials Needed:



|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart paper (newsprint) | Flipcharts from the Girls Club session on “Staying Safe in the Community” |
| 10 to 15 loose flipchart pages for girls to use | Colored Markers – have 5 extra red markers for the mapping exercise |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* If you do not have the flipcharts from the previous Girls Club session, “Staying Safe in the Community,*”* label a new flipchart, “Risk Assessment/Action Plan” and write these four steps on it.

1. Learn about potentially risky areas in your compound, neighborhood or community.
2. Decide on a plan of action to stay safe.
3. Walk with confidence
4. Watch and observe what is around you at all times.

* This Girls Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can post flipcharts on it.
* Girls will also need a flat space to draw their maps. It is best to hold the meeting where there is some type of flat floor.



## Session Plan:



1. **Welcome: Total Time – 5 minutes**
2. Welcome the girls back to the Girls Club. Thank them for coming.
3. Ask if anyone has questions from the last Girls Club meeting.
4. **Activity: Total Time – 95 minutes**



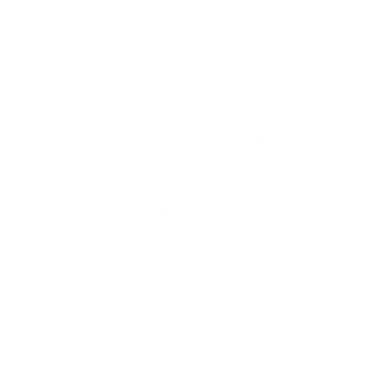
**Places I Visit** (about 15 minutes)

1. Ask: What places did you go to in your neighborhood/village this past week? (**Note**: Write responses on a blank flipchart.)
2. As needed ask any of the questions below to make sure you have a comprehensive list of where the girls visited last week: (**Note**: Add their responses to the flipchart.)

* Did you go to school?
* Did you visit a friend’s house?
* Did you visit a family member?
* Did you go to the market to buy anything?
* Did you go to herd animals?
* Where are the latrines?
* Did you go to worship?
* Did you go to the hand pump to fetch water?
* Did you go to collect fire wood?
* Where did you go to bathe?
* Did you go to the stream, river or lake to fetch water or wash clothes?

1. Review the list and ask again if there are any other places the girls visited last week. If so, add to the list on the Flipchart. (**Note**: When done, tape the flipchart to a wall.)

**Village Mapping**[[60]](#endnote-61) (about 40 minutes)

* + - 1. Divide the girls into 3 to 5 small groups. Each group should include girls who live in the same village or compound. (**Note**: If many girls live close together, divide them into two groups.)
      2. Give each small group a blank flipchart paper and some markers.
      3. Explain the exercise:
* In your small group, make a map of your neighborhood/village. It should include all the places that you normally visit. You can either draw the places, use a symbol for the place, or write the word for the place, for example, “church”, “mosque”, market, your house, or “path”, big trees, etc.
* Include the places you visited last week which are listed on the flipchart.
* Add your homes, streams, school, big trees, church/mosque and roads and/or paths you take from one place to another.
  + - 1. Allow about 15 to 20 minutes for the girls to complete their map.
      2. When done, ask one small group to display their map and explain it.
      3. After the presentation, ask if there are any places that are unsafe for girls to be alone on their map?
      4. If so, use a red marker and put an X where the place, path, or road is risky for girls.
      5. Thank the girls for their hard work.
      6. Ask the next group to display their map on the wall and explain it.
      7. After their presentation, ask if there are any places that are unsafe for girls to be alone or there during the evening?
      8. If so, use a red marker and put an X where the place, path, or road is risky for girls.
      9. One by one, ask the rest of the groups to display their maps, explain it, and mark the risky places for girls to be alone with a red marker.
      10. Thank everyone for the good work.
      11. Ask if there are any other places that girls visited this past week that are not on the girls’ maps? If so, add these to your maps, and decide if they are risky or not.
      12. Review all of the maps. Summarize all of the risky places for girls to be alone – no matter what time of day.

**Safety Plan** (about 40 minutes)

* + - 1. Ask the girls to get together in their small groups again.
      2. Explain the exercise: On your map mark the safe places with a green (or non-red) marker. (**Note**: If different color markers or crayons are not available, ask them to circle the safe places.)
      3. After about 5 minutes, ask each small group to stand up and discuss the safe places on their maps.
      4. Explain the next exercise:
* Return to your small group.
* Make a safety plan for when you have to go to, or walk through, any of the risky places in your neighborhood/village.
* Add to the plan safe places where girls can escape to if risky things happen to them.
  + - 1. After about 5 minutes, ask each group to discuss their safety plan. (**Note**: Write components of girls’ safety plans on a blank flipchart.)
      2. Ask where girls can go if risky things happen to them. (**Note**: Add these to flipchart.)
      3. Review the components of everyone’s safety plan written on the flipchart.
      4. If not mentioned, remind girls of other ways to stay safe:
* Walk in confidence.
* Avoid walking during evening.
* Always have an escape plan.
* Don’t walk alone in risky areas.
* Watch and observe what is around you at all times. If in doubt, ask someone to accompany you.
  + - 1. Remind the girls that if anything risky happens to them, they should discuss it with someone they trust, such as: an older sibling, parents and/or family member, police, trusted community members, etc.
      2. Thank the girls for a good job done!

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Good Decision Making**

**By the end of this session, the** **girls will:**

* Describe why adolescents are more emotional.
* Describe ways to make better decisions, especially if a girl is emotional.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | |
| Flipchart paper (newsprint) | Tape |
| Colored Markers | Equipment for audio stories |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Write these four questions on a flipchart paper:
* Have you had a conversation that you regret, or that had an emotional or negative outcome?
* What was your thinking during the conversation?
* How do you think your decision turned out?
* What is one thing that you could have done differently – more positively?
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or a place to put a flipchart stand so that you can write on and post flipcharts.

## Session Plan:



### Welcome[[61]](#endnote-62): Total Time - 15 minute



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting.
3. Ask everyone to stand up and form a circle.
4. Conduct this or another short energizer:

* Think of a word to describe how you are feeling today. The word must begin with the same letter as your name. Give examples:
* I am Arun, and I am amazing.
* I am Worknesh, and I am wonderful
* I am Sam, and I am sad.
* Ask for a volunteer to begin.
* Have everyone around the circle say their name and how they feel today.

1. Thank you everyone for their creative participation.
2. Ask everyone to sit down.

### Storytelling with solid fillStory Time: Total Time – 20 minutes

1. Play the audio story. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let’s talk about **what** happened in the story.
3. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.

### Activity[[62]](#endnote-63): Total Time – 65 minutes



**Your Brain and You** (about 20 minutes)

1. Ask: What kind of decisions did you make yesterday – from getting up in the morning to going to bed last night? (**Note**: Encourage girls to discuss all of the decisions they made yesterday.)
2. If they are having difficulty, ask about these decisions:

* What to eat?
* What to wear?
* How to get to school on time?
* To listen to the teacher or talk to your friends?
* To study or play?
* What time to study?
* What chores to do?
* To argue with your parents or not?
* To get mad at your siblings or not?

1. Ask if you are in control of these decisions?
2. Explain that your emotions actually control many of your decisions. Emotions also control the kind of decisions you make – emotional ones and/or the logical ones.
3. Remind the girls that from their age now until they are 19 years old their body is growing and changing.
4. Point out that their brain is also growing and changing.
5. Remind the girls that during puberty and adolescence girls and boys have lots of emotions and mood swings:

**\* Happy \* Sad \* Anger \* Fearful/anxious \* Love**

1. Explain that some parts of our brain mature faster than others.
2. Ask the girls to put their hand on top of their head. (**Note**: Demonstrate this as you are speaking.)
3. Say that this top part of the brain is the emotional center. It begins to mature first.
4. Explain that this is one reason why you can be very emotional at your age. Many decisions are based on feelings or emotions.
5. Ask the girls to touch their forehead. (**Note:** Demonstrate this as you speak.)
6. Explain that this part of the brain makes decisions based on logic and consequences. It matures later. It is not fully developed until you are 21 and older.
7. Mention that because the emotional part of the brain matures first, adolescents’ decisions are based more on feelings and less on logic.

***Mention that because the emotional part of the brain matures first,*** *adolescents’ decisions are based more on feelings and less on logic.*

1. Point out that this is not a bad thing. It is the natural process of the brain growing and maturing, like your body.
2. Ask why is it important to know this? (**Note:** Encourage several girls to explain.)
3. Discuss these points about the adolescent brain:

* During puberty you will become glad, mad, or sad easily. This will influence your decisions and conversations with friends and family.
* If your decisions and conversations are very emotional, you could say or do something you regret, get in an argument and/or lose a friendship.

1. Explain that is it important to know this if you want to be better communicators.

**Good Decision Making** (about 15 minutes)

1. Remind everyone that at this time in your life, friends are often very important to you.
2. Ask: If **you** react emotionally to something, will your friends react emotionally too? Ask for examples of when friends got emotional when talking to you. (**Note**: Encourage an active discussion on this.)
3. Ask: What might happen if **you** are emotional during conversations with friends and family members? (**Note:** Encourage a discussion on the consequences.)
4. Ask: If you and your peers are more emotional because of your brain, what can ***you*** do if ***you*** are getting emotional during a conversation?
5. Explain that girls can do the following if they are getting emotional during a conversation?

* **Stop, think, then speak.**
* Be aware that ***you*** are emotional (it is your brain!).
* Walk away to think about the situation, if necessary.

1. Ask: Why these three tips might help when ***you*** are emotional during a conversation? (**Note**: Challenge the girls to think about this as they answer.)
2. If not mentioned, discuss these points:

* Waiting for a moment (**Stop**) gives you time to **think, decide, then react (speak)**.
* This helps reduce the emotion in your conversation.
* This may help you to avoid an argument with a sibling, friend and/or family member.

1. Explain that all girls and boys your age are emotional. It is natural. Nothing is wrong with it. Even though it is natural, you can learn to manage the emotions a little so that you can be better communicators.

*Explain that when you are emotional, remember to manage your conversation by* ***stopping, thinking, and then speaking****.*

1. Remind girls to remember this when they get angry or their friend gets angry at them.
2. Explain that when you are emotional, remember to manage your conversation by **stopping, thinking, and then speaking**.

**Exercise** (about 30 minutes)

1. Tape the flipchart with four questions on the wall or flipchart stand. (**Note**: Prepare beforehand - See Preparation Notes.)
2. Ask the girls to find a partner and pair up together.
3. Explain the exercise:

* One person will talk to her partner about the four questions on the flipchart.
* Have you ever had a conversation that you regret, or that had an emotional or negative outcome, such as someone got angry with you?
* What was your thinking during the conversation?
* How do you think your decision turned out?
* What is one thing that you could have done differently – more positively.
* After a while, I will ask you to change roles and the partner who was listening will talk about the four questions.

1. Say: “Begin”.
2. After about 5 to 7 minutes, say: “Change roles. Let the other person answer the four questions on the flipchart”.
3. After 5 to 7 minutes, say, “Stop”.
4. Ask several girls to share their story/experience and what they could have done differently? We will all learn from what you share with us. (**Note**: Encourage several girls to share their story.)
5. After several girls have shared their story, summarize the following:

* Just like your body, your brain is growing and changing now.
* This is a time for you and your peers to be emotional. It is normal.
* You are emotional because the emotional part of the brain is developing first.
* When you make decisions or are in a conversation, remember that your brain influences how you react.
* If you notice you are being too emotional, **stop, think, then speak.**

1. Point out that when feeling emotional, you can also write your feelings in your notebook. This helps you to process the feeling, which reduces its power on you.

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**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Explain the assignment for this week:

* Write your feelings in your journal
* Be aware of your emotions during conversations
* If you can, **stop**, **think,** **then speak**

1. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
2. Close the meeting.

**Negotiating With Family Members**

**By the end of this session, the girls will:**

* Demonstrate four negotiation skills.



**Learning Objectives**

## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Flipchart (newsprint) paper |
| Colored Markers | Tape |
| 2 soft balls or two socks and paper to make them | **Appendix: Role Play Scenarios** - see end of this Session Plan. |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Prepare a flipchart with these Negotiation Skills:

Step 1: Establish ground rules for yourself.

Step 2: Clearly state what you want and why.

Step 3: Brainstorm solutions and agree on one.

Step 4: Come to an agreement.

* If soft balls are not available, make them by stuffing crumbled up paper into two clean socks. The ball should be big enough to hold under the chin.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or a place to put a flipchart stand so that you can write on and post flipcharts.
* Tape the flipchart with the four negotiation skills on a wall or a flipchart stand.



## Session Plan:

### Welcome: Total Time - 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting?
3. Conduct this or similar energizer:

* Ask the girls to stand up and make two even numbered lines – one line of girls should be facing the other line. This forms two teams.
* Give a soft ball to the first person in each line.
* Tell the girl to put the ball under her chin and pass it to the next person using no hands.
* If the ball drops, it has to go back to the beginning of the line, and the team has to start over again.
* The game continues until one team has successfully passed the ball to the end of the line, without touching it.
* The first team to successfully pass the ball to the last person on the team wins.

1. Once participants have finished their game, ask them to sit down.



1. **Activity**[[63]](#endnote-64) [[64]](#endnote-65)– **Total Time – 80 minutes**

**Negotiation Skills** (about 20 minutes)

1. Explain that you have been practicing how to communicate better with friends. Today we are going to learn how to negotiate with family members at home.
2. Remind everyone that during puberty and adolescence, the emotional part of the brain is developing. So, girls your age will be more emotional now.
3. Ask what are the three things you should do if ***you feel emotional*** in a conversation.
4. If not mentioned, remind the girls of the following:

**Stop \* Think \* Then speak**

1. Explain that there are other ways to communicate in helpful ways. This involves negotiation skills.
2. Refer to the flipchart and discuss the four negotiation skills. (**Note**: Flipchart should be prepared beforehand – see Preparation Notes.)

* Step 1: Establish ground rules for yourself.
* Step 2: Clearly state what you want and why.
* Step 3: Brainstorm solutions and agree on one.
* Step 4: Come to an agreement.

1. Explain **Step 1: Establish Ground Rules** - these are rules that you make for yourself for when you are negotiating. These ground rules should be good verbal and non-verbal communication that you decide to use when negotiating.
2. Ask: What are some healthy ground rules when negotiating with any family member? (**Note**: Write responses on flipchart.)
3. If not mentioned, ask about these ground rules:

|  |  |  |
| --- | --- | --- |
| No name calling. | Use a calm voice to the extent possible. | No Yelling or stomping away to another room. |
| No eye rolling. | Listen to the other person’s point of view. | Don’t interrupt (use active listening!) |

1. Come to an agreement on basic ground rules that girls will make for themselves.
2. Explain **Step 2: Clearly state what you** want from the negotiation and why – this is the key to negotiation, stating what you want, for example:

* I want an extra hour to study for school.
* I want to have one hour to play with my friends.

1. Point out that when you are clear with what you want, you will be better able to ask for it and less likely to become emotional.
2. Explain **Step 3: Brainstorm solutions** – remember that the person you are negotiating with also wants something. So, both of you need to describe what you want, and come up with different ideas for achieving it.
3. Explain **Step 4: Come to an agreement** – negotiation means that both people come to some sort of agreement. You will need to clearly state what that agreement is.
4. Say: Now you know the negotiation skills, let’s practice them.

**Role Play** (about 60 minutes)

1. Ask for girls to volunteer to conduct a role play.
2. Separate the two volunteers so that they cannot hear each other’s role.
3. Tell the first volunteer that she will be the girl.

* Explain the role she will play and the challenge she has. (**Note**: From the **Appendix: Role Play Scenarios – Scenario #1/Girl**. Do not let the other volunteer hear you.)
* Remind the volunteer of the four negotiation skills.
* Remind her to begin the role play by describing what she wants and why.

1. Tell the second volunteer that she will be the stepmother. Explain:

* You will be playing the role of the stepmother. (**Note**: Read the role from the **Appendix: Role Play Scenarios #1/Stepmother**.)
* Remind the volunteer of the four negotiation skills. (**Note**: Do not let the other volunteer hear you.)

1. Ask the two volunteers to come to the front and conduct the first role play. Remind them of the ground rules for negotiating with family members.
2. When the role play is done, ask the girls to say their agreement and/or write it on flipchart paper.
3. Ask the rest of the girls the following questions:

* Did the volunteers take the discussion seriously?
* Did each person state what they wanted and why?
* Did the “girl” and “family member” listen to each other’s views?
* Did they try to compromise? How?
* Did they accomplish the goal of the negotiation? If not, why?
* How could the negotiation process have been improved?

1. Ask if the girls have any other comments.
2. Provide constructive input as needed.
3. Conduct the remaining four role plays.

* Select 8 more volunteers (four to play the girl and four to play a family member)
* Explain the roles to each volunteer (from **Appendix: Role Play Scenarios**)
* After each role play, ask the following questions:
* Did the volunteers take the discussion seriously?
* Did each person state what they wanted and why?
* Did the “girl” and “family member” listen to each other’s views?
* Did they try to compromise? How?
* Did they accomplish the goal of the negotiation? If not, why?
* How could the negotiation process have been improved?

1. Provide constructive input, as needed.
2. Ask if the girls have any other comments.
3. Thank everyone for their wonderful discussions and inputs.
4. Ask: How can this negotiation process be applied in real life – outside of the Girls Club? (**Note**: Encourage a discussion on this and ask for examples.)

*Ask:* ***How can this negotiation process be applied in real life*** *– outside of the Girls Club?*

1. Explain that you may not be able to negotiate everything right now. But you are learning how to do this so that you can get better over the years.
2. Encourage the girls to practice negotiating on small things first to sharpen their skills.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

**Appendix: Role Play Scenarios**

**Role-play #1:**

**Girl**: You are 12 years old and started menstruating. On the days that you menstruate your step-mother tells you not to go to school. You like school and make good grades. Your goal from the Girls Club is to advance to the next grade next year. You cannot do well in school if you keep missing classes and tests. Use negotiation skill to talk to your family.

**Step-mother**: Your step-daughter is 12 years old and has begun to menstruate. You do not feel that girls should go to school when menstruating. You were always kept at home during this time of the month. If the daughter stays home from school, she can help you with the household chores.

**Role Play #2:**

**Girl**: You are 11 years old. You have a test tomorrow in school. One of the goals you made in the Girls Club was to be the best in Math by the end of the year. But, you have many chores to do at home. There is very little time to study. Your brother has come home early from his chores. He has gone out to play. You want your brother to help you with two chores so that you can study for the test. Use negotiation skills to talk to your brother.

**Brother**: You are not so interested in school. It is difficult for you. You normally tend the goats after school. When you are done, you like to go play with your friends. You admire your older sister because she is smart and good at math, and that she sometimes helps you with your math homework.

**Role Play #3:**

**Girl**: You are 12 years old and attending a Girls Club. One of your goals is to move to the next grade in primary school. Your secret aspiration is to graduate from primary school so that you can go to secondary and have more opportunities. Your mother gives you too many chores. You never have much time to study. You do not want to get married until you are older. Use negotiation skills to talk to your mother.

**Mother**: Your daughter is 12 years old. You feel it is more important that she learn her domestic responsibilities over her schoolwork. You want your daughter to be “marriageable”. Having good household skills makes her more marriageable than knowing how to read and write. You love your daughter. You are beginning to see that things in the community are changing. Many girls are beginning to marry later. But, if the daughter becomes too educated, she may have trouble finding a husband.

**Role Play #4:**

**Girl:** You are an 11-year-old girl. You live with your Aunt and older sister. Your older sister cannot read. You try to teach her when you can. Your aunt works at the market selling agricultural products. You like school. Your goal is to advance to the next grade next year. You also want to finish primary school. Your aunt needs you to work in the market with her because you are good at math. You do not have much time for homework. You want to help your aunt but need time to study too. Use negotiation skills to talk to your aunt.

**Aunt**: You are taking care of your sister’s children. The younger girl goes to school. She is good at school. The older girl did not go past grade 4 in primary school. You own a small stall at the market and need the younger girl to help you. She is so good at math, and you are not. You love both of the girls, and you want them to have a good future. But, you need to work to pay for food and school fees.

# Joint Session: Negotiating Skills for Boys and Girls

**By the end of this session, participants will:**

* Describe four negotiation skills that boys and girls can use.
* Demonstrate how to negotiate an agreement with the four negotiation skills.

**Learning Objectives**



### 

## Total Time: 2 hours, 15 minutes



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | “Question folder” or a place to put questions anonymously |
| Flipchart paper (newsprint) | Colored Markers |
| **Appendix: Negotiation Role Play Scenarios** – see at the end of this session plan. | Tape |

## Preparation Notes:



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it**
* Invite the facilitator of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
* Prepare a flipchart with the following four negotiation steps:
* Step 1: Establish ground rules for yourself.
* Step 2: Clearly state what you want and why.
* Step 3: Brainstorm solutions and agree on one.
* Step 4: Come to an agreement.



## Session Plan:

### Welcome[[65]](#endnote-66): Total Time – 25 minutes



1. Welcome everyone to the Joint Girls and Boys club meeting. Thank them for coming.
2. Introduce the facilitators.
3. Ask the girls and boys to quickly introduce themselves. (**Note**: Allow about 15 minutes for everyone to introduce themselves.)
4. Say: This is a safe place where girls and boys can share stories, learn new skills, play games, and share learning.
5. Explain that today you are going to learn ways to communicate effectively during times of disagreement.

### **Activity**[[66]](#endnote-67)[[67]](#endnote-68)**: Total Time – 90 minutes**



**Negotiation Skills** (about 30 minutes)

1. Ask what kinds of interactions do girls and boys their age have on a daily basis? (**Note**: Encourage a discussion amongst the boys and girls.)
2. Discuss whether conflicts arise between friends and peers – both girls and boys. If so, what is the conflict about?
3. Ask what happens when there are conflicts between friends, peers and/or siblings?
4. Point out that during puberty and adolescence, boys and girls are very emotional. This is because the emotional part of their brain matures and grows first – before the logical part of the brain.
5. Explain that emotions can often contribute to conflicts. This can create poor communication, break up friendships, and create tension in the family.
6. Mention that there are ways to deal with conflict in a positive way. These ways do not damage relationships. They help both people get what they want, or at least negotiate a compromise.
7. Review the flipchart and discuss the four Negotiation Steps (**Note**: Prepare the flipchart beforehand – see Preparation Notes.)

* Step 1: Establish ground rules for yourself.
* Step 2: Clearly state what you want and why. Both persons need to state what they want and why.
* Step 3: Brainstorm solutions and agree on one. Both persons will brainstorm solutions. Together agree on a solution
* Step 4: Come to an agreement.

1. Tape the flipchart with the four Negotiation Steps on the wall or tree.
2. Ask what is the first negotiation step? (**Step 1: Establish ground rules***.*)
3. Point out that ground rules usually are about how you will behave if there is conflict. Good ground rules would be:

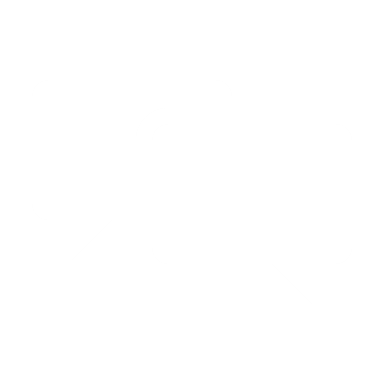
|  |  |
| --- | --- |
| No yelling | No eye rolling |
| No name calling | Listening without interrupting |

1. Point out that ground rules are something that you decide that you will always abide by in every discussion, no matter what.
2. Ask what are some ground rules you would like to establish when negotiating with any friends and peers? (**Note**: Encourage the group to come up with basic ground rules. Write these on a blank flipchart.)
3. If not mentioned, ask about the following ground rules: (**Note**: Add to flipchart if group agrees.)

|  |  |  |
| --- | --- | --- |
| No name calling. | Use a calm voice to the extent possible. | No yelling or stomping away to another room. |
| No eye rolling | Listen to the other person’s point of view. | Don’t interrupt (use active listening!) |

1. Explain that the second skill is to clearly state what you want from the negotiation and why. (**Step 2: Clearly state what you want***.*) For example:

* I want help with cleaning the house so that I have an extra hour to study for school.
* I want help with chores so that I can have one hour to play with my friends.
* I want one hour alone to do my homework.

1. Point out that when you are clear with what you want, you will become better able to ask for it and less likely to become emotional.
2. Explain that the person you are negotiating with also wants something. So, both of you need to describe what you want, and come up solutions for achieving it, or an agreed upon compromise.
3. Explain that discussing what you want and listening to what others want is part of Step 3, which is brainstorming solutions. (**Step 3: Brainstorm solutions**)
4. Mention that this is the main part of the discussion. Both parties have to be willing to say what they want and also brainstorm solutions to reach a compromise.
5. Mention that after brainstorming, you need to settle on an agreement. When you do, you should clearly state what the agreement is. (**Step 4: Come to an agreement**)
6. Ask if anyone has questions.

**Negotiation Role Plays** (about 60 minutes)

1. Say: Now that you know the four negotiation skills, let’s practice. Everyone is going to practice working on these.
2. Remind everyone of the ground rules they just established.
3. Ask if anyone wants to add to the ground rules. (**Note**: Everyone needs to agree on all the ground rules.)
4. Ask for one girl volunteer and one boy volunteer to conduct a role play.
5. Separate the two volunteers so that they cannot hear each other’s role.
6. For the girl volunteer, explain the role that she will play.

* Tell or read “Role Play #1: Girl’s role” to the volunteer (see **Appendix: Negotiation Role Play Scenarios** at the end of this Session Plan). Do not let the other boy volunteer hear you.
* Remind the girl volunteer of the four negotiation skills.
* Tell her to be sure to act out the problem and describe what she wants, and why during the negotiation process.

1. For the boy volunteer, explain the role that he will play:

* Tell or read “Role Play #1: Boy’s role” to the volunteer (see Appendix). Do not let the other girl volunteer hear you.
* Remind the boy volunteer of the four negotiation skills.
* Tell him to be sure to act out the problem and describe what he wants and why during the negotiation process.

1. Give the volunteers a couple of minutes to think about their roles.
2. Ask the two volunteers to come to the front and conduct the first role play.
3. When done, ask the two volunteers to shake hands and state their agreement (or write their agreement on flipchart paper).
4. Ask the rest of the participants the following or similar questions:

* Did the volunteers stick to the ground roles?
* Did the volunteers take the discussion seriously?
* Did each person state what they wanted and why?
* Did the “girl” and “boy” listen to each other’s views? If not, what did they do?
* Did they try to compromise? How?
* Did they accomplish the goal of the negotiation? If not, why?
* How could the negotiation process have been improved?

1. Ask if anyone has any other comments or observations.
2. Thank the two volunteers for a great job. Tell them it is difficult to be the first to do a role play.
3. One by one, conduct the remaining five role plays: (**Note:** Complete all five additional role plays, if there is time. If not, just conduct four role plays.)

* Select a boy and a girl volunteers for each role play.
* Explain the roles to each volunteer (see Appendix for the different roles). Make sure that the other volunteer does not hear.
* After each role play, be sure to ask the following questions:
* Did the volunteers stick to the ground roles?
* Did the volunteers take the discussion seriously?
* Did each person state what they wanted and why?
* Did the “girl” and “boy” listen to each other’s views? If not, what did they do?
* Did they try to compromise? How?
* Did they accomplish the goal of the negotiation? If not, why?
* How could the negotiation process have been improved?
* Make sure the volunteers shake hands and state their agreement and/or write down their agreement after each role play.
* Applaud and thank the volunteers after each role play.

1. When thank everyone for such creative role plays and input.

*Ask:* ***How can this negotiation process be applied in real life*** *– outside of the Girls and Boys Clubs?*

1. Ask: What are other situations that occur between boys and girls which need negotiation?
2. Ask: How can this negotiation process be applied in real life – outside of the Girls and Boys Clubs? (**Note**: Encourage a discussion on this and write responses on flipchart.)
3. Explain that you will not be able to negotiate everything perfectly right away. But, you are learning how to do this now, so that you get better over the years.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s Session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.

**Appendix: Negotiation Role Play Scenarios**

**Scenario #1:**

**Girl**: You want a friend (a boy) to walk with you to a friend’s house. It is far and you do not feel safe.

**Boy**: You do not want to walk your friend (a girl) to her friend’s house. You have other things to do. And, you think your friends will make fun of you. You know that the walk is not too safe.

**Scenario #2**

**Girl**: Your brother wants you to help him with his homework. You have been doing chores all afternoon. You have to do your own homework.

**Boy**: You want your sister to help you with your homework. She is good at mathematics and you are not. There is a math test tomorrow.

**Scenario #3**

**Girl**: You want to go to the market. You ask your brother to help you with some chores.

**Boy**: You do not feel like helping your sister with chores. You want to play.

**Scenario #4**

**Girl**: You do not want to help your brother tend the goats. He never helps you with any of your chores.

**Boy**: You want your sister to take care of the goats today. You want to play football with your friends.

**Scenario #5**

**Girl:** You would like your brother to watch the younger siblings for an hour so that you can study.

**Boy:** You have many chores to do, and you do not want to watch your younger siblings. However, you know that your sister is good at school. And, she has helped you with homework in the past.

**Scenario #6**

**Girl:** You would like your brother to help you to wash the dishes after dinner so that you can study.

**Boy:** You have many chores to do, and you do not want to wash dishes. Your parents might think this is something that boys should do. However, your sister has helped you with your homework in the past, and you think you should help her this time. But, you do not want to make a habit of always helping with the dishes. What would your family and friends think?

# My Goals Revisited – Part 2

**By the end of this session, the girls will:**

* Revise their current or develop a new plan for reaching their two goals.
* Describe potential setbacks and potential coping mechanisms/opportunities for achieving their goals.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Colored Markers |
| Flipchart paper (newsprint) | Tape |
| Sheets of paper (A4) – enough for all participants | |



## Preparation Notes:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Have flipchart paper and stand available, if possible, in the case you need to write on flipchart to capture information.

## Session Plan:



### Welcome:[[68]](#endnote-69) Total Time - 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming to the meeting.
2. Ask everyone to stand up.
3. Conduct the following or another energizer:

* Write your name in the air with your right hand.
* Now write your name in the air with your left hand.
* Write your name in the air with both hands.

1. Ask several girls how it felt to write their name with their left hand?
2. Explain that when the brain is used to doing the same thing over and over it feels comfortable. But, when you do something different, it takes time to get used to it.
3. Explain that making goals and/or revising them is like learning to write your name with your left hand. The goal will feel uncomfortable in the beginning, but with time and practice, it will be easy to accomplish.

### Activity[[69]](#endnote-70): Total Time – 80 minutes



**Review** (about 20 minutes)

1. Ask several girls what they have learned in the past three months that has helped them in their life.
2. Explain that as we learn more things, we may need to revise our goals for reaching our long-term aspiration.
3. Ask the girls to turn to their notebooks and review the two goals they wrote during previous Girls Club meetings.
4. Ask how many girls have achieved their two goals?
5. Ask if it was helpful to have a plan for achieving their goals? If so, discuss how it helped.
6. Ask if any of the girls have not achieved their goals yet. If not, why?
7. Point out that not achieving their goals yet is fine. Some goals take longer than expected or need a better plan for achieving them. Sometimes, you just need a different goal.

**Discouragement and Setbacks** (about 25 minutes)

1. Explain that when we encounter obstacles or setbacks to achieving our goals, it is easy to become discouraged.
2. Mention that obstacles and setbacks are all part of the learning process. It may take several attempts to reach a worthy goal.
3. Explain that people can be especially critical of themselves and their failures. It is normal to get discouraged and lose interest.
4. Point out that obstacles and setbacks can also be opportunities.
5. Give an example of an obstacle, such as this or another one: “A girl was being harassed on her way to school. She went to the police and got support. As a result, the boys no longer harassed her, and she continued to go to school.”
6. Invite the girls who have reached any of their goals to share:

***Ask if anyone has had setbacks working toward their goals, found a solution,*** *and got back on track? If so, ask them to explain*.

* What was their experience?
* What setbacks or discouragements did they encounter?
* What did they do to overcome them?
* What opportunities, if any, did their setbacks give them?

1. Ask if anyone has had setbacks working toward their goals, found a solution, and got back on track? If so, ask them to explain.
2. Summarize what the girls have done to reach their goals, especially after a setback or discouragement.
3. Explain the following:

* Depending on the setback, sometimes you have to slightly revise your goals and plan.
* Or, sometimes we need help staying with our goal.

1. Ask: How can you all help each other to achieve your goals? **(Note**: Encourage as many girls as possible to share how they can help each other.)**Revising Goals and Plans** (about 35 minutes)
2. Say: It is time to review your goals to be achieved by the end of the Girls Club meetings.
3. Ask the girls to think about what they would like to tell everyone at the closing ceremony of the Girls Club.
4. Explain: For those of you who have not completed your goals, that is okay. Take a look at them and:

* Revise them, if needed.
* Revise your plan for achieving the two goals by the end of the Girls Club meetings.
* Develop new goals, if the ones you have are not realistic or achievable.

1. Explain: If you have achieved one or two of your goals, then:

* Develop one or two new goals, and
* Make a plan for achieving the previous goal not yet achieved and/or the new goal(s).

1. While the girls are working on the assignment, walk around and help any of them who may need assistance. (**Note:** Spend sufficient time to help the girls who are struggling with developing new goals and a plan they can feel excited about.)

*Young girls that learn to set and reach realistic goals – despite setbacks –* ***will have a much easier time in life setting*** **bigger goals.**

1. When the exercise is done, summarize these points:

* The act of setting and achieving goals is an on-going, life-long practice.
* Young girls that learn to set and reach realistic goals – despite setbacks – will have a much easier time in life setting bigger goals.

1. Ask if anyone has questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.

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1. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
2. Say: Take a couple of minutes to write what you learned in your notebook.
3. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
4. Close the meeting.

# Positive Conflict Management

**By the end of this session, the girls will:**

* Describe how to express understanding and empathy
* Demonstrate ways to positively manage conflict

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | Scissors |
| **Appendix: Situations for Positive Communication** - see the end of this Session Plan. | Colored markers |



## Preparation Notes:

* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Prepare a flipchart with the following three steps for expressing understanding:
* **Step 1: Stay calm**. Remember the ground rules for negotiation.
* **Step 2: Acknowledge the other person’s feelings or emotions.**
* **Step 3: Acknowledge what you think you heard the person say.**



## Session Plan:

### Welcome[[70]](#endnote-71): Total Time – 25 minutes



1. Welcome the girls to the Girls Club session. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club session?
3. Conduct this exercise:

* Ask a volunteer to **act out** an emotion she might have during an argument?
* Ask who can guess what she is feeling?
* After someone says the correct emotion, ask someone else to act out a different emotion during an argument?
* Ask who can guess what she is feeling?
* After someone says the correct emotion, ask someone else to act out a different emotion during an argument.
* Continue until a total of five participants have acted out a different emotion.

1. Explain that during conversations with people we can get emotional and do not use the best communication skills. Sometimes the conversation can become hurtful.
2. Remind everyone that our emotions come from the top part of the brain which matures first. This is why you are more emotional at this time in your life.
3. Ask what you should do if you are feeling emotional during a conversation?
4. Remind the girls of good decision making. **Stop, think, then speak.**

### Activity[[71]](#endnote-72): Total Time – 75 minutes



**Review** (about 15 minutes)

1. Ask what are some good communication skills you have learned over the past months? (**Note:** Encourage several girls to discuss what they have learned.)
2. If not mentioned, ask about the following communication skills:

* What have you learned about asking open-ended questions?
* What have you learned about asking probing questions?
* What have you learned about non-verbal communication? What body language indicates interest? (**Note**: Discuss any of these, if not mentioned.)
* Facing toward the person you are talking to.
* Nodding your head (as if to say “yes”).
* Leaning in toward the speaker to show that you are listening.
* Offering a smile.
* What have you learned about active listening?

1. Ask what are the four negotiation steps to use when negotiating with friends and family? (**Note**: Probe and ask several girls to explain these four steps.)
2. If not mentioned, review the following:

* Step 1: Establish ground rules for yourself.
* Step 2: Clearly state what you want and why.
* Step 3: Brainstorm solutions and agree on one.
* Step 4: Come to an agreement.

1. Congratulate everyone for remembering good communication skills.
2. Say: Today we are going to talk about positive communication during difficult situations.
3. Mention that sometimes arguments can lead to hurtful words that embarrass, shame, blame, or humiliate a person. This can lead you or the listener to make threats and/or becoming violent with behavior such as yelling, hitting, or throwing things.

***Emphasize that practicing good communication skills is a life-long job.***

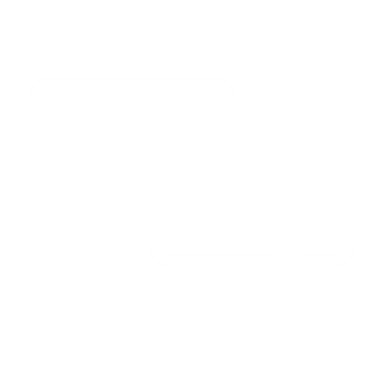
1. Explain that there are ways to solve conflicts with our friends and family without using hurtful words and violence.
2. Point out that solving conflicts and problems takes a lot of talking. When people resolve conflicts positively, they build stronger relationships.
3. Emphasize that practicing good communication skills is a life-long job.

**Nonviolent communication** (about 15 minutes)

1. Mention that there is one communication skill we have not discussed. That is, how to show understanding and respect for the other person’s viewpoint.
2. Discuss the importance of showing understanding and empathy during difficult conversations:

* Sometimes the person you are talking to does not know how to express themselves well. If they become emotional, they may get mad.
* When you try to understand the other person, it helps to calm the person and the situation.
* When you express understanding by acknowledging the other person’s point of view, it does not mean that you agree with them.
* When people feel that you “heard” them, they are more likely to communicate and with less emotion. This makes it easier to have a productive conversation.

1. Discuss three steps that help people to express understanding and empathy: (**Note**: Show flipchart of these three steps – prepared beforehand.)

* **Step 1: Stay calm**. Remember the ground rules for negotiation.
* **Step 2: Acknowledge the other person’s feelings or emotions.**
* Begin by saying, “I understand,” “I see,” “I know,” or “I am sorry “.
* Followed by the emotion you see the person is feeling, such as: you are angry, you are upset, you are disappointed, etc.
* **Step 3: Acknowledge what you think you heard the person say.**

1. Give examples of these three steps:

* “I understand that you are angry because I did not arrive on time”.
* “I understand that you are upset because I did not finish my chores”.
* “I see that you are angry because I failed my math class”.
* “I see that you were worried because I came home late”.
* “Sorry that you are upset with me because I would not play with you”.
* “I understand that you are angry because I will not help you with your homework”.

1. Ask the girls to think of a difficult conversation they had recently and ways they could have expressed more understanding. (**Note**: Encourage several girls to share the situation and what they could have done better in that situation.)
2. Ask the girls to can give examples of how to better express understanding in the situations they just discussed. (**Note**: Encourage several girls to give some examples, even if they are not perfect.)
3. Explain that when you acknowledge another person’s feelings, it does not mean you agree with them. But, it does make a person feel that you heard them.
4. Point out that learning to express understanding and empathy takes a lot of practice. It does not happen naturally. Normally, our first reaction is to raise our voice or yell back.

**Exercise** (about 45 minutes)

1. Read Story #1 from the **Appendix: Situations for Positive Communication.**
2. Ask the girls how Miriam can best respond to the situation? (**Note**: Encourage a discussion about ways that Miriam can best respond.)
3. After the discussion, ask these questions:

* What do you think of the solution(s) proposed?
* Did the conversation follow the three steps (stay calm, acknowledge the person’s feelings, and express understanding of the other’s viewpoint)?
* What positive verbal and body language could Miriam use during the conversation with her mother?
* Any suggestions for improvement?

1. Read Story #2 and ask how Almaz can respond to her mom? (**Note**: Encourage a discussion about ways that Almaz can respond to her mother.)
2. After the discussion, ask these questions:

* What did you think of the solutions you proposed?
* Did the conversation follow the three steps: (a) stay calm, (b) acknowledge the person’s feelings, and (c) acknowledge what you think you heard the person say?
* What positive verbal and body language could Almaz use during the conversation with her mother?
* Any suggestions for improvement?

1. One-by-one, read and discuss the remaining two situations. After each story, ask the girls the following questions:

* What do you think of the solutions you proposed?
* Did the conversation follow the three steps: (a) stay calm, (b) acknowledge the person’s feelings, and (c) acknowledge what you think you heard the person say?
* What positive verbal and body language could the girl use during the conversation with her family member?

*Ask****: What are the three steps for difficult conversations?*** *(****Note****: Keep asking until the girls get all three steps correctly)*

* Any suggestions for improvement?

1. Thank the participants for a great job.
2. Ask: What are the three steps for difficult conversations? (**Note**: Keep asking until the girls get all three steps correctly)
3. If needed, remind the girls of the three steps again:

* Stay calm. Remember the ground rules you have made for yourself. (Stop, count to 10, then speak).
* Affirm the other person’s feelings or emotions.
* Repeat what you think you heard the person say, but in your own words.

1. Ask: How can you use these steps when having conflicts with your friends or family members? Give examples. (**Note**: Encourage several girls to respond to the question.)
2. Ask why it is important to find non-hurtful ways to communicate and solve problems.
3. Explain that the communication techniques you are learning help diffuse difficult conversations, which may lead to heated arguments or possible violence.
4. Point out that it is important to know how to stay safe in difficult conversations.
5. Ask if anyone has questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Positive Communication Stories**

**Story #1:** Miriam’s mother comes home with a new dress for her. Her younger sister, who is one-year younger, becomes jealous and starts arguing with Miriam. How does Miriam diffuse the situation?

**Story #2:** Almaz’s mother comes home and starts yelling at her for not finishing cleaning the house. But Almaz has a test tomorrow. Her goal is to pass to the next class. How does Almaz respond to her mom?

**Story #3:** Lily is talking with some boys from the Boys Club. Lily’s brother gets upset for seeing her standing with boys.

**Story #4**: Tigrist is home when her father returns from work. The father is annoyed that she is not helping her mother to cook dinner. Tigrist was helping her brother study for his test tomorrow. How can she respond to her father?

**Sexually Transmitted Infections (STIs)**

**By the end of this session, the girls will:**

* Understand the basics of how to prevent STIs and where to seek treatment.
* Describe correct knowledge about HIV.
* Describe how you know when you are ready to have sex.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Two bowls or baskets | Tape |
| A key, rock, or banana (or another small object) | **Appendix: HIV Quiz** - see end of this Session Plan |
| **Blue** and **orange** badges or name tags that stick on clothes. If there are no name tags or badges, use two different colored fabric/patterns of cloth. If there are 25 participants, you will need 15 **blue** badges/fabric pieces and 15 **orange** badges/fabric pieces. (**Note**: If you do not have blue or orange badges, choose two other different colors). | |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Select an object small enough to put into someone’s hand – such as a rock.
* Put the **blue** badges/tags/fabric in a small bowl or box and the **orange** badges/tags/fabric in another small bowl or box.



## Session Plan:



### Welcome[[72]](#endnote-73): Total Time - 20 minutes

1. Welcome the girls to the Girls Club. Thank them for coming.
2. Conduct this or another energizer:
   * Ask everyone to stand together in a circle and put their hands together behind their back and facing upwards.
   * Ask a volunteer to stand in the middle of the circle? They should not see what you are doing.
   * Say: I am going to put something in someone’s hands. When that person gets the object, she must pass it to any person next to her.
   * Walk around behind the participants in the circle. Secretively put a small object in someone’s hands. (**Note**: Do not let the volunteer in the middle see what you are doing or who has the object.)
   * Say to the girls forming the circle: When you get the item, pass it around the circle until I say STOP.
   * After a minute or two say, “Stop”.
   * Say to the volunteer in the middle of the circle: “Guess who has the object”.
   * Once she guesses correctly, tell her to join the circle.
   * Ask another volunteer to be in the middle of the circle. Repeat this game one more time.
   * After the second volunteer guesses who has the object, end the game.
3. Explain that often we cannot see what is going on with other people, or how things get passed from one person to another. This is important to remember as we talk about today’s topic.
4. Ask everyone to sit down.

### Activity[[73]](#endnote-74) [[74]](#endnote-75) [[75]](#endnote-76): **Total Time** - 80 minutes



**Sexually Transmitted Infections** (about 20 minutes)

1. Ask what could happen when a woman and man have sex. (**Note**: Expect participants to say the woman can get pregnant.)
2. Explain: In addition to possibly getting pregnant a woman can also get a sexually transmitted infection (STI) including HIV (Human Immunodeficiency Virus), if her partner is infected with HIV or any other STI.
3. Explain that some STIs can also be transmitted by sharing sharp materials, blood transfusions, and through childbirth.
4. Ask several girls what have they heard about STIs? Initiate a discussion about STIs to learn what girls know and do not know about them.
5. If not mentioned by participants, discuss these key points about STIs:

Ask: ***What have you heard about STIs?***

* Some STIs are bacterial infections. These can be treated with antibiotics.
* Some STIs are caused by viruses. These cannot be cured.
* Two common STIs caused by bacteria are Chlamydia and Gonorrhea. Sometimes girls/women will experience a vaginal discharge with odor or pelvic pain with these STIs but sometimes they have no symptoms at all so it is important to check with a health care provider if you have unprotected sex.
* One virus is called HPV (Human Papilloma Virus). It can cause genital warts (small growths in the pubic region) or cervical cancer later in life. Anyone who is sexually active can get HPV, even if you have had sex with only one person. You also can develop symptoms years after you have sex with someone who is infected. This makes it hard to know when you first became infected. There is an HPV vaccine available for girls at health centers in many countries. It is best to have this vaccine while you are young, before you start having sex, so talk to your parents and health care provider about the vaccine that can help protect you from cancer.
* Two more common STIs caused by viruses are genital herpes and HIV.
* Two other infections that may be discussed are bacterial vaginosis (BV) and yeast infections, however they are not considered STIs.
  + BV is a type of vaginal inflammation caused by the overgrowth of bacteria naturally found in the vagina, which upsets the natural balance. It can affect women of any age. The cause isn't completely understood, but certain activities, such as unprotected sex increase your risk. Symptoms may include:
    - * Thin, gray, white or green vaginal discharge.
      * Foul-smelling "fishy" vaginal odor.
      * Vaginal itching.
      * Burning during urination.
  + Many women with bacterial vaginosis have no signs or symptoms.
  + A vaginal yeast infection is a fungal infection that causes irritation, discharge and intense itchiness of the vagina and the vulva — the tissues at the vaginal opening.
  + A vaginal yeast infection isn't considered a sexually transmitted infection. But, there's an increased risk of vaginal yeast infection at the time of first regular sexual activity. There's also some evidence that infections may be linked to mouth to genital contact (oral-genital sex).

1. For this age group, the key points aren’t necessarily what each STI is individually but that some have symptoms while others don’t, and some are curable with medicine and some are not.

Next, ask: ***What do you know about HIV?***

1. Ask girls what they know about HIV. Initiate a discussion about HIV to learn what girls know and do not know.
2. When done, summarize these key points about HIV:

* HIV is a virus which lives in bodily fluids.
* In both women and men, HIV lives in the blood.
* In men, HIV lives in the semen, which is why sex is the most common form of transmission.
* For women, HIV can also be found in breastmilk. This passes the HIV virus to the new infant.

1. Discuss ways in which someone can get HIV.

* Through unprotected sex with someone who has the HIV virus.
* From blood transfusions with contaminated blood, or sharing syringes, needles, or razors with someone who has the HIV virus.
* During pregnancy and childbirth. It can be transmitted from a mother to a baby if the mother is infected with HIV.
* During breastfeeding a child, if the mother has the HIV virus.

1. Emphasize that HIV is **not curable**. But, there are effective medicines for HIV. People with HIV can live long and productive lives if they take the medicines every day.
2. Explain that a pregnant woman living with HIV can take special medicines from a health center and use other precautions to prevent the virus from spreading to her baby.
3. Point out that STIs, including HIV, are **not** transmitted through casual contact, such as:

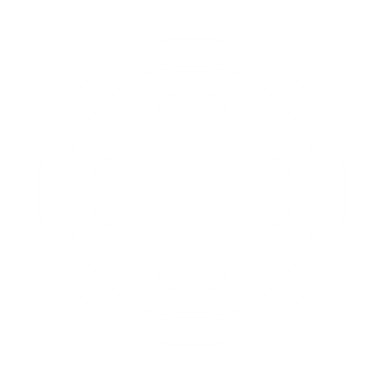
* Shaking hands
* Hugging
* Drinking from the same glass
* Sitting on the same toilet seat
* Sharing toothbrushes, etc.

1. Ask several girls: “How can you tell if a person has HIV?”
2. If not mentioned, explain:

* You cannot tell if a person is living with HIV by their appearance.
* You can ONLY know if a person is living with HIV through a blood test.

1. Ask if anyone has questions.

**HIV Quiz:**[[76]](#endnote-77) (about 20 minutes)

1. Ask the first question on the HIV Quiz. (**Note**: See **Appendix: HIV Quiz** at the end of this Session Plan.)
2. ****Ask several girls if the answer is True or False and why. (**Note**: If a person gets the wrong answer ask other girls. Keep asking until someone gets the correct answer, if possible.)
3. Discuss the correct answer, then move to the next question. (**Note**: The correct answer is on the quiz for the Mentor to use.)
4. Ask several girls to answer the second question. Keep asking until someone gets the correct answer, if possible.
5. Discuss the correct answer and move to the next question.
6. Continue asking each question in the HIV Quiz.

* After each question probe for what the group knows or not.
* After several girls have answered, discuss the correct answer.

1. When the HIV Quiz is completed, ask: What is the difference between HIV and AIDS?
2. If not mentioned, explain:

* HIV is a virus that lives in a person’s blood and bodily fluids once the person becomes infected. A person can live many years without looking or feeling sick.
* When a person begins to have symptoms of HIV – usually after many years – the person has gone from being HIV positive to having AIDS.
* AIDS is an advanced stage of illness.

1. Ask if anyone has any questions?

**STIs Risk Exercise** (about 20 minutes)

1. Ask everyone to stand up.
2. Give 6 participants a **blue** badge/tag or Post it note. Stick/tape the **blue** badge/tag/piece of fabric to their clothing. Make sure that the badge/tag or piece of fabric is visible. (**Note**: If there are fewer than 24 girls in the session give about 25% of the girls a **blue** badge.)
3. Give 2 participants an **orange** badge/tag or piece of fabric. Stick/tape the **orange** tag/piece of fabric to their clothing. Make sure that the badge/tag or piece of fabric is visible. (**Note**: If there are fewer than 24 girls in the session give only one the girl an orange badge.)
4. Place the rest of the **blue** and **orange** badges/tags or pieces of fabric in separate bowls or baskets where participants can access them.
5. Explain the exercise:

* Go around and shake hands with each other.
* When you shake hands with a person, check the color of their badge (tag)/piece of fabric. Is it **blue,** **orange,** or no badge?
* If the person has an **orange** or **blue** badge (tag)/piece of fabric, shake her hand and get a badge of the same color from the bowl (or basket). Pin/stick it on your clothes. (**Note**: Point to where the bowl with the tags is located.)
* If the person has no badge, shake her hand and move on.

1. Say: By the end of the exercise some girls might be wearing several colored tags.
2. Repeat the instructions:

* Start finding a person and shake their hand.
* If the person has an **orange** or **blue** badge (tag)/piece of fabric, get the same color badge from the bowl (or basket) and put it on. Then, find another person to shake hands with.

1. Say: “Go”. Tell everyone to start shaking people’s hands.
2. After a few minutes or when more than half the girls have blue say: “Stop”.
3. Ask: Who started the exercise with a **blue** badge (tag)/Post-it note? Please come to the front of the group.
4. Ask: Who got a **blue** badge/piece of fabric after shaking hands with someone with a **blue** badge/piece of fabric? If so, come to the front of the group.
5. Say: All of you have an STI called gonorrhea.
6. Ask: Who started the exercise with an **orange** badge (tag)/piece of fabric? Please come to the front of the group.
7. Ask: Who got an **orange** badge/piece of fabric after shaking hands with someone with an **orange** badge/piece of fabric. Please come to the front of the group.
8. Say: All of you have HIV.
9. Ask: Who started the exercise and ended the exercise with no colored badge? Stay where you are.
10. Say: None of you have an STI. No badge means no infection.
11. Say: Most of you started the game with no badges – no infections. Look at how many now have an infection (those with **orange** or **blue** badges).
12. Mention that they do not really have an infection. The game was to demonstrate how fast an STI can be passed from one person to another through unprotected sex with an infected partner.
13. Explain that it is difficult to know if someone has an STI.
14. Point out that STIs are mainly passed from an infected person to an uninfected person whenever there is a change of sexual partners.
15. Emphasize: You cannot get an STI from casual contact, such as shaking hands, hugging, drinking from the same glass, sitting on the same toilet seat, sharing toothbrushes, etc.
16. Mention that the purpose of the game was only to show that one cannot tell if someone has an STI, and that STIs can spread quickly if people are having unprotected sex.
17. Remind participants that the only way you know for sure if a person has an STI is if that person is tested in a health center.

**STI Symptoms and Prevention** (about 5 minutes)

1. Explain that getting an STI when you are not sexually active is unlikely. However, one should know the symptoms.
2. Point out that most STIs do not have symptoms that girls would easily recognize. Here are some symptoms to pay attention to:

* A vaginal discharge – something more than normal and that has an odor
* Sores on the vagina
* Bumps on the vulva

1. Emphasize that if girls notice any of these or other symptoms that do not seem normal, they should go to the health clinic with a trusted adult.
2. Ask how people can avoid getting an STI. Ask where they heard this information.
3. If not mentioned, explain there are some ways to prevent infections:
   * Abstaining from sex
   * Not sharing sharp instruments
   * Vaccination for HPV
   * Using condoms correctly and consistently when one decides to have sex.
4. Note that many times, STIs have no symptoms so it’s important to have regular visits with a health care provider, especially once you are sexually active.
5. Point out that the best person to ask about STIs is a health care provider. They are trained in these kinds of infections.

**Sex: How do you know if you’re ready? [[77]](#endnote-78) (25 minutes)**

* + - 1. Tell girls that you are going to talk about sex and it can be uncomfortable. Emphasize that sex can feel good, but it also has risks — STIs and unintended pregnancy are a few we have discussed. But sex can also have emotional risks. Sex before you're ready, sex with someone you don't trust or respect (or who doesn't trust or respect you), or sex that doesn't feel good can lead to some really stressful feelings. And sex shouldn't be stressful.
      2. Tell the girls that at some point, they may decide to have sex, but it is important to be ready. In this activity, we will answer the different questions you should ask yourself before you agree to have sex. Answer each of these questions for yourself now in your notebook or on a sheet of paper, based on how you feel right now.
      3. Read out loud the following questions:
* Would my parents approve of me having sex now, if they knew?
* If I get pregnant, am I responsible and financially secure enough to provide for the baby’s emotional and financial support?
* Does the man/woman I am with make me feel good about myself?
* Will I be glad when I am older that I lost my virginity at the age I am now?
* If the relationship breaks up, will I be glad I had sex with this person?
* Am I sure no one is pushing me into having sex?
* Am I able to comfortably talk to my partner about sex and about his sexual history?
* Am I absolutely sure my partner is not infected with a sexually transmitted infection (STI)?
* Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV, and other STIs?
* Do I feel safe with my partner?
  + - 1. Say: If you answered “no” to any of these questions, you should probably not start a sexual relationship or should perhaps end the one you are currently in. No matter what you choose, it is important that you choose for yourself whether or not you want to have sex, especially before you find yourself in a situation where someone may suggest having sex.
      2. Ask girls what makes someone ready for sex. (Prompt for discussion regarding: it matches your personal or religious values, your school and career goals, you have thought through the emotional and physical risks you're willing to take).
      3. Without lecturing, begin a conversation about if having sex is something you really want to do, or something you’re being pressured to do. (note to mentor: this can be a sensitive topic, especially for girls who have been abused or pressured, so choose your words carefully not to make anyone feel ashamed or scared).
      4. Remind girls that sex is something that people usually have in a committed relationship, with someone they care deeply about and can trust. You’re probably not ready to have sex if the reason you want to sounds anything like:
* I’m the only virgin in my group of friends.
* I want to “get it over with”.
* My boyfriend or girlfriend will break up with me if I don’t have sex.
* Having sex will make me popular.
* I’ll feel older if I have sex.
  + - 1. Finally, help girls understand that the importance of sex in your life can change over time — so don't worry if it’s not something you’re interested in right now. That’s totally normal and ok. Just because you don’t want to have sex now doesn’t mean you’ll never want to.
      2. There are also times when someone forces you to have sex, which can be very scary and at your age, illegal, so it is important to tell someone you trust if you ever feel unsafe or uncomfortable.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

|  |
| --- |
| **If a girl enquires about health services:**   * Be non-judgmental. * Ask if the girl has a parent who can accompany her to the health center. If so, encourage the girl go with her parent to the health center. * If not a parent, ask if the girl has a trusted adult who can accompany them to the health center. Encourage the girl to seek health care services with the trusted adult. |

**Appendix: HIV Quiz**

1. Can HIV be transmitted by mosquitoes?

**No –** Mosquitoes cannot spread HIV. HIV is found in blood. But, it does not stay alive in mosquitoes. Mosquitoes do not transfer any blood into people when they bite – they only withdraw the blood. In the process of withdrawing the blood, the mosquito injects its saliva into its victim. Many diseases, including malaria, are passed on by mosquitoes. But, HIV is not spread by mosquitos.

1. Can HIV be transmitted through sex?

**Yes –** HIV can be passed from an infected person to another person during sex.

1. Can HIV be spread when sharing food with an infected person?

**No –** HIV can only be spread through sexual intercourse, blood transfusions, needle sticks, and from mother to baby during pregnancy and breastfeeding.

1. The best ways to prevent STIs including HIV is to avoid sex.

**Yes –** Abstinence is the best way to prevent HIV.

1. Can people living with HIV live long and productive lives?

**Yes!** Medicine called anti-retroviral or ARVs allows people with HIV to live long and productive lives. The medicine is taken every day for the rest of their life.

1. What is the only way to know for sure if you have HIV?

The only way to know for sure if someone has HIV is to get tested at the health center.

1. Can condoms provide protection from STIs, including HIV?

**Yes –** Whether you use latex male condoms or female condoms, they are both very effective in preventing HIV and many other STIs when used the right way every time. While it is not a 100% guarantee, condoms can be very effective in preventing transmission of HIV.

**Move, Grow, Shine – Nutrition for Teen Girls**

**By the end of this session, the girls will:**

* Understand why they need to eat well.
* Describe Move, Grow and Shine foods.
* Describe a healthy meal.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Tape | Paper |
| Colored markers | Flipchart (newsprint) |
| Flipchart stand, if available and feasible for meeting location | Extra flipchart paper for girls to use during an exercise |
| Flipchart/Flipbook with illustrations of the move, grow, and shine foods | |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* On a blank flipchart, draw a line down the middle. On the top of the left-hand column write “**Move**”. On the top of the right-hand column write “**Grow**”.
* Take another blank flipchart paper and turn it length wise. Draw three equal-size columns, leaving a little room on top of each column. Starting with the left-hand column, label the first column, “**Move**”, the middle column, **“Grow**” and the right-hand column, “**Shine**” (see example below).

|  |  |  |
| --- | --- | --- |
| **Move** | **Grow** | **Shine** |
|  |  |  |

* This Girls Club meeting requires the use of flipcharts. Find a site with walls or fixtures so that you can write on and post flipchart papers
* Just before the Girls Club begins, tape the three-column flipchart to the wall/fixture at the front of the room/meeting site.



## Session Plan:

### Welcome: Total Time - 10 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions about the last Girls Club meeting.
3. Ask everyone what they had for breakfast this morning, or dinner last night. (**Note**: Write answers on a blank flipchart. )
4. Ask what are some reasons why we eat food, besides being hungry? (**Note**: Add responses to the flipchart.)
5. **Activity[[78]](#endnote-79): Total Time – 90 minutes**



**Why We Eat – to Move, Grow, and Shine** (about 10 minutes)

1. Initiate a discussion about the kinds of activities girls do every day. Begin by asking what the girls did yesterday. (**Note**: Encourage many girls to respond.)

* Did you walk to school?
* Did you do chores?
* Did you work in the garden?
* Did you take care of your siblings?
* Did you play?

1. Remind the girls of what they ate for breakfast this morning or dinner last night.
2. Explain that their body is using this food to move their bodies. Without food, we would not have the energy to move. Just like cars and motorcycles, we need fuel to move ourselves.
3. Ask everyone to stand up and arrange themselves from shortest to tallest. (**Note**: Allow about 5 minutes for everyone to get arranged.)
4. Ask: Do you think that you will be taller by next year? Why?
5. Ask everyone to sit down.
6. Remind the girls of how much their bodies are growing and changing every day during puberty and adolescence.
7. Ask what parts of their body will be changing over the next couple of years. (**Note**: Encourage many girls to discuss how they will change over the coming years.)
8. If not mentioned, remind the girls that they will be:

* Growing taller – some girls will even catch up to the height of their taller friends.
* Developing more muscle.
* Growing breasts.
* Menstruating, which means some blood loss.
* Their brain will be growing and maturing.

1. Explain that puberty is a period of fast growth both physically and mentally. Because of this, girls will need special food to grow tall and develop their bodies. Without enough food, the body will not grow as strong and tall.
2. Ask if anyone has been sick or had a cold in the last year or two? (**Note**: Encourage the girls to talk about when they were sick.)
3. Explain that when we get sick, the body makes substances in the body that heal us. The substances also help prevent us from getting sick.
4. Mention that there are special foods that help the body to heal as well as stay healthy. There are also special foods that make your hair, fingernails, and teeth grow and be strong and healthy.
5. Finally ask how the girls feel when they are hungry? (**Note**: Probe for these words: tired; can’t think well; sleepy.)
6. Mention that the brain needs food to develop and learn. Certain food helps you to be alert and learn well - in school and outside of school. It provides fuel for the brain to grow, learn, and shine.
7. Ask: Can you think of other reasons why you need to eat food? Encourage the girls to give additional ideas.

**Move, Grow, Shine Foods** (about 10 minutes)

1. Ask the girls why it is important to eat different foods every day. (**Note**: Encourage many girls to answer.)
2. If not mentioned, explain that different foods help the body to move, grow, and shine. Today we will talk about ways that different foods meet all your body’s needs.
3. Discuss **Move** foods:

* **Move** foods give the muscles energy (fuel) to run, jump, play, and work. They feed the body to grow and the brain to learn and concentrate.

Ask: ***What kind of foods might help your body to Move?***

* If we do not eat enough **Move** foods, we will feel tired. We will not have enough energy to get through the day.

1. Ask: What kinds of foods might help your body to **Move**? Encourage a discussion on what foods are move foods. (**Note**: Write responses under the **Move** column of the three-column flipchart. It is okay if the responses are not correct at this moment. You are just gathering girls’ knowledge.)
2. Discuss **Grow** foods:

* **Grow** foods help your body to grow taller, build strong muscles and develop as a woman.
* If you don’t eat enough **Grow** foods the body will not be as strong or tall.

1. Ask: What kind of foods might help your body to **Grow?** Encourage a discussion on what foods are grow foods. (**Note**: Write responses under the **Grow** column of the three-column flipchart. Don’t worry if the responses are not correct.)
2. Discuss **Shine** foods:

* **Shine** foods help protect the body from illness.
* They also help your teeth, hair, fingernails and skin to be healthy.

1. Ask: What kinds of foods might help your body to **Shine and be healthy?** Encourage a discussion on what foods are **Shine** foods. (**Note**: Write responses under the **Shine** column.)
2. Review the responses in the three columns. Ask if anyone would like to add anything to the list of foods in each column.

**Move Foods** (about 10 minutes)

1. Explain that starchy foods give the body energy and fuel to **Move**.
2. Ask what might be some starchy foods that would give the body energy?
3. If not mentioned, explain that **Move** foods include: (**Note**: If available, show illustrations of these foods in a Flipbook/Flipchart.)

* Cereal (corn, barley, wheat, sorghum, oats, and rice),
* Bread, tortillas, chapatis, flour pastes
* Potatoes, yams, sweet potatoes.

1. Explain that oil, butter, avocado, and other fatty foods also give you energy and fuel to move and grow. (**Note**: If available, show illustrations of these foods in a flipchart/flipbook.)
2. Go the **Move** column on the flipchart and ask: Which foods on the list are actually **Move** foods? (**Note**: Circle all correct answers - all starchy and fatty foods and oils/butter.)
3. Ask: Are there any **Move** foods under the Grow and Shine columns? If so, which ones are they? (**Note**: Add these to the **Move** column on the flipchart.)
4. Ask: Does anyone have a question about **Move** foods?

**Grow Foods** (about 10 minutes)

1. Remind the girls how much they grow during puberty and adolescence. This growth needs the right **Grow** foods.
2. Say: The best foods for **growing** tall and building muscle and bones are animal products and legumes.
3. Ask the girls what are some animal products that would be **Grow** foods. (**Note**: If available, show illustrations of these foods in a Flipbook/Flipchart.)
4. Discuss any of these **Grow** foods not mentioned:

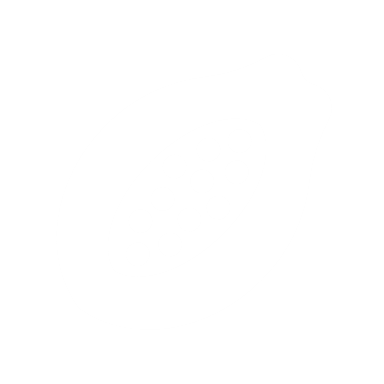
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Milk | Yogurt | Chicken | Beef | Lamb |
| Cheese | Eggs | Pork | Goat | Fish |

1. Explain that legumes also have protein that the body needs to **Grow** and build. Legumes include: (**Note**: If available, show illustrations of these foods in a Flipbook/Flipchart.)

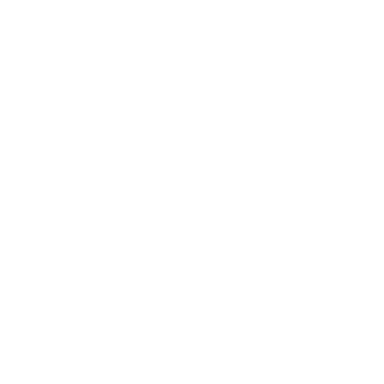
|  |  |
| --- | --- |
| Beans | Chickpeas |
| Lentils | Ground nuts |

1. Go to the **Grow** column on the flipchart and ask: Which foods here are actually **Grow** foods? (**Note**: Circle each correct answer – all animal products, such as fish, chicken, goat, beef, milk, cheese, eggs, nuts, and beans and nuts.)
2. Ask: Are there any **Grow** foods under the Move or Shine columns? If so, which ones are they. (**Note:** Add any of these to the **Grow** column on the flipchart.)

**Shine Foods** (about 10 minutes)

1. Explain that in order to stay healthy, heal from illness, and have strong bones, good skin and hair you need to eat **Shine** foods. **Shine** foods are full of vitamins to keep you healthy and glowing. They also keep our immune system strong so that you do not fall sick easily.
2. Explain that the best **Shine** foods are those with color, namely, fruits and vegetables.
3. Ask what are some shine foods that you know of.
4. Discuss any **Shine** foods not mentioned: (**Note**: If available, show illustrations of these foods in the Flipbook/Flipchart.)

|  |  |  |
| --- | --- | --- |
| Mangos | Carrots | Orange flesh sweet potato |
| Papayas | Oranges | Other green or orange vegetables |
| Dark green leafy vegetables (spinach, kale, collard greens, etc.) | | |

1. Go to the **Shine** column of the flipchart and ask: Which foods on the list are actually **Shine** foods? (**Note**: Circle each correct answer – all fruits and vegetables, especially the very colorful ones.)
2. Ask: Are there any **Shine** foods under the Grow or Move columns? (**Note**: If yes, add them to the **Shine** column on the flipchart.)
3. Remind the girls that colored fruits and vegetables are the best **Shine** foods. We need to eat different types every day when it is possible.
4. Summarize what was discussed about the **Move, Grow,** and **Shine** foods.

* Starchy foods and fats are great for energy to **move**, play, work, and study.
* Animal products and legumes help you **grow** tall, strong and healthy.
* Colorful fruits and vegetables help you stay healthy, and have **shiny** strong eyes, nails, and good skin.

1. Ask the girls to find a partner and explain the **Move**, **Grow** and **Shine** foods to them. (**Note:** Allow about 5 minutes for this exercise.)
2. Remind the girls: Growing girls and boys need a variety of different foods in order to Move, Grow and Shine.
3. Ask if anyone has questions.

**A Healthy Meal** [[79]](#endnote-80) (about 30 minutes)

1. Explain that we have talked about the types of food that the body needs to move, grow and shine. It is important that the body gets all of these foods in one day.
2. Ask the girls what a healthy meal might look like. Encourage a discussion on what a good meal should be.
3. If not mentioned, explain or reinforce that for lunch and dinner girls should try to eat at least one **Move** food, one **Grow** food, and one **Shine** food at each meal.
4. Show girls what a Healthy Meal looks like. (**Note**: If available, show an illustration of a healthy meal with a **Move**, **Grow** and **Shine** food in a Flipbook/Flipchart)
5. Divide the girls into small groups of five people each. Give each small group some colored crayons (or markers) and a flipchart paper to use for drawing.
6. Say: Please draw a healthy meal that has one **Move** food, one **Grow** food, and one **Shine** foods. Pick foods that you commonly eat in your family or the village. (**Note**: Allow about 10 minutes for the girls to finish.)
7. When done, ask each group to show and explain their illustration to everyone and explain why they chose the foods for their meal.
8. After each presentation, thank the presenter. Then, ask if anyone has any comments or something to add? (**Note:** As needed, correct any misinformation.)
9. After all the presentations, ask if there are questions.
10. Say: You can tell your mothers what you learned today. She can think about adding **Move, Grow** and **Shine** foods to the family meals.

**Unhealthy food choices** (about 10 minutes)

1. Explain that we have been talking about healthy foods.
2. Ask what kinds of food might not be so healthy for you? (**Note**: Encourage many girls to answer.)
3. If not mentioned, ask about biscuits, sweets, candy, cakes and sodas. (**Note:** Probe for what girls think about sugary foods.)
4. Ask why these foods might not be healthy.
5. Explain that that sugar is bad for the health and damages the teeth.
6. Point out that it is okay to eat these foods in very small amounts. But, it is best to make healthier choices.
7. Ask what are better things to eat or drink other than candy, biscuits and sodas?
8. Discuss any of these not mentioned:

* Water, milk and/or fruit juices are better choices than sodas.
* Eating fruits is also a better option than candies and biscuits.

1. Ask if anyone has questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**How Much Should I Eat?**

**By the end of this session, the girls will:**

* Explain why they need to eat meals at different times during the day.
* Be able to talk to their mothers and other family members about Move, Grow and Shine foods.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | 10 sheets or more of A4 paper |
| Colored Markers | Equipment for audio story |
| **Appendix: Role Play Scenarios** – see end of this session plan. | |



## Preparation Notes:

* **Read this Session Plan, and the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This Girls Club meeting requires the use of flipcharts. Find a site with a wall/fixture or a place to put a flipchart stand so that you can write on and post flipchart papers.
* Prepare four flipchart papers. On the top of each, label one of them, “Breakfast”; label the second one, “Snack foods”; label the third one, “Lunch Meal”, and the last one, “Dinner Meal”.
* Prepare a flipchart with these four questions on it. Leave enough space to write the girls’ responses under each question:
* How many main meals do you think a girl your age should eat?
* How many main meals do you eat each day?
* When do you eat those main meals?
* How many snacks do you eat during the day? (Such as groundnuts or fruit)



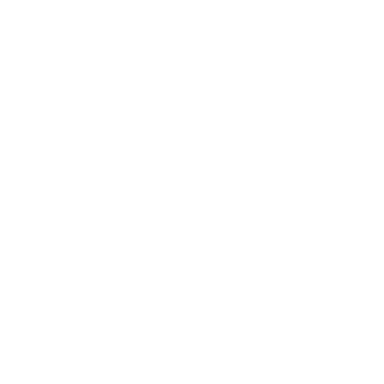
## Session Plan:

### Welcome[[80]](#endnote-81): Total Time - 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask: Does anyone have questions from the last Girls Club meeting.
3. Tell the girls to form a circle.
4. Ask someone in the circle to volunteer to start the exercise.
5. Explain the energizer:

* The volunteer will say, “I am going to the market to buy fish”.
* The person next to the volunteer will repeat what the volunteer said, then add something to the shopping list. For example, “I am going to the market to buy fish and potatoes”.
* The next person adds something to the shopping list, for example, “I am going to the market to buy fish, potatoes, and eggs”.
* Each person must remember the previous list of items and add their own item to the list.

1. Start the game with the volunteer. Continue until all of the girls have added something to the shopping list.
2. When done congratulate all of the girls for being so creative.
3. **Story Time: Total Time - 20 minutes**
4. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
5. Say: Let’s talk about **what** happened in the story.
6. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity** [[81]](#endnote-82)**: Total Time – 65 minutes**



**What Do You Eat? Exercise** (about 15 minutes)

1. Ask if the girls have been feeling a little hungrier these days.
2. Explain: Girls your age need as much food as boys your age and more food than adults.
3. Ask the girls to break into small groups of four to five girls each group. Give each small group 1 sheet of A4 paper so that they can take notes.
4. Read the four questions on the flipchart (prepared beforehand - see Preparation Notes.)

* How many meals do you think a girl your age should have?
* How many meals do you eat each day?
* When do you eat those meals?
* How many snacks do you eat during the day? (Such as a fruit after school)

1. Explain the exercise: (**Note:** Allow about 5 minutes for the exercise.)

* Within your small group answer the four questions written on the flipchart.
* Take notes and prepare to present your answers to the group.

1. When ready, ask each small group to present their answers to the four questions. (**Note**: Write their responses on the flipchart under each of the four questions. Do not write duplicate responses.)
2. Thank everyone for their presentations. Summarize all of the groups’ responses to each of the four questions.
3. Remind the girls that during puberty and adolescence, their bodies are changing, growing, and maturing a lot. This growth needs more food and more frequent meals.
4. Explain that every person is different. In general, girls their age should eat **three main meals and at least two snacks a day,** if possible/available.
5. Ask the girls what is a healthy meal? Keep asking until several girls explain that a healthy meal has **Move**, **Grow**, and **Shine** foods in it.

**Breakfast and Morning Snack** (about 10 minutes)

1. Ask many of the girls what they usually eat for breakfast in the morning? **(Note**: Write responses on the flipchart labeled “Breakfast” – prepared beforehand.)

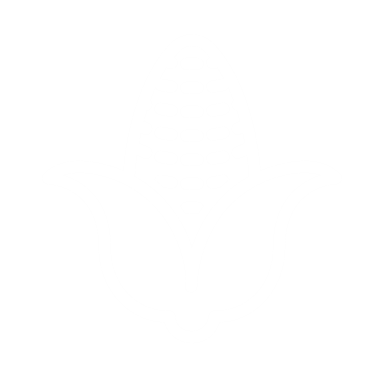
*Ask:* ***Why is it important to have breakfast in the morning?***

1. Ask why is it important to have breakfast in the morning? (**Note**: Encourage several girls to answer.)
2. Discuss the following points, if not mentioned by the girls:

* The first meal of the day is very important. It gives you energy to get through the morning and not feel tired.
* Breakfast gives your brain energy so that you can concentrate and learn better in school.
* Ideally, breakfast should have at least one **Move** and one **Grow** food.

1. Return to the responses on the Breakfast flipchart. Ask:

* What do you think of the breakfast foods on this list?
* Could you have more **Grow** and/or **Move** foods? (**Note:** It is possible that the girls come from food insecure homes. **Be sensitive** when asking about their meals.)

1. Brainstorm simple ways the girls can have locally available and affordable **Move** and **Grow** foods for breakfast. Engage all of the girls in the discussion. (**Note*:*** Add these to the Breakfast flipchart, if not already there.)
2. Ask if anyone gets hungry before lunch. If so, what do you eat? (**Note**: Write responses on the flipchart labeled, “Snacks”.)
3. If anyone has a snack before lunch, congratulate them.
4. Mention that girls their age are very energetic and growing a lot. This is why it is important to have a small snack between breakfast and the lunch meal, if they can.
5. Brainstorm what would be good, simple foods to eat as a snack. Engage many of the girls in the discussion. (**Note**: Write responses on the flipchart paper, labeled, “Snacks”).

Point out that good snacks include **Move, Grow**, and/or **Shine** foods. Review different kinds of snacks, highlighting foods not already mentioned by the girls. (**Note:** Add these to the flipchart labeled, “Snacks,” if not already there.)

|  |  |  |
| --- | --- | --- |
| Yogurt | Roasted corn, boiled corn | Fruit, such as mangoes, papaya, oranges, watermelon and bananas |
| Ground nuts | Sweet potato, white potato |  |

1. Brainstorm ways the girls can have a snack before the afternoon meal. (**Note**: Add these to the list of foods on the Snacks flipchart. **Be sensitive** to girls’ economic situation. Try to find simple local foods that are affordable and available to eat.)

|  |
| --- |
| **NOTE**: If girls come from poorer homes, help brainstorm simple, affordable snack foods. For example, fruit from a tree or ground nuts might be options that are easily available and/or affordable. |

1. Remind everyone that candies, biscuits, soft drinks are empty foods. They do not fuel you for long. Also, they are not healthy for the body, and they are bad for the teeth. It is better to eat a fruit and drink milk or water.

**Lunch and Afternoon Snack** (about 10 minutes)

1. Ask everyone what they usually have for their lunch or mid-day meal? (**Note**: Write responses on the flipchart labeled, “Lunch”.)
2. Review the girls’ responses and ask: Now that you know about **Move**, **Grow** and **Shine** foods, what do you think about your lunch meal? (**Note**: Engage as many girls possible in this discussion.)
3. Discuss the importance of lunch:

* By the afternoon you will have used up your breakfast and snack for moving, growing, and learning.
* The lunch meal refuels you to learn, play and/or do chores in the afternoon.
* Your lunch meal should have **Move**, **Grow**, and **Shine** foods. You need these foods to move, grow, shine and learn.

1. Brainstorm together simple ways the girls can add locally available **Move**, **Grow, or Shine** foods to their lunch. (**Note*:*** Add these to the flipchart labeled, “Lunch”. It is possible that the girls come from food insecure homes. **Be sensitive** to this.)

|  |
| --- |
| **NOTE**: If girls come from poorer homes, help brainstorm simple, affordable foods. For example, ground nuts, eggs, and any inexpensive green or orange vegetable might be an option that families can afford. |

1. Ask: After your lunch meal, do you eat anything before dinner or evening meal? If so, what do you eat? (**Note**: Circle the foods eaten from the Snack flipchart. Add anything that is not on the list.)
2. Explain that girls your age are very energetic and are growing. This is why it is important to have a snack before dinner, if you can.
3. Review the previous Snack flipchart and remind the girls of good **Move, Grow** and/or **Shine** snacks. Summarize good snacks that come from **Move**, **Grow** or **Shine** Foods.

*Note:* ***Be sensitive to their food situation.*** *Try to find simple local foods that are affordable and available to families.*

1. Brainstorm ways girls can have locally available **Move**, **Grow** and/or **Shine** foods as a snack before the dinner meal. (**Note:** Be sensitive to their food situation. Try to find simple local foods that are affordable and available to families.)
2. Remind the girls that candy, biscuits, and soft drinks are not good snacks. These are empty foods. They do not fuel you for long and they are not healthy for the body.

**Dinner Meal** (about 10 minutes)

1. Initiate a discussion about what the girls usually eat for the dinner or evening meal? (**Note:** Write responses on the flipchart labeled, “Dinner”).
2. Discuss the following points:

* By the evening time you will have done a lot.
* You will need to eat a good meal in the evening so that the body can grow and repair during sleep.
* It is important that your dinner also have **Move**, **Grow**, and **Shine** foods.

1. Review the responses on the flipchart labeled, “Dinner”. Are there **Move**, **Grow**, and **Shine** foods in the meal?
2. Brainstorm ways to improve dinner meals. Is there anything else you could add to it? (**Note:** Add any responses to the flipchart labeled, “Dinner”. **Be sensitive** to the fact that some girls may come from food insecure homes.)

|  |
| --- |
| **NOTE**: If girls come from poorer homes, brainstorm simple, affordable foods they can eat. For example, ground nuts, eggs, and any inexpensive green or orange vegetable might be foods that families can afford. |

1. Thank the girls for their input.
2. Ask if anyone has questions about a good diet for growing adolescent girls.

**Talking to Parents** (about 20 minutes)

1. Divide the girls into 5 small groups.
2. Tell or give each small group one of the five scenarios. (**Note**: See **Appendix: Role Play Scenarios** at the end of this Session Plan.)
3. Ask the groups to discuss how they would talk to their parents about the scenario they are given. (**Note**: Allow about 5 to 6 minutes for the girls to discuss.)
4. When ready, invite one of the small groups to describe their scenario and what they could do in the situation. (**Note**: Write responses on a new flipchart.)
5. When done, thank the first group for their good work.
6. Ask: What would the rest of you do?
7. Summarize the key solutions discussed. (**Note,** if possible, write responses on flipchart.)
8. Ask another small group to describe their scenario and what they could do in that situation.
9. Ask: What would the rest of you do in this situation?
10. Summarize any key solutions discussed. (**Note,** if possible, write responses on flipchart.)
11. Continue the process for the next three small groups/scenarios:

* Ask the group to present their scenario.
* Ask the rest of the group to add anything.
* Summarize any new solutions discussed and write on flipchart.

1. Summarize the discussion on how the girls can talk to their parents about **Move**, **Grow**, and **Shine** foods and healthy meals so that the girls and their siblings can grow up strong and healthy.

**D. Wrap Up: Total Time – 15 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Role Play Scenarios**

**Role Play #1: Family knows nothing about a good diet**.

Your mother prepares traditional meals because that is what she learned. She does not know anything about Move, Grow or Shine foods or why they are important.

**Role play #2: Family lacks resources.**

When you tell your mother about the Move, Grow and Shine foods she says that there is not enough money to buy all of these foods, especially the Shine foods.

**Role Play #3: Full stomach is enough.**

After you talk to your parents about Move, Grow, Shine foods, they say that a full stomach is enough. Imagine your parents have told you that having anything to eat is enough, regardless of how nutritious it is. You should eat what you are given.

**Role Play #4: Girls eat last.**

Your mother does what she always learned. She says that girls should eat after their brother’s and father. Your father agrees.

**Role Play #5: Does not understand shine foods.**

Your family meals mostly have Move and some Grow foods. Shine foods are often missing. How do you talk to your parents about the importance of including Move, Grow and Shine foods in a meal?

# Staying Safe from Unwanted Touches

**By the end of this session, the girls will:**

* Describe different kinds of touches and how they can make you feel.
* Describe ways to stay safe from uncomfortable touches.

**Learning Objectives**



## Total Time: 90 minutes



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Blank paper – 30 to 40 sheets (about twice as many as the number of participants) |
| Flipchart paper (newsprint) | Equipment for audio story |
| Colored Markers | Scissors |
| **Appendix: Unwanted Touches Scenarios** - see end of this Session Plan | “Question folder” or a place to put questions anonymously |

## Preparation Notes:



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* Draw a black square on the back side of 20 – 25 sheets of paper (or enough papers for all participants).
* This Girls Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can post flipcharts on it.

## Session Plan:



1. **Welcome and Story Time**[[82]](#endnote-83)**: Total Time - 30 minutes**



1. Welcome the girls back to the Girls Club. Thank everyone for coming.
2. Ask if anyone has questions from the last Girls Club meeting.
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity: Total Time - 70 minutes**



**How Do I Feel About That?**[[83]](#endnote-84) (about 20 minutes)

1. Remind everyone that people may treat girls differently when they reach puberty and beyond. We talked about this in previous Girls Club meetings.
2. Mention that risky places may be in places that you think are safe.
3. Explain that friends and relatives often show affection and care by touching. But, when a touch makes you feel uncomfortable or bad it is important to know what to do and how to stay safe.
4. Give each girl a sheet of paper which is blank on one side and has a black square on the other side (**Note:** Prepared beforehand – see Preparation notes).
5. Explain the exercise:

* I am going to read a sentence.
* If you think it is a good touch, hold up the plain side of the paper.
* If you think it is a bad (uncomfortable) touch, hold up the side with the black square.
* If you are not sure, do not hold up the paper.

1. One by one, read the following statements. After each statement say: Hold up the side of the paper that describes how they feel about the touch. If girls hold up different cards, ask them why they choose their answer.

|  |  |
| --- | --- |
| A hug from your mother. | A teacher pats you on your back for doing a good job. |
| A hug from your male teacher. | A teacher touches you on your bottom/buttocks. |
| A hug from a male classmate. | A friend walks to school with you and holds your hand. |
| A hug from your father. | A boy walks to school with you and tries to touch your pubic area or vulva. |
| Someone touches your breast | A relative or family member touches your breast or your pubic area or vulva. |
| Your uncle gives you a hug | A girlfriend holds your hand walking home from school. |
| Your auntie hugs you goodbye. | A boy makes you touch his private part. |
| Someone touches you in a way that makes you feel uneasy. | |

1. Explain that there are different kinds of touches; good touches, bad touches, or confusing touches (not quite good or bad).
2. Point out that you can tell what kind of touch it is by the way it makes you feel. ***Trust your feelings***!
3. Say: Remember, your body belongs to you. You decide who touches you and when. No matter who the person is, you have the right to be safe from uncomfortable touches.
4. Emphasize that if anyone touches you in a way that makes you feel uneasy, uncomfortable, or bad, tell a supportive, trusted adult or someone you feel safe with.
5. Remind the girls: **It is NEVER your fault if someone touches you in a way that makes you feel uncomfortable.**

**Safety Skills** (about 10 minutes)

1. Explain that the Safety Skills the girls learned when being harassed, bullied, at risk of sexual assault, can also be used when girls feel that touches are uncomfortable. Be sure to know ahead of time what you will do in uncomfortable situations.
2. Ask girls to explain the Safety Skills learned and practiced in previous Girls Club meetings. (**Note**: Encourage girls to state as many as they can. Write these on flipchart.)
3. Discuss any of the Safety Skills not mentioned by participants:

|  |  |
| --- | --- |
| **Skills:** | **Examples:** |
| Say clearly what you want | * Simple: “No, thanks,” or “No” * Emphatic: “No!” “Don’t do that!” * Repetitive: “No, no, **NO!!!**” |
| Be loud | * Talk in a loud voice. * Scream for help if you are alone and feel you are at risk. |
| Create distance | * Push the person away without smiling and walk away. * Leave the scene and go somewhere safe. |
| Steer clear | * If you suspect you will be pressured, don’t go with the person. * Avoid being alone with a new boyfriend before you are ready. |
| Safety in numbers | * Walk with a group of friends or family members. Keep trusted friends nearby. * Always tell someone where you are going. |
| Call in support | * Threaten to tell somebody with authority or power (parents, counselors, relatives, and police). |

1. Ask the girls to demonstrate all of the Safety Skills.
2. Emphasize that the most important thing girls can do is to **plan for these situations**. Know what they will do if someone touches them in a way that makes them feel uncomfortable.

**Unwanted Touches Exercise**[[84]](#endnote-85) (about 40 minutes)

1. Emphasize that it is alright to say, “No” to anything that makes you feel uncomfortable, bad or confused. You do not have to do anything you don’t want to do.
2. Divide the girls into 5 small groups.
3. Explain the exercise:

* I will give each group a different situation.
* Within your small group, discuss what you will do in the situation you are given.

***Tell each group what their scenario/ situation is.*** *Ask them to discuss how they would handle the situation.*

1. Tell each group what their scenario/situation is. Ask them to discuss how they would handle the situation. (**Note**: See **Appendix: Unwanted Touches Scenarios** at the end of this Session Plan.)
2. After about 6 to 7 minutes, invite one of the small groups to describe their scenario and what they could do in that situation.
3. When done, thank the first group for their good work.
4. Ask: What would the rest of you do if this happened to you?
5. Summarize the key actions discussed. (**Note:** Write responses on flipchart.)
6. Ask another group to describe their scenario and what they could do in that situation.
7. When done, ask what the rest of you would do if this happened to you. Summarize the key actions discussed. (**Note:** Add responses to the flipchart.)
8. Continue the process for the remaining three groups:

* Ask them to present their scenario and what they can do in that situation.
* Ask the rest of the group to add anything.
* Summarize any new actions discussed.

1. Ask participants who could they talk to if someone is touching them inappropriately. (**Note**: Write responses on flipchart.)
2. Review the responses on flipchart. Then, ask about places girls can go to find safety when they feel uncomfortable.
3. If not mentioned, ask about these potential safe places:

* Any public place where there are people, like a market
* The home of a close relative or family close by
* Religious institution
* School

1. Thank everyone for their participation today.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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**Appendix: Unwanted Touches Scenarios**

**Scenario 1**: You are walking home with some boys. One of them turns around and touches your pubic area. You do not want this. What do you do?

**Scenario 2**: While talking to a male teacher, he reaches over and touches your breasts. This makes you feel uncomfortable. What do you do?

**Scenario 3:** An uncle asks you to sit on his lap. Then he begins to stare at your breasts and pubic area. This makes you feel very uncomfortable. What do you do?

**Scenario 4**: A man watches you as you walk to school or the market. One day he offers to give you a phone in exchange for a “favor”. What do you say and do?

**Scenario 5**: You are walking home from school and a boy comes up to you and walks past and touches you on your buttocks.

**Model Women in the Community – Part 3**

**By the end of this session, the girls will:**

* Describe an economic opportunity for women in their community.
* Describe some actions to have a successful career or job.

**Learning Objectives**



### 

## Total Time: About 2 Hours

## Materials Needed:



|  |  |
| --- | --- |
| Flipchart paper (newsprint) | **Appendix: Speaker Guidelines** – see end of this session plan |
| Colored Markers |

## Preparation Notes:



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* Identify a woman in the village/community who has a career, such as a municipal worker, a doctor, a policewoman, journalist, an NGO official, etc. The woman does not need to be wealthy, but she should be successful in her career. (**Note:** If possible, try to find a woman who has a non-traditional job, such an engineer, a doctor, journalist, etc.)
* Make a copy of the Speaker Guidelines (at the end of this Session Plan). Complete the top portion of the Guidelines (Mentor’s Name, Meeting Location, Date, Time.)
* One week before the Girls Club meeting invite the woman to be the guest speaker. Inform her about the Girls Club and that the purpose of her 20-minute presentation is to demonstrate economic opportunities for women in the community and what it takes to get there. Give the guest speaker a copy of the Speaker Guidelines.



## Session Plan:



### Welcome[[85]](#endnote-86): Total Time - 20 minutes

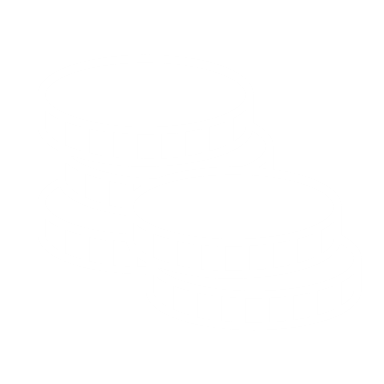
1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting.
3. Ask for someone to be a volunteer. Tell the volunteer to step away for a minute – to a place where she cannot hear what is said.
4. Explain the exercise:

* Together agree on a good occupation for the volunteer, such as a doctor, an engineer, a journalist, a chemist, etc.
* Ask the volunteer to return to the room.
* Say to the volunteer: Everyone has chosen an occupation for you. They are going to act it out. You have to guess what it is.
* If the volunteer guesses quickly, repeat this game two to three more times, depending on time.

1. Thank the volunteer(s) and everyone for their participation.



1. **Activity: Total Time – 70 minutes**
2. Explain that we are going to hear from another model woman in our community. She had goals, she worked hard, and she has achieved many things in her life.
3. Invite the speaker to stand in front of the participants.
4. Welcome and introduce the speaker. Say: “Today’s speaker is going to talk to you about her profession/job and the journey to get there. After she has spoken, there will be a chance to ask questions”.
5. Invite the speaker to give her presentation. (**Note**: Not every speaker is conscious of time. After about 20 minutes, stand up as if you are about to say something. This usually is a polite and quiet way to encourage a speaker to wrap up her talk.)
6. When the speaker is done, ask the following questions, if she has not mentioned these in her presentation:

* What motivated you to be in the profession/job that you have now?
* Did you have any role models?
* What were some problems you encountered? What did you learn from them?
* What made you successful in your profession?
* What are some of the differences you have seen in the way people treat you after you became successful? (i.e. more respect, more opportunities, leadership roles, etc.)
* What were some important lessons learned?
* What did you learn along the way to success?
* How did education/training impact your success or support you in getting and succeeding in your profession?
* Would it be different if you had furthered your education? If so, how?
* Any words of advice you would give the girls for their future?

1. Ask if the girls any questions for the speaker? (**Note:** Energize the girls to ask questions.)
2. After about 20 minutes, ask for one last question so that you can wrap up the session. (**Note**: If the girls have a lot of questions, allow them to continue a bit longer.)
3. Thank the guest speaker for sharing her story, lessons, and wisdom with the girls.
4. Discuss the speaker’s presentation by asking these or similar questions:

Was there anything the guest speaker said that encouraged you or gave you some ideas for earning money in the future. If so, what?

What are things you can do to be a model woman in your community?

1. Ask if anyone has questions.

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**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

**Appendix: Speaker Guidelines**

**Contact person** (Mentor’s name) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Meeting Location**: Girls Club at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Time**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Length of your talk**: Prepare a 20-minute presentation. After the presentation there will be about 20 minutes for girls to ask question– Total 40 minutes.

**Key Talking Points** – Tell your story:

* What is your profession/job?
* How did you begin?
* Who inspired you to do be in this profession/job?
* What skills did you need to learn?
* What resources did you need to begin? Education, training, certificate, etc.
* What problems did you encounter? How did you overcome them?
* What made you successful in your profession/job?
* What were some important lessons learned?
* Is there anything you wish you had done, but did not do (such as completed additional education, sought more training, sought advice from others, etc.)
* What did you learn along the way?
* Any words of advice you would give the girls for their future?
* We encourage the girls to say in school – at least to complete primary school. What advice do you have about education? Why is it important to stay in school in order to have a good profession or career?

**Joint Session: Changing Gender Roles**

**By the end of this session, participants will:**

* Describe how gender roles and norms change over time.
* Name at least three ways that gender roles have changed over time.

**Learning Objectives**



### 

## Total Time: 2 hours, 15 minutes



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Colored Markers |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:



* **Read this Session Plan several times. Be familiar with the content and how to deliver it**
* Make two flipcharts: Label one, “**Women**” and another, “**Men**”. Under “Women” draw a line in the middle to make two columns. On top of the left-hand column, write “Biological”. On top of the right-hand column write, Social. Do the same for “Men”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Women** | |  | **Men** | |
| Biological (Sex) | Social (Gender) |  | Biological (Sex) | Social (Gender) |
|  |  |  |  |  |

* Make a flipchart for Girls/Women with three columns, labeled as the example below:

|  |  |  |
| --- | --- | --- |
| **Girls/Women** | | |
| Topic | Grandmother’s time (past) | For you now (present or future) |
| Clothing |  |  |
| Schooling (grade level achieved) |  |  |
| Chores |  |  |
| Friends |  |  |
| Jobs/work |  |  |
| Parenting |  |  |
| Technology (electricity, mobile phones) |  |  |
| Marriage |  |  |

* Make another flipchart for Boys/Men with the same three columns as the girls/women above. Label it “Boys/Men”.

|  |  |  |
| --- | --- | --- |
| **Boys/Men** | | |
| Topic | Grandfather’s time (past) | For you now (present or future) |
| Clothing |  |  |
| Schooling (grade level achieved) |  |  |
| Chores |  |  |
| Friends |  |  |
| Jobs/work |  |  |
| Parenting |  |  |
| Technology (electricity, mobile phones) |  |  |
| Marriage |  |  |

* Invite the facilitator of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
* This meeting requires the use of flipcharts. Find a meeting location with walls and/or places to put a flipchart stand to write on and post flipchart papers.
* Tape the two column Women flipchart on the wall or flipchart stand. Place the two-column Men flipchart under the Women flipchart, so that you can write on it after discussing women.



## Session Plan:

### Welcome[[86]](#endnote-87): Total Time – 25 minutes



1. Welcome the girls and boys to the third joint session. Thank them for coming.
2. Introduce yourself and other facilitators.
3. Say: One by one, say your name and one thing you have learned as a result of attending the Girls and/or Boys club. (**Note**: Allow all participants to introduce themselves but move the conversation along if some participants talk too much.)
4. Ask participants if they have any questions from the last joint Boys and Girls Club session.

### Activities[[87]](#endnote-88) [[88]](#endnote-89): Total Time – 85 minutes



**Gender Roles** (about 30 minutes)

1. Remind participants that we spoke about one’s biological sex and gender roles during the first Joint Boys and Girls Club session.
2. Ask who can tell me the difference between biological sex and gender roles.
3. If not mentioned, review the definitions:
   * There are biological differences between males and females, such as women having a uterus and breasts and men having penises. These can only be changed with surgery.
   * "Gender roles" refers to what men and women are expected to do within a family, community, society.
   * “Gender norms” refers to ways that men and women are expected to act in the family and the community. This can vary from place to place, even within the same country.
4. Ask whether being a mother is related to woman’s biological sex or a gender role. (**Note**: On the two-column Women flipchart, write “Mother” in the Biological column or the Social column – depending on what participants decide it is.)
5. Ask about the following common traits or qualities that people associate with “being a woman”. After each trait/quality, ask if it is biological or social. (**Note**: On the two-column Women flipchart, write the trait under the Biological column or Social Column.)

|  |  |  |
| --- | --- | --- |
| * A mother * A wife * Considerate * Quiet * Has ovaries * Submissive | * Emotionally sensitive * Market seller * Well organized/good at multi-tasking * Has breasts * A good communicator | * Practical * Nonviolent * Modest * Curvaceous * Has a uterus * Caring |

1. Be sure to come to an agreement under which category the trait or quality falls. Use these guidelines for deciding which column a trait should be placed:

* If participants agree that the trait/quality is biological, write it under the Biological (Sex) column.
* If the participants agree that the trait/quality is social, write it under the Social (Gender) column.
* If participants say that a “Social” trait/quality belongs to the “Biological” column, ask: “If a girl or woman does not have that trait/quality, is she still ***biologically*** a female?” This will help decide whether it is biological or social. For example, if the role of “mother” is put in the biological column, ask the group if a woman is still biologically female if she is not a mother.

1. Review what is on the Women flipchart. Come to an agreement whether the trait/quality is a biological one or a social one. (**Note**: If there is any disagreement, settle the matter by asking, “If the woman does not have that trait, is she still biologically a woman?)
2. Ask if there are other traits that participants would like to add to the Women’s flipchart. If so, decide whether the trait is biological or social and add it to the column where participants agree it belongs.

Men

1. Do the same exercise for men. Ask about the common traits or qualities that people associate with “being a man”. After each trait, ask if the trait is “Biological” or “Social”. (**Note**: Based on what participants say, add the trait to the Biological or Social column on the “Men” flipchart):

|  |  |  |
| --- | --- | --- |
| * Emotionally unexpressive * Wealthy * Has a penis * In charge of family * Trustworthy | * A father * Controlling * Proud * Powerful * Has scrotum (“balls”) | * Unafraid of violence or using violence * Farmer * Plays sports * Drinks alcohol * Grows hair on chest |

1. Make sure to come to an agreement under with category the trait or quality falls. Write participants’ responses under the correct column following these guidelines:

* If participants agree that the trait/quality is biological, write it under the Biological (Sex) column.
* If participants agree that the trait/quality is social, write it under the Social (Gender) column.
* If participants say that a “Social” trait belongs to the “Biological” column, ask: “If a boy or man does not have that characteristic, is he still ***biologically*** a male?”

1. Review what is on the Men’s flipchart. Come to an agreement about whether the trait/quality if a biological one or a social one. (**Note**: If there is any disagreement, settle the matter by asking, “If the man does not have that trait, is he still biologically a man?)
2. Ask if there are other traits that participants would like to add to the Men’s flipchart. If so, decide whether the trait is biological or social and add it to the column where participants agree it belongs.

**Discussion** (about 15 minutes)

1. Compare the responses on the “Woman” and “Men” flipcharts.
2. Mention that few traits of men and woman are biological. For example, only males have a penis; only females have a uterus and menstruate.

*Explain that most traits associated with being a woman or a man are* ***socially determined*** *— not based on biology at all.*

1. Explain that as we discussed previously, most traits associated with being a woman or a man are **socially determined** — not based on biology at all.
2. Remind participants that socially determined male and female roles are called **gender roles**.
3. Ask these or similar questions about gender roles. (**Note**: Encourage a discussion about this.)

* What are examples of gender roles in your family, village or community?
* Where do we learn these gender roles?
* When do we begin learning these roles?

1. Explain that society’s expectations of gender roles for both boys/men and girls/ women can limit the choices that men and women make in their lives.
2. Ask these or similar questions:

* How do you feel about gender roles in your community?
* Do you agree with how females are supposed to act and live?
* What do you think about how males are supposed to act?
* Are these roles permanent?

1. Explain that society changes over time or from region to region, so do attitudes about gender roles.
2. Say: Let’s see if that is true in your community.

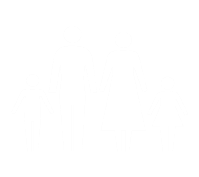
**Changing Gender Roles** (about 40 minutes)

1. Explain that we are going to explore how gender roles may have changed over time in your community/region.
2. Ask the following questions for Girls/Women (**Note**: Write responses to the questions on the three-column flipchart for Girls/Women – prepared beforehand. Put responses related to grandmother in the “Grandmother” column and responses related to girls (the girls in the session) in the “For you now” column.)

* How did your grandmother dress? How do you dress now?
* Did your grandmother go to school? If so, to what grade?
* Are you going to school? How far in school would you like to go?
* What kind of chores did your grandmother do? What kind of chores do girls do now?
* Did your grandmother/mother have fun with their friends? Do you have fun with your friends?
* What kind of work or job did your grandmother have?
* What kind of work or job would you like to have?
* Who took care of the children in your grandmother’s time?
* Who takes care of the children in your home now?
* Did your grandmother have electricity? Do you have electricity in your home?
* Did your grandmother/mother have a mobile phone? Do you have a mobile phone?
* At what age did your grandmother marry? When do you want to get married?

1. Ask the following questions for Boys/Men (**Note**: Write responses to the questions on the three -column flipchart for Boys/Men – prepared beforehand. Put responses related to grandfather in the “Grandfather” column and responses related to boys in the “For you now” column.)

* How did your grandfather dress? How do you dress now?
* Did your grandfather go to school? If so, to what grade?
* Are you going to school? How far in school would you like to go?
* What kind of chores did your grandfather do? What kind of chores do boys do now?
* Did your grandfather/father have fun with their friends? Do you have fun with your friends?
* What kind of work or job did your grandfather have?
* What kind of work or job would you like to have?
* Who took care of the little children in your grandfather’s time?



* Who takes care of the children in your home now?
* Did your grandfather have electricity? Do you have electricity in your home?
* Did your grandfather/father have a mobile phone? Do you have a mobile phone?
* At what age did your grandfather marry? When do you want to get married?

1. When done asking about Girls/Women and Boys/Men, review both of the flipcharts and responses. Initiate a discussion by asking these or similar question:

* In which areas of life have gender roles changed the most since your grandparent’s time?
* Whose roles have changed the most girls or boys since their grandmother or grandfather’s time?
* Which changes do you think are for the better for women? For men? Why?
* Which changes do you think are for the worse for women? For men? Why?
* Which factors may have brought about these changes?
* How has radio, TV, and the internet affected gender roles?
* How has technology (electricity, solar lamps etc.) changed your lives and likely gender roles?

1. Point out that society, and thus gender roles, have changed over time. Do you agree?
2. Continue the discussion by asking these or similar questions:

* Will gender roles continue to change in your children’s time? If so, in what ways?
* How might changing gender roles affect the kind of work/job women will have?
* How might changing gender roles affect the kind of work/job men will have?

1. Point out that gender roles are not permanent. They are shaped by society over time. Traditions, popular culture, the media, peers, family, and the community (including schools) all play a role in shaping and reinforcing these gender roles.
2. Explain that it is usually young people who contribute to changes in gender roles over time.
3. Point out that girls now will be doing different things than their mothers did, and boys will also do different things than their fathers.
4. Explain that it is okay to do things differently than your grandparents or parents. This has happened in every generation.
5. Wrap up the discussion on gender roles by explaining that gender roles are, and should be, changing in a way that provides equal opportunity for girls and boys, in terms of education, work opportunities and earning potential.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.

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**School Song and Dance**

**By the end of this session, the girls will:**

* Describe challenges and solutions to stay in school in a drama, song and/or dance.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Music, if possible |
| Colored Markers | Equipment for audio story |
| Flipchart of the stream/ditch (challenges) and bridge (solutions) to education from the **Stay in School/Return to School** Girls Club meeting | |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
* This Girls Club meeting needs a wall or fixture (can even be a tree) or place to put a flipchart stand upon which to tape a flipchart page.
* Tape the flipchart from **Stay in School/Return to School** meeting on a wall/fixture or flipchart stand.



## Session Plan:



### Welcome and Story Time: Total Time- 25 minutes

1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has questions from the last Girls Club meeting.
3. Play the audio story. (**Note**: Make sure that everyone can hear the audio or see the image. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity**[[89]](#endnote-90)**: Total Time – 75 minutes**



**Challenges to Staying in School – Review** (about 15 minutes)

1. Say: Stand up and form a circle.
2. Ask the girls to think of their peers (girls and boys) in the village.
3. Ask what are some reasons they are not able to attend school regularly? Encourage girls to their share their thoughts. (**Note**: Write their responses on flipchart.)
4. If not mentioned, ask:

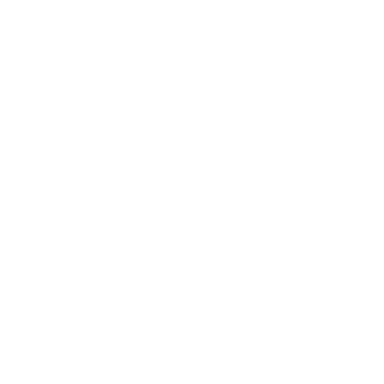
* Do their chores keep them from completing homework or going to school?
* Do they have to take care of siblings or younger children at home?
* Do they have to go to work with a parent?
* Is menstruation keeping them at home?
* Are they being bullied?
* Do they live too far from school?

1. Point to the flipchart of the challenges/obstacles and solutions to girls going to school from the **Staying in School /Return to School** Girls Club meeting taped to the wall/fixture.
2. Review the challenges/obstacles and solutions to school on the flipchart.
3. Ask: Are there other solutions to the challenges on the flipchart that we can add? (**Note**: Encourage a lively discussion on solutions that have been discussed in previous Girls Club meetings. Add anything new to the flipchart.)
4. Explain that we are now going to develop ways to encourage your friends to stay in school.

**School Song/dance and Drama Exercise** (about 60 minutes)

1. Divide the girls into two teams: Team A and Team B. Choose who will be Team A and who will be Team B.
2. Ask Team A’s to make up a **song and/or dance** about why it is important for girls and boys to stay in school.
3. Say: The song or dance can be anything, but you should include something about:

* **Why** stay in school.
* **How** to stay in school, including some of the solutions we have discussed in previous Girls Club meetings.

1. ****Ask Team B’s to make up a **drama** about a girl who has a challenge to go to school for some reason. The drama should include:

* Challenges that a girl faced going to school, including one or two that we have discussed in previous Girls Club meetings.
* Some solutions to the challenge(s) that the girl can implement, including those discussed in previous Girls Club meetings.
* Ways that her friends, peers, and family can help the girl to stay in or go back to school.

1. Give the teams 20 minutes to develop their song and/or dance and drama.
2. When done, ask Team A to come to the front and perform their song and/or dance.
3. Applaud Team A. Say: Thank for your wonderful song and/or dance.
4. Ask Team B to come to the front and perform their drama.
5. Applaud Team B. Say: Thank you for your wonderful drama.
6. Ask: How do you think your song, dance and/or drama might help other girls stay in school? (**Note:** Encourage many girls to provide input.)
7. Ask if the girls would like to perform their drama, song and dance in the community? If so, where?
8. Explain that you will talk to your supervisor about how to arrange a public viewing of the song, dance and/or drama.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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| **NOTE**: After the Girls Club meeting, talk to your supervisor and ask if it is possible for the girls to perform their drama and/or song and dance in public. And, if yes, how? Perhaps they could do this during school, during a local festival and/or during the Closing Ceremony for the Girls and Boys Club program. |

# Anemia Prevention

**By the end of this session, the girls will:**

* Understand what anemia is and why adolescent girls can become anemic.
* Describe iron-rich foods.
* Describe three ways to prevent anemia.

**Learning Objectives**



## Total Time: About 2 hour­s



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart paper (newsprint) | Colored Markers |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.



## Session Plan:

### Welcome: Total Time- 25 minutes



1. Welcome everyone back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting.
3. Ask everyone to stand up and form in a circle.
4. Ask someone to volunteer to begin the exercise.
5. Ask a volunteer to say:

* Her name.
* A food that starts with the first letter of her name.
* Which food group her food item belongs to - Move, Grow, or Shine?

1. Once the volunteer states her name and food, ask if she put her food in the correct food group.
2. If not, encourage the volunteer to guess the food group again. She should continue until she describes the correct food group.
3. Repeat the exercise until each girl in the meeting has said her name, a food that begins with the first letter of her name, and the correct group the food belongs to.
4. Ask participants what they learned from the game.

### Activity[[90]](#endnote-91) [[91]](#endnote-92): Total Time – 75 minutes



**Iron and Anemia** (about 20 minutes)

1. Explain that today we are going to talk about an illness that adolescent girls and women can get.
2. Mention there is something in the food we eat that is called iron. Iron helps us to grow strong and be very healthy.
3. Discuss the importance of iron:

* Iron helps to carry the oxygen that we breathe to the entire body.
* The body needs oxygen to work, think, digest our food, and most importantly to move.
* Without enough iron to carry the oxygen we get tired, pale, and sick.

1. Discuss the following:

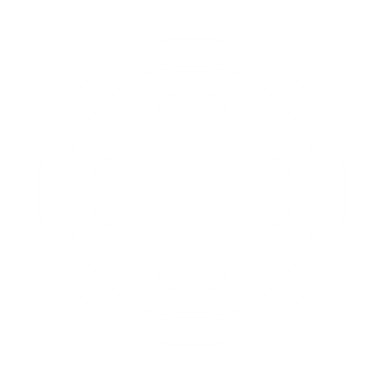
* Teenagers grow very fast. They are developing bigger muscles, longer bones, and maturing quickly. Their body needs more food and nutrients to grow so fast.
* Often, not enough iron-rich foods are eaten during this time of growth. This can cause a shortage of iron.
* Also, girls lose blood once a month through menstruation. When they lose blood, they can also lose iron that was in the blood.

1. Explain that adolescent girls who are growing fast, losing blood from menstruation, and not eating enough iron-rich foods, can get a condition called **iron-deficiency anemia**.
2. Initiate a discussion about anemia. Some helpful questions to ask include? (**Note:** Encourage many girls to talk about what they know.)

* What do you know about anemia?
* What have you heard about anemia?
* Have you ever known someone with anemia? If so, what happened to them?
* How does one know that she is anemic?

1. Discuss key points about anemia:

* Anemia is usually caused by a lack of iron in the blood. Your blood needs the iron to absorb the oxygen that you breathe.
* Depending on where you live, there are different causes of anemia. In many cases, one main cause is not eating enough iron-rich foods in your diet. This is called iron-deficiency anemia. In these cases, anemia can be prevented if you eat lots of iron-rich **Grow** and **Shine** foods.
* In Asia, genetic blood disorders are common, which can cause anemia and which is why some iron supplement programs there haven’t worked well.
* Malaria and other parasitic disease can also be a cause of anemia, not just lack of Iron in diet.

1. Ask: What happens when you are anemic? (**Note:** Encourage many girls to respond, especially those who have known someone who was anemic.)
2. ****Discuss the main symptoms of being anemic:

* Feeling dizzy
* Feeling tired, listless
* Looking pale; pale palms
* Short of breath
* Headaches

1. Explain that the only way to know if you are anemic is to get a test at the health center. The test can be as simple as finger prick to see if you have anemia.
2. Ask if there are any questions about iron-deficiency anemia.

**Iron-deficiency anemia** (about 15 minutes)

1. Mention that people get iron from the food they eat. The body is very good at storing iron in the blood, but we still must replenish the iron every day.
2. Explain that one of the main causes of anemia is not eating enough food that has iron in it.
3. Ask which food groups contain iron in them? (**Note**: Encourage many of the girls to answer.)
4. If not mentioned, explain that iron is mostly found in many **Grow** foods. Some **Shine** foods also have some iron.
5. Ask which **Grow** foods would have the most iron? (**Note**: Encourage several girls to answer.)
6. Discuss these key points about iron-rich **Grow** foods:

* Animal products such as beef, liver, chicken, goat, fish, eggs have the most iron in them.
* Even if you eat a little bit of these animal products you will get the best source of iron.
* Other **Grow** foods that have iron are lentils and beans. But, these do not have as much iron as animal foods.
* Milk is not a good source of iron.

1. Ask which **Shine** foods would have the most iron? (**Note**: Encourage several girls to answer.)
2. Summarize these key points about iron-rich **Shine** foods:

* Dark green leafy vegetables, such as spinach and kale, are good sources of iron.
* Even though fruits, especially citrus fruits, do not have iron, they have a vitamin which doubles the absorption of iron if you eat the fruit with a meal.

1. Emphasize that **Grow** foods are still the best source of iron in the diet.
2. Ask if anyone has questions about which foods have iron in them.

**Other Causes of Anemia** (about 15 minutes)

1. Explain that lack of iron in the diet is the leading cause of anemia. But, there are other causes of anemia.
2. Ask what are other causes of anemia that you have heard of? (**Note**: Encourage a discussion about other possible causes of anemia.)
3. If not mentioned, explain that for adolescent girls and women one cause of anemia can be menstruation, especially heavy menstruation.

Ask: ***What are other causes of anemia that you have heard of?***

1. Mention that when girls and women menstruate they lose blood. Blood has iron in it. This is why adolescent girls and women need to eat a good healthy diet with plenty of **Grow** foods.
2. Point out that heavy menstruation leads to anemia. However, most adolescent girls do not have a heavy menstruation.
3. Ask what illnesses might cause anemia. (**Note:** Encourage many of the girls to answer.)
4. If not mentioned, explain that malaria can cause anemia.
5. Ask who has heard of malaria and what causes it. (**Note**: Encourage many girls to answer to determine what the girls know about malaria.)
6. If not mentioned, explain about malaria that:

* It is transmitted via mosquitos.
* When mosquitos bite someone they inject a parasite into the person’s blood.
* The parasite lives in the blood and causes malaria.
* The malaria can cause anemia.

1. Mention that infections can also cause anemia. Who can tell us what type of infections cause anemia?
2. If not mentioned, discuss key infections that contribute to anemia:

* Intestinal infections, which cause diarrhea, can also cause anemia. Diarrhea prevents the absorption of iron from the food.
* Intestinal infections caused by parasites, such as worms, also reduce your body’s ability to absorb iron. Parasitic infections are a main cause of anemia for children.

1. Ask if anyone has questions.

**Prevention of non-diet related anemia** (about 20 minutes)

1. Explain that malaria can cause anemia, but malaria is preventable.
2. Ask girls what they know about ways to prevent malaria. What have they heard?
3. If not mentioned, summarize key ways to prevent malaria:

* Sleep under a bed net, preferably a treated one.
* Use a mosquito repellent, such as citronella.
* If you have symptoms of malaria, seek treatment at a health center immediately. Symptoms of malaria could include: chills, fever, sweating a lot, headache, nausea, vomiting, pain in the stomach, or diarrhea. The sooner you treat malaria the better.

1. Ask what the best ways are to prevent diarrhea and other intestinal infections. (**Note:** Encourage a discussion about how to prevent diarrhea and other intestinal infections.)
2. If not mentioned, discuss some main ways to avoid getting intestinal infections:

* Wash your plates and utensils well and let air dry.
* Wash your hands.
* Drink clean water.
* Wear shoes/sandals/flipflops.

1. Ask what are three most important times to always wash your hands? Initiate a discussion about the three key times to wash one’s hands.
2. If not mentioned, discuss three key times when girls should always wash their hands:

Cooking: Before preparing food or cooking. This ensures that your food does not get dirty before you eat it.

Eating

* Immediately before eating a meal or snack. Your hands have germs on them. The germs can transfer to the food, then into your mouth, then to your intestines.
* Immediately before feeding a small child so that no germs get on the child’s food.

Latrine Use

* After using the latrine or relieving yourself. You may have soiled your hands with waste or touched something that has waste on it. Waste has bad germs in it that cause parasites and intestinal infections.
* After helping a young child clean up after relieving themselves. You may have gotten feces or urine on your hands. Feces and urine have bad germs in them.

1. Discuss other ways to avoid getting intestinal infections caused by parasites?

* Always wear shoes or sandals when you are outdoors.
* Boil or treat drinking water and keep it covered. Use clean utensils to fetch the clean water.

1. Explain that adolescents should practice good hygiene and eat healthy meals. This way, they will grow up healthy and strong and avoid anemia now and when they are older.
2. Point out that while young adolescent girls menstruate, menstruation is usually light and unlikely to cause anemia, unless the bleeding is very heavy. If this happens it is very important to go the health clinic immediately.
3. Remind everyone that, in many cases, a diet low in iron-rich foods is often one leading cause of anemia.
4. Emphasize the need to eat a lot of iron-rich **Grow** and **Shine** foods.
5. Remind the girls that it is also very important to protect themselves from malaria and intestinal infections to prevent becoming anemic and protect your overall health.
6. Remind girls that while we’ve learned a lot about how nutrition can affect your health and cause anemia, there are also some blood disorders and diseases that affect red blood cell which can cause anemia. These can be inherited, so it’s important to ask your family members if they know if they have such issues.

**Seeking health care services** (about 5 minutes)

1. Explain that it is not common for girls your age to have anemia, but it can happen.
2. Tell the girls that if they are feeling very tired, have diarrhea, or suspect they may have malaria, they should go with a trusted adult to the health care center.
3. Mention that it is very important to treat anemia and/or any infection or illness they may have.



**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

|  |
| --- |
| **If a girl enquires about health services:**   * Be non-judgmental. * Ask if the girl has a parent who can accompany her to the health center. If so, encourage the girl go with her parent to the health center. * If not a parent, ask if the girl has a trusted adult who can accompany them to the health center. Encourage the girl to seek health care services with the trusted adult. |

**Who Am I?**



**By the end of this session, the girls will:**

* Describe what is gender identity.
* Describe what is gender expression.
* Name at least two factual statements about sexual orientation and gender.

**Learning Objectives**

### 

## Total Time: 2 Hours

## Materials Needed:



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Half-sheets of A4 paper – one for each participant in the Girls Club |
| Colored Markers |
| “Question folder” or a place to put questions anonymously | |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Make a flipchart with two columns – draw a line down the center of it. On the top of the left-hand column, write “Girls”. On top of the right-hand column write, “Boys”.
* This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.

## Session Plan:



### Welcome: Total Time – 20 minutes



1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting.
3. Ask: Who are you? A girl? A boy?, A student?, A sister?, A mother?, A student?, An athlete?, A singer?, etc. (**Note**: Ask several girls to describe who they are.)
4. Thank everyone for their responses.
5. Explain that our “identity” is who we are. Give examples of yourself (the Mentor):

* I am a Mentor
* I am a female.
* I am a student.
* I am an older adolescent.

1. Give each girl a piece of paper to write on. Ask them not to write their name on it.
2. Explain the exercise: (**Note**: Allow about 5 minutes for participants to write their assignment:

* Write down what biological sex means.
* Write what you have heard about the term “gender identity”. If you have never heard of this, write what you think it means.
* Write what gender expression means. If you have never heard of this, write what you think it means.
* Write what you have heard about the term “sexual orientation”. If you have never heard of it, write what you think it means.
* When done, fold the piece of paper with your answers three times. Do not open it until you are asked to do so.

1. Tell the girls to hold on to the folded piece of paper and **not to lose it**.

### Activity[[92]](#endnote-93) [[93]](#endnote-94) [[94]](#endnote-95):: Total Time – 80 minutes



**What is a Girl/What is a Boy?** (about 25 minutes)

1. Ask: When a baby is born, what is the first question we usually ask? (**Note**: Probe for, “Is it a boy or a girl?”)
2. Ask: To know for sure what sex the baby is, where do you look – at the baby’s nose? (**Note**: Expect the girls to giggle and perhaps be reluctant to say vulva or penis.)
3. If not mentioned, explain that we normally look at the genitals. If we see a penis, people will say ‘it’s a boy!’ whereas if we see a vulva, people will say, ‘it’s a girl!’
4. Point out that this visual confirmation of the genital will probably determine how the people in the baby’s life will interact with that child.
5. Say: Imagine for a moment that an alien landed in your community from outer space. It is doing research on different creatures on planet Earth. This alien is looking for what is called, “a girl”. How would you describe to someone who’s never seen a girl, what a girl looks like? (**Note**: Write responses on the flipchart under the column labeled, “Girls” – see preparation notes.)
6. Ask: What if the alien is looking for what is called, “a boy”? How would you describe to someone who’s never seen a boy, what a boy looks like? (**Note**: Write responses on the flipchart under the column labeled, “Boys”).
7. Thank the girls for their responses. Tell them that the alien has left happy with all its information about girls and boys.
8. Ask the girls to look at both the girl and boy lists on the flipchart. What do you notice about the two lists?
9. If not mentioned, ask these questions, depending on the lists of characteristics for girls and boys on the flipchart:

* The characteristics about boys seems to focus on \_\_\_\_\_\_\_\_\_\_, while the description of girls seems to focus on \_\_\_\_\_\_\_\_\_\_.
* Are there things on the “girl” list that also apply to boys?
* Are there things on the “boy” list that also apply to girls?

1. Explain the following:

* When someone is born with ovaries and a vagina, they are usually referred to as a “girl”.
* When someone is born with testicles and a penis, they are usually referred to as a “boy”.

1. Ask: When someone is called a girl:

* What toys is she given to play with?
* What clothes is she given to wear?
* How is she expected to behave?

1. Ask: When someone is called a boy:

* What toys is he given to play with?
* What clothes is he given to wear?
* How is he expected to behave?

1. Explain that usually a person’s inner feelings match their body parts. For example:

* They see that they have a vulva and vagina and think, “I am a female”.
* They see that they have a penis and testicles and think, “I am a male”.

1. Mention that for some people, how they feel on the inside does not match their biological sex and body parts. Maybe they have a penis, but do not feel male. Or, they may have a vulva, but not feel female.
2. Point out that the name for this situation is “transgender” – they are assigned one biological sex at birth, but they feel like another gender.

Biological sex.

1. Ask participants what biological sex means. (**Note**: This has been discussed many times in the Girls and Boys Club meetings. Keep asking until participants get the answer right.)
2. Summarize the meaning of biological sex: **Biological sex** refers to the physical aspects of being female or male, such as the difference in reproductive organs. These physical characteristics typically cannot be changed without surgery.
3. Often times, people will refer to biological sex as one’s gender, but they mean different things as we’ve already learned.

**Gender Identity** (about 10 minutes)

1. Discuss what gender identity means:

* It is who we feel that we are. For example, I feel like a girl, or I feel like a boy, neither or both.
* It does not matter how other people see us. How we feel inside is what’s most important.

1. Ask if people can choose their gender identity. (**Note**: Encourage an active discussion about this.)
2. Clarify that people don’t choose to feel female or male. They either feel female or male, or they don't – no matter what their biological sex says.

* Most people feel the same as their biological sex.
* But, some people with a vagina feel more like a male, and some people with a penis feel more like a female.
* Your gender identity is how you feel or understand that you are.

1. Explain that this is what we mean by “gender identity”. A person can:

* Look like a girl or woman and feel like a girl or woman inside.
* Look like a boy or man and feel like a boy or man inside.
* Look like a boy or man but feel like a girl or woman inside.
* Look like a girl or woman and feel like a boy or man inside.
* Look like a boy or a girl but not feel like either one.

1. Emphasize that biological sex is based on your anatomy. However, your gender identity is how you “feel” inside and how you understand yourself.

**Gender Expression** (about 10 minutes)

1. Ask participants how girls dress in their community.
2. Ask how boys dress in their community.
3. Explain that how we dress and act is how we choose to express our gender identity. This is called gender expression.
4. Discuss what gender expression means:

* It is how we let other people know the gender we feel that we are.
* We use our name, our clothes, how we carry ourselves, some of the things we do, etc. to express who we feel we are.
* Gender expression can be feminine or masculine or somewhere in between.

1. Ask if people can choose their gender expression. (**Note**: Encourage an active discussion about this.)
2. If not mentioned, clarify that people can and do choose how they wish to express their gender. Give examples:

* Girls can choose to express feeling feminine by wearing dresses, saris, long hair, jewelry, high heels, or whatever society expects “females” should look or act like.
* Girls can also choose to wear pants, t-shirts, work boots, hats, or other things that are typically considered masculine.
* The same goes for boys – they can choose to dress more masculine or more feminine.
* Both boys and girls can go between genders at times or not feel fully masculine or feminine, but a combination or neither.

1. Explain that how one chooses to express their gender may change over time as well. This is because some girls may later identify as more masculine, or fashion (or social norms) may change, giving girls who feel feminine an opportunity and permission to wear pants and boots and still express as female.

***Explain that how one chooses to express their gender may change over time.***

**Sexual Orientation** (about 25 minutes)

Reminder to mentors: the next session will include discussion about sexual orientation which may include lesbian, gay, bisexual, and transgender (LGBT) people. There are other gender identities that do not fit within these definitions such as queer, questioning and asexual. There may be girls in your Club who are questioning their sexuality and who may believe they fit outside the definition of “straight”. Be open and available to girls who want to talk through these feelings. Most importantly, be supportive and nonjudgmental of these girls, and ensure that others in the club are too.

**NOTE:** Discussing sexual orientation and LGBTQ+ rights may be sensitive, controversial, or even dangerous in your setting. Please use your best judgment as to whether and how to teach this lesson to ensure that you and your girls are safe.

1. Remind the girls that during adolescence our bodies begin to change and mature, and we begin to have romantic feelings for others. This is a natural process.
2. Explain that “sexual orientation” refers to the person we are attracted to, physically and romantically.
3. Discuss sexual orientation:

* Some people are attracted to someone of a different gender, such as girls are attracted to boys, and boys are attracted to girls.
* Some people may be attracted to the same gender as they are, such as men being attracted to men.
* Some people may be attracted to more than one gender – they may be attracted to both men and women.
* Some people are not attracted to either gender—or don’t have romantic (or sexual) feelings.
* Attraction includes romantic love. You can know your orientation by knowing who you are attracted to and/or could fall in love with. This does not mean you are doing something sexual with another person.

1. Explain that there are some general categories of sexual orientation:

* Heterosexual – Someone who is only attracted to people of a different gender.
* Lesbian or gay – Someone who is only attracted to someone of their same gender.
* Bisexual – Someone who may be attracted to people of their own gender AND to people of a different gender.
* Pansexual or queer—Someone who is attracted to others across many different gender identities (male, female, transgender, genderqueer, intersex, etc.)
* Questioning or curious—Someone who is unsure about their sexual orientation.
* Asexual—Someone who doesn’t experience any sexual attraction for anyone. (Note that you may not be feeling sexual at all YET—but, it doesn’t mean that you are asexual. You just might not have sexual feelings yet.)

Ask: ***Can people choose their sexual orientation?***

1. Ask if people can choose their sexual orientation. (**Note**: Encourage an active discussion about this.)
2. If not mentioned, clarify that:

* No, we do not consciously choose our sexual orientation.
* Feelings of attraction are discovered, not chosen.
* Sexual attraction or orientation isn’t something a person can turn on and off like a light switch. We don’t choose who we are attracted to.
* We CAN choose whether to act on those feelings or not.
* We CAN choose what we call ourselves based on those feelings.

1. Ask if someone can know someone’s sexual orientation by just looking at them. If so, how?
2. If not mentioned, explain the following:

* One cannot determine someone’s sexual orientation by just looking at them.
* This means that not all masculine guys or all feminine girls are heterosexual.
* Sexual orientation has to do with who a person is attracted to. Gender expression is separate from that.

1. Ask if anyone has questions.

**What Did You Think?** (about 20 minutes)

1. Ask the girls to open the piece of paper they wrote on at the beginning of the session and read to themselves what **biological sex** meant to them.
2. Ask these or similar questions:

* What do you think of what you wrote?
* How many wrote down the correct meaning of biological sex?
* How many did not get the correct meaning?
* Who can explain what biological sex means. (**Note**: Ask several participants to explain. Make sure the meaning is correct.)

1. Ask the girls to read to themselves what **gender identity** meant.
2. Ask these or similar questions:

* What do you think of what you wrote?
* How many wrote down the correct meaning of gender identity?
* How many did not get the correct meaning?
* Who can explain what gender identity means. (**Note**: Ask several participants to explain. Make sure the meaning is correct.)
* Ask who is still unclear about what gender identity means? (**Note**: If anyone is still unclear, explain the definition again, as needed.)

1. Ask the girls to read to themselves what **gender expression** meant to them.
2. Ask these or similar questions:

* What do you think of what you wrote?
* How many wrote down the correct meaning gender expression?
* How many did not get the correct meaning?
* Who can explain what gender expression means? (**Note**: Ask several participants to explain what gender expression means. Correct them, if they get in incorrect.)
* Who is still unclear on what gender expression means? (**Note**: If anyone is still unclear, explain the definition again, as needed.)

1. Ask girls to read to themselves what **sexual orientation** meant to them.
2. Ask these or similar questions:

* What do you think of what you wrote?
* How many wrote down the correct meaning of sexual orientation?
* How many did not get the correct meaning?
* Who can explain what sexual orientation means? (**Note**: Ask several participants to explain what gender expression means. Correct them, if they get in incorrect.)
* Who is still unclear on what sexual orientation means? (**Note**: If anyone is still unclear, explain the definition again, as needed.)

1. Thank everyone for their active input.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.



# I Love Exercise!



**Learning Objectives**

**By the end of this session, the girls will:**

* Explain the role of physical activity in health and overall wellbeing.

## Total Time: 2 hour­s



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart paper (newsprint) | Equipment for the audio story |
| Colored Markers | A football, other ball, or sports/exercise equipment for playing outside, if time permits |



## Preparation Notes:

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.



## Session Plan:



### Welcome[[95]](#endnote-96): Total Time - 20 minutes

1. Welcome everyone back to the Girls Club. Thank everyone for coming.
2. Ask if anyone has a question from the last Girls Club meeting?
3. Conduct this or similar physical energizer:

* Divide the girls into small groups of 5 to 6 people each.
* Have each group stand in a circle.
* Tell the girls to reach across the circle and take the hands of two different people standing on the other side.
* Tell the girls to not hold hands with the person next to you.
* Once everyone has grabbed hands, you will now have a human knot.
* Do not let go of the hands!
* Your job is to untangle the knot without letting go of each other’s’ hands. When the knot is untangled, participants should be standing in a circle holding hands with the participants besides them.
* Take your time. Make sure no one gets their arm twisted in a way that hurts.

1. Once the groups have untangled their human knots, ask: “What was the exercise like?”
2. Ask how the girls feel after the exercise.
3. Point out that not only should exercise be fun, but you should feel energized after it.

### Storytelling with solid fillStory Time: Total Time – 20 minutes

1. Play the audio story. (**Note**: Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let’s talk about **what** happened in the story.
3. Ask these or similar questions:

* What is happening in the story?
* How common is this for girls in our community?
* What advice would you give the girl in this situation?
* What would make it easier for girls in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity[[96]](#endnote-97): Total Time - 60 minutes**



**Importance of Physical Activity** (about 30 minutes)

1. Explain that girls their age are physically active - without even thinking of it.
2. Initiate a discussion about the kinds of physical things girls do at school, after school or at home. Ask these or similar questions to start the discussion:

* What kinds of games do you play at school, during recess, and after school?
* What kinds of sports do you play at school or after school?
* What kind of exercise do you do naturally? Do you like to run, climb trees, ride your bike, etc.?

1. Listen to what the girls tell you. Then, ask about any of the following activities not mentioned by the girls. How many of you do these activities?

|  |  |  |  |
| --- | --- | --- | --- |
| Run outside | Fetch water | Herd goats and sheep | Play chase and catch |
| Jump | Clean house | Collect fire wood | Care for younger siblings |
| Dance | Ride your bike | Going to market |

1. Explain that all this movement and physical activity makes your body stronger and healthy.
2. Tell everyone to stand up and go to a place where they can move around.
3. Ask for a volunteer to begin the game. (**Note**: You will need some space outside to play do this exercise.)
4. When the volunteer is ready, explain the Chase Game.

* When I say, “Go” the volunteer will begin chasing all of you.
* You should try not to get touched by the volunteer.
* If the volunteer touches someone, she will say, “Tag, you are it”.
* The person who is tagged becomes the chaser.
* The chaser has to run around and tag someone else in the group.

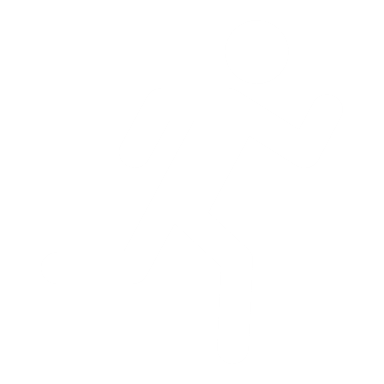
1. Say, “Go” and tell the volunteer to chase the girls.
2. Motivate the girls to run and avoid being caught! (**Note:** After about 5 to 10 minutes, stop the game.)
3. When done ask the girls to sit in a circle.

**Discussion** (about 15 minutes)

1. Discuss the game, asking these or similar questions:

* What did it feel like to be the volunteer chaser?
* What did it feel like to be chased?
* Who got caught?
* Who did not get caught?

1. Ask who enjoyed playing the game? Why?
2. Continue the discussion by asking the following:

* What did you enjoy about the game?
* When you were running, how did you feel?
* How did you feel after the game stopped?

1. Explain that girls your age need as much exercise as boys to be healthy and feel good.
2. Ask why it is important to exercise and have fun.
3. Listen to what the girls tell you. Add any of the following, if not mentioned:

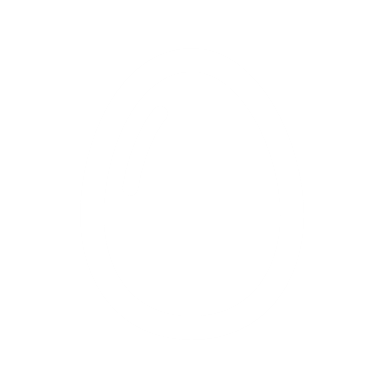
* Girls your age are growing stronger muscles. These muscles need exercise to grow (as well as **Grow** foods).
* Girls your age need to have fun. It can help you to release energy and have positive interactions with others, especially if you are having a tough day.
* Having fun brings blood to the brain and will help you to learn.
* Physical exercise and having fun also helps keep you healthy.

1. How can you make sure to play like this every day?

**Exercise and nutrition** (about 15 minutes)

1. Say: Some of you girls look a little tired from the game. Why would you be tired?
2. Listen to what the girls say. If not mentioned, explain that the body needs energy and food to be active and to run around.
3. Ask what kind of food the body needs to be active? (**Note**: Keep asking until someone says **Move** foods.)
4. Ask what are some **Move** foods they could eat to keep moving, stay active, and healthy. (**Note:** Keep asking until the girls say that starchy foods, such as corn, rice, bread, etc. are good **Move** foods.)
5. Summarize the following: Good **Move** foods for girls to eat are:

|  |  |  |
| --- | --- | --- |
| Cereals (and porridge) | Corn, rice | Fruits (and they are also **Shine** foods) |
| Bread, tortilla, chapati | Avocado, oils |

1. Remind the girls that when they are moving around and are active, they are exercising their muscles.
2. Ask what are some **Grow** foods to build muscle? (**Note**: Keep asking until the girls say that animal products and/or legumes are good **Grow** foods.)
3. Summarize the following: Good **Grow** foods for girls to eat are:

* Liver, chicken, goat, beef, eggs
* Milk, cheese, yogurt
* Lentils and beans

1. Ask if the girls have any questions.



**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

|  |
| --- |
| **NOTE**: If this Girls Club session ends early, go outside and play soccer or another activity with the girls. Or, ask one of the girls that plays a sport to teach the rest of the girls. This allows the girls to have fun and reinforce the importance of being active. |

# Savings and Loans Groups

**By the end of this session, the girls will:**

* Describe what is a Savings and Loans Group
* Describe the benefits of a Savings and Loan Group.

**Learning Objectives**



## Total Time: 2 hours



## Materials Needed:



|  |  |
| --- | --- |
| Flipchart paper (newsprint) | **Appendix: Speaker Guidelines** – see end of this session plan |
| Colored Markers |

## Preparation Notes:



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* Identify an experienced, successful representative from a Savings and Loan Group or similar organization in the village where the girls come from to be a guest speaker.
* Make a copy of the Speaker Guidelines (at the end of this Session Plan). Complete the top portion of the Guidelines (Mentor’s Name, Meeting Location, Date, Time).
* One week before the Girls Club meeting invite the Savings and Loan Group (or similar organization) representative to be the guest speaker. Inform him/her about the Girls Club and its purpose. Explain to the speaker that the purpose of her/his 20-minute presentation is to demonstrate economic opportunities for women in the community and what it takes to get there. Give the Guest Speaker a copy of the Speaker Guidelines.



## Session Plan:

1. **Welcome**[[97]](#endnote-98)**: Total Time – 30 minutes**

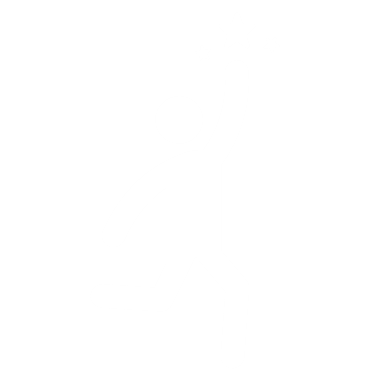


1. Welcome the girls back to the Girls Club. Thank them for coming.
2. Ask if anyone has a question from the last Girls Club meeting.
3. Conduct this or another energizer:

* Stand up and break into pairs of two people each.
* Decide who will be the first observer.
* Observer: Memorize the appearance of your partner. Then, turn around and close your eyes. (**Note**: Give them about 1 minute to do this.)
* Partner: Make three changes to your appearance. For example, you can:
* Put your watch on a different hand.
* Remove your glasses
* Roll up your sleeves
* Encourage the girls to be creative. (**Note**: Give them about two minutes to do this.)
* Observers: Open their eyes and turn around. Try to spot the three things that your partner has changed.
* When everyone seems about done, ask: Who was able to observe the three things that had changed?
* Ask the pairs to change roles and do the same exercise. The person who changed their appearance first will now become the observer, and vice a versa.
* New observer: Memorize the appearance of your partner. Then, turn around and close your eyes.
* New Partner: Change three things in your appearance. (**Note**: Give them about two minutes to do this.)
* After about a minute, Observers: Open your eyes and turn around. Try to spot the three changes in their partners.
* When everyone seems about done, ask: Who was able to observe the three things that had changed on their partner?

1. Ask: What did you learn from this exercise?
2. Ask everyone to sit down.



1. **Activity: Total Time – 70 minutes**
2. Explain that in previous Girls club meetings you learned from model women who may have started her businesses or small enterprise with assistance from a Savings and Loan Group or similar organization.
3. Mention that today you are going to learn more about a Savings and Loan Group in your village.
4. Invite the speaker to stand in front of the participants.
5. Welcome and introduce the speaker. Say: “Today our speaker is going to talk to you about a Savings and Loan Group (or similar organization) and how they work. After s/he has spoken, there will be a chance to ask questions”.
6. Invite the speaker to give her/his presentation. (**Note**: Not every speaker is conscious of time. After about 20 minutes, stand up as if you are about to say something. This usually is a polite and quiet way to encourage a speaker to wrap up her talk.)
7. When the speaker is done, ask the following, if s/he has not mentioned these in his/her presentation:

* Where can families learn more about joining such an association?
* What makes members of Savings and Loan Group successful?
* What are some important lessons learned from implementing Savings and Loan Groups?
* Any words of advice you would give the girls for their future?

1. Ask if the girls have any questions for the speaker? (**Note:** Energize the girls to ask questions.)
2. After about 20 minutes, ask for one last question so that you can wrap up the session. (**Note:** If there are a lot of questions, allow the girls to continue a bit longer.)
3. Thank the guest speaker for sharing his/her story, lessons, and wisdom with the girls.
4. Discuss the presentation by asking these or similar questions:

* Was there anything the guest speaker said that encouraged you or gave you some ideas for earning money in the future. If so, what?
* What are things you can do to be a model woman in your community?

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the girls what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Girls Club will meet. Tell them to bring their notebook.
5. Close the meeting.

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# Joint Session: Community Mapping and Safety

**By the end of this session, the participants will:**

* Describe how gender affects mobility, safety, and access to public spaces.
* Identify areas that are risky for girls and boys in the village.
* Describe ways to avoid risky areas in the village.

**Learning Objectives**



### 

## Total Time: 2 hours and 30 minutes



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | A4 Paper- enough for all participants |
| Colored Markers for Mentors | At least 16 loose sheets of flipchart papers |
| Different colored makers for 8 groups of participants, if available | “Question folder” or a place to put questions anonymously |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
* Invite the facilitator(s) of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one will facilitate.
* This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Participants will also need a flat space to draw their maps. It is best to hold the meeting where there is some type of flat floor.
* Label a flipchart “Common Village Locations” and add the list of locations below: (**Note**: You may need to make two flipcharts to get capture all of these.)

|  |  |  |  |
| --- | --- | --- | --- |
| Food markets | Community office | Tea shops | Road/paths |
| Religious Institution | Health post | Grazing land | Hand pump |
| Schools | Village streets | Streams/river | Wells/boreholes |
| Big trees | Center of main road | Communal Latrines/toilet |  |



## Session Plan:



1. **Welcome: Total Time – 30 minutes**
2. Welcome the girls and boys back to the joint Boys and Girls Club meeting. Thank everyone for coming to the session.
3. Introduce yourself and other co-facilitators.
4. Ask the girls and boys to introduce themselves and say one thing they have learned since the last Joint Girls and Boys club meeting.
5. Ask who has used the negotiation skills they learned during the last Joint Girls and Boys Club meeting? What was it like?
6. Explain that today you are going to learn how to stay safe as you grow and change over the years.
7. **Activity: Total Time – 1 hour and 30 minutes**



**The Gendered Space** [[98]](#endnote-99) (about 50 minutes)

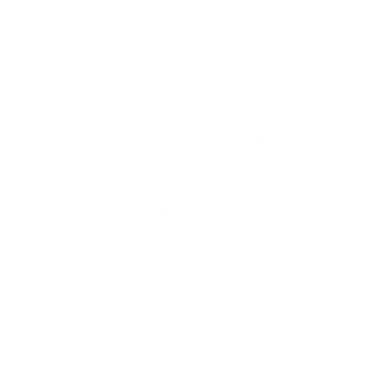
1. Explain that we are going to study your village/community today.
2. Tape the flipchart(s) of the Common Village Locations on a wall or fixture (**Note**: Prepare flipchart beforehand – See Preparation notes).
3. Review the list of Common Village Locations on the flipchart.
4. Ask if participants would like to add or delete locations based on what exists in their community/village. (**Note**: Add any new establishments, stores, rivers, community buildings, etc. mentioned by participants to the list of Common Village Locations.)
5. Ask participants to organize into small groups so that those who live in the same neighborhood are together. There should be boys and girls in each group. (**Note:** If more than 8 people in a group, divide them up into smaller groups.)
6. Give each small group a sheet of flipchart paper and different colored markers.
7. Explain the exercise: (**Note:** Allow about 15 to 20 minutes for the groups to finish drawing their maps.)

* On your flipchart paper, draw a map of your village/neighborhood.
* Add the locations listed on the Common Village Locations flipchart(s) to your map, including roads and paths.

1. When participants are done, ask them to look at their map and add the following:

|  |  |
| --- | --- |
| **For locations where:** | **Do This:** |
| Adolescent boys usually go to meet, play, or engage in other activities. | Circle the place or write “Boys” on the name of the places/locations. |
| Adolescent girls go to meet, play, or do chores. | Circle the place with a **different color marker** or write “Girls” on the place(s). |
| Both girls/women and boys/men go to meet, play, or engage in other activities. | Circle the place with yet a **different color marker** or write “Both” on the place(s). |

1. Walk among the groups while they complete their maps. Facilitate discussions and answer questions as needed. (**Note**: Allow about 10 minutes to complete their mapping.)
2. When participants are done with their mapping, ask each small group to present their map, including the locations where men, women, and both meet and congregate.
3. Summarize the findings from all the maps:

* Locations where men tend to go and/or congregate.
* Locations where women tend to go and/or congregate.
* Locations where both men and women tend to go and/or congregate.

1. Ask the following about what the maps are showing:

* How freely are boys/men allowed to move from location to location without any risk of bullying or harassment?
* How freely are girls/women allowed to move from location to location (or in certain areas) without risk of harassment or harm?
* What is access to public spaces like for boys/men? For girls/women?

1. Continue the discussion by asking these or similar questions:

* Do girls have as much freedom to move around as boys?
* How do girls and boys compare in their ability to use public spaces?
* Is the risk level in public spaces the same for boys as for girls? Why? Why not?
* Do these conditions change when boys grow older? When girls grow older?
* How do you feel about the gendered nature of public space?

**Mapping Risky Places** [[99]](#endnote-100) [[100]](#endnote-101) (about 40 minutes)

1. Ask participants to return to their group and identify the following five things on their map:

* Places, paths, and walking routes where it is risky for girls to go safely.
* Places where it is risky for boys to go safely.
* Any paths from one place to another that are risky for anyone. (For example, walking home past a bar at night, walking from school to home, walking through the woods to the river to wash clothes, etc.)
* Times of day that places are risky for girls.
* Times of day that places are risky for boys.

1. Explain how to mark the risky/unsafe spots in the following way:

* If the place is risky for girls or women, put an **X** on the location
* If the place is risky for boys or men, put a c (square) around the location.

1. Give the groups about 10 minutes to mark their maps.
2. When done, ask each group to present the results of their exercise.
3. After all of the group presentations, ask:

* Where are the riskiest areas for girls?
* Why are girls at risk in these locations?
* How does this affect girls’ freedom of movement?

1. Summarize the risky places (or times of day that are risky) where girls do not feel safe or welcome.

***Summarize the risky places (or times of day that are risky) where*** *girls do not feel safe or welcome.*

1. Continue the discussion, but about boys’ risks. Ask:

* Where are the riskiest areas for boys?
* Why are boys at risk in these locations?
* How does this affect boys’ freedom of movement?

1. Discuss the following questions:

* How does girls’ limited access to safe spaces affect them?
* Are boys affected in the same way? Why or why not?
* What needs to change for public spaces to be safe for girls and/or boys to use?

1. Explain that the group has just learned to assess risks for girls and boys in their neighborhood, village or community. This is an important first step for staying safe.
2. Point out that the next thing we need to do is develop a safety plan.
3. Discuss ways for girls to be safe while walking to, from, or past risky places or paths. (**Note:** Write responses on a new flipchart.)
4. If not mentioned, discuss some of these safety tips and add to the flipchart:

* Walk together in groups.
* Ask boys to walk with the girls.
* Avoid risky places at night.
* Ask parents or family members to accompany you to and from risky places.

1. Ask how boys can support girls when they have to walk by or pass through risky places.
2. Ask for ways that boys can be safe walking to, from, or past risky places. (**Note**: Write responses on flipchart.)
3. Ask how friends and family members can help the girls and boys to be safe. Who are trusted people you can ask to walk with you through high-risk areas? (**Note**: Add responses to the flipchart.)
4. Explain that this is your safety plan for when you are in risky places.
5. Ask: If something bad should happens who could they talk to that would help and/or support them? (**Note**: Write responses on a new flipchart.)
6. If not mentioned, ask about how the following people could provide support or help.

* Trusted, supportive parent, auntie, or friend.
* Trusted, supportive teacher (if something happens at school).
* Representative of women’s rights.
* Community official or police.

1. Thank everyone for their participation.

**C. Wrap Up: Total Time – 30 minutes**

1. Thank everyone for their participation.

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1. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
2. Ask: How did you like having a Joint Girls and Boys Club joint meeting. What did you like the most?
3. Explain that this is the last joint Boys and Girls Club meeting. Thank everyone for coming and participating so actively.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Ask everyone what they learned the most from the Joint Girls and Boys Club meetings.
6. Say any parting words, as you choose.
7. Close the meeting.

**Wrap – Up and Next Steps**

**Learning Objectives**



**By the end of this session, the girls will:**

* Describe physical, emotional, cognitive, and social changes that happen to adolescents.
* Describe good menstrual hygiene management.
* Describe the difference between gender roles and gender norms.
* Describe how to overcome obstacles to going to school.
* Describe six Safety Skills.
* Describe four negotiation skills.
* Describe two key elements needed for saving money.

### 

## Total Time: 2 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Colored Markers |

## Preparation Notes:



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* Know the answers to the questions asked during this session. If needed, go back and review the Session Plans that cover the topics discussed.
* If there are two Mentors, divide up the activities that each one will facilitate.
* This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan:

1. **Welcome: Total Time – 20 minutes**



1. Welcome the girls to the last Girls Club meeting. Thank them for coming.
2. Ask if they have any questions from the last Joint Girls and Boys Club meeting.
3. Thank the girls for all of the hard work and participation during the Girls Club meetings.
4. Mention that you have seen the girls learn and grow a lot.
5. Say: Let’s talk about what you learned over this past year.



1. **Activity: Total Time – 80 minutes**

(**Note**: In this session, you will be asking about girls’ knowledge on a variety of topics. Ask probing questions to obtain what the girls know. Take your time probing for information from the girls. After everyone has answered, fill in gaps of knowledge/information. However, try your best to get the girls to provide the correct information first. Only supplement/correct what the girls do not say or say incorrectly.)

**Adolescent Health** (about 20 minutes)

1. Mention that during this past year, we have talked a lot about girl’s health.
2. Ask: What are the physical, emotional, and social ways that girls change during puberty and adolescence? (**Note**: Probe for knowledge about the physical, emotional, and social changes that occur to girls during adolescence. Take your time discussing this. Write responses on a flipchart)
3. If needed, fill in key gaps of knowledge about the physical, emotional and social changes that occur during adolescence.
4. Ask about menstrual hygiene management. (**Note**: Probe for knowledge about supplies [clothes, pads, home-made reusable pads] and where/how to safely change when at school.)

* How can girls manage their menstruation?
* What are ways that girls are managing their own menstruation these days (for girls who are menstruating)? (**Note**: If girls are still struggling with good menstrual hygiene management, brainstorm solutions with them.)

1. Ask the girls how babies are made. (**Note**: Probe for knowledge on the female reproductive organs, menstrual cycle, ovulation, and how an egg and sperm meet - sex.)
2. If needed, fill in gaps of knowledge about how babies are made.
3. Ask how girls/women can prevent pregnancy. (**Note**: Probe for knowledge about abstinence and at least three different types of contraceptive methods.)
4. If needed, fill in gaps of knowledge about contraceptive methods.
5. Ask what are three ways that someone can get a sexually transmitted infection. (**Note**: Probe for knowledge about STIs, and three key routes of infection for HIV: through unprotected sex, blood transfusion, during birth and breastfeeding.)
6. If needed, fill in gaps of knowledge about STIs, including HIV, and ways to prevent them. (**Note**: Keys points should include abstinence from sex, use of condoms if sexually active, not sharing sharp instruments.)
7. Ask girls to explain what a healthy meal includes? (**Note**: Probe for knowledge about Move, Grow, and Shine foods, and that each meal should include these three foods.)
8. If needed, fill in gaps of knowledge about Move, Grow, and Shine Foods and what a healthy meal should include.
9. Ask what are three ways to prevent anemia. (**Note**: Probe for knowledge about iron-rich foods – mostly Grow foods, malaria control, and prevention of infections.)
10. If needed, fill in gaps of knowledge about ways that girls/women can prevent anemia.

**Gender** (about 10 minutes)

1. Ask what does biological sex mean. (**Note**: Probe for understanding that biological sex refers to the biological differences between males and females, such as the genitalia and genetic differences. Biological sex typically cannot be changed without surgery. Ask what **gender roles or norms** mean. (**Note**: Probe for understanding that gender roles are things that culture and society expect women and men to do. Gender norms are how culture and society expect women and men to behave and act.)
2. If needed, briefly discuss the difference between biological sex, gender roles, and gender norms.
3. Ask if gender roles and norms can change over time?

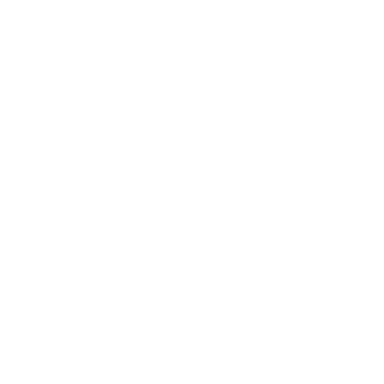
**Safety** (about 20 minutes)

1. Ask what are types of gender-based violence. (**Note**: Probe for knowledge about the different kinds of harassment and violence enacted against young girls and women.)
2. As needed, review the types of gender-based violence, harassment, and sexual assault that girls and boys can experience.

***As needed, review the types of gender-based violence, harassment, and sexual assault that girls and boys can experience.***

1. Ask where are risky areas in their neighborhood or village. (**Note**: The girls will have identified these several times during the Girls Club meetings. Write responses on flipchart.)
2. Ask what are ways to stay safe when girls are in or walking through risky areas in their neighborhood/village. (**Note**: Probe for knowledge related to the safety plan they developed during various Girls Club meetings.)
3. Ask what are Safety skills. (**Note**: Probe for knowledge about all six Safety Skills.)
4. As needed, briefly describe any Safety Skills not mentioned.
5. Ask who has used their safety plan and/or Safety Skills over the past year. How did it help you in the situation?
6. Ask if anyone has other suggestions for staying safe from risk and encounters of harassment and sexual assault.

**Education** (about 10 minutes)

1. Ask how education can help girls meet their dreams and goals? (**Note**: Encourage an active discussion on this.)
2. Ask: Since attending the Girls Club meetings, what have you done to overcome any personal obstacles to completing school? (**Note**: Encourage many girls to discuss how they have overcome challenges to completing or doing well in school.)
3. Ask what are two ways to learn how to read better.
4. ****As needed, explain that two ways to read better are to read more, and read out loud to others.
5. Ask how girls are finding more time to study and read. (**Note**: Encourage many girls to give examples. Write responses on the flipchart.)
6. Ask what are the girls’ educational goals for next year? (**Note**: Encourage many girls to explain their educational goal for next school year.) Or if many of the girls are not in school, avoid this question.

**Communication** (about 10 minutes)

1. Ask what is a good communication skill to use when ***you*** are emotional during a conversation. (**Note**: Probe for knowledge about Stop, Think, Speak.)
2. If needed, remind the girls about the Stop, Think, Speak concept.
3. Ask what are good communication skills for when the ***person you are talking to*** is emotional and/or upset? (**Note**: Probe for good active listening skills.)
4. If needed, briefly review good active listening skills (pay attention, use non-threatening body language, and be neutral).
5. Ask what are good negotiation skills? (**Note**: Probe for knowledge of the four Negotiation skills discussed during the Girls Club meetings.)
6. If needed, briefly review any of the four negotiation skills not mentioned.

**Finances** (about 10 minutes)

1. Ask what are different business opportunities or careers that girls can have when they are older. (**Note**: Probe for things that girls can do that are beyond the normal expected gender roles of the family or community where they live.)
2. Ask if girls have given thought to the kind of profession or work they would like to have when they grow up. What kind of aspirations do they have?
3. What are two key elements needed for saving money. (**Note**: Probe for knowledge of about the importance of a savings goal and a savings plan.)
4. As needed, explain that two key elements to saving money is to develop a savings goal and a savings plan.

**C. Wrap-up: Total Time –20 minutes**

1. Ask the girls to turn to the first pages in their notebook where they wrote their first aspiration and two goals.
2. Ask what they think of their aspiration.

* Would they change it now?
* Was it too big, or too small?

1. Ask what they think of the two goals they wrote.

* Were they achievable?
* Were they too big or too small?

1. Ask who has achieved one or two of their goals.

* Who achieved their goals early and wrote one or two new goals in other Girls Club meetings?
* Did you reach the most recent goals that you wrote?

1. Ask the girls to go to a blank page in their notebook and do this: (**Note**: Allow about 10 minutes for girls to finish writing.)

* Review their aspiration and decide to keep it or revise it based on what they learned and have experienced over the past year.
* Write two new goals for reaching their aspiration – one goal has to be an **educational one** for next school year.

1. When done, conduct this final energizer.

* Stand up, form a circle, and hold hands.
* Going around the circle, say how you have changed as a result of attending the Girls Club meetings this past year.

1. Thank everyone for doing such a great job learning and applying what they have learned over the year.
2. If there will be a closing ceremony, explain location and details of the event.
3. Close the meeting.

**Closing Ceremony for Girls & Boys Clubs**

**By the end of this session, the girls and boys will:**

* Describe one to two accomplishments resulting from attending the Girls and Boys Club.
* Celebrate!

**Learning Objectives**



### 

## Total Time: 2.5 hours



## Materials Needed:

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Colored Markers |
| Signed certificates of achievement for each Girls Club and Boys Club and participant | |
| Signed certificates of achievement for each Mentor of the Girls Club and Boys Clubs | |

* Signed certificates of achievement for Girls Club mentors
* Signed certificates of achievement for the Boys Club mentors

## Preparation Notes:

* **The closing ceremony will be facilitated by the Program Supervisor.**
* **Read this Session Plan several times. Adapt this session per local customs and project guidelines and resources.**
* Plan a closing ceremony for local community members to recognize the boys’ and girls’ efforts, and to thank families, community members, and local officials for their support of the *AWH* program and the Girls and Boys Clubs.
* Arrange a space for the closing ceremony that is large enough to accommodate the girls and boys that participated in the club meetings, their parents, local community members, officials, etc.
* Invite the Girls and Boys Club Mentors/Facilitators to participate in and help co-facilitate the closing ceremony (encourage them to do a song, dance, or performance if they’d like).
* Enlist volunteers from the Girls and Boys Clubs to help set up the closing ceremony.
* Invite the boys’ and girls’ parents or guardians, as appropriate.
* Invite community members, local community officials, dignitaries, and project staff to closing the ceremony.
* Invite someone to give the final comments at the Closing Ceremony.



## Session Plan:

### Closing Ceremony: Total Time - 2 hours



**Introductions** (about 20 minutes)

* 1. Welcome everyone to the closing ceremony for the Act With Her program and Girls and Boys Clubs.
  2. Thank everyone for supporting the girls and boys who have attended the AWH Club meetings over the past year.
  3. Explain that we have come together today to celebrate the girls’ and boys’ accomplishments over the past year.
  4. Mention that the girls and boys could not have succeeded without the support from their family and community.
  5. Thank everyone for helping their girls and boys succeed and accomplish their goals.

**Boys’ and Girls’ Accomplishments** (about 60 minutes)

1. Ask the girls to stand up and say one to two accomplishments they achieved during the Girls Club over the past year.
2. Then, ask the boys to stand up and explain one accomplishment they achieved during the Boys club over the past year.
3. Congratulate the girls and boys on their commitments and hard work over the past year.
4. Point out that girls and boys have demonstrated their commitment to learning how to make good choices, treat everyone with respect, work toward achieving their hopes and dreams, and live a healthy and productive life.
5. Distribute Certificates of Achievement to the girls and boys who attended the Girls and Boys Club meetings.
6. Recognize each person individually, calling their name and asking them to stand up and come up to accept her certificate.

**Recognition for the Girls and Boys Club Mentors** (about 20 minutes)

1. Introduce yourself as the supervisor of the Mentors.
2. Discuss the role of the Girls and Boys Club supervisors.
3. Explain the role of the Girls and Boys Club Mentors.
4. Discuss and acknowledge the mentors for their hard work.
5. Give the Girls and Boys Club mentors a certificate of achievement.
6. Thank everyone for their hard work and dedication.

**Recognition of Families and Community** (about 20 minutes)

1. Ask parents and/or members of the community to provide remarks about the results they have seen from the girls’ and boy’s participation in the club meetings.
2. Thank the parents and community members for supporting their children in the learning process.

**Closing Remarks and Ceremony** (about 30 minutes)

1. Invite one or two local dignitaries (Ministry or Community official, AWH Project Director, etc.) to provide closing remarks.
2. Conclude the session by inviting everyone to partake in the refreshments, if available.

**Act With Her – Audio story segments for Girls 10-14 Years of age Global Curriculum**

|  |  |  |
| --- | --- | --- |
| **Session** | **Story Summary for Girls** | **Adaptation Recommendations:** |
| Welcome | Narrator: Briefly introduces the 2 main characters, who are cousins, Ana and Bea, and describes where they live, their family, and their daily life, including school, and domestic responsibilities.    Dialogue: The two girls discuss what they like and dislike about themselves, physical characteristics, abilities and personalities. Ana (11) is more cautious while Bea (12) is more courageous. They disagree about some things and tease each other. Discussion is linked to their names, which also describe personal qualities.    Narrator: Over the next few months you will get to know Ana and Bea. How are they similar to you, and other girls in this community? | If there are multiple religions or cultural groups in the intervention area, choose names for girls that are not identified with a specific religion or group. |
|  | **Goals** |  |
| Aspirations and Goals | Narrator: Reminds the ages and names of the cousins and introduces topic of goals.    Dialogue: Ana asks Bea if she has goals. Bea describes some unrealistic distant goals. Ana asks if she has any goals that could be reached sooner, perhaps this year, and gives an example of a short-term goal she has. They agree that learning new skills, in and out of school, will help them achieve future goals.    Narrator: There are many kinds of things we would like to do in our lives, especially when we are young. Some things may seem very far away, even impossible. But there are small things we can do each day, each week, which can make our lives better. Can you think of some things you would like to do this week? In the next few months? | Adapt professional aspirations and short-term goals to be locally relevant. |
|  | **Health** |  |
| Our Changing Bodies  (part 1) | Narrator: Explains that cousins are washing clothes together (or other activity where they can see each other’s bodies).    Dialogue: Ana comments on a physical change she sees in Bea (hair under arms, breasts growing, height) that she has not experienced herself. Ana wonders when she will also experience these changes and says she wishes to be more grown-up. Bea tells Ana that not all the changes are easy, and complains about changes to her skin (acne on her face) that she does not like, and some emotional changes she notices, like getting angry at things that did not make her angry when she was younger. Ana laughs and says she has noticed Bea’s moodiness. They laugh about how the “grass is always greener on the other side of the fence” – how people always seem to want what they don’t have.    Narrator: Our friends Bea and Ana are noticing changes that are a normal part of growing up. Between the ages of about 9 to 16 years, the bodies of girls and boys begin to change. Bea is already seeing changes in her body and feelings, while Ana does not see such changes yet, even though they are about the same age.  These changes are caused by hormones. Hormones are chemicals our bodies make that influence growth. These changes are called puberty, and they happen at different times for different people. This time of life is called adolescence. It is the time when a young person changes from girl or boy to adolescent then to womanhood or manhood. Have you noticed changes in yourself? Have you noticed changes in your friends or in older siblings? | The words “puberty” and “adolescence” may be difficult to translate into some languages. Make sure that girls understand whatever word is used. |
| Our Changing Bodies  (part 2) | Narrator: Like many girls your age, Ana and Bea notice changes in their bodies. One very important change that girls experience is menstruation. Let’s listen.    Dialogue: The cousins are at school and it is noisy. Bea tells Ana she has important news to tell her. Ana wants to know what happened. Bea says she will tell later, when they are walking home from school and there are not so many people around. School is dismissed and the girls walk home. Bea says that she has started menstruating. Ana, who has not started, asks Bea questions: Does it hurt? Is it frightening? Shouldn’t you stay home from school? Bea explains that at first, she was frightened when she saw blood on her clothes and didn’t want to come to school because she was afraid people would see. Her mother said it was better to stay home from school. But Bea’s older sister told her many important things. Her sister said that it was better not to miss school and showed her how to make/use a menstrual pad to absorb the blood and how often to change it. She explained to expect her period about every month, but that it might be more or less often. Her sister also said that menstruation means that a girl’s body is capable of becoming pregnant, but it does not mean that girls are ready to have children. Ana says she is glad Bea will be able to help her when her time comes, because she still has many questions about menstruation.    Narrator: Explains that the start of menstruation can be confusing or even frightening if you don’t know what is happening or how to manage it. Luckily Bea could talk to her older sister. What questions do you have about menstruation? | Incorporate local terms for menstruation.    The story should acknowledge common maternal reactions to menarche, but also let girls know that it is possible and good to continue attending school while menstruating. |
| Where Do Babies Come From? | Narrator: Describes setting in which cousins are working or studying together, and sharing gossip.    Dialogue: The cousins discuss an older, recently married girl cousin who they just heard is pregnant. Ana wonders how the young woman became pregnant exactly. Bea mentions local false explanations that adults give kids for where babies come from (e.g. storks bring babies, or swallowing watermelon seeds causes pregnancy) and they laugh. Bea says that her aunt, a nurse who delivers babies at the hospital, has explained to her how it really happens. She recounts the explanation, with simple but accurate description of intercourse, fertilization and pregnancy. Ana asks some questions, that Bea cannot answer.    Narrator: Although you may feel shy or uncomfortable asking questions or talking about bodies and pregnancy, it is not shameful. It is important for us to know how our bodies work so we can make good decisions. What stories have you heard about how babies are made? What questions do you have about this? | The description of sexual intercourse should be simple, and culturally appropriate. |
| How Much Should I Eat | Narrator: Like most girls your age, Ana and Bea love to eat. Today we find them helping in the kitchen.    Dialogue: Ana’s mother calls the two girls to ask for their help preparing food for the evening meal, which is balanced and contains a carbohydrate, a protein, and a vegetable. As the girls help cook, they talk about their favorite and least favorite foods. They remember the Move, Grow and Shine foods which they have learned about in the Girl’s Club which they attend, saying: move foods are the ones that give us energy to move and work and study (and name common carbohydrates); grow foods are the ones that help us grow strong (and name common animal and vegetable proteins); shine foods are the ones that make us smart and keep us healthy (name common fruits and green vegetables). It is important to eat all three kinds of food together. Ana’s mother says she is glad the girls know so much about how to eat well. Ana’s mother says that unfortunately it is sometimes difficult to eat well because of drought, scarcity or lack of money, but she reminds them that even when it is difficult to obtain all 3 kinds of foods, even very small amounts of these foods are better than none.    Narrator: Bea and Ana, and her mother know that eating well is very important to move, grow, and shine. What are some reasons why girls in your community do not always eat well? What are some Grow foods (proteins) and Shine foods (vegetables/fruits) that you can get easily? | Move, Grow and Shine foods are described in the curriculum. Use carbohydrates, proteins, and vegetables /fruits which are most commonly eaten in the area. Do not name foods that are more expensive or difficult to obtain.    In settings where food inequity or scarcity are experienced, dialogue can touch on these issues. For example, Ana’s mother could tell the girls that when she was a child, sometimes children/women ate after others and had less or fewer kinds of food. If there are certain times of year when there is less food, mention this. |
| I Love Exercise | Narrator: Ana and Bea are very active. Today the girl cousins are outside working hard at chores. But they also find time to play.    Dialogue: Girls carrying out chores. They will be done soon and are discussing what they will do afterwards. A neighbor boy runs by, and when they ask where he is going, he says he on is way to play football. One girl, half joking, says he should take her to play too. He says football isn’t for girls, and runs on. Ana says she heard on the radio about the women’s national football team, so she knows women can play too. Bea says she doesn’t care about sports and prefers to play games, run, and climb trees. They are finished with the chore and so Bea challenges Ana to run a race, for fun.    Narrator: There are many ways to make strong muscle and get exercise. Like most girls, Ana and Bea do important work for their families. They also like to dance and run and play sports. How do girls in your community stay active? | Use a chore, like carrying water or fuel, that girls typically help with.    Incorporate recreational physical activities in which girls participate, like dance and chasing games. |
| Gender and Societal Expectations | Narrator: Describes the town where Ana and Bea live. Tells us that the girls are starting to notice changes in the way others treat them.    Dialogue: The cousins are walking through town to buy something at the store. Ana comments that she notices how men are looking at Bea. She agrees that her family, men and society are treating her differently now that her body is changing. She talks about how she likes the new respect and responsibility she is getting from some family members, and gives examples, but dislikes some kinds of attention from strangers. Ana says she has noticed that her parents don’t want her to spend as much time with friends who are boys recently. Bea says her mother has started making comments about who Bea could marry in the village.    Narrator: Ana and Bea are noticing that they are treated differently now by people around them compared to when they were younger. Have you noticed differences like these? | If there are positive and healthy local coming-of-age rituals these can be reflected. |
| Gender-based Violence and Harmful Practices | Narrator: Today we are going to hear from Ana’s mother. She has decided not to do some things with her own daughters that she experienced as a girl.    Dialogue: Ana and her mother are alone together. Mother is teaching Ana to do or make something (like a basket, sewing, or another craft). Mother tells Ana that this is a skill she learned from her own mother who learned it from her mother. She says it is good to pass on some things from generation to generation, but not everything. Ana asks her what she means. Mother explains that in earlier years when she was young her own mother believed it was important for girls to marry early and also to be “circumcised”. Ana’s mother says that she herself was married at 15 and circumcised. She recounts that it was frightening and painful, and that she now understands that it is not necessary or beneficial. She explains that both early marriage and FGC are illegal now and that she and Ana’s father had agreed that they would not do this to their daughters. Ana says some of her friends have been circumcised. Mother says that being circumcised is nothing to be ashamed of, and that all girls can do the same activities., but it is better for girls not to have this done to them because it can cause many health problems.    Narrator: Ana and her mother had a conversation that about how things are changing for girls. Things are different for girls now than it was for their grandmothers. What other changes can you think of? | Use local terminology for FGC. If FGC is not a common practice in the area, identify other gender-specific practices that affect girls negatively.    Include local resource and legal framework for girls facing FGC in the narration. |
| Staying Safe from Unwanted Touches | Narrator: I am sorry to tell you friends that Ana had a bad experience. Let’s listen as she explains to Bea what happened.    Dialogue: Ana is upset and tells Bea about a scary experience of harassment. She was cornered by an older boy while running an errand and the boy tried to grab her. They struggled and her dress was torn but she got away and ran home. She is very upset. She doesn’t know if she should do something, or who to tell. She is afraid her parents will be angry at her. Bea and Ana discuss how they can avoid another experience like that, by running errands together. They also decide Bea should privately tell her mother, a teacher, or a girls club leader.    Narrator: Sometime boys or men try to touch girls against their will, or even force them to have sex. If this happens, it is not your fault. If this happens, you should tell someone you trust because it is against the law for a boy or man to touch a girl or woman in this way. | Include information on local resources and legal framework for reporting GBV in the narration. |
|  | **Communication** |  |
| Say it Well – Verbal Communication Skills | Narrator: Ana, Bea, and a neighbor boy are working together on a group project for school. They must agree on how to divide up the work for a presentation the next day.    Dialogue: Bea reminds them of the instructions they received from the teacher for their presentation. One child should write main points on the black board, one child should draw a picture on the blackboard to illustrate, and one child should speak in front of the class to explain what is on the blackboard. Beas says she would like to write the main points. Bea asks what the other two would like to do. The boy says he could do either one. Ana says “I guess I could speak in front of the class, if you want me to” but sounds unsure. The boy says Ana should draw and he will speak. Ana does not object and so the discussion ends and they say good bye.    Narrator: The next day after the presentation Ana seemed very sad, let’s find out why:    Dialogue: Bea asks why Ana looks upset if the presentation went well, and her drawing was good. Ana says she really wanted to speak in front of the class. She did not want to draw. Bea asks why she didn’t say so when they were planning? Ana says “I tried to tell you”. Bea tells Ana that she should have been clearer and should not feel shy to speak up in front of anyone, including boys.    Narrator: Ana did not get what she wanted because she did not ask for it clearly. Sometimes it is important to say clearly what you want, otherwise, people will not know. Have you ever been in a situation like this? |  |
| Are you Listening | Narrator: A big part of good communication is listening carefully. Let’s see what happens when Bea does not listen carefully to her cousin.    Dialogue: Bea and Ana are at Ana’s house. Ana is cooking something on the kerosene burner. A visitor arrives, and Ana is called away for a moment. Before leaving she asks her cousin Bea to please continue stirring the pot on the stove so that it doesn’t burn. Bea seems to say yes and Ana runs out. We hear Ana greeting the visitor. When Ana returns she is alarmed; she can smell burning food and she asks Bea why she didn’t stir the pot. Bea says she did not hear Ana ask her to stir the pot. Ana is angry and worries that her mother will be angry, all because Bea didn’t listen.    Narrator: Many misunderstandings can be prevented by listening. Have you ever had an experience where not listening caused you trouble? | Can switch cooking for a different example where not listening carefully leads to problems. |
| Good Decision Making | Narrator: Explains that Ana and Bea are at school and that Ana is happy because she has a new pretty pencil she received as a gift.    Dialogue: Ana is telling classmates that she received the special pencil from a relative and the children are admiring it. Bea comments on how nice it is. Ana is called to show her notebook to the teacher. When she returns to her desk she cannot find her pencil. No one knows where it could be. Walking home, Bea catches up with Ana and returns the pencil apologizing and explaining that she took it because she liked it so much and felt envious and angry that no one had given her a gift, that she acted without thinking. Then when she had a little time to think about it, she realized it was not a good thing to do.    Narrator: Bea acted on her emotion when she took the pencil, but later, when she thought about it she realized it was not a good thing to do. Luckily, Bea and Ana are good friends, and Ana will probably forgive Bea. Have you ever done something when you were feeling angry or envious or sad that later caused problems? |  |
|  | **Education** |  |
| Stay in School/Return to School | Narrator: Describes the village, the school, and the road where Ana walks home from school.    Dialogue: Ana sees her friend Jasmine who was not in school all week. Ana asks if she has been ill. Jasmine admits she is not sure if she will continue going to school. Her reason for stopping is that she does not see how going to school will help her achieve her goals. She wants to open her own vendor stand so that she can support herself. She wants to sell dried goods and cloth. She also wants to get married and have children. Her mother also has a vending stand and she thinks maybe it is better just to work all the time with her mother instead of attending school and spending money on school supplies, especially since she does not even get good grades. Ana says she understands but reminds Jasmine that running a business requires many skills, including math, that she can learn at school, and encourages her to stay in school.    Narrator: Jasmine has a difficult decision to make. If she were your friend, what would you tell her? | Use a business that women commonly participate in locally.    Replace Jasmine with a local name |
| I Love to Read | Narrator: Describes Ana sitting under a tree looking at a book    Dialogue: Bea finds Ana under a tree. Bea asks why are you reading that book? Don’t you get enough reading at school? Wouldn’t you rather come do something fun with me? Ana says that she likes reading the books because she enjoys the stories. Bea says reading is too hard. Ana says it gets easier the more you do it, and that she sometimes even forgets that she is reading, and just imagines the places and people she is reading about. Ana says: look, here is a story about a child who has an adventure. Ana’s mother shouts from the distance to Ana to come do kitchen chores. Bea laughing says: See, even your mother thinks you should be doing something more useful. Ana says, laughing, just you wait and see! Someday I will be an important person, a local leader or a teacher, and then you will see that reading is useful!    Narrator: Do you like to read? Many children and even adults have some difficulty reading. But it gets easier the more you do it, and reading makes it possible to learn many other things. | Incorporate most realistic reading material that a child would have access to, whether this is books, newspapers, signs and posters around town, a Bible or a Koran, or something else. |
| School Song and Dance | Narrator: The cousins are walking home from school.    Dialogue: They comment that a girl in their class has stopped attending regularly. They talk about why this may have happened and what the result might be if she drops out altogether. They know she is not sick because they have seen her fetching water. They wonder if the girl is needed by her parents to do work? Does the family lack money for school supplies? Is the girl ashamed to come because she has started menstruating? Do the parents plan to marry the girl even though she is just 13? Bea remembers that the girl enjoyed a particular class (geography or civics,) and wonders if the girl will be bored or sad that she cannot attend and miss her friends. Ana thinks that if the girl does not return to school she will soon become a wife and mother and will only have time for taking care of others. Ana says she wants to continue so she can get better at math and someday have a business of her own. Bea wonders if they should go visit the girl and encourage her to come back to school.    Narrator: Hello friends! What do you think of this situation? Do girls in your community sometimes stop going to school even though they would like to continue? Why do you think that happens? | Incorporate common local reasons why girls leave school. |
|  | **Finances** |  |
| My Money, My Plan | Narrator: Ana is helping her mother bring chickens to market on a day there is no school. Her mother has a poultry business made possible by a local Savings and Loan Group. Let’s listen.    Dialogue: Ana’s mother gives some final instructions, and then tells Ana their work is done, and pays Ana a small amount of money. Ana meets her cousin Bea, and they walk home together. Bea also has a small amount of money her older brother has given her. As they walk home through the market they admire shoes and a backpack they would like to have. They consider buying a treat for themselves (like candy). Ana says she would like to save her money to buy the shoes. She mentions her mother’s achievements through the Savings and Loans Group. They discuss how long she would have to save. Bea laughs and says maybe we should just spend our money on candy.    Narrator: Hello! Making good decisions about money is important. It allows us to buy the essential things and save for things that we would like to have in the future. What do you think of Ana’s savings plan? Is Bea spending her money on a need or a want? How will Bea ever save money for the backpack she likes? |  |

# Example Script

My Aspirations and Goals

**NARRATOR:**

Etsub and Tsinu are 11 and 12, cousins and both are in grade XX. They spend most of their time together. Talking about school, boys, house chores and their future dreams. Today, we’ll listen to them discussing about what they want to be in the future.

**ETSUB:**

What do you want to be when you finish school, college and grow up?

**TSINU:**

I want to become a doctor.

**ETSUB:**

Hey… that’s a great profession. I can imagine all the women you’ll be helping.

**TSINU:**

[Laughing] Hahaha…I know. I especially want to work with women in our area.

**ETSUB:**

Yeah… I am sure you’ll be a great one.

**TSINU:**

Can you imagine the support we can get for our mothers, sisters and women in general in our society? You being a social worker, and me being a doctor…

**ETSUB:**

Yea, that’s the dream. But… we need to work hard if we want to become what we aspire to be.

**TSINU:**

True.

**ETSUB:**

We need to set some goals first.

**TSINU:**

Goals? What’s a goal? Can’t I just become a doctor when I finish college?

**ETSUB:**

Haha, Goals are plans to work on and achieve what you aspire to. For example, finishing this elementary school, then score a good result from high school so you can get into a medical school or University.

**TSINU:**

Ahaa….

**ETSUB:**

And you need to set a timeline for your goals.

**TSINU:**

Timeline?

**ETSUB:**

Yeah, like… at what age you want to finish High School, or graduate from a university.

**TSINU:**

Can’t I just do it?

**ETSUB:**

See… when you set a defined timeline for your goals it gives you the ability to measure when you are off track and to get back on the path to achieving your goals.

**TSINU:**

Okay.

**ETSUB:**

And you need to have a short-term plan.

Like, passing grade 5 with a good result. Scoring above 90 on your Ministry Exam….

**TSINU:**

What do we have to do to achieve that?

**ETSUB:**

You see Tsinu, what you do every day will help you achieve your short-term goals .

**TSINU:**

And I guess the success in achieving the short-term plan helps us achieve the long term one, right?

**ETSUB:**

You’re becoming so smart huh [teasing].

**TSINU:**

Don’t’ forget that I’m the cousin and best friend of the smartest girl.

**ETSUB:**

So, it’s my effect on you?

**TSINU:**

Yes! But am serious about this. What should we exactly have to do now?

**ETSUB:**

For now, we should start from the things ahead of us.

**TSINU:**

Like what?

**ETSUB:**

Like improving our weaknesses and scoring better results in the first semester; you know it’s getting very close right?

**TSINU:**

Oh my God! I am freaking out already. There is a lot to study I don’t know how I can cover all of that.

**ETSUB:**

No need to freak out. I will help you plan, first we’ll set goals then we work according to the plan to achieve our goals.

**TSINU:**

Thank you Etsube, You’re the best! [hugs]

**NARRATOR**

There are many things we would like to achieve in our lives, especially when we are young. Some things may seem out of reach, even impossible. But there are small things we can do each day, each week, to help us achieve our dreams and aspirations. Can you think of some things you would like to do this week? In the next few months?

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