

Session Guide for Mentors Facilitating Groups of Older Adolescent Girls (ages 15 - 19)

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 <u>Act With Her</u> (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 <u>expand</u> <u>AWH into Jordan</u>.

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 Older Adolescent Girls (ages 15 - 19)**

For the entire suite of open-access materials, please visit: <u>Act With Her Program Package: Open-Access Editable Materials for Replication &</u> <u>Adaptation</u>

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 <u>info@pathfinder.org</u>
- 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 <u>How-To Guide</u> 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.

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Global VYA materials

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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

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Table of Contents

TABLE OF CONTENTS	5
MENTOR GUIDE	6
SESSION PLANS	15
SESSION 1: WELCOME AND GOALS	16
SESSION 2: GENDER AND SOCIAL EXPECTATIONS	24
SESSION 3: OUR CHANGING BODIES – PART 1	34
SESSION 4: OUR CHANGING BODIES – PART 2	44
SESSION 5: PREVENTING UNWANTED PREGNANCY	62
SESSION 6: CULTURAL IDEAS ABOUT MANAGING GIRLS' SEXUALITY: FGC AND CHILD, EARI FORCED MARRIAGE	
SESSION 7: STEPPING UP TOGETHER (JOINT SESSION)	85
SESSION 8: KEEPING MYSELF STRONG	92
SESSION 9: STAY IN SCHOOL/RETURN TO SCHOOL AND OVERCOMING BARRIERS TO EDU	CATION 98
SESSION 10: GOOD COMMUNICATION SKILLS	110
SESSION 11: NEGOTIATING WITH FAMILY MEMBERS AND IN RELATIONSHIPS (JOINT SESSION	ON)119
SESSION 12: GENDER AND VIOLENCE IN INTIMATE PARTNER RELATIONSHIPS	129
SESSION 13: MODEL WOMEN IN THE COMMUNITY	145
SESSION 14: MY MONEY, MY PLAN, MY LIFE	151
SESSION 15: MY GOALS REVISITED	165
SESSION 16: HAVING FUN IN RELATIONSHIPS—SEXUAL CONSENT	170
SESSION 17: UNDERSTANDING GENDER AND POWER TOGETHER (JOINT SESSION)	180
SESSION 18 - SEXUALLY TRANSMITTED INFECTIONS (STIS)	187
SESSION 19: EATING HEALTHY FOR ME!	194
SESSION 20: I LOVE WHO I AM!	203
SESSION 21 - STAYING SAFE IN THE COMMUNITY: PREVENTION AND RESPONSE	209
SESSION 22: COMMUNITY MAPPING AND SAFETY (JOINT SESSION)	220
SESSION 23: SUBSTANCE USE AND ABUSE	227
SESSION 24: SAVINGS AND LOANS GROUPS	234
SESSION 25: WRAP UP AND NEXT STEPS	238

Mentor Guide



Introduction

Welcome to the Session Guide for Mentors Facilitating Groups of Older Adolescent Girls (ages 15 - 19)'. As a Mentor and facilitator of the Girls Club Meetings, you will be teaching girls 15 to 19 years of age valuable skills that will empower them to transition into healthy adults. These skills will also prepare these older adolescents to deal with situations that may be harmful to them.

Girls Club Meetings are part of the Act With Her project. There will be 21 Girls Club meetings and 4 Joint Girls and Girls Club meetings over a period of 6 months. During each Girls Club and Joint Club Meeting you will use one of the 25 Session Plans in this Girls Club Session Guide – one Session Plan per meeting.

The expected outcomes of the Boys and Girls Clubs are:

- 1) Adolescent girls have strengthened age-appropriate individual and collective capabilities over time in six domains: education, bodily integrity, health, psychosocial well-being, voice and agency, and economic empowerment.
- 2) Adolescent girls, families of adolescent girls, and communities demonstrate more gender-equitable attitudes, norms, and behaviors
- 3) Adolescent girls and boys have increased use of selected adolescent-responsive systems for health and SGBV

Who are adolescent girls 15 to 19 years of age?¹

Adolescent girls 15 to 19 years of age are experiencing lots of physical, emotional, cognitive (thinking and learning), and social changes. These cognitive, emotional, and social changes influence how girls this age learn. As a Girls Club Mentor, it is important to be aware of these changes and understand the learning strategies needed as they facilitate the Boy Club Session Plans.

Social and Emotional Changes Adolescents:	Learning Strategies for This Age
Want to be more independent	Rewarding with positive words and actions has the greatest impact.

Better understand the type of person they want to become (their "identity")	
Have ability to think through ideas	
Social networks expand and new friendships are formed	
Testing of rules and limits increases	
Less motivated by threats and punishments.	
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.	Better attention to detail and completion of tasks.
More complex thinking.	They want to figure things out for themselves.
Peers become more and more important.	Rely on peers for their positive social needs.
Peer affirmation more rewarding than previously.	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 Act With Her project will be supporting 21 Girls Club meetings and 4 Joint Girls and Boys Club meetings over a 10-month period. The Girls Club meetings will teach young girls how to have positive, healthy, and productive lives as they grow into adults. The Girls Club Meetings will cover seven key topic areas:

- 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 Girls Club Mentor, you will be organizing and facilitating the Girls Club and Joint Club meetings. Use this Girls Club Session Guide for facilitating the 21 Girls Club and 4 Joint Girls and Boys Club 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 female Mentors who facilitate the Girls Club you are meeting with. In those cases, you should prepare with your fellow female Mentors.

How the Curriculum and Session Plans are Organized

Girls 15 to 19 Year Curriculum

This Girls Club Session Guide contains 25 Session Plans – one session plan for each of the 21 Girls Club meetings and the 4 Joint Meetings. The Session Plans cover the seven topic areas mentioned above and are presented in the order they should be given, including the Joint Sessions. It is important to follow the recommended agenda to know which Session Plan to use for each Girls Club meeting.

Session Plans

The Girls Club Session Plans 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. The majority of the energizers relate to the main topic of the Session Plan and key activity. Feel free to adapt the energizers.
- Activity: This is the heart of the Session Plan. Given that girls this age get bored easily, the Session Plan includes participatory exercises. These exercises are designed to: 1) raise awareness around a topic and 2) allow the facilitator to know what the girls know and fill 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 commit the girls to an activity to be done 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, inside a room or a church, etc. Make sure the site is clean, and free from distractions. Many of the Girls Club meetings require the use of flipcharts. For these, you will need to hold the Girls Club in a space that has a wall, a fixture, and/or place to put a flipchart stand so that you can write on the flipcharts.

Guest Speakers

Some Session Plans require a guest speaker to co-facilitate a meeting or serve as a resource on some topics. Work with your supervisor to identify an appropriate speaker for the meeting. The speaker should be sensitive to the needs of young girls and speak to them respectfully.



Preparing for each Girls Club Meeting: A Checklist

Th	ree Days Before Girls Club Meeting	Completed?		
1.	1. Refer to the agenda to know which Session Plan to use.			
2.	Read the entire Session Plan for the upcoming Girls Club meeting, several times if needed.			
3.	Familiarize yourself with the Session Plan. Be prepared to teach it.			
4.	Collect all the materials needed for the Session Plan.			
5.	5. Collect all equipment and make sure it is working.			
6.	Rehearse the audio story and make sure you know how to use the equipment.			
7.	Prepare the materials, flipcharts, games, etc. for the Session Plan (Note : Refer to the preparation notes section of each Session Plan.)			
8.	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 his topic well and is sensitive to girls' rights and information needs.			

6.	Make sure the speaker:Knows his role - to be a stand-alone speaker or co-facilitator.	
C	Completed?	
1.		
2.		
3. Check with any speakers to make sure they are ready and know when and where the Girls Club meeting will take place.		
3	Completed?	
1.	Go to the meeting site and test equipment, set up flipchart and other logistics, based on the Session Plan and where the meeting will be held.	
2.	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 a friend or another facilitator.

- 2. Facilitate the sessions in order.
- 3. Arrive Early. Be sure to arrive half an hour before the meeting to set up everything.
- 4. Greet and welcome the girls as they arrive.
- 5. **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.)
- 6. **Manage your time**. 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 delicate and difficult topic is taking longer to discuss, that is okay. Just keep things moving as best you can.
- 7. Be a good facilitator!

- See participants as experts with information, skills and life experience to share.
- Rather than "teach", <u>facilitate</u> 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. <u>Do</u> 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, and taking notes.
- Encourage participants to share what they know and their feelings.
- Encourage the girls 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.

8. 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 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.
- 9. Use good facilitation skills:

If the girls seem:	Do this:		
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 the other girls in the group answer the question or explain the topic. 		
	• Ask questions to clarify the boy's understanding of the topic.		
	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	Stop talking and ask questions.		
(Talking to	Walk around the group.		
neighbours, writing,	Have participants practice.		
looking at their	Ask others to explain the topic.		
watches, shuffling papers)	• Speed up the pace.		
herb 212)	Try changes to your training technique.		

5. Handle difficult questions with respect:

- No matter the questions, say, "That is a good 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."
- 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 boy(s) to a more experienced person on the topic.
- 6. Enjoy! And, feel free to be creative.



During the 25 Girls Clubs 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. Below is how to handle different situations that may occur:

One or more girls miss a Girls Club meeting.

- For the first absence, advise your supervisor.
- For two or more absences, inform your supervisor. The supervisor will visit the boy's home to see what is happening.

A boy enquires about health services

- Be non-judgmental.
- Ask if the boy has a parent who can accompany him to the health center. If so, encourage the boy to go with his parent to the health center.
- If not a parent, ask if the boy has a trusted adult who can accompany him to the health center. Encourage the boy 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 others. The activities may remind them of their own uncomfortable situations they've been in at home or at school.
- If a participant is upset by an activity, talk to him in private to find out why he is uncomfortable. Do not force him to talk about what's upsetting him. **Listen** to what he is saying. Do not give advice. Your role is to provide understanding, support and assistance. Assure him that it is ok and normal to feel upset. If a boy discloses that he is experiencing physical, sexual and/or emotional abuse, see the next point.

A boy discloses that he is experiencing physical, sexual and/or emotional abuse:

- Speak to the boy alone in a private area.
- Listen carefully to what the boy says.
- Thank the boy for sharing this information with you. Tell him that you are sorry this has happened to him.

- Remind the boy that any act of harassment or violence is **<u>never</u>** his fault.
- Ask if the boy has a trusted adult who can support him and who he may feel comfortable sharing this with.
- If so, let him know that it may be helpful to talk with a trusted adult about this issue.
- If he does not have that person, help him find someone he could report the incident to from a local organization that supports human rights, a trusted, youth-friendly health care official, or the authorities.
- Tell the boy that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the boy's permission to do so, you will not be sharing his name or specific identity.
- Report the incident to your supervisor, explaining that a boy in your Girls Club told you about experiencing violence. It's very important that if the boy did not give you permission, you do NOT share his name as part of this report.
- Keep this information highly confidential. Do not discuss this with anyone, except the supervisor.

I 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 before the Girls Club Meetings begin so you are prepared if disclosure should arise. **Session Plans**



Session 1: Welcome and Goals

Learning Objectives:

By the end of this session, the girls will:

- Develop house rules for the duration of the Girls Club.
- Write at least one personal aspiration.
- Write at least two goals for reaching their aspiration.

Total Time: 2 hours



Materials Needed:

Flipchart stand, if available and feasible for meeting location	Таре
10 to 15 sheets of flipchart (newsprint) paper	Soft ball
Colored Markers	Blank paper – enough for all participants
A Participant Guide and pen for each participant	"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 a soft ball is not available, make a ball with rolled up paper in a clean sock.
- This Girls Club meeting requires the use of flipcharts. Find a meeting location 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 everyone to the group. Say how happy you are to see everyone.
- 2. Introduce yourself and your co-Mentor.
- 3. Explain that you will be facilitating the Girls Club over the next six months and that you look forward to working with them as you 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 person who catches the ball will say her name. She must also say one thing she expects to learn during the Girls Club.
 - After saying her name and what she expects to learn, the person with the ball will throw it to another girl in the circle.
 - The next person who catches the ball will say her name and one thing she expects to learn during the Girls Club. She <u>cannot</u> repeat what the other girl(s) have said. 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 girls say they would like to learn in the Girls Club.)
- 7. When done, thank everyone and ask them to take a seat.
- 8. Explain about the Girls Club meeting:
 - During the Girls Club, you will learn all about yourselves. You will also learn many new things you can share with their friends and family.



- Girls Club meetings will depend on active participation from the girls, therefore, everyone should feel free to contribute and share their experiences.
- Mentors are facilitators and not teachers.
- Mentors will help the girls engage in conversation and activities.
- Mentors will ask the group questions to help them understand the various topics and reflect more.
- Girls Club will meet about once a week for the next half year.
- Locations may vary depending on the type of session we will have.
- Four times over the 6 months, there will also be joint meetings with the Boys and Girls Clubs together.
- 9. Give everyone a Participant Guide and pen. Ask them to write their name on it.
- 10. Explain that this Participant Guide is for you to write your aspirations, goals, and new learnings from the Girls Club.
- 11. Point out that they will want to bring it with them to every Girls Club meeting. They will be using it a lot.
- 12. Explain that there will be an anonymous questions folder where the girls can be putting in their questions to be responded to in the next session. (**Note:** they should just write a question without putting their names there)



B. Activity: Total Time – 90 minutes

Unity Circle^[i] - 30 minutes

- 1. Tape a blank flipchart to the wall and draw a big circle on the flipchart paper. On top of the circle write, "Unity".
- 2. Explain that the circle represents the circle of friends in the Girls Club. The circle will also represent their expectations from the Girls Club.
- 3. Discuss the following: (**Note**: Write responses inside the Unity Circle on flipchart.)
- 4. What are some agreements that will help you work well together as a group?
- 5. What kind of support do you need so that everyone feels a sense of togetherness and safety? From each other? From the mentors?



- 6. If not already mentioned, read the below list and ask the girls if we can add it to the list of agreements. Inform the girls that some agreements, like confidentiality and respect are non-negotiable as they are needed to support the work we are doing in girls club.
 - 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.
 - Sharing your own opinions as honestly as you can.
 - Letting others speak (not interrupting).
 - No side conversations.
 - Disagreements.
 - Judgments.
 - Being respectful of time especially start time and end time of meetings.
 - Commit to attending the Girls Club meetings.

! NOTE:

No matter what, ensure group consensus on adhering to confidentiality of other people's information.

- Commit to sharing their learning to their parents and other young people in the community.
- 7. Add any other comments on ways to build group unity and safety.
- 8. Explain that the Unity Circle will be a reminder to keep our circle of friends strong.
- 9. Emphasize that anything personal discussed in the group **<u>must</u>** remain in the group.
- 10. Explain to the group: As the Girls Club Mentor(s), I (we) will never discuss what has been mentioned in the group either. Our only role is to facilitate learning and fun.

My Aspirations - 30 minutes

- 1. Explain that today they are going to learn how to help design their future. ("Aspirations" and Goals").
- 2. Ask some of the participants to define the term "aspirations" and what it means to them.
- 3. Write some of the responses on a flipchart.



- 4. Explain that everyone has dreams for the future. These 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.
 - Live and work in the city.
 - Have a good job.
 - Have a nice car.
- 5. Explain that we all have aspirations for the future.
- 6. Ask the girls to close their eyes and imagine what they want their future to be.
 - What are you doing? Are you doing something to earn money?
 - Are you doing something that excites you?
 - Where do you live?
 - What are you most proud of?
- 7. After about 2 minutes, tell the girls to open their eyes and write at least one aspiration in their Participant Guide.
- 8. Point out that the aspiration needs to be what you want and <u>not</u> what others want or expect you to do.
- 9. Ask several girls to share their aspiration. (**Note**: Encourage as many girls as possible to share their aspiration.)
- 10. Congratulate everyone for taking the first step to achieving their aspirations which is to write it down.

My Goals - 30 minutes

- 1. Ask some of the participants to define the term "goals" and what it means to them.
- 2. Write some of the responses on a flipchart.
- 3. Explain that in order to reach your aspiration, it is helpful to make goals.
- 4. Explain that goals are:



- Something one wants to achieve or accomplish in a <u>specific</u> amount of time. It could be achieved in a month, several months or even a year.
- Something one can know for certain that they have achieved it or not.
- Something one can achieve within a shorter time frame than longer-term aspirations, such as 3 to 12 months not years.
- 5. Ask several girls to describe three features of a goal. Keep asking until they say that goals: a) have a deadline, b) are measurable, and c) can be achievable in 3 to 12 months.
- 6. 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 \$10.00 USD to help my family pay for secondary school examinations.
 - I will save \$10.00 USD to help me start a business.
- 7. 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 secondary school.
 - I will save money and start a business.
 - I will attend college or university.
 - I will attend a vocational training school.
 - I will get an award for being the best in Math.
 - I will get a job and contribute to family income.
 - I will save money to attend university.
- 8. Ask the girls to tell you some possible goals.
- 9. As they mention possible goals, make sure that the girls are clear about the difference between a future aspiration and the goals needed to achieve it.
- 10. 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.

! NOTE:

Encourage an active discussion on the different kinds of goals that girls can have.



- Goals have a deadline, are measurable, and take less time to achieve. They are like steppingstones to your aspiration.
- You can have several goals that all contribute to the achievement of your future aspiration.
- 11. Give this or another example of aspirations and goals:
 - 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 secondary school and enter a vocational training school.
 - Another short-term goal could be to save money to go to university or college.
 - A longer-term goal could be to finish university or college and start a business or to begin taking the steps necessary to open a business (get a job and save money for the business).
- 12. Ask if anyone has questions.
- 13. Ask the girls to write at least two goals for reaching the aspiration they wrote in their notebook.
 - There should be at least one education or learning goal.
 - There should be one non-education or learning goal.
- 14. Explain that the two goals should be achievable within the next 6 months by the end of the Girls Club meetings.
- 15. 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.)

****Do a quick energizer. Have a participant volunteer to lead a group song or dance that gets everyone up and moving around.** (about 5 mins)

- 16. When done, ask several girls to share their aspiration and goals. (**Note**: Encourage as many girls as possible to share.)
- 17. Listen carefully. If some are still confused by aspirations and goals, explain the difference again and help them fine-tune their aspiration and/or goal.
- 18. Make sure that the girls have written **one education or learning goal** and one non-education or learning goal.
- 19. Ask several girls what challenges they may face in meeting their aspirations and goals. (**Note**: Encourage as many girls as possible to share.)
 - Ask them to share how they will overcome these challenges?



• Remind the girls that sometimes it takes a few times to reach your goals and aspirations. It's important not to give up.

20. Ask several girls what support they need to achieve their aspirations and goals?

- What support do you want from family? from friends?
- Point out that friends and family can play a role in helping you achieve your aspirations and goals.
- Encourage the girls to share their aspirations and goals with their family and friends.
- Remind the girls that aspiration is what you want and <u>not</u> what others (including family and friends) want or expect you to do.
- 21. Thank the girls for sharing.



- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 4. Close the meeting.

^[1] Adapted from: Girl's Safe Space Curriculum. Mentor's Manual. Girls 11-12 Years Old. Amhara Region



Session 2: Gender and Social Expectations

Learning Objectives:

By the end of this session, the girls will:

- Describe social changes that girls and boys can experience during adolescence
- Describe societal expectations and roles during adolescence
- Understand gender as a set of ideas that are culturally determined
- Critically reflect on their own gender biases, and the biases they have witnessed against men, women and people of other gender identities



Таре	Flipchart stand, if available and feasible for meeting location
Flipchart (newsprint) paper	Appendix: Harassment Scenarios – see end of this session plan
Colored Markers	2 pieces of paper, one labeled "Agree", the other "Disagree"





- 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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- Read the vignette for this session. Be prepared to discuss it.
- This Girls Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand to write on and post flipchart papers
- Prepare a flipchart 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, **Social Changes**. Write the following statements on it.

Coming-of-age rituals	New rules about social mixing between girls and boys
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, put the two-column Girls/Boys flipchart on the flipchart stand. Tape the Social Changes flipchart to the wall where you can write on it later.





A. Welcome and Vote with Your Feet Exercise: Total Time - 20 minutes

- 1. Welcome everyone back to the Girls Group. Thank the girls for coming.
- 2. Ask if anyone has questions from the last Girls Club meeting. As was described in Session 1, pull questions from the anonymous question folder and make time to answer the questions, if there are any.

Vote with Your Feet

- 1. Say, In this exercise, we will come to understand how personal experiences and values impact how we view the world and the people around us.
- 2. Ask the group to stand in the center of the room. Explain that you are going to call out a statement. (A list of suggested statements is available at the end of this lesson.) Place the papers that say "Agree" and "Disagree" on opposite walls. Tell the participants to step toward "Agree" if they agree with the statement, or step toward "Disagree" if they disagree. Tell them that this is not a test, they should just go where they personally feel is right for them.
- 3. Call out the first statement. Repeat it to ensure that everyone heard it. Ask the girls to close their eyes if they want to as they decide where to go. After everyone indicates whether they agree or not, ask 2 or 3 participants from each side to explain why they voted the way they did.
- 4. Facilitate a brief discussion about their reasons. Read up to 5 statements.

¹ Interagency Gender Working Group, Vote with Your Feet exercise, available at <u>https://www.igwg.org/training/setting-the-stage/</u>



- 5. At the end, wrap up the activity by explaining the following:
 - a. Our own experience with and beliefs on gender can have an impact on how we view and understand our world and relationships with others.
- 6. Thank the girls for their active participation.

Ask them to sit down.

B. Activity²: Total Time – 60 Minutes

Observation Exercise (about 40 minutes)

- 1. Explain that in the previous Girls Club meeting we talked about how your bodies have been experiencing a lot of changes!
- 2. Mention that some girls are growing taller and some boys' voices are changing or already have!
- 3. Ask the girls whether they have noticed people reacting to them differently now that their bodies have been changing.
- 4. If so, ask what they are noticing. (Note: Encourage a discussion on this.)
- 5. Ask about how the following people are reacting to them: (**Note**: List responses under the *Girls* 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

- 6. Discuss how this attention makes them feel? (**Note**: Take your time to listen to what the girls say.)
- 7. Ask: How about boys your age? Their bodies are changing now too. Do the following people treat them differently? If so, how? (**Note:** Write responses in the *Boys*

² Adapted from: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009



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

- 8. Review and summarize the responses in the Boys column and the Girls column on the flipchart.
- 9. Discuss how girls their age might be treated differently by people in the family and/or community.
- 10. Discuss social changes that can occur for girls during puberty/adolescence by asking these questions: (**Note:** Write responses on the Social Changes flipchart prepared beforehand.)
 - What new opportunities for leadership are there at school or work now? In the community?
 - What coming-of-age rituals are in your family? In your community? In your church or Mosque?
 - What responsibilities have changed at home?
 - Are you feeling new pressure about how you look?
 - Have dress rules changed now? If so, how have they changed?
 - Have you noticed new rules about social mixing between girls and boys? By whom?
 - Has the amount of freedom you had as a child changed? In what way? Is it different for boys than girls? Why?
- 11. Ask whether boys also have the same social expectations at your age? If so, what are these?

INOTE: Encourage a discussion about social expectations of boys their age.



Gender and Gender Roles (about 20 minutes)

- 1. Explain that as mature girls and boys , families, society, and often religious institutions have new expectations and roles for them.³
- 2. Sometimes parents feel pressure to raise their boys and girls in certain ways. These expectations can reflect stereotypes about people, based on their sex or age. They often reflect differences in power or status. Stereotypes can be harmful when they don't allow a young person to express her abilities and individuality and limits her opportunities, choices and ultimately, her ability to fulfill her potential.
- In gender inequality, it is young women who tend to be excluded or disadvantaged in their education, opportunities, types of work, income, political or social power, exposing then to female genital mutilation, child marriage, and genderbased violence.

Restrictive gender norms limit young women *and* young men.

4. Restrictive gender norms also limit young men, as they follow restrictive rules, and conform to gender stereotypes, such as being told to hide their feelings, to "prove" their masculinity by drinking alcohol, or having sex. These norms can have a negative effect on both men and women, their relationships, and health outcomes.

5. Observe that people who don't conform to gender norms - rules about how a boy should be and how a girl should be - may face family rejection, violence, prejudice, and discrimination.⁴ For example, a girl who loves to play ball with boys even as her friends are no longer doing that, may be punished or made fun of for acting like a boy.

6. Point out that other roles assigned to girls and women, such as housekeeping and raising children, and boys and men, such as working for pay, engaging in more physically demanding work, or occupying political and social leadership roles, are cultural. They have nothing to do with their gender or sex.

³ Adapted from Promundo's curriculum for young adolescents, https://promundoglobal.org/resources/youngadolescence-2-0-curriculum-promote-gender-equality-sexual-reproductive-health/ pages 27-30

⁴ Drawn from International Youth Foundation, *Passports to Success*. 2017.



- 7. Discuss the difference between biological roles and cultural/societal roles this is the difference between "sex" and "gender".
 - Some expected roles of men and women are based on their biological sex (Male or Female). Only women can give birth and breastfeed, and only men have a certain hormone that give them more facial and body hair.
 - Some roles are based on assumptions of what people are supposed to do because of their sex: such as cooking and cleaning the house for women. Often, roles such as social and political leadership are given to men. These expectations and roles are referred to as gender. However, anyone can do these activities regardless of whether they are a woman or a man (i.e., men can and do cook, women can be and are leaders).
- Explain that roles and expectations given to girls and boys by society or culture because of their gender are called **gender roles** and **gender norms**. Explain that gender roles are different from biological roles.

Discuss the difference between biological roles and cultural/societal roles – this is the difference between "sex" and "gender".

- **Gender** refers to how society defines being a woman or man, and varies from place to place, even within the same country, and can be changed.
- **Gender norms and roles** refer to expectations of how men and women <u>are</u> <u>expected to act and behave</u>. For example, in some places, women are expected to be submissive, timid, and quiet, while men are expected to be more assertive, strong, and the decision makers (gender norms).

As we grow up, we are taught gender norms and roles – including how we should interact with others of the same or other sex within households, communities and workplaces, as well as what position we should hold in families, communities, and the workplace. These differences are created by our culture, which means we can change them.

9. Say that you are going to make a list of the ways young men and young women get made to feel ashamed or punished for "breaking the rules" and going against gender expectations of boys or girls their age and older. (Note: Encourage an active discussion on this. Write responses on a new flipchart.) Ask: Who is more restricted and more punished for breaking rules?



- 10. Point out that many of the roles for girls and boys imposed by society change over time. Things that were expected of your grandparents or elders may not be expected of you or your siblings.
- 11. Does anyone have a question?



C. Story Time: Total Time – 20 minutes

1. Read the Vignette aloud. (**Note**: If necessary, read a second time, so that everyone has heard the story well.)

Vignette: Ever since Mariam can remember, she has been good friends with Amadi, a neighbor boy who lives a short distance from her house. As little children, they trailed along behind their mothers as they worked in their fields, collected water and washed clothes. They would show each other interesting insects and flowers, collect branches and talk about their schoolwork together. For the last couple of years, their friendship seems more complicated. Mariam's family is keeping her inside more and doesn't allow the two adolescents to walk to the river or to school together unless others are also with them. She is missing how she and Amadi used to be able to talk about their classes and help each other with their homework, and she doesn't completely understand what has changed.

- 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 an experience is this for boys and girls in our community?
 - How could the story be different? What keeps them apart? Why do parents and community members do this?
 - What are the expectations of boys and girls that lead people to treat boys and girls in this way?
 - What would make it easier for girls in your community to face this kind of situation?
- 4. Thank everyone for their participation.



D. Wrap Up: Total Time – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 2. Initiate a discussion about today's session, asking the girls what they learned. How might they share this information with family and friends?
- 3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

Vote with Your Feet examples

- A woman's place is in the home.
- The most important thing a woman can do is have babies and cook.
- A "real man" makes money and provides for his family.
- A man is more of a man once he has fathered a child.
- Women are naturally better parents than men.
- In today's world, a boy child is more valued than a girl child.
- A woman can do any kind of work a man can do.
- It is normal for a man to watch the children and cook.
- Sexual pleasure is more important to men than to women.



- A woman should have sex only with someone she loves.
- A man should have sex only with someone he loves.
- Sex is more important to men than to women.
- A woman should be a virgin at the time of marriage.
- Women who do not behave appropriately in certain circumstances can provoke violent behavior.
- Men are sometimes justified in using violence against their partners.



Session 3: Our Changing Bodies – Part 1



Learning Objectives

By the end of this session, the girls will:

- Describe what puberty is and how it affects older adolescents.
- Describe the physical, emotional, cognitive, psychosocial, and relationship changes that come with puberty.
- Explore how girls' relationships with family and friends are also changing.



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)	Flipbook (flipchart) that demonstrates changes to adolescent girls' and boys' bodies.
Colored Markers	"Question folder" or a place to put questions anonymously
Enough pens, pencils or cravons for the girls	to use.

gn pens, pencils or crayons for the girls to use.





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.
- This Girls Club meeting requires the use of flipcharts. Find a place to put a flipchart so that you can write on it and post flipchart papers.
- Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

Session Plan:



A. Welcome: Total Time - 5 minutes

Welcome everyone back to the Girls Club. Thank the girls for coming.
 Ask if anyone has questions from the last Girls Club meeting. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.

3. Say that they are currently undergoing lots of new and exciting changes physically, emotionally and psychologically. Today we will learn all about puberty!



B. Activity ^[1]: Total Time - 105 Minutes

Puberty (about 10 minutes)

- 1. Write the word "**PUBERTY**" on flipchart paper.
- 2. Ask: *What do you know about puberty?* Write their responses on the flipchart.
- 3. 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, so, many of you are already experiencing puberty!
 - Puberty is a time the body begins to change from childhood to adolescence.
 - Physically: Many of you are now capable of becoming pregnant, but it doesn't necessarily mean you are ready to have a family, though some of you may be. You have also most likely reached your adult height as girls.



- Cognitive: You are able to have your own opinions and put yourselves in another person's shoes (empathy)
- Emotional and social development: You are trying to figure out who you are (your identity) and want to start new and exciting relationships.
- Puberty takes several years to complete the changes, and everyone goes through it at their own pace. In general, puberty will end around 18 20 years of age.
- 4. Ask: What do you think about this? What do you notice among your friends?
- 5. Remind the girls that puberty:
 - Is a fun and scary time. You may remember when you were younger that it felt strange at first and may still feel this way. It can also make you feel self-conscious because your body is developing.
 - Is a time when older girls and boys become more interested in romantic relationships, making new and great friends, and becoming more independent.

My Changing Body^{[2] [3] [4] [5]} (about 40 minutes)

- 1. Divide the girls into small groups of four to five girls per group.
- 2. Give each group two sheets of loose flipchart paper and markers.
- 3. Explain the exercise: (Note: Allow about 10 minutes to draw their illustration.)
 - If markers are limited, decide who will take the lead on drawing.
 - 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 seeing **physical** changes.
 - Around the outline of the body, write the **emotional** changes you are experiencing emotions that are different from when you were younger.
 - Tell them they will have 10 minutes.
 - Ask them to identify someone in the group to present the drawing when they are done.
- Walk around the groups. Check to see if they need assistance or have questions. Make sure to tell the group when they are half-way through and when they are close to the end (2 minutes, 1 minutes, end).
- 5. When done, ask each small group representative to tape their flipchart to the wall (if possible) and explain their drawing to everyone in no more than 2 minutes. Alternatively, they can do a gallery walk where everyone walks around the space looking at everyone's drawings of the body.



- 6. Ask them to discuss the physical <u>and</u> the emotional changes that they drew or wrote about.
- 7. Once all groups have presented, summarize the **physical changes** that may occur to girls during puberty. Be sure to note that most girls will not experience all of the changes here, but some of the changes. 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 or continue to grow and become fuller
 - Hips get wider
 - Experience weight gain and changes to body shape (e.g. more fat in upper arms, thighs)
 - Menstruation begins
 - Hair increases on legs, under arms, around the genital areas, and top lip
 - Vaginal wetness or discharge that is white or clear may start and is normal
 - Increased hunger and appetite
 - Oily skin, pimples and/or acne
- 8. Explain that just like the body, the brain begins to mature too. The emotional part of the brain matures first.
- 9. Discuss the **emotional changes** that the girls mentioned in their illustrations.
 - 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 may be physically attracted to other people and/or have more sexual feelings.
 - You feel more sensitive
 - You feel anxious about the changes in your body.
 - You feel more independent.
 - You feel at times more confident and at other times more self-conscious.
 - You take more risks.
- 10. Explain that girls and boys also experience **cognitive (learning and thinking) changes** during adolescence.
 - You use more complex thinking for personal decision-making in your relationships, at school and/or at home.
 - You are able to speak your own thoughts and views on a variety of topics.



- You begin to decide what activities you prefer, what kinds of personal appearance is attractive, and what parental rules you disagree with.
- You begin to question authority and society standards.
- 11. Ask: What do you think about this? Have you experienced any of these thinking and learning changes?
- 12. Say that in addition to physical, emotional, and cognitive (learning) changes, there are also **social changes** that occur during puberty and adolescence:
 - You are noticed more / treated differently such as in a more sexual manner by men and boys
 - You become more interested in sexual and/or romantic relationships
 - 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 want to be accepted by others.

13. Ask: Have you noticed differences in how other girls' bodies are changing compared with your own?

- 14. Reaffirm that the speed at which they are experiencing these changes is completely normal by saying:
 - Each girl's body is different. You are developing differently than your friends and siblings. This is very natural and normal.
 - Everyone grows and develops differently and at different rates.
 - Your body and mind will continue to change even beyond adolescence and into adulthood.
- 15. Point out that it is common to feel self-conscious about your body. Society has lots of often negative expectations about what an ideal woman's body should look like. Say that every body shape is beautiful, and that body shape and height are often determined by your parents or grandparents, and by what you eat and how active you are.
- 16. Remind the girls that puberty:
 - Is a fun and scary time where you develop new and exciting relationships and experience all kinds of body and mind changes.

Ask: What do you think about this? Have you experienced any of these thinking and learning changes?



• It is common to feel strange and self-conscious at girls. The Girls Clubs are a great place to build self-confidence and help you become healthy young woman.

His Changing Body (about 20 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:
 - If markers are limited, decide who will take the lead on drawing.
 - Draw an outline of a boy's body on the 2nd piece of flipchart paper.
 - Draw pictures or symbols to show where boys' bodies change physically and emotionally.
 - **Tell the group they have** about 5 minutes to finish the drawing. Tell them they need to work quicker as they have much less time. Expect the girls to giggle.
 - Ask them to identify someone in the group to present the drawing when they are done.
- 4. After about 10 minutes, ask each small group to explain their drawings to everyone. (**Note**: Expect the girls to giggle.)
- 5. Summarize the **physical changes** that may 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 "cracks or breaks" and gets deeper
 - Testicles get bigger
 - Penis grows in size and length
- 6. Erections (a hard penis) happen at unexpected times. Explain that just like girls who begin to develop and release eggs from their ovaries, boys begin to produce sperm in their testicles.
- 7. 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.



- 8. Point out that boys also have similar **emotional** and **social** changes as the girls with some exceptions. Ask: *What are these exceptions?*
- 9. Say that the exceptions can include the following:
 - These changes happen a year or two later than with girls.
 - 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.
- 10. Ask if anyone has questions.

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 and feeling fresh:** 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. Girls can ask a female they trust about shaving their legs. Not all young 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. 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 wash or wipe from front to back after they use the bathroom. Whether or not a girl uses toilet tissue, paper, water from a bidet, pitcher, or hose, grass, or leaves to clean herself, she should make sure she avoids wiping or washing herself forward. If she wipes or washes forward, she risks pulling germs from the anus to the vagina and urethra. This can give her an infection. If a girl gets a vaginal infection her doctor may prescribe creams or gels that go into the vagina as treatment or they may prescribe pills to take by mouth. Regularly change the pads or whatever else you use during menstruation.

Support During Puberty (about 15 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 may feel the closest with your friends.
- 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 you turn to for information about your changing bodies, relationships, your feelings about growing older, 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

- 5. Explain that the purpose of the Girls Club is for girls to learn together with their peers. It is a safe place to learn, especially if they do not feel comfortable talking to adults.
- 6. 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.
- 7. 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.
- 8. Discuss the following questions:
 - What are some things we can do to make puberty easier for everyone?
 - **Prompt**: learn about the changes happening to us; talk to trusted adults; talk to each other; etc.
 - What are some things that can 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 to 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 – 10 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

^[1] Adapted from: GREAT Activity Cards for Very Young Adolescents (10-14 years old).

^[2] Adapted from *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* was developed by Family Health International (FHI)/YouthNet.

⁽³⁾ Adapted from Blum, Robert Wm. Adolescence: Age and Stage. Department of Population, Family and Reproductive Health. Johns Hopkins Bloomberg School of Public Health.

[4] https://www.urmc.rochester.edu

^[5] https://www.cincinnatichildrens.org/health/c/cognitive



Session 4: Our Changing Bodies – Part 2



Learning Objectives

By the end of this session, the girls will:

- Describe what menstruation is and how it happens.
- Explore how to manage menstruation in realistic ways.



Total Time: 90 Minutes



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	Local materials used during menstruation, such as a pad, a tampon, a menstrual cup, cloths, leaves, reusable pad
If resources permit, pieces of cloth, towel or cotton batting, needles, and a safety pin for making a reusable	Appendix A: How to Make a Reusable Menstrual Sanitary Pad
sanitary pad to use during menstruation	Appendix B: Menstruation Questions – see at the end of this session plan
	Appendix C: Sanitary Product Options Sheet – see at the end of this session plan





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.
- 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.
- Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.



Session Plan:



1.

A. Welcome: Total Time - 5 minutes

Welcome everyone back to the Girls Club. Thank the girls for 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. Say that being knowledgeable about one's body is an important part of being a selfconfident young woman. Today, they will learn more about the body and go deeper into menstruation.





B. Activity [1]: Total Time - 75 minutes

Female Reproductive Organs (about 20 minutes)

- Open the flipchart/flipbook with illustrations of the female external and internal reproductive organs or a model of a uterus with fallopian tubes and ovaries. Note: Allow for giggling and affirm that it is normal to feel uncomfortable.
- 2. Ask: *Has anyone ever learned the parts of the female reproductive organs?* Ask for a few volunteers to name the different parts.
- 3. 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.
- 4. Explain that they will learn about how these different parts work together.
- 5. Ask: Has anyone ever heard the term "menstrual cycle"? Ask for a few volunteers.
- 6. 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 or 2 to 3 tablespoons total. If you are ever concerned about your bleeding, talk to a healthcare provider ^[2](**Note to mentor**: you may choose to pour some liquid measured out to 35 ml or some object such as a table spoon of that size to show how small the amount is).
- Expelling some small blood or mucous clots during menstruation is normal.
- 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.
- 7. Ask some of the girls to explain the menstrual cycle to make sure that they understand the key concepts.
- 8. 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 fear. 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 but can be irregular for the first few years.
 - 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.
- 2. Ask: What do you think about this information? Does any of it surprise you?
- 3. Review other key points about menstruation:



- Sometimes girls do <u>not</u> 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, and some women will never develop a consistent pattern.
- 4. Explain that there are many myths (misunderstandings or untruths) about menstruation.
 - 5. Ask: *What myths or rumors have you heard about menstruation?* Ask participants to share examples of what they've heard, but be sure to emphasize facts while dispelling myths. Emphasize the following:

Ask: What myths or rumors have you heard about menstruation? • Girls are often made to feel shame when they get their periods. But menstruation is not a sickness, illness, disease, infection, nor is it harmful, dirty, shameful, unclean or otherwise 'negative'.

• 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.

- Explain that as soon as a girl begins to menstruate, she is capable of getting pregnant, though this does not mean that she is ready to have sex or have a baby.
- 7. Emphasize that when possible, it is better for girls to wait until they are older to become pregnant; and it is better for their babies, too. Say, however, that this is not always possible depending on a girl's unique situation.
- 8. Ask if anyone has questions.

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

- 1. Ask: *Have you ever heard of PMS or premenstrual syndrome?* Get volunteers to share what they have heard or experienced. (**Note**: Listen closely to what the girls say.)
- 2. Summarize key points about PMS. Highlight points <u>not</u> 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.
- 3. Some additional points to highlight may include the following symptoms:
 - Headaches



- Nausea
- Fatigue (feeling tired)
- Irritability
- Cramps
- Bloating
- 4. 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.
- 5. 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 a pain reliever
 - Put a hot water bottle or cloth on their lower abdomen.
- 6. Ask if there are any questions.

Care during the Menstrual period (about 20 minutes)

- 1. Ask: For girls who already have their periods and want to share their experience, what did you think the first time you saw that you had your period? How did you feel?
- 2. Affirm, using a positive voice, the key points about a girl's <u>first</u> 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.
- 2. Say that girls may be told that they cannot go to school or do other daily activities when they are menstruating. This is not true!



- 3. Ask the girls what they can do when they are menstruating, 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?
- 4. Listen to what the girls say. If not mentioned, summarize ways to manage one's menstruation:
 - Place a cloth or a pad on your underwear to catch the blood.
 - 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 make reusable pads from materials at home.
 - Change the cloth/pad every 2 to 3 hours, or more if your bleeding is heavy.
 - When at school or work, 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.
- 5. Show materials that girls can use during their menstruation:
 - Clean cloths
 - Homemade pads
 - Homemade reusable sanitary pads
 - Store-bought pads or tampons
- 6. 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.
- 7. 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.
- 8. Ask: Is this something you can do at home?
- Ask several girls to explain the instructions on how to make the reusable pads – to make sure they understand how it is done.
- 10. Ask: Now that you have this knowledge, next time someone says you should stay home from school or work when you are menstruating what can you say to them?

Ask: Now that you have this knowledge, next time someone says you should stay home from school or work when you are menstruating what can you say to them?

- Carry out an additional or alternative discussion if store-bought and alternative sanitary products are also available. Use the **Sanitary Product Options Sheet** in Appendix C as your guide:
 - 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?
- 12. 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.
- 13. Ask: *What have you heard about proper hygiene during menstruation?* Gather as many responses from the girls as possible.
- 14. 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.
- 15. Ask if anyone has questions.

<u>Review</u> (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 – 10 minutes

- 6. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 7. 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.
- 8. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 9. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 10. Close the meeting.

Appendix A: How to Make a Reusable Menstrual Sanitary Pad⁵

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

⁵ Adapted from Sewing in Peace Blog Spot <u>http://sewinpeace.blogspot.com/2013/08/feminine-cloth-pad-tutorial.html</u> and <u>https://kamsnaps.com/blogs/news/how-to-make-your-own-reusable-cloth-menstrual-sanitary-mama-pad#regular</u>)



Steps for making Reusable Sanitary Pads		
Feminine Pad Pattern	 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.) 	
selvedge edges crosswise grain of fabric	2. 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!)	
servit reprace@blogspict.com	3. 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.)	
	 Fold an old towel or cotton batting in half forming two layers. 	
sewinpeace@blogspot.com	 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 shorter than the flannel cutouts – about 20 cm in length.)	

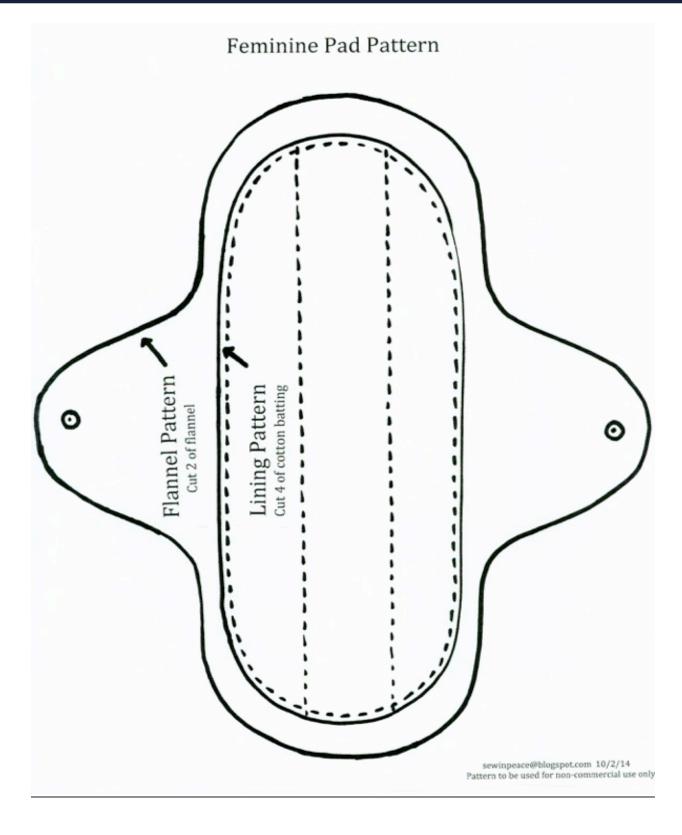


	 6. Lay the two pieces of outer fabric printed side down. 7. Place the two layers of towel or cotton batting in the center of each piece of flannel. 8. Pin in place to secure while sewing.
	 9. Sew the towel/cotton batting onto the outer fabric. Stich around edge of the towel or cotton batting center using a needle and thread. (Note: Stitch as close to the edge of the center piece as possible. 10. Repeat stitching on second flannel piece. 11. If needed, trim so edges are uniform.
sewinpeace@blogspot.com	12. Pin together the two outer cloth layers <u>with</u> <u>the towel or cotton batting toward the</u> <u>inside of the pad.</u>
Tevippeace# blogspot.com	13. Sew around the edges of the two outer cloths to sew them together. (Note : This will make one sanitary pad.)



ewinpeace@blogspot.com	 14. Put snaps or tic-toc buttons on the wings that will keep the pad in place. 15. 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 detergent. Finish off with a final cold rinse. Dry in the sun.







Appendix B: Menstruation Questions

1. It is normal that your menstruation only lasts 2 days; True or False?

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

2. 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.)

3. What causes menstruation?

(*Answer*: When the egg is not fertilized by sperm, hormones cause the release of uterus lining and blood every month).

- 4. 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)
- What are common ways to catch the blood during my menstruation?
 (Answer: Clothes, homemade pads, commercial pads)
- 6. 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.)

7. 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 producing eggs. You are physically able to get pregnant if you have sex with a boy or a man.)

- 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.)
- 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.)
- 10. During her menstruation how many times should a girl wash?



(Answer: Every time she changes her pad.)

11. What are pre-menstrual symptoms?

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

- Drinking warm drinks can relieve menstrual cramps. True or False?
 (Answer, True)
- 13. 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 <u>not</u> emotionally or socially ready to have children.)
- 14. How should you dispose of old used cloth pads, homemade pads or commercial pads?

(Answer: In waste disposal pits)

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

(Answer: True)

- 16. A woman's eggs are produced in the Uterus. True or False? (*Answer*: False)
- 17. Bonus question: Where are the woman's eggs produced? (*Answer*: Ovaries).

Appendix C - Sanitary Product Options Sheet

Taken from Page 42 of the Manavta Education Curriculum

Sanitary Product Option	Advantages	Limitations
Natural materials (e.g., mud, cow dung, leaves)	 No initial or ongoing cost Locally available 	 Difficult and uncomfortable to use Unhygienic May require underwear to keep in place



		 May not be culturally appropriate, if inserted into the vagina
Cloth strips (e.g., old clothes, towels or rags)	 No initial cost Low ongoing cost Available in the home Easy to use Reusable Require less frequent disposal 	 Poorly cleaned cloths are unhygienic Require multiple cloths each month for good hygiene Requires private space, water, soap and drying space to clean properly Requires underwear to keep in place
Disposable pads	 Sometimes locally available Easy to use 	 Ongoing cost Not available in some places Difficult to dispose Requires underwear to keep in place Require frequent disposal
Reusable pads	 No ongoing cost Sometimes locally available Can be locally produced Reusable Require less frequent disposal 	 Initial cost Not available in some places Requires private space, water, soap and drying space to clean properly May require underwear to keep in place Poorly cleaned pads are unhygienic
Tampons	 Hygienic if used properly Comfortable to use 	 Ongoing cost Not available in many places Require frequent disposal May not be culturally appropriate, as needs to



		 be inserted into the vagina Requires water and soap for hand washing for hygienic handling Requires initial instruction for proper use
Menstrual cups (Credit: Juliana Corrales from the Noun Project)	 No ongoing cost Reusable 	 High initial cost Not available in many places Requires private space, water and soap for washing hands and menstrual cup Requires initial instruction for proper use May not be culturally appropriate, particularly for adolescent girls, as needs to be inserted into the vagina

^[1] Adapted from: Sommer, Marni. Growth and Change (Vipindi vya Maisha). UNICEF Tanzania 2009

^[2] https://www.cemcor.ubc.ca/resources/very-heavy-menstrual-flow

^[3] Adapted from Sewing in Peace Blog Spot <u>http://sewinpeace.blogspot.com/2013/08/feminine-cloth-pad-</u> <u>tutorial.html</u> and <u>https://kamsnaps.com/blogs/news/how-to-make-your-own-reusable-cloth-menstrual-sanitary-</u> <u>mama-pad#regular</u>)



Session 5: Preventing Unwanted Pregnancy

Learning Objectives

By the end of this session, the girls will:

- Describe correctly how pregnancy occurs.
- Describe ways to prevent pregnancy, including using contraception.
- Explore the method that may work best for them and their partner.
- Explore how to separate reproduction from the normal, sexual feelings they may feel.
- Explore how to make healthy decisions about sexual behavior for girls in and outside of marriage.



Total Time: 90 Minutes



Flipchart stand, if available and feasible for meeting location	Таре
Colored Markers	Crayons/markers for girls to use on flipcharts



Flipbook (flipchart) with illustrations of female reproductive organs and/or uterus model

"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. This person should be supportive of young people's access to sexual and reproductive health services. If such a person is <u>not</u> available, run the session by yourselves.
- Throughout this session, make sure to recognize and be respectful of the SRH needs and realities of girls both in (e.g. married) and out of relationships. In some of the activities, you may wish to separate girls into married and unmarried groups, but take care to do so. Separating girls in this way may stigmatize married girls.
- Prepare a list of common questions and answers to discuss when you ask, "What stories they have heard about how pregnancy happens". 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).
- On a flipchart, copy the "Contraceptive Methods" Tables shown further below.
- Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.



A. Welcome: Total Time - 5 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. Pull questions from the anonymous question folder, if there are any.



3. Explain that today's session will focus on finding out how pregnancy happens and ways to avoid becoming pregnant before you are ready.



B. Activity: Total Time – 110 minutes

How Does Pregnancy Happen? (30 minutes)

- 1. Ask: *Thinking about the last session on Caring For Our Bodies, what do you remember about menstruation?* Get as many responses as possible.
- 2. Use the flipbook or other illustrations such as in the Girls Participant Guide to 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 an 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 the 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 girl/woman. So even if a girl/woman has sex before ovulation she can become pregnant.
- 2. Using a flipbook or other illustrations, discuss how pregnancy happens, 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.
 - After 9 months, a baby is born.
- 3. Ask the girls: What stories or myths did you hear about how pregnancy happens? Why is there so much bad information out there?

Ask: What stories or myths did you hear about how pregnancy happens? Why is there so much bad information out there?



- 4. 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.
- 5. Explain that it is important that you learn how pregnancy happens from a reliable source so that you get the correct information. This will help you later in life.
- 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 Early and Unwanted Pregnancy? (30 minutes)ⁱ

- 1. Explain that during puberty your body is physically able to get pregnant.
- 2. However, there are many reasons why girls their age should wait to become pregnant, if they can and are able to.
- 3. Ask: What are reasons why some girls your age would want to wait to become pregnant? Get as many responses as possible.
- Emphasize: Having a baby is a big responsibility and can change your life in a lot of ways. Having a baby too soon can also be very hard on a girl's body.
- 5. Point out that the best way to avoid pregnancy is to abstain from having sex.

Emphasize: Having a baby is a big responsibility and can change your life in a lot of ways. Having a baby too soon can also be very hard on a girl's body.

- Gently say that, at the same time, waiting to become pregnant is not possible for all girls because some are already in relationships/married and will start – or will be expected to start -their own families.
- Say: This session will provide useful information to all girls on how to use contraceptives to prevent unwanted pregnancy. Using contraceptives benefits not only girls' health but that of her (future) family.
- 8. Say contraceptive methods often used by young people can be divided into two categories: (1) short-term methods and (2) long-term, reversible methods.
- 9. If flipchart paper and markers are available, make a table like this:

Contraceptive Methods Table		
Short-term methods	 <u>Benefits:</u> Can be stopped quickly; Easy to access at healthcare facilities, 	<u>Methods:</u> Male / female condoms, contraceptive pills, emergency



	pharmacies and from community health workers	contraceptive pills, injectables
Long-term, reversible methods	 Benefits: Prevent pregnancy for a long period of time; Once inserted, they are low maintenance - you don't need to make frequent visits to the clinic or pharmacy; Can be used for several years, but can be removed at any time by a health provider; Need to go to the health facility to have it removed 	<u>Methods:</u> Implants, IUDs

- 10. Point out that short-term methods have to be used correctly to work effectively.
- 11. 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.
- 12. Referring to the Table, mention that long acting, reversible methods are also good options.
- 13. 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.
- 14. 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.

15. 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 believes she will have sex in the near future and does not want to get pregnant, she should go to a health care facility first to discuss contraception with a trained provider. In some cases, girls may want to bring their partner with them to the health facility so that both have access to the same information. The right method for them will depend on many things.

12. Ask, "For girls in relationships, what are some challenges they may experience with their partner if they want to use a method of contraception?" For example, male partners often have more control in intimate relationships, especially if they are older and earn most of the family income. They may use that power to discourage the girl from using contraception.

- 13. Ask: **Who can these girls go to if they would like support to use contraception?** Gather as many responses as possible and write them on the flipchart.
- 14. *"When you are with your health provider, what are some important things to consider when exploring what contraceptive method is right for you (and for your relationship)?"* Gather as many responses as possible.

15. Write the following on a flipchart as you say them (Note: Adapt based on your context):

JILEXU).

- Easy to keep private
- Low cost
- Easy to use
- Reduces periods
- No or few side effects
- Doesn't reduce sexual pleasure
- Willing to use a method that has hormones



16. End with saying: *Feel empowered to choose the method of contraception that is right for you, and reach out to knowledgeable adults who can support you.*

Avoiding Unsafe Abortion (20 minutes)

- Explain to the group that when young women and men have sex and do not use an effective contraceptive method, they may become pregnant before they are ready. This may place them at risk for seeking an unsafe abortion, especially if abortion is illegal in the country. An unsafe abortion is when an untrained person uses dangerous methods, such as introduction of foreign objects and/or use of herbal remedies to end a pregnancy. Unsafe abortions can also take place in settings with limited or poor quality medical equipment.
- 2. Continue by saying:
 - Unsafe abortion is one of the leading causes of death of young women your age.
 - There are many risks of seeking an unsafe abortion including infertility, becoming permanently disabled, and even death.
 - Young women who seek unsafe abortions and the male partners that support them should not be blamed or shamed! Abortion is a reality in every country regardless of whether it is illegal or not. There is a lot of stigma against sexual activity among adolescents your age.
 - Unsafe abortion is often more common when it is difficult to find information about reliable methods of contraception.
 - Young women are more likely than older women to delay in deciding to seek services, and that itself can make abortion unsafe.
 - Young men can play important roles in supporting their female partners in seeking services and caring for their health and wellbeing (e.g. seeking information from health providers, paying for services, arranging transport, offering emotional support).

Abortion is a reality in every country regardless of whether it is illegal or not.

- 3. Ask the group:
 - What does your community think of women who seek abortions?
 - Do you think that a girl has the right to decide whether or not to continue with a pregnancy?
 - Do you think that women have a right to safe and legal abortion? Why or why not?



- What are challenges that young women face in these situations? And how can young men as their partners support them in seeking abortion services safely?
- 4. Say that abortion in general is a very sensitive topic. However, in places where it is not legally available young women are at risk of seeking an unsafe abortion and experiencing health complications as a result. Abortion is a basic healthcare need for millions of women, girls and others who can become pregnant. This is because approximately 1 in 4 pregnancies end in abortion.⁶

• Young women will seek abortions regardless of whether it is legal or not,



Ask: What support can young men provide to avoid an unwanted pregnancy? When undertaken by a trained health-care provider in sanitary conditions, abortions are a safe medical procedure.

• Making abortion illegal makes the procedure less safe. It does not end the practice of seeking abortion.

• Having access to safe and legal contraception is essential for preventing abortion.⁷

5. Say avoiding pregnancy is not just a young woman's

responsibility. Ask: **Who else has responsibility to avoid an unwanted pregnancy**?

6. Say that male partners play a very important role in supporting women to use the contraceptive method that works best for them. Ask: *What support can young men*

provide to avoid an unwanted pregnancy? Give the following ideas:

- They can accompany their female partner to the health clinic to get information about contraceptives
- They can seek information themselves about what methods are available, especially if the girl is too ashamed or is unable to leave the house
- They can offer emotional support (e.g. say comforting words)
- They can pay for contraception
- They can pay for and/or provide transportation to the health facility or pharmacy

Sex and Reproduction - They are not the same! (30 Minutes)ⁱⁱ

1. Introduce the next activity by saying that many people think that sex and reproduction (having babies) are the same thing, but they are not! Adolescence is a

⁷ https://www.who.int/reproductivehealth/publications/unsafe_abortion/9789241501118/en/

https://www.guttmacher.org/fact-sheet/induced-abortion-worldwide



time when girls and **boys can feel their sexual feelings intensif**y. However, young women are taught from an early age to feel guilty and ashamed about their bodies.

- 2. Refer back to the Table of Contraceptive Methods pointing out condoms.
- 3. Break participants into three smaller groups and explain the activity:
 - Describe, either real or imagined, scenarios where women would carry condoms with them.
 - They have 10 minutes to discuss this in their small groups.
- 4. Ask the small groups to share their stories with the larger group.
- 5. Ask the group to create a story where people perceive a young woman carrying a condom as a good / positive thing and another story where people perceive a young woman carrying a condom is a bad / negative thing. Divide the large group into two smaller groups and assign each one to develop a role-play about the stories positive and negative.
- 6. Thank the groups for the skit, and then ask the group the following questions:
 - In a relationship, who is responsible for initiating a talk about using contraception? Why? For example, because of gender norms, young women are expected to initiate these discussions because pregnancy happens in a woman's body.
 - What do young men think of unmarried women who use contraception like condoms? What about other members of your community? For example, they may think that they are sex workers or that they are "dirty".
 - Is it difficult for young women to talk about using contraception? For example, yes, it is difficult for young women to talk about contraception because they have less power in relationships to negotiate. It is also a topic that is taboo because it is associated with sex and therefore a shameful matter in many contexts.
 - Is it difficult for young women to talk to her partner about what gives her pleasure? Why or why not? For example, it is difficult for young women to talk about what gives them pleasure because they are raised from a young age that sex is only for pregnancy and that only men should enjoy sex.
 - What are some ways that we can support one another to overcome difficulties in discussing contraceptive use and pleasure with one's partner?
- 7. Close the exercise by saying: **The stigma and shame young women experience** prevent them from understanding and enjoying their bodies. This shame can prevent young women from accessing services and contraception when they really need it. This way of thinking also perpetuates the idea that women's bodies should be controlled, especially by men. By becoming empowered to love and appreciate



our bodies, we learn how to protect and keep it safe from harm, and seek help when we need it.

C. Wrap Up: Total Time – 10 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

If a girl inquires about health services:

- Be non-judgmental and empathetic.
- Ask if the girl has a caring partner or a trusted adult she can turn to who can accompany her to the health center. If so, encourage the girl to go with this person to the health center. It is also fine for her to go alone if the service providers will be friendly towards unaccompanied youth. However, verify this before referring her.
- If there is no simple way for her to access the health center, connect her with alternative options such as a community health worker or health NGO who can provide information.



Session 6: Cultural Ideas about Managing Girls' Sexuality: FGC and Child, Early and Forced Marriage



Learning Objectives

By the end of this session, the girls will:

- Be able to describe commonplace practices (FGC and CEFM) that perpetuate violence against girls and women
- Understand the connections between these practices and the control of girls' sexuality and their sexual and reproductive health and rights
- Know where to seek support if they or someone they know needs support due to pressure around these practices



Total Time: 2 hours

Materials Needed:

Flipchart stand, if available and feasible for meeting	Flipchart paper (newsprint)	
location		
"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:

NOTE: The session covers sensitive issues that will require more professional input than a Mentor can provide on her own.

- Invite an expert or local leader working on issues of female genital cutting, child, early and forced marriage, 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.**
- Related and in general, the issue of FGC and child, early and forced marriage is highly sensitive. It is important to make clear that girls should not treat their peers who married early poorly and that girls who marry early have all the same rights and deserve all the same services. Some girls may get married in the middle of programming even if all of them are unmarried before. Same for boys. For this reason, it is important to make them feel respected and fully included.
- 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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- 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 cultural practices that restrict girls' opportunities.
- Plan for any invited expert to stay for 30 minutes after the end of the Girls Club meeting. The topics discussed 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. Plan to stay after the session for 30 minutes in the event a girl would like to speak to you privately.

Session Plan:

A. Welcomeⁱⁱⁱ: 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? Pull questions from the anonymous question folder and make time to answer the questions, if there are any.

- 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 must 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.
- 4. Thank everyone for their enthusiastic participation. Ask them to take a seat now.
- 5. Explain that we often mirror people in our environment, which is where we learn cultural roles and norms and how we are expected to behave.
- 6. Today we are going to talk about how we learn about cultural norms some norms help protect us, but others may pose risks to our health and well-being.



B.Activities^{iv,v,vi,vii}: Total Time – 70 minutes

Warm-Up Activity: Changing Traditions (10 minutes)^{viii}



- 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 cultural practices that girls participate in?
 - Are some of these practices helpful? (For example, the tradition of caring for one's elders and family, as caring for others is important and both boys and girls should do it.)
 - Are some practices and expectations harmful? (Note to Facilitator: In some settings, it may be considered unacceptable for older men to have sex with young girls to make them more "mature", while in others it may be less "culturally" accepted that hitting your wife is okay if she burns the food. Consider choosing a practice that in your setting is considered by most to be harmful.)

Ask: What are some of the most common traditions in our culture? Are some helpful? Are some harmful?

- 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.)
- Changing traditions mean that people in different generations can have different ideas about what is right. This can contribute to conflict.
- 3. Ask what are some coming-of-age cultural traditions and/or expectations that happen to girls your age and older?
- 4. Summarize what the girls tell you. Then, explain that today we are going to discuss two practices that sometimes happen when a girl is "coming of age", but also might happen at birth. Say: *Many of the practices and expectations for girls in adolescence have to do with their emerging sexuality and the desire of parents and community members to regulate it and prevent girls from having sex with anyone who is not approved by the parents.*

<u>Note to Facilitator</u>: This lesson is organized around FGC and child marriage, but if other practices in your community are more important, you may prioritize those. These may be present in their community:



- Female genital cutting (FGC)
- Child, early and forced marriages
- Breast ironing
- Other practices

FACILITATOR'S NOTE: In communities where FGC is practiced, this can be an emotionally positive and/or deeply important rite of passage in the eyes of girls themselves or their mothers or grandmothers. It is critical that discussion of the health risks and self-autonomy violations do not leave girls feeling ashamed or "bad" if they have been circumcised or will be. Best practice approaches to ending FGC still require years for change to occur.

Female Genital Cutting (FGC) (about 25 minutes)

- 1. Ask if girls have heard of female genital cutting (FGC). If so:
 - Is FGC commonly practiced in your community?
 - What do you know about it?
 - Say: what are positive things you have heard or feel about FGC?
 - Say: what are some negative things you have heard or concerns you or your friends have about FGC?

NOTE: Encourage girls to

share their thoughts and opinions.

- 2. Explain that FGC is practiced differently in different countries and communities. FGC refers to all procedures involving partial or total removal of the female external genitalia and other intentional physical modification 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 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 are also included when global experts use the term FGC.
- 3. Explain that while there are many reasons FGC is practiced, over the long term, FGC can cause difficulties with menstruation, sexual intercourse, fertility, childbirth, and excretion of urine and feces. When FGC is performed against a girls' wishes, it can lead to mental health problems such as depression.
- 4. 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^{ix}:

Reason	Explanation
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. Women's sexuality is determined by hormone levels, personality, life experiences, and many other factors. The physical anatomy of the vulva does not control a girl or woman's sexuality. Removal of the clitoris or other forms of FGC can increase the like likelihood a woman will experience pain and discomfort during sex.
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. There is no medical need for FGC. FGC does not strengthen girls' health, protect from STI or other infections, enhance fertility, or confer any other medical benefit.
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. FGC does not enable a hygienic female genital area. On the contrary, many forms of FGC can make repeat infections more likely or result in trapped urine, producing bad smells.
Religious reasons:	Although FGC is not endorsed by either Islam or by Christianity, religion is often used to justify the practice. FGC is not endorsed by any major religion, including Islam, Christianity, nor Hinduism.
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. Social and economic pressures to continue the practice of FGC can be very strong. When communities come together and choose new practices to prepare girls for womanhood, the practice can be changed and/or ended to protect the health of girls and women.

- 5. 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. Say: What questions do you have about the possible harmful effects of FGC that we've talked about today?
- 6. (Note: encourage the girls to ask questions). Discuss the harmful effects of FGC, being sure to cover the following if they aren't raised in a question:

Pain	• This practice can be very painful for the girl.
Psychological	• Girls who are not fully prepared or agree may experience a sense of betrayal toward their family members.
	• They may experience fear of marriage and childbearing and pain and anxiety with sexual activity.
Overall harms	• 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	 Immediate consequences may include infection, bleeding, severe pain, shock, problems with urination, and tissue injury. Excessive bleeding and infection may lead to death.
Long-term consequences	 Long -term physical consequences such as difficulty passing urine, feces, or menstrual blood, or pain during intercourse may be possible to address through medical intervention. Such procedures usually require a skilled physician and a special hospital.
Stigmatized	• Although FGC can be harmful, many people have experienced it, including our friends and others in our community. We don't always know who has undergone FGC.
	• People can be motivated to have their daughters cut or to undergo cutting by a desire to ensure a girl's future marriage prospects, or to help a girl identify with a particular social group.

- 7. Ask, what are some ways our community can celebrate a girl's transition into becoming a woman without doing FGC?
 - a. For example, what other events or first experiences made you feel like a woman?

What changes are you looking forward to as you become a woman? 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. Ask: What are some ways our community can celebrate a girl's transition into becoming a woman without doing FGC?

- Note that because cultural practices are always changing, being opposed to FGC can put a person in conflict with her parents or other adults in her community. Explain that its very valuable for girls to have a trusted adult to speak with and support them if they are concerned about long-term health effects from FGC or would like to avoid going through FGC.
- 3. Say: if you would like to speak in private, we will stay here for 30 minutes after today's session. You can also speak to other trusted adults at any time. Some of the people in your community that can be particularly helpful include:



- A trusted, supportive adult family member or friend.
- A person from a local 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.

Child and Forced Marriage^x: (about 25 minutes)

Facilitator Note: Make sure to recognize and be respectful of the realities of girls both in (e.g. married) and out of relationships. In these discussions, you may wish to separate girls into married and unmarried groups but take care to do so. Separating girls in this way may stigmatize married girls.

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

- 1. 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.
- 2. 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. In a majority of cases, individuals under 18 are not able to provide free consent due to maturity, dependence on parents for food and security, and other factors.
- 3. Explore what girls know about child marriage by asking these or similar questions:
 - What do you know about early marriage?
 - What are your thoughts about early marriage?

NOTE:

Encourage a discussion on what girls know and have heard of, or what they are currently facing.



- Do you know of anyone your age who had an early marriage?
- 4. Ask why some girls might want to get married before 18 years of age.
 - 5. Discuss any beliefs that "justify" early marriage.

Have an expert on early marriage, women's rights and/or a knowledgeable health care provider to address these beliefs and provide correct information. 6. Provide girls with information about why early marriage might not be the best thing for them. (**Note:** <u>Take your time to discuss</u> <u>this</u> so that you can explore why some girls might <u>want</u> to get married before 18 years of age. Have an expert on early marriage, women's rights and/or a knowledgeable health care provider to address these beliefs and provide correct information.)

7. 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.

- 8. Discuss the disadvantages of early marriage:
 - When parents expect their daughter to marry early, they might value her education less, and might take her out of school.
 - 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.
- 9. 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.
- 10. 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.
 - May have more equitable relationships with their husbands.
- 11. Emphasize that girls should not feel alone in this situation. Familial, societal, and economic pressures encourage and pressure 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.
- 12. 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.
- 13. 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.
- 14. 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.)





Wrap Up: Total Time – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions.
 (Note: Have a member from an organization that protects girls' rights, authority, or an expert leader in the community to answer boys' questions.) Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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. Point out that times are changing! There are laws against FGC and early marriage. These laws are being enforced.
- 4. 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:
 - A trusted, supportive person, family member, or friend.
 - An organization that protects the rights of girls and women.
 - Any organization that provides support against FGC and early marriage.
 - 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.
- 5. 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.
- 6. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 7. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 8. Close the meeting.



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 FGC or child marriage or another 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 you do NOT share her name as part of this report if the girl did not give you permission.
- Keep this information highly confidential. Do not discuss this with anyone, except the supervisor.



Session 7: Stepping Up Together (Joint Session)

Learning Objectives

By the end of this session, the girls will:

• Discuss and practice how to work together to use safe and effective approaches to prevent and interrupt sexual harassment and other types of gender-based violence in the community.





Materials Needed:

Таре	Flipchart stand, if available and feasible for meeting location
Flipchart (newsprint) paper	Markers
Ball (can use rolled up paper if need be)	



Preparation Notes:

- Read this Session Plan several times. Be very familiar with the content and how to deliver it
- Invite the Mentors of the Boys Club to co-facilitate this session with you. Decide which of the exercises each person will facilitate.
- 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.



- On a flipchart, write down the four ways to intervene when they witness sexist behavior / violence as detailed in the activity below.
- Note that for this activity: Often when individuals see someone else doing something wrong or harmful, they often react in one of two ways: Silence or violence. One of the main goals of this session is to help participants move beyond this and think based on their own experience of how they can challenge harmful behaviors in ways that are constructive and effective. Responding with anger and violence often feels emotionally satisfying, but it is almost guaranteed to produce a negative counter-reaction and possibly even escalate the situation. This session encourages participants to think about how to de-escalate the situation as the first step in challenging harmful behavior.

Session Plan:

A. Welcome: Total Time – 20 minutes

- 1. Welcome the girls and boys to the first joint session. Thank them for coming.
- 2. Introduce yourself and other Mentors.
- 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.





B. Activity^{xi}: Total Time – 1 hour and 20 minutes

Giving and Receiving Constructive Feedback (15 minutes)

- 1. Ask participants to recall the different forms of gender-based violence that they learned about in the previous sessions. Below are a few examples:
 - **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.
 - **Economic violence** withholding money or other resources to control or prevent a person from doing 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** actions such 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.
- Say that we will explore how we can work together in the Boys and Girls Clubs to prevent violence and challenge gender-based violence.
- Ask the following question: When you do something wrong or make a mistake, such as hurting another person's feelings or causing a conflict in your family, how would you like people to let you know you did something wrong? Get as many responses as you can.
- If some of the following are not mentioned, or participants need examples bring the following up in the discussion:

Ask: When you do something wrong or make a mistake, such as hurting another person's feelings or causing a conflict in your family, how would you like people to let you know you did something wrong?

- "I prefer that someone takes me aside after it happens and speaks to me privately instead of embarrassing me in front of the whole community"
- "I prefer someone telling me what I can do better rather than just attacking me for what I did wrong"



- "I think it is more effective when someone tells me it is about my behavior and is not a personal attack on me as a person"
- "I like it when someone explains why the behavior is wrong so I understand it rather than just saying it is wrong"
- 5. Thank participants for their responses and say to keep these ideas in mind as they go through the next exercise.

Bystander Solutions (20 minutes)

- 1. Explain that there are four ways to intervene or "stand up" when they witness violence or harassment. Some of these ways may be better than others depending on the "seriousness" of the violence (e.g. calling out to a girl on the street versus physically harming someone):
 - a. Direct approach
 - b. Team up
 - c. Distract
 - d. Call a trusted adult or authority figure
- 2. Summarize the first three interventions below:
 - Team Up
 - If you do not know the person well, if you think they may respond with violence or hostility, or if you think they will not be convinced by just one person, recruit other young men and women from this group (or others from the community) to speak with them. Perhaps include someone whose opinion they value, such as a friend, relative, elder, or community leader.
 - Go get a friend or two and return to the situation.
 - If near homes, school, or shops go get a trusted adult and ask them to intervene on behalf of the person being targeted.
 - If responding to a peer-to-peer conversation among your friend group (non-immediate violence), consider speaking with like-minded friends privately and agreeing to speak up for respectful treatment of girls and women together.
 - In some contexts, people team up to make noise (i.e. bang pots) in front of a house or place where violence is occurring.
 - What other ideas do they have to team up if they witness harassment or violence?
 - Distract
 - Compliment or highlight something the person has done well or that you admire before bringing up what they have done wrong.
 - Interrupt to ask for the time or directions, thus breaking the dynamic of someone using violence or sexism and possibly giving the person being targeted a chance to leave.



- What other ideas do they have to distract a person if they witness harassment or violence?
- Direct Approach
 - Calmly ask the person to explain their actions and why they are engaging in the negative behavior. Pose questions and ask for clarification about what they are doing and why in a nonconfrontational way that helps them to change the dynamic; this may help the person realize what they are doing is a problem.
 - Educate the person about the possible consequences of their actions, as well as the harm they could inflict on the victim and even on themselves.
 - Suggest alternative actions that can accomplish the same goal, but will provide better outcomes.
 - Speak from a perspective of friendship, and begin with your concern for the person. For instance, say you do not want them to get into trouble with the teachers or police, and that you think they are a better person than what their actions may suggest to others.
 - Speak from your own perspective. Rather than saying, "You shouldn't do that," use 'l' statements and explain how you feel about a person's actions, how they may bother you, or why you feel they are harmful. This method may feel less accusatory for the person being confronted.
 - What other ideas do they have to directly approach someone if they witness harassment or violence?
- **Call an authority figure –** It may not be necessary to do this when witnessing forms of harassment or violence that can be addressed using the other approaches. Often, this is the most realistic approach if the threat of violence is severe.

• THINGS NOT TO DO

• Never react with violence or too much force, or with shouting and anger. This is likely to escalate the situation making it more dangerous for everyone.

 If you fear that the person will use violence against you as well, then do not intervene alone. Instead, immediately alert an authority figure such as the police, trusted adult or ask others in the community to help also.

- Your first concern is the health and safety of the person who has been attacked. If it is necessary to keep them safe, then let the other person leave the scene while you help the person being targeted.
- 4. Ask the group: Which of these solutions is the most safe and feasible for you? How can you work together to safely interrupt and prevent sexist and violent behaviors in your community such as your school?

Ask: Which of these solutions is the most safe and feasible for you?



5. End the activity by saying that it is possible to make a situation worse by intervening even if you have the best of intentions. Intervening to interrupt a violent situation can be very tense and, therefore, it is important to assess how to maintain the safety of the person being directly affected, as well as themselves, before deciding to get involved.

Intervening to Prevent and Challenge Gender-Based Violence (45 minutes)

- 1. Divide participants into small girl-only and boy-only groups. Say: *In the previous* sessions you learned about gender-based violence, and how boys are often raised to use violence as an unhealthy way to resolve conflict. In order to prevent all kinds of violence based on gender - boys bullying other boys, boys committing violence against girls, girls teasing and harassing other girls, etc. we must work safely together to take a stand against these forms of violence.
- 2. Give each group one of the following scenarios and ask them to develop a short role-play and demonstrate one or more ways they could stop the negative action. Emphasize that it is **important that the solution they come up with is safe and does not cause harm to anyone.** Using the ideas from the first part of the session, they should think about how they would like to be confronted.

Scenario #1: Your friend was involved with Aida in the past. They recently stopped spending time together and he has been calling her to get back together, blaming her for the break-up. Aida asked your friend to stop calling and texting. He asks you for advice on to make her agree to get back together again.

Scenario #2: You and a friend witness a group of men calling out to girls along the path to a water tap. If a girl gets angry or responds negatively, one of the men replies with embarrassing insults. This makes you uncomfortable. What do you do?

Scenario #3: You are with your friends after school. One of your friends wants to show you something on their phone and you see it is a pornography site. While you are curious, you also feel very uncomfortable. Your friend calls you a sissy (or another name) because he notices that you are unsure about viewing pornography. What do you do?

Scenario #4: A friend confides in you that a teacher has offered to give private tutoring for upcoming qualifying examinations and they really need to help, but the teacher is insisting the sessions take place in private and without telling anyone "so other students don't feel bad." They ask what they should do.



- 3. After each group performs their role play, ask the larger group to describe the different bystander solutions used in the role-play to address the violence. Write these on flipchart paper. If some approaches seem likely to escalate or inflame a situation, ask if there are any disadvantages they could see with using that approach?
- 4. After each role play ask participants if they would feel comfortable to carry out the solutions presented. If not, ask them what they would be comfortable doing? Who could they reach out to for help?
- 5. Present the list of solutions to challenge violent behavior created by each role-play.
- 6. Congratulate them on being so creative. Say that by taking a more active role, they are working together to create a more peaceful and caring community.
- 7. End the session by re-emphasizing the importance of safety. Say that it is possible to make a situation worse by intervening even if you have the best of intentions. For this reason, it is important to assess how to maintain the safety of the person being directly affected, as well as themselves, before deciding to get involved.



C. Wrap Up: Total Time – 10 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. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 4. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
- 6. Close the meeting.



Session 8: Keeping Myself Strong

Learning Objectives

By the end of this session, the girls will:

• Explain the importance of physical activity in health and overall wellbeing.

Total Time: 2 hours

Materials Needed:

Flipchart paper	A small ball to throw, other ball, or sports/exercise
(newsprint)	equipment for playing outside, if time permits
Colored Markers	A small prize for the winning team such as candies or pencils/pens
	A scarf or something you can use to tie 2 legs together



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.
- For the Relay Race Game, prepare a set of 10 questions for the final part of the game that covers major things from the previous sessions that girls should know.

Examples:

• Name at least 3 parts of the female reproductive system and what they do



- What is menstruation?
- What is the difference between gender and sex?
- Name 2 ways to challenge gender stereotypes
- Name 1 way to work together to end harmful cultural practices such as FGM and early/forced marriage
- Describe at least 2 ways to intervene safely if you witness violence against another person
- Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

Session Plan:



A. Welcome^[1]: Total Time - 20 minutes

Welcome everyone back to the Girls Club. Thank everyone for coming.
 Ask if anyone has a question from the last Girls Club meeting. Pull

questions from the Anonymous Questions folder, if there are any.

- 2. Conduct this or similar physical energizer:
 - Tell the girls that today they are going to practice taking up space and moving their bodies.
 - "First, let's practice walking with big steps while moving our arms." Model walking while taking up space, standing tall, confident body language.
 - Ask the girls to continue walking around like that for up to a few minutes. If accessible, play triumphant music while they do this.
- 3. Next, explain that they will practice taking up space through their voices.
 - Split the group into two and ask each of the smaller groups to form two lines, with the girls at the front of the line facing each other.
 - Give a ball to the girl at the front of the line and ask her to say, "My name is (insert name) and this is my space." Demonstrate voice projection in terms of speaking from the diaphragm so that the voice carries.
 - The girl at the front of the line then throws the ball (the speaking prop) to the girl at the front of the line on the other side and then lunges, runs, or skips to the end of the line on the other side.
 - Alternate which girl from which line speaks until all the girls in both lines have had a chance to express themselves.
- 4. Once each of the girls have spoken, ask them: "What was the exercise like?"



5. Point out that even though this may have seemed silly, it was also an opportunity to learn how to carry ourselves with confidence, especially in public space, which is critical for physical activity.



В.

Activity: Total Time - 80 minutes

Importance of Physical Activity (about 35 minutes)

- 1. Explain that they do all kinds of physical activity without even thinking of it.
- 2. Initiate a discussion about the kinds of physical things girls do at school, after school, at work, 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 with your friends?
 - What kind of exercise do you do naturally? Do you like to run, ride your bike, etc.?
- 3. Listen to what the girls tell you. Then, ask about any of the following activities <u>not</u> 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 firewood	Care for younger siblings
Dance	Ride your bike	Go to the market	Grinding Millet / Gardening

- 4. Explain that all this movement and physical activity makes your body stronger and healthy.
- 5. Ask the girls: **Can you think of any other physical activities you enjoy doing? Which are easiest or hardest to do in your community? Why?**
- 6. Write down some of the barriers the girls mention to physical activity on the flipchart paper. Among others, these might include:
 - Personal safety concerns
 - Limited time for recreation compared to boys
 - Pressure to look 'feminine' and be pretty (not sweaty), not competitive
 - Improper sports attire (modesty or limited access to sports bras, for example)



- Menstruation
- 7. Put the girls in smaller groups of 3-4 and ask them if they can think of any solutions to the challenges mentioned so that they can be more physically active. For example, to increase their sense of safety while being physically active, they can go in a group and go to the places that they identified as safe during the community mapping exercise.
- 8. Write down some of these solutions on the flipchart paper.
- 9. Ask the girls: *What resources in your communities would* support you to be more active? Write these down on the flipchart as the girls come up with them.
- 10. Ask the girls who the people in their communities are who could help them to be active? Allow a few minutes for the girls to write these people down in their Participant Guides.



Ask the girls: What resources in your communities would support you to be more active?

11. Explain: As we get older, and our parents and other adult figures begin to see girls as young women, sometimes they are discouraged from being more physically active such as playing sports. Sometimes athletic girls are viewed as being boyish, or only interested in participating in sports activities to attract boys' attention! And public spaces are likely to be seen as more appropriate for boys and men to occupy. However, it is important to challenge these gender stereotypes because physical activity and exercise is important for girls too!

Relay Race Game (45 minutes)

Alternative to this game: If possible, invite an adult woman who actively plays a sport whether recreationally or professionally to come and coach the girls, offering a few different sports techniques.



If this is not possible, facilitate the session below:

Break the girls up into 2 to 4 teams depending on the size of the 1. group. There should be an even number of girls (e.g. 4, 6, 8) in each group. 2. Tell the group they will now do a series of three races and whichever team wins the most races will get a small prize. **Note**: If it is not possible to acquire a small prize, ask the group to sing a congratulatory song to the winning

group.

3. If possible, ask for someone from the group to help keep score.



Race #1 - Two Legged Race: Have a pair of participants from each team stand side by side. Tie a scarf or cloth around their adjacent legs. Each pair of players runs to a designated point and back again, and tages the next pair in their team. If a pair of players falls down, they must get up while their legs remain joined. The first team with all their pairs completing the race first wins!

Race #2 - Over / Under: Team members line up and each team receives a small ball, or another easy to pass item. The goal is to pass the ball over the head and under the legs until it reaches the end of the line. The player at the end of the line runs to the front and passing starts over. When the last person in line returns to the front, the game is over, with the first team successfully completing the task winning.

Race #3 - Quiz Relay: Have a set of at least 10 knowledge questions prepared. See Preparation for some ideas. Have the teams stand in line behind each other. Ask a question. The first person to raise their hand answers the question. If they are correct, they run to the other side of the room or field. If they are incorrect, they stay where they are at the front of the line. The first team to answer all the questions correctly with all team members on the first side of the room/field wins!

- 4. After the three races are complete declare the winner and pass out the small prize.
- 5. When done, ask the girls to sit in a circle.

Discussion (about 10 minutes)

- 1. Discuss the game, asking these or similar questions:
 - How did it feel to compete against one another?
 - How did it feel to be active (e.g. running, falling, moving quickly)?
 - Who enjoyed playing the game? Why?
- 2. Explain that girls your age need as much exercise as boys to be healthy, however globally, girls become more sedentary as they pass through puberty, with activity levels dropping up to 85%! (Kimm et al., 2002; Wolf et al., 1993; Gordon-Larsen, et al., 2004).
- 3. Ask the girls: Why is it important to exercise and have fun?
- 4. 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.



- It is important for girls to have fun while doing physical activity. It can help you to release energy and have positive interactions with others, especially if you are having a tough day.
- Being active helps us to be aware and in control of our bodies, gets us out of our homes, builds trust and social support (teams), and grow in courage and self-confidence.
- Physical exercise and having fun also helps to keep us healthy as we transition into adulthood.
- 7. Ask: How can you make sure to get plenty of physical activity each day?
- 8. Refer back to the previous sessions on nutrition and remind girls the importance of getting balanced meals that include Move, Grow, and Shine foods throughout the day.



D. Wrap Up: Total Time – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 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.

[1] From: International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the communi



Session 9: Stay in School/Return to School and Overcoming Barriers to Education

Learning Objectives

By the end of this session, the girls will:

- Understand how gender norms influence girl's education and lifelong learning.
- Describe the challenges to staying in school.
- Describe the challenges of continued learning even when they are out of school.
- Understand how to use negotiation skills to stay in school.
- Understand ways in which girls can continue to learn even when they are out of school.

Total Time: 2 hours

Materials Needed

Flipchart stand, if available and feasible for meeting location	Appendix: Stay in School and Education Role Play Scenarios- see at the end of this Session Plan
Flipchart (newsprint) paper	Таре
Colored Markers	"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 site with a wall/fixture or place to put a flipchart stand so that you can write on and post flipchart papers.
- Keep in mind that there may be adolescents in your group who won't be able to continue their education. While you should encourage staying in/returning to school in this session, it is also important to be sensitive that it is not feasible for everyone. We should shift the focus to be more broadly on lifelong learning and personal growth in a general sense, both within formal (including vocational and trade) schools and out of school.
- 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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.

Session Plan:

A. Welcome⁸: Total Time - 10 minutes

1. Welcome the girls back to the Girls Club. Thank them for coming. Say: **Today we will continue our discussion on reaching our goals and** *specifically talk about the importance of staying in school and for continued learning out of school in order to reach our goals.*

2. Ask if anyone has a question from the last Girls Club meeting? Pull questions from the anonymous questions folder and make time to answer the questions, if there are any.

⁸ International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community



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



Β.

Activity⁹: Total Time – 100 minutes

Gender and Education (about 10 minutes)

- 1. Thinking back to previous sessions, ask the girls what gender roles mean to them?
- 2. Review the key messages on **gender** <u>roles</u> using the following points:
 - Gender roles are things that culture and society <u>expect</u> women and men <u>to do</u>.
 Such roles include expectations of girls and women and boys and men, including what jobs they should do.
 - In many countries girls are expected to clean the home, cook, fetch water, wash clothes and take care of younger children from an early age. These are some roles that are given to girls.
- 3. Ask: *Which roles might be given to boys?* Examples may be asked to repair things around the house, mind livestock, and accompany their fathers to the field.
- 4. Ask the girls what **gender** <u>norms</u> means to them.
- 5. Review the meaning of gender norms, as needed.
 - Gender norms are how culture and society <u>expect</u> women and men <u>to behave</u> <u>and act</u>. Gender norms also refer to views on how strictly or consistently people should comply with one gender role or another.

⁹ Adapted from: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland.



- 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 have different experiences than their grandmothers. We will discuss this more in the next Joint Girls and Boys Club.
- Whether a girl completes her education depends more on gender roles and norms created by society than on her own intelligence and capacity.
- 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 does not 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)

- Ask: How can staying in school and continued learning when out of school affect their future? Encourage an active discussion on this.
- 2. Ask: What are the benefits of finishing school? Write responses on flipchart.
- 3. If not mentioned, discuss these or other benefits of girls staying in school:
 - Education can help girls to achieve their career aspirations and personal and financial goals.

Ask: How can staying in school and continued learning when out of school affect their future?



- When girls and women know how to read well and do math, they are better able to take care of themselves and seek employment. This knowledge can help them to start and/or run a business or use their skills to generate income.
- With education, girls and young women are better able to delay early marriage, stand up for themselves, think independently, and provide for their families.
- Education helps improve communication skills, such as speaking and writing.
- Education leads to better health outcomes for girls, women, and their children.
 - Girls can become role models for their children, if they choose to have them, and the community.

Ask: What are the benefits of continued learning outside of school? Write responses on flipchart.

4. Ask: When you are out of school or in a trade school (to learn a skill to get a job), it is still possible to continue learning! What are the benefits of continued learning outside of school? Write responses on flipchart.

5. If not mentioned, discuss these or other benefits of girls continued learning outside of school:¹⁰

- Girls can increase their knowledge on sexual reproductive health and rights even when they are out of school.
- Girls can attain positive financial outcomes, literacy and numeracy even when they are out of school.
- Continued learning outside of school improves social relations and mental health outcomes.
- Girls can improve their communication and negotiation skills even when they are out of school.
- Continued learning outside of school improves self-confidence and selfesteem.
- 6. 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.

¹⁰ Adapted from: Dupuy, K., Bezu, S., Knudsen, A., Halvorsen, S., Kwauk, C., Braga, A., & Kim, H. (2018). Life Skills in Non-Formal Contexts for Adolescent Girls in Developing Countries. CMI Report Number 5. Center for Universal Education at the Brookings Institution.



- 7. Ask: Thinking back to the previous session, what are some challenges to staying in school for girls your age? What are some challenges of continued learning for girls when out of school? How do these challenges change and intensify as girls your age get older? Write answers on flipchart.
- 8. If not mentioned, ask if any of these challenges exist in your area:
 - **Early child marriage** once you are married you are expected to drop out of school and have and raise children.

Ask: What are some challenges of continued learning for girls when out of school?

- Getting into new relationships you may simply have less interest in education because you are in a new and exciting relationship.
- **Gender roles** society's expectation that girls do not need education.
- **Menstruation** lack of menstrual supplies and/or private bathrooms in/around schools keep menstruating girls at home.
- Household chores / earn money as girls get older they are given more household responsibilities. Sometimes this includes being asked to earn money to support the family. 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.
- 9. 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, but it is always worth it to find ways to continue to learn!
- 10. Explain: **Today we are going to talk about some barriers to girl's education and continued lifelong learning that are based on gender norms, but have nothing to do with girls' capacity to learn or intelligence.**

<u>Challenges/Solutions to Staying in School and Learning When Out of School</u> (about 10 minutes total)



1. Draw the two illustrations below on a blank flipchart¹¹: (**Note**: See instructions next to the illustrations below.)

Completing School	 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".
	 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, "Continued learning outside school".

- 2. Explain that many challenges and obstacles stand between girls' school completion and continued learning out of school. The ditch and stream represent all the challenges/obstacles that girls face in completing school or continuing to learn if they are out of school.
- 3. Break up girls into 2 groups and give them a flipchart paper and a marker.
- 4. Assign the first group one of the main challenges you listed to completing school. Assign the second group one of the main challenges you listed of continued learning out of school. In their groups, they will copy the illustrations above. Give each group a few minutes to copy the illustration on their flipchart. (**Note:** Each group should only copy the illustration of challenges assigned to them.)
- 5. Say that though every girl faces many challenges to completing school and continued learning outside school, there are lots of solutions to overcome those challenges. Explain that in their groups they will brainstorm the solutions to the

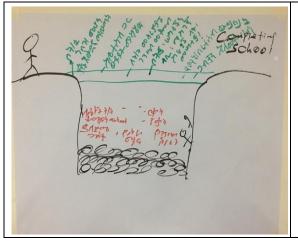
¹¹ Illustrations drawn by Tenagne Kebede, Master Trainer, Pathfinder Ethiopia, during Adaptation/Train the Trainer Workshop.



problem they've been assigned, but that you will do the first one - Household Chores - as an example together!

Household Chores Example (about 20 minutes)

- 1. Explain that it is common for girls to do household chores. Often when girls begin to be considered 'women,' they receive even more household responsibilities.
- 2. If girls have too many household chores, however, 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 so you can also study and go to school?
- 4. As they present their solutions, begin to construct a **<u>Bridge</u>** with all the solutions using the illustration below as your guide.



Instructions:

- 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.)

- 5. Explain that girls can learn to negotiate getting help to do their chores and/or make time to do homework.
- 6. 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, but it is always worth it to find ways to continue to learn!
- 7. Ask: How can girls continue to learn even when they are no longer in school?
- 8. 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.



9. Ask: How can you work together in the Girls Club to implement one of these solutions?

- 10. Ask: *Who in the community can help girls implement the solutions discussed?* If not mentioned, bring up the following:
 - 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.
 - 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.
 - A friend from the Girls Club.

<u>Your Turn! Solutions to Staying In School and Continued Learning Out of School (20</u> <u>minutes)</u>

- 1. Give the girls about 15 minutes to brainstorm solutions for their specific problem assigned. Remind them to construct a bridge with the solutions similar to the drawing you made.
- 2. Ask each group to give a mini presentation.
- 3. Thank everyone for their creative ideas!

Introduction to Negotiation Skills! (about 10 minutes)

- 1. Explain the following: As girls grow up, they often have to juggle multiple challenges as we discussed such as menstruation, the possibility of increased harassment and violence in public spaces, including the walk to and from school (with secondary schools being further away) and balancing their time on schoolwork/learning with household responsibilities in order to succeed. Today we are going to practice our negotiation skills to go to school, do chores, and find time to learn.
- 2. Explain the steps to utilizing effective negotiation skills.
- 3. **Step 1: Establish ground rules –** These are rules that you make for yourself for when you are negotiating. These ground rules should use good verbal and non-verbal communication that you always decide to use when negotiating what you want.
- 4. Ask: What are some healthy ground rules when negotiating with family members?
- 5. If not mentioned, give the following 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!)

- 6. **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."*
- 7. Point out that when you are clear with what you want, you will be better able to ask for it.
- 8. **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.
- 9. **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.
- 10. Say: Now that you know the four negotiation skills, let's practice them.

Group Role-Plays (20 minutes)

- 1. Assign one of the role-plays in the Appendix, to each small group. Explain that each group will be expected to create a role-play based on the scenario assigned. Remind them in each role-play they will have to use their negotiation skills to come to an agreement.
- 2. Give them 5 minutes to prepare the role-play. After the five minutes is up, ask each group (or only 1-2 groups depending on time) to present their skit.
- 3. When each role play is done, ask the rest of the girls these questions:
 - Did each person in the role play say what they were concerned about 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?



- 4. Thank the volunteers for their good job.
- 5. Remind the girls that they can also always rely on one another in the Girls Club if they need to simply vent frustration, and/or have support to negotiate. Through this group, they are building lifelong bonds to help overcome life's challenges!

C. Wrap Up: Total Time – 10 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

Appendix: Stay in School Role Play Scenarios

Role play scenario #1

Aida (school girl): You are Mehuba's friend. During your conversation with Mehuba 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 and Learning When Out of School discussion.) However, you want to continue learning outside of school. You ask Mehuba for advice on what you can do and where you can go.

Mehuba (friend): You are walking home when you encounter your friend Aida. 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 Aida explains, you tell her ways that she can continue to learn even when out of school. (**Note:** you can make suggestions such as youth groups, community reading clubs, church groups, vocational/trade school, etc.)



Role play Scenario #2:

Marjani (daughter): You want to spend more time studying because you have an important exam, but... (choose one of the challenges written on the flipchart during the Challenges/ Solutions to Staying in School discussion).

Aisha (mother): You are Marjani's mother and you notice that she is looking sad lately. When Marjani explains why she is sad, you work with her to find more time to study.

Role play Scenario #3

Eshe (sister): You have missed school several days in a row because... (choose one of the challenges written on the flipchart). When your brother Abel asks what is wrong you tell him why you are sad.

Abel (brother): You are Eshe's brother and you notice she has been very quiet lately. During your conversation with Eshe she explains why she is sad. Talk with Eshe to come up with solutions so that she can go 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. 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.

Session 10: Good Communication Skills

Learning Objectives

By the end of this session, the girls will:

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

Total Time: 2 hours

Materials Needed:

Flipchart paper	Bowl or basket and 10 Blindfolds – These can be blindfolds,
	folded scarves, or pieces of dark cloth
Colored Markers	6 half sheets of A4 paper (cut three full-size A4 sheets of
	paper in half).



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 10 half sheets of A4 paper, write the five following emotions (one emotion per half sheet of paper) and whether it is a boy or girl who expresses it.
 - Mad as a boy
 - Mad as a girl
 - Sad as a boy

- Sad as a girl
- Glad / happy as a boy
- Glad / happy as a girl
- Fear as a boy
- Fear as a girl
- Disappointed as a boy
- Disappointed as a girl
- 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.
- Have flipchart paper and markers available in case you want to capture things on paper.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- This session will involve a lot of activities, so observe time.

Session Plan:



A. Welcome: 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. As was described in Session 1, pull questions from the anonymous question folder and make time to answer the questions, if there are any.
- 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 <u>not</u> talk during the exercise. You have to organize yourselves in order of your birthdays <u>without</u> speaking.
- 4. 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.
- 5. Ask these or similar questions as you process the exercise.
 - How did you arrange yourselves in this order?

- How did you communicate without 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?
- 6. Ask the girls to sit down.
- 7. Ask the girls to stand up and repeat the same exercise, 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.
- 8. **You may talk** during the exercise. You have to organize yourselves in order of your birthdays.
- 9. 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.
- 10. Ask these or similar questions as you process the exercise.
 - How did you arrange yourselves in this order?
 - How was this exercise different from the previous one?
 - How easy or difficult was the exercise?
 - Which of the two exercises did you find easier? Why?

11. Thank the girls for their active participation.



B. Activity: Total Time – 80 minutes

<u>Review</u> (about 10 minutes)

- 1. Explain that today, we are going to learn about good verbal and non-verbal communication skills.
- 2. Ask several girls to reflect on the previous joint session they had with the Boys Club.
 - What did you learn?
 - How do you communicate your ideas with other girls?
 - How do you communicate your ideas with boys?
 - Did you communicate differently with girls and boys? If yes, why?
 - In general, when you learn something new how do you communicate it to others?

Activity 1: Blindfold Exercise (about 20 minutes)

- 1. Divide the girls into two groups for these next two activities. This is activity 1.
- 2. Explain the exercise:
 - The first group should 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.
 - Remind the girls that this is a fun exercise, but if anyone is uncomfortable putting on a blind spot or feels unsafe, they can opt out.
 - Say: The goal of this exercise is to feel a little uncomfortable, so that you can trust your guide.
 - •
- 3. Allow the first set of Guides to get organized and put the blindfold on their partner. Then say, "Begin".
- 4. After 5 minutes, say, "Stop and change roles".
- 5. 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.)
 - Ask these or other questions about being blindfolded:
 - 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?

Encourage many girls to report their experiences.

NOTE:

- 6. 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?

Ask: What did the girls learn from this exercise?

7. Ask the girls what they learned from this exercise? (Note: Encourage many girls to discuss what they learned.)

8. After getting a few responses, summarize the purpose of the blindfold exercise. Point out that it demonstrates the importance of:

- The importance 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.
- 9. Ask: What kind of communication skills were used?
- 10. 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).
- 11. Point out that interactions with friends, boyfriends, classmates, and family members can be challenging at your age. This is because your emotions are up and down remember, sad, glad, mad?
- 12. Discuss advantages of good verbal communication skills:
 - Knowing good verbal communication can help you to understand others 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, your relationships, and help you better ask for what you want!
- 13. Ask if anyone has questions.

Activity 2: Guess the Emotion (about 20 minutes)

- 1. Ask for the second group to stand up.
- 2. Explain to the whole group that they will have to guess the emotion each girl is expressing and whether they are expressing that emotion as a GIRL or as a BOY.
- 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.)



- 4. Ask each girl in the second group to pick out one of the folded pieces of paper.
- 5. Say to the first girl: Silently, read the folded paper you took from the bowl/basket that I am holding. Then demonstrate the emotion as a girl or as a boy, as it is written on the paper. **Note: They cannot say the emotion they are feeling as they act out**.
- 6. Ask the rest of the girls to guess the emotion that Girl #1 is feeling and if they are expressing that emotion as a girl or as a boy
- 7. Congratulate the person(s) who correctly guesses the emotion and if it is a girl or boy who is expressing it.
- 8. Continue this exercise with the rest of the girls in the second group until all the emotions have been demonstrated.
- 9. Thank the girls for their performance and ask the whole group:
 - How did you know what emotions the actors were feeling? What non-verbal signals did they use?
 - How could you tell it was a boy versus a girl who was expressing the emotion?
 - In general, are there any differences in how boys and girls communicate? How so?
 - Where do boys and girls learn to communicate differently? Who told them to communicate in this way?

- How do these different communication styles affect romantic relationships between people?
- Say: It is very important to understand communication styles and how they affect relationships especially when girls begin to enter into romantic and intimate relationships with other people. We have been talking about our words , now it's time to move to communicate without words.

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 1st part of the energizer and emotions exercise you were using <u>non-verbal</u> communication to communicate.
- 2. 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 you 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.
- 3. Say: Without talking, show me that you **are interested** in what I am saying.
- 4. 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
- 5. Ask: Without talking, how could you show me that you are **not interested** in what I am saying? Ask volunteers to demonstrate.
- 6. 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)
- 7. Point out that non-verbal communication often says **more** than verbal communication.
- 8. 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.)
- 9. Ask: Like verbal communication, do boys and girls communicate non-verbally in the same or different ways? Give me an example.
- 10. Mention that knowing how to read other people's body language as well as having clear body language of your own will help you to be better communicators, build better relationships, and become more confident to ask for what you want!
- 11. Ask: How do you think good verbal and non-verbal communication skills can help you to have better romantic / intimate relationships (when you are ready)?
- 12. Explain that verbal and non-verbal communication is also very important when girls begin to enter into romantic and intimate relationships with other people. By having good communication skills, you can say what you like and what you do not like. This is an important part of having an open and trusting relationship.

13. Say that in later sessions, they will talk further about communication in intimate relationships in the next Joint Session and also in a separate session focusing on "Sexual Consent."

C. Wrap Up: Total Time – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

Session 11: Negotiating with Family Members and in Relationships (Joint Session)



Learning Objectives

By the end of this session, the girls will:

- Describe why adolescents can feel emotions more intensely than adults and ways to make better decisions.
- Describe four negotiation skills that boys and girls can use with fairly members and in relationships.
- Practice how to negotiate an agreement with the four negotiation skills.

Total Time: 2 hours



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.	Таре



Preparation Notes:

• Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it

- Invite the Mentor of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
- Write these three questions on a flipchart paper:
 - 1. Have you ever had a conversation that you regret, or that had an emotionally intense or negative outcome, such as someone got angry with you?
 - 2. How did you feel during that conversation?
 - 3. What is one thing that you could have done differently more positively?
- Prepare another 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:



A. Welcome: Total Time – 20 Minutes

1. Welcome everyone to the second Joint Girls and Boys club meeting. Thank them for coming.

- 2. Introduce the facilitators.
- 3. Ask the girls and boys to quickly re-introduce themselves. 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 Alice, and I am amazing.
 - I am William, and I am wonderful
 - I am Sam, and I am smiling.
 - Ask for a volunteer to begin.
 - Have everyone around the circle say their name and how they feel today.



- 4. Thank everyone for their creative participation.
- 5. Say: This is a safe place where girls and boys can share stories, learn new skills, exchange ideas, and share learning.
- 6. Ask the group: What have you been learning about verbal and non-verbal communication?
- After getting several responses, say that even when you communicate there can still be disagreement. Explain that today you are going to learn ways to communicate effectively during times of disagreement.

B. Emotions - Total Time: 20 Minutes

- 1. Tape the flip chart with three questions on the wall or flipchart stand. (**Note**: Prepare beforehand See Preparation Notes.)
- 2. Ask for volunteers to model this exercise first. Ask 1 girl and 1 boy to volunteer.
- 3. Explain the exercise:
 - One person will ask their partner the three questions on the flipchart.
 - Have you ever had a conversation that you regret, or that had an emotionally intense or negative outcome, such as someone got angry with you?
 - How did you feel during that conversation?
 - What is one thing that you could have done differently more positively?
 - After 5-10 minutes, I will ask you to change roles and the partner who was listening will ask about the questions to the other person.
- 4. After the volunteers finishing modeling the exercise, ask the rest of the group to find a partner (or if they are too shy / hesitant pair them up yourselves) and ask each other the questions. The pairs should be boy-girl pairs.
- 5. Keep time and after about 5 minutes, say: "Change roles. Let the other person answer the questions on the flipchart".
- 6. After 5 minutes, say, "Stop".
- 7. Ask several participants to share their story/experience and what they wish would have happened differently. Encourage volunteers to share by saying: We will all learn from what you share with us. (**Note**: Encourage a discussion amongst the girls and boys.)

Encourage a discussion amongst the girls and boys.

- Ask: What are typical kinds of disagreements or conflicts that boys have among their friends? Girls among their friends? What kinds of disagreements do boys and girls in relationships have? (Note: Encourage a discussion amongst the boys and girls.)
- 9. After participants have discussed and shared their stories, summarize the following:
 - During puberty and adolescence, boys and girls can feel emotions more intensely than adults. This is because the emotional part of their brain matures and grows first before the logical part of the brain.
 - Having such strong emotions or feelings can often contribute to conflicts. This can create poor communication, break up friendships, and create tension in the family.
 - Remind everyone that at this time in your life, friends are often <u>very</u> important to you.
 - By using good communication and negotiation skills, you can learn to manage the emotions so that you can communicate what you want. This may help you to avoid a serious fight with a sibling, boyfriend/girlfriend, a friend and/or family member.
 - 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.

C. Negotiation Skills -Total Time: 20 Minutes

- 1. Next, say that they have been learning about how to negotiate and communicate effectively when it comes to staying in school and asking for other things that affect your well-being.
- 2. Ask someone from the group to name the four Negotiation Steps based on what they remember from previous sessions.
- After getting some responses, review the flipchart and 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.
- 4. Tape the flipchart with the four Negotiation Steps on the wall or tree.
- 5. Ask what is the first negotiation step? (Step 1: Establish ground rules.)
- 6. Point out that ground rules will guide you to act peacefully if you confront a conflict in the negotiation.
- 7. Ask what are some ground rules you would like to establish for yourselves when negotiating with any friends and peers? (**Note**: Encourage the group to come up with basic ground rules. Write these on a blank flipchart.)
- 8. 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!)

- 10. 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 spend time with my friends.
 - I want one hour alone to do my homework.
 - I would like some time out of the house to earn some money for myself.
 - I really like you, but I would not like to kiss you yet because I am not ready.
- 11. Point out that when you are clear with what you want, you will become better able to communicate that to others.

- 12. Explain that the person you are negotiating with also wants something. So, both of you need to describe what you want, and come up with solutions for achieving it, or agree upon compromise.
- 13. Mention that being respectful and remaining calm in negotiating with people who are older than you are is extremely important and will ensure your greater persuasiveness and success.
- 14. 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**)
- 15. Mention that this is the main part of the discussion. Both parties must be willing to say what they want <u>and</u> also brainstorm solutions to reach a compromise.
- 16. 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)
- 17. Explain that these negotiation skills are also important for supporting your health and wellbeing in relationships. Using negotiation skills will help you discuss clearly and with care with your partner what you want in the relationship and what you do not.
- 18. Acknowledge that negotiating with adults and in relationships is often awkward and uncomfortable because you have to talk about your feelings.
- 19. Say that they will explore more about this in future sessions about relationships.

D. Negotiation Role Play: Total Time - 40 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 1 girl and 1 boy to volunteer conducting the role play.
- 5. Separate the two volunteers so that they cannot hear each other's role.
- 6. For the girl, 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 hear you.
 - Remind the girl 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.
- 7. For the boy, 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 hear you.
 - Remind the boy 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.
- 8. Give the volunteers a couple of minutes to think about their roles.
- 9. Ask the two volunteers to come to the front and conduct the first role play.
- 10. When done, ask the two volunteers to shake hands and state their agreement (or write their agreement on flipchart paper).
- 11. Ask the rest of the participants the following or similar questions:
 - What did you observe in the role-play?
 - Did the participants stick to the ground rules?
 - Did the participants take the discussion seriously?
 - Did each person state what they wanted and why?
 - Did the "girl", "boy", "mother" and "father" listen to each other's views? If not, what did they do?
 - Did they both try to compromise? How?
 - Was the negotiation affected by gender? Were girls more passive and boys/parent more aggressive? If yes, how can this change? (**Note:** Encourage a discussion amongst girls and boys)
 - Did they accomplish the goal of the negotiation? If not, why?
 - How could the negotiation process have been improved?
- 12. Ask if anyone has any other comments or observations.
- 13. Thank the two volunteers for a great job. Tell them it is difficult to be the first to do a role play.
- 14. One by one, conduct the remaining five role plays: (**Note:** Complete all five additional role plays, if there is time. If not, just conduct 3-4 role plays.)
 - Select a boy and a girl for each role play.

- Explain the roles to each participant (see Appendix for the different roles).
 Make sure that the other participant does not hear.
- After each role play, be sure to ask the following questions:
- What did you observe in the role-play?
- Did the participants stick to the ground roles?
- Did the participants take the discussion seriously?
- Did each person state what they wanted and why?
- Did the "girl", "boy", "mother", and "father" listen to each other's views? If not, what did they do?
- Did they both try to compromise? How?
- Was the negotiation affected by gender? Were girls more passive and boys/mother/father more aggressive? If yes, how can this change? (Note: Encourage a discussion amongst girls and boys)
- Did they accomplish the goal of the negotiation? If not, why?
- How could the negotiation process have been improved?
- Make sure the participants shake hands and state their agreement and/or write down their agreement after each role play.
- Applaud and thank the participants after each role play.
- 15. Thank everyone for such creative role plays and input.
- 16. Ask: What are other situations that occur between boys, girls, and parents which need negotiation?
- 17. 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.)
- 18. 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.



E. Wrap Up: Total Time – 10 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 the participants to reflect on all communication skills learned up until this point. Which skills do they like the most? Why?
- 4. 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.
- 5. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 6. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
- 7. 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 because they will think you are in a relationship. You know that the walk is not very safe.

Scenario #2

Girl: Your boyfriend wants you to have sex with him. You feel that you are not ready for such commitment. You don't want the relationship to end.



Boy: Your friends told you that they are having sex with their girlfriends. You want your girlfriend to have sex with you. You threaten that if she doesn't sleep with you, you will end the relationship.

Scenario #3

Girl: You want to go to the market. You ask your brother to help you with some chores so you can go to the market.

Boy: You do not feel like helping your sister with chores. You want to go and spend time with your friends.

Scenario #4

Girl/Daughter: You do not want to take the place of your brother in tending the goats. He never helps you with any of your chores and he is playing football today.

Father: You want your daughter to take care of the goats today because your son would like to play football with his friends.

Scenario #5

Boy/Son: You do not want to watch the younger siblings for an hour because you need to study for an exam the next day.

Mother: You have many chores to do, and you need help from your son to watch the younger children. He does not normally help you with his siblings, but he is the only one at home at this time.

Scenario #6

Girl: You would like your boyfriend to stop spending time with his friends and only spend time with you. You are lonely after school and would like more company.

Boy: You enjoy hanging out with your girlfriend but enjoy the time apart too. You do not see why you should stop spending time with your friends.



Session 12: Gender and Violence in Intimate Partner Relationships



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 respond to unwanted sexual advances.
- Know where to seek support.





Materials Needed:

Flipchart stand, if available and feasible for meeting location	Таре
Flipchart paper (newsprint)	Colored Markers
"Question folder" or a place to put questions anonymously	
A list of referrals where young women can go to seek services	s for violence



Preparation Notes:

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, how to deliver it, and how to focus on reflection and conversation about the material.
- If there are two Mentors, divide up the activities that each one will facilitate.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- Know where to refer girls to get support if a girl discloses any type of gender-based violence. Be familiar with the legal status of gender-based violence in your community.
- 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.

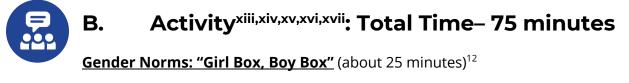
Welcome^{xii}: Total Time - 25 minutes

Welcome the girls back to the Girls Club.

- 2. Ask: Does anyone have a question about the last Girls Club meeting? Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
- 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: take off a shoe, 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?
- 4. Thank everyone for their enthusiastic participation and attention to detail. Have everyone sit down.



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

GIRLS	5		
Not:			

BOYS		
Not:		



- 3. Tell the girls to consider their life experiences as they participate in the discussions.
- 4. **Ask:** How are girls 'encouraged' or 'expected' to behave?
- 5. Write these comments (one- or two-word summary, symbols or pictures) on the **INSIDE** of the "girl" box. If participants have difficulty suggest some examples from the sample table at the end of this lesson. Make sure the group agrees to any suggestions before noting it down on the flipchart.
- 6. **Ask:** What are some things that girls are 'discouraged from doing? What are some of the things girls are expected *not* to do?
- 7. Write these comments on the **OUTSIDE** of the "girl" box.
- 8. 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.



Ask: Why are the expectations of girls and boys so different? Ask the girls what they think. Draw boxes around the two lists and make the point that these are boxes and that society and norms keep us in these boxes.

10. **Ask**: Why are the expectations of girls and boys so different?Ask the girls what they think.

Remind the girls that gender roles are things that culture and society <u>expect</u> women and men <u>to do</u>. There are a lot of gender roles and rules about how people who are in sexual relationships are supposed to behave together. 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.

11. Ask:

- Is there something in the boys' box that you wish was inside the girls' 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?
- What happens when people go outside of their assigned box? Why is being aware of gender roles and norms important in your life?



- Ask: What are the things that people say to keep boys and girls in the box? In other words, what do people call boys or girls who step outside the box?
- 12. Ask participants to summarize what they have learned.
- 13. Fill in any key points they miss from the below:
 - Gender roles are things that culture and society <u>expect</u> women and men <u>to do</u>.
 - Gender norms are how culture and society <u>expect</u> women and men <u>to behave</u> <u>and act.</u>
 - 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.
 - People get "punished" by being disapproved of or socially excluded if they do not follow the rules for their gender.
 - Being forced to stay inside these boxes can be harmful and have negative effects on people's lives.
 - Key Message: Gender is influenced by cultural and social traditions, but gender roles can be challenged and changed!

Gender is influenced by cultural and social traditions, but gender roles can be challenged and changed!

Gender-based Violence (about 30 minutes)

1. Observe that the next discussion is going to be quite sensitive. Say something like, "We might talk about things that are difficult to share in a group setting. We have all agreed to confidentiality, but I want to remind you how important it is to keep the things people talk about private and to respond gently and with respect. I'm hoping that in this discussion you can talk about things you have witnessed without revealing who had a specific experience. Can we do that?" We are here to support each other and if you would like to share a personal experience, I'd like everyone to agree to listen and be supportive. Can we agree to that? [Wait for agreement from all.] I will also stay after the session if you'd like to speak privately.



- 2. Harassment is one challenge that girls can often face. Explain that in subsequent Girls Club meetings you will learn some ways to deal with harassment – today we will speak about other forms of gender-based violence. However, if someone is harassing you now, talk to someone – preferably an adult - who you trust will support you no matter what.
- 3. Say: Sometimes talking about hard things brings up painful memories. If you feel yourself becoming very upset, I encourage you to step away from our circle. Focus on a plant and count its leaves or flowers until you feel better. Then you can rejoin our circle.
- 4. Point out that gender inequality and these restrictive rules (norms) about gender can lead to violence. This is called "**gender-based violence**". Share some examples from the following of how gender norms may enable or lead to violence:
 - a. When gender norms imply that women should do what men tell them and when they don't, it can lead to violence.
 - b. Gender norms can sometimes promote the idea that violence is acceptable in certain situations.
 - c. That boys should present as masculine, and girls should present as feminine. If they don't, and go "outside the box," they may experience violence.
 - d. That boys and men as the "bosses" or "heads" of relationships get to decide everything a girl or woman can and should do.

Ask if they can think of other examples.

- 5. 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 cause harm and men/boys also sometimes experience violence if they don't conform to traditional gender norms. All members of a community participate in maintaining gender norms. It may be other girls or women who put the most pressure on you to follow certain gender norms or who believe it is okay for men and boys to perpetuate violence.
- 6. Ask: What are some of the different types of gender-based violence?
- 7. Listen to the ideas that are shared, making sure that all of the different types below get mentioned.



- **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 (or won't) do something.
- **Economic violence** withholding money or other resources to control or prevent a person from doing something.
- Emotional/psychological violence:
 - a. **Isolation** separating someone from people or events; withholding information to control the person.
 - b. **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.
 - c. **Spreading rumors** telling negative things about a person.
- **Physical violence** actions such as pushing, punching, slapping, beating, pinching etc.
- **Sexual violence** happens when someone forces or manipulates someone else into unwanted sexual activity without their consent. There are many forms of sexual violence (not only rape). These include unwanted sexual comments or advances, making a person look at genitalia or pornography when they don't want to, forcing a person into marriage without their consent.

[Note: Learn your country's position and laws around marital rape. International human rights as well as the International Global Declaration on the Elimination of Violence against Women acknowledge non-consensual sex even within intimate partnerships and marriage. Share with participants whether or not they will have legal protection from marital rape. If they will not, share that many advocates and women's rights organizations are working to change this]

- 8. Share short examples of GBV and ask the girls what type of violence they illustrate. (economic, physical, emotional)
 - a. Amu invites Sheela to go for a walk and treats her to a meal. Then he tells her that he expects her to have sex with him since he paid for her food. (economic)



- b. Maria makes dinner for the family as usual, and gets distracted by some noise outside, burning the food. When Jose comes home, he slaps Maria for her carelessness. (physical)
- c. Romy and Abdu have been girlfriend and boyfriend ever since their first year in university. Romy doesn't want to have sex before marriage, and Abdu has started making fun of her and criticizing her to their friends. (emotional)
- 9. Ask what girls have heard about sexual violence. What do they understand it to be?

a. (Note: Gently discourage story telling if it occurs.)

10. Discuss the meaning and significance of the term sexual violence:

- Our bodies belong to each of us. There are things we feel comfortable with and others we don't, and we should have the right to decide how our own bodies are treated by other people.
- 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.
- In all relationships, including sexual relationships, consent is an important value. Any physical contact should be agreed to by both parties, preferably after discussion. Sometimes people draw the connection between sex and sharing food: If you offer someone a cup of tea, you do not force them to drink it! You give them the chance to say no, and if they would like some, they may drink as much as they like and no more.
- An individual's sexual organs are private and personal. No one should touch them without permission.
- We are going to discuss consent in greater detail in a later lesson. Sexual consent is essential.
- 11. 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.



- 12. Discuss ways that GBV affects the lives of the victims:
 - People often –wrongfully blame the victims of GBV, suggesting that they did something that brought this treatment on themselves.
 - 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.
 - GBV can reinforce a girl's sense that girls must accept sexual advances, that this is their lot and there is nothing they can do about it.
 - Girls can have shame or guilt, even though the sexual assault was not their fault.

13. Point out that **sexual harassment and rape**, like all forms of violence are *never* a **person's/girl's fault!**

- 14. 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 and reduce the risk of 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.
- 15. 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, and prevent an unwanted pregnancy.
- 16. 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.) Remember our anonymous questions folder, where you can put your questions to be answered later on.

Safety Skills (about 20 minutes)

Energizer: Lap-sitting in a circle

1. Say, these are intense topics! Let's take a moment to move and do something a little different. This is a fun exercise that shows the kind of support we can give each other!



- 2. Everyone should stand in a small circle as close as you can side by side.
- 3. Everyone turn left, so you are facing your neighbor's back, and your other neighbor is right behind you.
- 4. Take a step toward the middle of the circle, so that you are all packed together closely.
- 5. When we are all ready, let's sit down very carefully on the lap of the person behind us. Hold onto the waist of the person in front. How many seconds can we last?

Main exercise

- 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.)
- 7. Explain that girls are often pressured by someone to have sex. But, there are ways to protect yourself and counter unwanted sexual advances.

Safety Skills:	Examples:
Say clearly what you	• Simple: "No, thanks", or "No"
want	• 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.

8. Demonstrate these Safety Skills while explaining them.



Call in support	• Threaten to tell somebody with authority or power (parents, counselors, relatives, and police).
Trust your own judgment	• Your interaction might at first have been friendly, but if it changes and you don't like it, don't hesitate to say so, and don't be embarrassed to explain it to someone else.

- One by one, discuss each scenario below, reading them aloud and taking turns to act them out. Ask the girls how to handle each situation and act out the Safety Skills they suggest. If you saw this happening to your friend, how would you step in? (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 saying things or 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 who has had a happy relationship with a boyfriend starts to get pressured to have sex .
 - 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.
 - Your boyfriend or husband is insisting on having sex even though you don't feel well and don't want to have sex at that time.
- 10. 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.
- 11. 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.)
- 12. Reinforce that girls should talk to a trusted adult, their parents or family members, teacher, a close friend, a health care provider, or counselor. Say: find someone who



will listen and support you. If you do not have an adult you feel able to speak to, I encourage you to make a buddy agreement with a close friend and/or a member of this group. You can support each other in seeking help from formal services such as a health care worker or other resources. We'll be talking more about getting support today as well.

- 13. 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.)
- 14. 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)

- 1. Say: Even if sexual assault and other forms of GBV are against the law, many girls are reluctant to report it to their families, friends, or authorities such as a health care provider or the police.
- 2. 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. Mention the status of marital rape, and explain that when it is permitted, it reflects the idea that men are in charge and have the right to demand sex from their partners.
- 3. Say 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 or community member is the perpetrator.
- 4. Ask: Why might girls not want to report sexual assault?
- 5. Ask, why might why some girls and women not report sexual harassment and/or rape? As you listen to the girls' answers, make sure the points below are covered.
 - **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.
- **Sense of fatalism**. Belief that there are no people or institutions that will help them, even if they are believed.
- **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.
- Know others believe that men are entitled to sex. Rape within romantic relationships and marriage is often not treated as a violation.
- **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.
- End by saying: Every person deserves support if they are exposed to violence.
 Violence is never an expression of love for one's partner. It is never okay to use violence to express anger, and violent treatment is never justified.
 In addition, 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.
 - With all forms of violence are <u>never</u> the girl's fault. The wrong lies with the attacker, not the person who was attacked.
- 7. Say 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
 - Local community officials, such as the head of women's affairs
 - A trusted, youth-friendly health care provider
 - The police or other authorities. [NOTE: know the GBV laws for your community. Highlight some of the forms of



GBV for which there are legal protection. For example you might say: It is illegal for anyone to show sexual images or ask to see the unclothed body of a child (anyone under 18). It is also illegal for your boyfriend or husband

to deny you food to try and make you have sex. You have a legal right to protection. *Sadly, in many countries, some forms of GBV <u>are legal</u>. It is important to know your local laws before conducting this session.*

8. Point out that times are changing! There are laws against gender-based violence. These laws are being enforced. People in general often have less tolerance for this bad behavior than they used to.

It is important to know your local laws before conducting this session.

- 9. 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.
- **10**. Point out that in the coming weeks you will talk more about how to protect yourself and stay safe.
- 11. Highlight the resources you have gathered and places to which girls could turn to leave abusive relationships.
- 12. 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 – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.



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 <u>not</u> 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, other trusted adult or a friend who can accompany her to the health center. If so, encourage the girl to go with her parent to the health center.



 Help at home Depend on man for money Be passive Be quiet Raise children Take care of family Cook Don't argue Look down when talking Be pretty

Not: Ambitious student, aggressive, athletic, outspoken

BOYS

- •
- Be aggressive Work hard for money •
- Go to school
- Fight
- Dominate
- Take the lead
- Have sexual relationships
- Be the boss
- Be tough
- Drink a lot
- ...

Not: Cries, nurturing, care for children, passive, flexible, gentle



Session 13: Model Women in the Community

Learning Objectives

By the end of this session, the girls will:

- Assess economic opportunities for women in their communities by describing some of the things women currently do in their village/community.
- Think through their own goals, and then brainstorm about what steps they need to take to ensure their own economic opportunities (planning, training, etc.).
- Recognize and learn how to respond to some of the big challenges to women's economic opportunity in their community
- Describe some actions to move toward a successful career or job.

Total Time: 2 hours



Materials Needed:

Flipchart paper (newsprint)Colored MarkersAppendix: 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.

• Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.



- Identify a young unmarried or late-marrying woman in the village/community who has a small, successful business or belongs to a larger (professional) organization. If a business, 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 have completed secondary school and be successful in her job. And she should be able to speak freely about having postponed marriage and the social and cultural pressures she faced, not only the financial challenges.
 Note to mentors: the most important requirement is that the person have chosen her own path in a way that may go against limiting norms for women, whether in her family life (delayed marriage, strongly egalitarian marriage) or in her professional life (through her completion of school, choice of profession, or other aspect of her life.
- 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. (**Note**: It will be necessary to discuss with her the opportunity to raise gender-related challenges and how she confronted them.)



Welcome¹³: 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. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.

3. Say that in the last session they learned about the importance of staying and finishing school to achieve their dreams. Explain that we are going to talk about what happens after you finish school and how you can improve your lives.

¹³ Adapted from: GREAT Activity Cards Very Young Adolescents (10-14 years old).



- 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 finish school, how will you support yourself and your family?

Question 2: What do you need to do to be able to support yourself?

Question 3: When you are older and more independent, 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.)

5. When done, point out that in the Girls Club meetings you wrote down your aspiration and have been refining your goals.

6. 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.

7. Ask the girls to think about questions they would like to ask the speaker later on.



B.Activity: Total Time – 70 minutes

1. Explain that we are going to hear from a model woman in our community. She had goals, she has worked hard, and she has achieved some good 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 work and the journey 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, have the girls ask their questions. Be sure that the points below get touched upon if she has not mentioned these in her presentation and the girls do not ask:
 - 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?
 - Did your family support you or were they concerned about your getting married?
 - 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?
 - 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 us for our future?
- 6. After about 20 minutes, ask for one last question so that you can wrap up the session.
- 7. Thank the guest speaker for sharing her story, lessons, and wisdom with the girls.
- 8. Discuss the speaker's presentation by asking these or similar questions:

NOTE:

If the girls have a lot of questions, allow them to continue a bit longer.





- Was there anything the guest speaker said that encouraged you or gave you some ideas for pursuing economic opportunities in the future. If so, what?
- How can we talk to our families about our hopes for work that is important to us but that they might not understand? How can we reassure them that times are changing and that it is alright for us to be economically active?
- What are things you can do to be a model woman in your community?
- 9. Ask if anyone has questions.
- 10. End the activity by saying that in later sessions they will learn about how they can work together to save, invest, and spend their own money wisely through a program called Village Savings Loan Associations or VSLA's. Explain that in this later session they will learn more about VSLAs and how they can join a group.



C. Wrap Up: Total Time – 20 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 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, or what is your job in the organization you work for?
- How did you begin? Did you ever hesitate because this work was not "appropriate" for a woman?
- Who inspired you to do this business or get involved in this organization? Did you have women mentors? Supportive men in your life?
- 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, or when looking for a job? How did you overcome them?
- What made your small business successful or what made you successful in your organization?
- What were some important lessons learned? What are some of the lessons that are specific to being a woman?
- 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 futures?
- We encourage the girls to stay in school as long as they can at least to complete secondary school. What advice do you have about education? Why is it important to stay in school in order to have business/career success?



Session 14: My Money, My Plan, My Life

Learning Objectives

By the end of this session, the girls will:

- Describe the difference between needs and wants related to spending money.
- Learn to justify their own needs in the context of family needs.
- Demonstrate how to make a savings plan.
- Describe how to handle setbacks while saving.
- Link the importance of saving and spending wisely with Village Savings and Loan Associations (VSLAs).



Materials Needed:

paper.

Flipchart stand, if available and feasible for meeting location	Таре	
Flipchart (newsprint) paper	Pens for the girls	
Colored Markers	Scissors	
Appendix: Liya's Saving Challenges - see at the end of	Two coins	
this Session Plan		
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		



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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- Read aloud the story for this session. Be prepared to discuss it.
- 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 for your future.
 - 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:

A. Welcome^{xviii}: Total Time – 10 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. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
- 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.
- 4. When done, ask everyone to sit down.



B. Story Time and Role Play: Total Time – 20 minutes

1. Read the story aloud. If necessary, read it twice, so that everyone has heard the story well.

Liya is 16, and in secondary school. She is a good student and hopes to become a teacher someday. She always does her homework in the evenings after she finishes helping with cleaning up and helping her grandmother get ready for bed. Liya also works to sell fruit at the market in the afternoon. She picks them near her house and peels and cuts them up for people who want to buy a snack. She does not make much, but the money she earns contributes towards covering her school fees.

When her parents learn that she has been earning a little money, they suggest that she should give it to the household to pay for seeds, food and medical services. Her father reminds her that he doesn't think she should focus so much on her studies; after all, he has been looking for a husband for her.

- 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?
 - If you were her friend, 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?



- 4. Ask 2-3 girls to volunteer to play the role of Liya in explaining to her parents why supporting her schooling is a good use of the money. What are some ways that a girl's schooling could contribute to the family's wellbeing?
- 5. Thank everyone for their participation.



C.Activity^{xix}: 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 girl earns money, it usually goes to pay for basic expenses.



On a blank flipchart, write the word "BASICS" on top. Then, distribute1 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 girl might spend her 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 "BASICS". (**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 (Note: some of these are family oriented, while others may support the girl herself):
 - Supplies for farming (food for animals, seeds, fertilizer, tools)
 - Food
 - Medical (fees, medicines)
 - Fuel (kerosene, gasoline, etc.)
 - Transportation (bus, taxi, bicycle, car)
- Hygiene (soap, toothbrush)
- School (books, supplies, uniforms, fees, pens)
- Clothes
- Sanitary pads or other supplies to manage menstruation



- 7. 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
 - Mobile phone
- 8. Ask: Are there any other basic expenses that a family or a girl have which are not on this list? (**Note:** If yes, ask the girl to add them to the flipchart. Do not add any duplicative items.)
- 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 or a girl have which are not on this list?

- 10. Say: Come to an agreement on the order of expenses from most frequent (daily) to less frequent (monthly), then yearly.
- 11. Explain that the <u>daily</u> expenses are the most **Basic** needs every family needs just to live on, to survive.
- 12. Mention that some basic NEEDS can be longer-term or seasonal. They are NEEDS, but only during specific times of the month or year.
- 13. Mention that although some basic NEEDS might be a girl's alone, they are very important and she has to consider how they might benefit her and her family in the long-term.

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. Some of the things are more for our pleasure and enjoyment. These things are called WANTS.
- 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)
 - Books and supplies for school (need)
 - Sanitary pads or other supplies to manage menstruation (*need*)
 - Water (need)
 - A second pair of shoes (*want*)
 - Bus fare (usually a need)
 - Food (need)
 - Candy and soda (want)
 - Soap (need)
- 4. 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.
- 5. Give the girls 1 to 2 more cards (or pieces of paper) to write on.
- 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.)
- 7. When done ask the girls to tape the "WANT" cards (paper) on the **Right**-hand side of the "FAMILY" flipchart.
- 8. When done, ask: the girls to explain the WANTS on the flipchart.
- 9. Ask if NEEDS and the WANTS are the same for everyone? (**Note:** Encourage several girls to answer.)
- 10. Explain that NEEDS and WANTS are often different for different people/families.

After each word, have the girls say if they think it is a **WANT or a NEED**.



- 11. Mention that some families want to purchase new things for the house, while other families might want to invest in their children's education.
- 12. Ask the girls to look at the "Family" flipchart and agree which items are "NEEDS" and which are "WANTS".
- 13. 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 <u>and</u> WANT. They must 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?
- 3. Ask why saving money is important?
- 4. Ask what are reasons to save money?
- 5. Ask what would families save their money for?
- Summarize reasons why families would save money. (Note: Relate any of the following to the WANT cards/papers on the FAMILY flipchart.)

NOTE:

Encourage a discussion on savings, why would one save and for what?

- 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, a global pandemic that limits people's ability to work, 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.
- 7. Remind the girls of the story. Liya earns a little bit of money for school fees, but has to defend her use of the funds for that purpose rather than other family needs.



- 8. Explain that we are going to show Liya how she can save for the school fees that she NEEDS.
- 9. Tape the flipchart with the "**Five Steps to Saving**" to a wall, fixture or flipchart stand (prepared beforehand see Preparation Notes).
- 10. 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.

Liya's Savings Goal (about 25 minutes)

Liya's Savings Goal

- 1. Explain that Liya's goal is to pay for her school fees.
- 2. Ask: "Does Liya have a <u>savings</u> goal yet?" (**Note**: Encourage a discussion amongst the girls.)
- 3. Explain that Liya has a goal, which is to save for school fees. But, she does <u>not</u> have a savings goal.
- 4. Ask what is Liya's savings goal?
- 5. Explain: In order for Liya to have a savings goal, she needs to know how much the school fees cost. The cost of the school fees is the savings goal.
- 6. Let's pretend that the cost of the school fees is USD \$12.00. That is Liya's savings goal.

Liya's Savings Plan

- 1. Ask what is the next step that Liya 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 Liya needs to make a savings plan.



- 3. Discuss Liya's savings plan:
 - Liya 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 pay her school fees?
 - 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)
- 4. Now Liya has her savings goal and savings plan.

Liya's Savings and Challenges

- 1. Divide the girls into five small groups.
- Give/tell each group one of Liya's Saving Challenges
 (Note: See Appendix: Liya'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.)
 - What can she say to her father to persuade him of the wisdom of her long-term goal?
 - Is there anything else that Liya can do?
- 6. Invite the group with **Savings Challenge #2** to explain their savings challenge and solution.
- 7. When done, ask: (Note: Add responses on flipchart.)
 - What does everyone think of the solution?
 - Is there anything else that Liya can do?
- 8. Invite the group with **Savings Challenge #3** to explain their savings challenge and solution.
- 9. When done, ask: (Note: Add responses on flipchart.)



- What does everyone think?
- Is Liya's mother borrowing money for a NEED or a WANT?
- What else can Liya do to continue saving for her goal? Is it alright for her to make an exception in this case?
- 10. Invite the group with **Savings Challenge #4** to explain their savings challenge and solution.
- 11. When done, ask: (**Note**: Add responses to the flipchart.)
 - What does everyone else think?
 - Does Liya's sister need to borrow money for a NEED or a WANT?
 - Did Liya even ask her?
- 12. Invite the last group with **Savings Challenge #5** to explain their savings challenge and solution.
- 13. When done, ask: (Note: Add responses to the flipchart.)
 - What does everyone else think? Can she talk to her family members about where the money went?
 - Where is a safe place to keep your money?
 - What could Liya do differently next time?
- 14. Review the solutions to all the savings challenges written on the flipchart.
- 15. Thank all the groups for a great job.
- 16. Discuss these points about sticking to a savings plan:
 - Liya needed to keep some of her money from going into the family pot. Did she stay on her savings plan?
 - You need to keep your long-term savings goal in mind to help you preserve your savings and 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 Liya 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 Liya's mother, she <u>needed</u> medicine. But, did Liya'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. It is important to value your own needs over the wants of family members, even though you love them.
- Keep your money in a safe place that others cannot find.

<u>Discussion</u>

- 1. Explain that everyone has setbacks when they begin to save money. Sometimes things happen that do not allow us to save such as 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.) These can include the fact of not yet having any means of income.
- 3. Summarize ways to overcome a setback, including suggestions offered by the girls:
 - Figure out how you can obtain some means of income
 - 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.
- 4. 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.
- 5. Point out that we have been discussing Liya's school fees, which was a NEED.
- 6. 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.



- 7. 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.)
- 8. Ask the girls, "What goal do you have for how you would save money?" (**Note:** Encourage several girls to share.)
- 9. Encourage the girls to save for a goal in their life.
- 10. 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.
- 11. Explain that it is important to take your own goals and dreams seriously, even when others do not always do so.
- 12. Explain that one way that girls can save for both Basics and Needs is to join what is called a "Village Savings and Loan Association".¹⁴ Describe how one would work (see the box below) and how they can eventually join or form a group.

Village Savings and Loan Associations - How They Work

- 1. Community is oriented to the VSLA concept.
- 2. Individuals opt to join a group and identify their own members (typically 15-25 members).
- 3. Members trained on group governance and management. They get a lockbox with three locks and three keys, and passbooks for recording transactions.
- 4. Group establishes a constitution and bylaws, including meeting frequency, rules and regulations.
- 5. Group elects a chairperson, secretary and treasurer for a one-year term.
- 6. Group sets the price per share and the minimum/maximum number of shares a member can purchase during a meeting.
- 7. Groups begin saving on a weekly basis and are trained on financial management.
- 8. Groups add lending to the routine, making loans to members and collecting repayments with interest (a 10% monthly rate is typically applied to loans).
- 9. After 9-12 months, groups host "Share-Out Day," ending the cycle and distributing savings and profits to members according to the number of shares each has purchased during the cycle.
- 10. Most groups quickly initiate a new cycle autonomously.

¹⁴ The VSLA model of savings was developed by CARE in 1991. To read more, go to https://www.care.org/sites/default/files/documents/vsla_unlocking_access.pdf





D. Wrap Up: Total Time – 15 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

Appendix: Liya's Savings Challenges

Scene #1:

Liya's father tells her she is being selfish and should turn her money over to the family for their household expenses. What advice can you give her?

Scene #2:

Liya would like to pay her school fees sooner. How can she do that?

Scene #3:

Liya's brother is sick. Liya's mother needs some money from Liya for some unexpected medicine. How can Liya still save for her school fees?

Scene # 4:

Liya's older sister asks to borrow some of her money. What should Liya do?



Scene # 5:

Liya was saving her money under her mattress. One day she discovers it is missing. What advice do you give Liya?



Session 15: My Goals Revisited



Learning Objectives

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.

Total Time: 2 hours

Materials Needed:

Flipchart stand, if available and feasible for meeting location	Colored Markers
Flipchart paper (newsprint)	Таре



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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.



Session Plan:

A. Welcome:^[1] 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.
- 4. Ask several girls how it felt to write their name with their left hand?
- 5. 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.
- 6. 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.
- 7. Ask everyone to sit down
- 8. Ask if anyone has questions from the last Girls Club meeting. As described in Session 1, pull questions from the anonymous question folder and make time to answer questions if there are any.



B. Activity^[2]: Total Time – 80 minutes

Session Review (about 30 minutes)

- Explain that today, we are going to revise the goals we set in session 2 (aspirations and goals).
- 2. Ask several girls what they remember about session 2 (**Note:** Make sure they are not checking from their Participant Guide.
- 3. Ask several girls what they have learned in the past four months that has helped them in their life.
- 4. Explain that as we learn more things, we may need to revise our goals for reaching our long-term aspiration.



- 5. Ask the girls to turn to their Participant Guide and review the two goals they wrote during previous Girls Club meetings.
- 6. Ask how many girls have achieved their two goals?
- 7. Ask if it was helpful to have a plan for achieving their goals? If so, discuss how it helped.
- 8. Ask if any of the girls have not achieved their goals yet. If not, why?
- 9. Congratulate them for working on their goals.

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 her business. She went to the police and got support. As a result, the boys no longer harassed her, and she continued to go to her business."
- 6. Invite the girls who have reached any of their goals to share:
 - 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?
 - What support did they get from friends and family, if any?
- 7. Ask several girls to reflect and share on the progress they have made in the different areas discussed in the sessions:
 - Which sessions did you find to be very helpful? Why?
 - Which sessions were not very helpful? Why?
 - Which sessions helped/will help you achieve your goals? How?



- 8. Ask if anyone has had setbacks working toward their goals, found a solution, and got back on track? If so, ask them to explain.
- 9. Summarize what the girls have done to reach their goals, especially after a setback or discouragement.
- 10. Explain the following:
 - Depending on the setback, sometimes you must slightly revise your goals and plan.
 - Or, sometimes we need help staying with our goal.
 - Some goals take longer than expected or need a better plan for achieving them
- 11. 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.)
- 12. Ask: How can your friends and family help you to achieve your goals? **(Note:** Encourage as many girls as possible to share how they can help each other.)
- 13. Ask: How about the members of the Boys Clubs?

<u>Revising Goals and Plans</u> (about 35 minutes)

- 1. Say: It is time to review your goals to be achieved by the end of the Girls Club meetings.
- 2. Ask the girls to think about what they would like to tell everyone at the closing ceremony of the Girls Club.
- 3. 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.
- 4. 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).



- 5. 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.)
- 6. 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.
- 7. Ask if anyone has questions.



- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

^[1] International AIDS Alliance. 100 ways to energize groups: Games to use in workshops, meetings, and the community.

² Adapted from: Safe Spaces Curriculum Mentor's Manual: Girls 11 – 13 Years Old Amhara Reg



Session 16: Having Fun in Relationships— Sexual Consent

Learning Objectives

By the end of this session, the girls will:

- Reflect on how they feel when they are attracted to another person.
- Explore why relationships are fun when we treat each other with equality and respect!
- Learn about ways to check-in with a partner to make sure both of you are comfortable engaging in physical and sexual acts
- Understand how to give and receive sexual consent.
- Explore how sexual consent and sexual coercion is influenced by one's gender and how much power they have.
- Describe different kinds of touches and how they can make you feel.
- Describe ways to stay safe from uncomfortable touches.
- Appreciate the importance of speaking out about sexual violence and where to get support.

Total Time: 2 hours



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)	Consent or Note Stories in Appendix
Colored Markers	Scissors
List of referrals where girls can report	"Question folder" or a place to put
instances of sexual violence	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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- This is a very sensitive session having to do with feelings of sexual attraction. Make sure to practice this session with another person to ensure you feel comfortable facilitating these conversations without judgement. It is important that your group feels safe to share their feelings and emotions with you.
- Draw a black square on the back side of 20 25 sheets of paper (or enough papers for all participants).
- Make sure you have the list of referrals where girls can report incidences of sexual violence

Session Plan:



A. Welcome and Story Time: Total Time - 5 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. pull questions from the anonymous question folder and make time to answer the questions, if there are any.
- 3. Answer questions before proceeding to the activity.



B.Activity: Total Time - 70 minutes

<u>Sex: How do I know when I am ready?** (25 minutes)</u>

Tell girls that you are going to talk about sex and it can be uncomfortable.
 Emphasize that sex can feel good, and it also means that you have new
responsibilities to protect yourself and your partner from harm. 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.
- 3. Ask the girls: *Close your eyes and answer each question silently in your heads, based on how you feel right now.*
- 4. Read out loud the following questions:
 - Does the person I am with (in real life or imagined) make me feel good about myself?
 - Am I enjoying this relationship and the person I am with right now?
 - Will I be glad when I am older that I lost my virginity at the age I am now?
 - Am I sure no one is pushing me into having sex?
 - Am I able to talk comfortably 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)? How do I know?
 - 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?
 - If I need emotional support at any time, can I go to my parents or another trusted adult?
 - If I get pregnant, do I have the social support from friends and/or family to ensure I get the care I need?
- 5. Say: If you answered "no" to some of these questions, it is important to think about whether or not you are ready to have sex. No matter what you choose, it is important to make the decision yourself, rather than having someone pressure you before you are ready.
 Ask: Instant content is the presence of th
- 6. Ask: *How do you know when you're ready to have sex?* Gather as many responses as possible. Do not respond, just listen.

Ask: How do you know when you're ready to have sex?



- 7. Ask: *Why might girls feel like they "should have" sex? What are some of the reasons?* Gather as many responses as possible. Add the following, if not mentioned:
 - 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.
- 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 okay. Just because you don't want to have sex now doesn't mean you'll never want to.

Exploring Sexual Consent and Coercion (45 minutes)

- 1. Begin the activity by saying that it is normal for young women to have an increasing interest in romantic and sexual relationships. Ask: *Has anyone noticed this among their friends?*
- 2. Write (or say aloud) the word "Sexual Consent". Ask the group: What do you think 'sexual consent' means, and why is it important? Get as many responses as possible.

Ask the group: What do you think 'sexual consent' means, and why is it important?

- After they answer, say that "sexual consent" simply means agreeing to participate in a sexual behavior. Both individuals have to agree to do something without pressure, and if one person does not want to, they are not giving their consent. It's important that consent is given every time you are considering sexual activity.
- Explain that sexual consent is like eating a pizza [or choose another locally appropriate food that is most often shared among a group of people] and expand by saying the following:
 - You have tea when you're thirsty for tea. It starts with an internal desire and you have some sense of control over it.
 - b. When you want to drink tea, you find someone to share it with who is also thirsty.
 - c. When you find someone you want to share tea with, what do you do? You talk about what you want. You negotiate ("do you like tea with sugar?") and say what you prefer.



- d. You might want to drink tea and then have one sip and decide you don't want to drink anymore at this time. You might want two cups and your friend wants one. You don't decide how much tea to drink based on how much your friend is drinking, and you don't make your friend drink tea if they don't want any.
- e. If someone is under the influence of alcohol or drugs, don't make them drink tea.
- f. With tea, you want to enjoy your drink. We decide for ourselves if we are enjoying our tea and are satisfied, rather than having someone else decide for us.
- g. It is important that if tea is on offer, we are given the choice to agree every time to drinking some. Just because we drank tea yesterday does not mean we want tea today. And we might start drinking tea and not want to finish as many cups as we originally thought.
- h. Now, think about substituting the word sex or another sexual activity for "tea".
- 5. Ask: *What do you need to give someone your consent?* Include the following points and if, possible, have these written on a flipchart:
 - You believe that you have the right to decide for yourself whether or not to engage in a sexual act.

Ask: What do you need to give someone your consent?

- You have sufficient power and control over your own life to be able to say what you want and act upon it.
- You are mature enough to know the consequences of engaging in sexual activity.
- You are in a relationship where your partner will respect your decision.
- You have a clear mind not impaired by drugs or alcohol.
- Have accurate information about your partner's sexual health status.
- 6. Ask the group to respond to the next question with the person sitting next to them: In general, why is it difficult for young women to give consent? What does gender and power have to do with it?
- 7. Ask for a few volunteers to share what they discussed in their pairs, and follow up by saying young women often have less power when it comes to sex for many reasons. Give some examples like the below:
 - They may be reliant on this person for food, money, housing



- It is less socially acceptable for women to talk about sex, seek sexual health information and have access to contraceptives
- Their partner may be violent or threaten them if they do not agree to sex
- Gender and power inequality the overall idea that men can exert power and control over their female partners and that they could expect obedience. Control of girl's sexuality is a fundamental display of gender inequality.
- 8. If it is not mentioned, discuss with the group that it can often be difficult for girls to give consent. Say: In many places, girls/women are not expected to make decisions about sex and they are sometimes not even expected to say yes. They are expected to say no or be shy and the boy/man is expected to pursue. That by itself makes consent difficult to establish. We need to reflect whether that is the case here and how both girls and boys can establish new expectations where both can clearly communicate they want to have sex.
- 9. Define sexual coercion: When a person makes their partner feel obligated or forced to perform a sexual act they do not want to do, they are sexually coercing them.
- 10. Give examples of what "sexual coercion" may look like in relationships:
 - They may make you feel like "you owe them" sex because (1) you are in a relationship, (2) they gave you a gift, (3) or you went home with them (4) you have agreed to having sex in the past.
 - They react negatively when you say 'no' or don't agree to do something.
 - They take advantage of the fact that you're in a relationship by saying, "Sex is a way to prove you love me" or "if you don't want to have sex, then I will find someone else".
 - It includes using all kinds of tactics such as guilt, pressure, or shame to get you to do what they want.
 - In extreme cases, sexual coercion may involve physically forcing another person to have sex.
- 11. Ask the group what they think about this and if they have anything else they would like to add.
- 12. Next, using the "Consent or Not?" Stories in the **Appendix**, break the girls into 3 groups and give each one a story they will read aloud. After each scenario the group will have to determine whether or not there was sexual consent.
- 13. Thank all the girls for their performances and move on to the next activity.



Safety Skills (about 20 minutes)

- 1. Explain that there are different kinds of touches; good touches, bad touches, or confusing touches (not quite good or bad).
- 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. Say: Making you feel ashamed about something the other person has done is part of how they control you and keep you silent. What they have done is not acceptable.
- 6. Remind the girls: It is NEVER your fault if someone touches you in a way that makes you feel uncomfortable.
- 7. 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.
- 8. 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.

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.

9. Discuss any of the Safety Skills <u>not</u> mentioned by participants:



Walk with confidence	• Stand tall and hold your body with confidence so that you project strength and power.
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).

- 4. Ask the girls to demonstrate all the Safety Skills.
- 5. 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.
- 6. Thank everyone for their participation today.



C. Wrap Up: Total Time – 20 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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. To encourage any girl who has experienced unwanted touches to come and talk to you, tell them that you will stay back for a few minutes to answer any questions.
- 4. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 5. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 6. Close the meeting.



CONSENT OR NOT?¹⁵ Stories

Note to the Facilitator: Please change the names and context so that they fit your setting.

Story #1: Jin is 18 and Josef is 20. About six months ago, Jin asked Josef asked Jin, his girlfriend, if she would have sex with him. They are open and honest with each other, so she told him she was afraid of the consequences and did not feel ready. She said she would like just to kiss and touch each other for now. Josef really wanted to try intercourse, but he agreed with Jin. Now Jin thinks she is ready. She asks Josef where they can get more information to avoid any risk. Can Jin give free and informed consent?

Answer: Yes – Jin believes she has the right to decide for herself; she is able to communicate and implement her decision, and her partner respects it; her mind is clear; she does not have an overriding economic or material motive; she is aware of and intends to inform herself about risks and protection; and she is legally old enough to make the decision. Although we don't know if the partners have discussed their previous sexual behavior or drug use, we know that they are open and honest with each other.

Story #2: Eve is 14 and in school. Edo is 18 and works with Eve's father. Edo came to know Eve when he visited her house. Edo and Eve have started meeting away from her house as well. Sometimes Edo gives Eve presents and money, if she needs it. Recently he has started telling her how much he loves her and saying that he really wants to have sex with her. Can Eve give free and informed consent?

Answer: No – Consent from a 14-year-old is complex, because of his or her still-developing maturity. Concerns about maturity and children's rights have led to the establishment of laws defining a minimum age for giving sexual consent and outlawing child marriage. (discuss law in your country). Furthermore, with an element of economic dependence and/or coercion (e.g. Edo gives Eve money when she needs it), Eve is not fully free to

¹⁵ Adapted from IPPF's "Know It! Own It! Your Sexual Rights Matter" publication: <u>https://www.ifpa.ie/sites/default/files/documents/Reports/teaching_about_consent_healthy_boundaries_a_guid</u> e_for_educators.pdf



decline sex. (Ask, do you think buying people things is coercive? Small gifts can be genuine tokens of affection, but they can also provide leverage for coercion. In this case, Eve's young age is more likely to make her vulnerable to coercion when she is influenced by gifts.)

Story #3: Gia, 24, is at a party at the house of some students, and she is drinking a lot. Her partner, with whom she has had sex before, pulls her into a bedroom and starts taking off her clothes. She is fading in and out of consciousness. Can Gia give free and informed consent?

Answer: No – Gia is drunk and nearly unconscious. She is unable to decide for herself, and her partner is not communicating with her.

Story #4: Liya, 17, is about to have sex with her boyfriend Amit, with whom she has been involved for a short time. As they are about to have sex, Liya goes completely silent. She becomes completely passive and goes somewhere else in her head. Amit is enjoying himself and notices her silence, but doesn't ask her about it. Is Liya consenting?

Answer: No – Liya's silence and freezing up is a normal reaction especially if communication about sex is not common. It suggests that she is uncomfortable with having sex on some level. It would be good to stop and have a conversation, now or another time, so that Liya can express her feelings more fully.



Session 17: Understanding Gender and Power Together (Joint Session)



Learning Objectives

By the end of this session, participants will:

- Describe how girls and boys experience their gender identities by actively listening to one another.
- Explore how power is influenced by one's own identity.





Flipchart stand, if available and feasible for meeting location	Таре
Flipchart paper (newsprint)	"Question folder" or a place to put questions anonymously
Character Roles in Annex with each role written on a piece of paper	



Preparation Notes:

- Read this Session Plan several times. Be familiar with the content and how to deliver it
- Invite the Mentor of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
- Take care to ensure that the views of girls are respected in the mixed-gender group. For many boys, this may be the first time that they are actively listening to the voices



and experiences of women. Go over the ground rules before starting this activity, emphasizing the importance of respect. Respect is also given by:

- Keeping phones off
- Avoiding side conversations
- Not laughing
- Staying in one's seat for the entire conversation
- Prepare the character cards. There are examples of characters in the Annex of this activity, but adapt them to fit your context.



A. Welcome: 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.



B. Activities: Total Time – 95 minutes

The Gender Fishbowl^{xxi,xxii,xxiii} (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.
 - "Gender roles" refers to what men and women are <u>expected to do</u> within a family, community, society.



- "Gender norms" refers to ways that men and women are <u>expected to act</u> in the family and the community. This can vary from place to place, even within the same country.
- 3. Explain to the group they will do an activity called the, "Gender Fishbowl." The purpose of this activity is for boys and girls to learn about the others' experience of what it is like to be a boy or girl.
- 4. Divide the boys and girls into separate groups.
- 5. Ask the girls to sit in a circle in the middle of the room facing each other. Ask the boys to form an outer circle around the girls and sit down facing in.
- 6. Explain to the group the girls are now the "Fish," and the boys are the "Bowl." Say that the "Bowl's" job is to stay silent and listen to the girls' answers to the questions below.
- 7. Once the girls finish discussing the questions (below) for about 20-30 minutes, close the discussion. Then, have boys and girls switch places.
- 8. Say that the boys are now the "Fish" and the girls are the "Bowl". Facilitate a discussion with the boys using the questions below.

Questions for Girls	Questions for Boys
 Who taught you how to act like a girl? What messages did they give you? What is the best part about being a girl? Why? What is the hardest part about being a girl? Why? What do you find difficult to understand about boys? What would you like boys to know about what it's like to be a girl? 	 Who taught you how to act like a boy? What messages did they give you? What is the best part about being a boy? Why? What is the hardest part about being a boy? Why? What is the hardest part about being a boy? Why? What do you find difficult to understand about girls? What would you like girls to know about what it's like to be a boy?



- 9. Reflect on the activity once both groups had a chance to discuss the questions in their fishbowl. Ask the following discussion questions:
 - How did you feel being the fish?
 - How did it feel being the bowl?
 - **Boys**: Did you learn anything new by listening to the girls?
 - **Girls**: Did you learn anything new by listening to the boys?
 - **Boys:** Why is it important in our daily lives to "keep our ears open" by listening to girls? What are the benefits of this?
 - **Girls:** Why is it important to "keep our ears open" by listening to boys? What are the benefits of this?
- 10. Thank everyone for their meaningful participation and for being respectful towards one another. If they were not respectful, remind them of what they can do to improve.
- 11. Thank the boys for keeping their ears open to the girls, and thank the girls for having the courage to share their experiences. Say: *This is something boys and men listening actively to girls and women that must happen more outside of this group, because girls provide unique and valuable perspectives.*
- 12. Also acknowledge how difficult it is for boys to talk openly and share personal experiences because they are often told to hide their emotions because they are men. This can cause a lot of harm! By understanding the feelings and experiences of one another, boys and girls can have better understanding and respect.

The Power Walk (45 minutes)^{xxiv}

- 1. Say that in the last activity they learned about how gender influences our
 - experiences of being boys and girls. Say that our gender can also affect how much <u>power</u> a person has.

Ask the group: What does 'power' mean to you?

- 2. Ask the group: *What does 'power' mean to you?* Get as many responses as possible.
- 3. Next, ask the participants to close their eyes and think of a memory of a time they felt **powerless.** After a minute or two, ask the participants

(still with their eyes closed) to think of a memory of a time they felt

powerful.

- 4. After a minute, tell the participants to open their eyes. Ask the group: *What does being powerful feel like?* Give some examples if not mentioned by the group -
 - In control
 - Knowledgeable
 - Brave



- Big
- Strong
- Нарру
- 5. Next, ask the group: *What does being powerless feel like?* Give some examples if not mentioned by the group:
 - Small
 - Without any control
 - Unwanted
 - Afraid
 - Not confident
 - Sad
- 6. After the group has shared different examples, explain: **Power can be positive or** *negative depending on a person's own experience. We are constantly moving in and out of situations and relationships where we have more or less power.*
- 7. Ask participants to stand in a long row. Give each one a character card that you prepared earlier. Ask each participant to read aloud the role that has been given to them.
- 8. Explain that you want them to take on the role of the character that is written on their card. You will read them a series of statements and they will decide whether or not they can say "Yes" to the statement. If they can say "yes" then they will take a step forward. If they say "No" then they have to stay where they are.
- 9. Say that they can ask the larger group for help if they don't know the answer.
- 10. Read the following statements:
 - I have had or will have opportunities to complete my education
 - I don't have to worry about where my next meal will come from
 - I can earn enough money to make a good life for me and my children
 - I could find a new job easily
 - I have a right to inherit property and get a loan to start a business
 - I can refuse a proposition of sex for money
 - I can negotiate safe sex with my partner
 - If I have a health problem, I can get help right away
 - I can travel around the community easily
 - If I have a crime committed against me, the police will hear my case
 - I can go to the police and not be worried about being threatened with arrest or violence
 - I can walk down the street and not worry about being raped
 - I am respected by most members of my community



- 11. When you finish all the statements, ask the group to read out their roles again.
- 12. Tell the group to stay where they are standing and ask: *How does it feel to stand where you are standing? Do you agree with where others are standing? Why or why not? How does it feel to be so far behind? How does it feel to be so far ahead?*
- 13. Ask the group to sit down and hand back the character cards.
- 14. Ask: How much inequality did you see in this exercise? Why does inequality exist?
- 15. Say: In our society, there are lots of examples where one group has power over another group (e.g. discrimination based on gender, based on one's own ethnicity, sexual orientation, how much money they have). At the same time, we all have different, intersecting identities. I can be a woman and poor and have less power than a woman who is wealthy. At the same time, we both may experience the same insecurity if we were to walk down the street at night alone.
- 16. End this activity by asking: *What would need to happen for everyone to be standing on the same line?*



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 Participant Guide.
- 5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
- 6. Close the meeting.

ANNEX

Character Roles

Note for Facilitator: Listed below is a set of characters that can be used for the character cards. These characters have been chosen to show how the amount of power a person has is affected by a range of their identities (patriarchy - based on gender; economic exploitation - linked to class; as well as discrimination based on age and mental/physical ability). Adapt this set of characters to reflect the realities of power inequality in your context:

- Male member of parliament
- Wife of a male member of parliament
- Female advertising executive
- Male driver working for female advertising executive
- Female migrant worker, working in a factory
- Male taxi driver
- Unemployed man from ethnic minority
- Unemployed woman living in informal settlement
- Female sex worker
- Young girl, 12 years old, living in informal settlement
- Female student struggling to pay school fees
- Married mother of three, employed as a maid
- Female nurse
- Male doctor
- Unemployed, blind man



Session 18 - Sexually Transmitted Infections (STIs)



Learning Objectives

By the end of this session, the girls will:

- Understand the basics of how to prevent STIs and where to seek treatment.
- Know the importance of getting tested to know one's HIV / STI status.
- Make a plan for how to get tested if they are in a sexual relationship.

Total Time: 2 hours



Materials Needed:

Flipchart paper and marker	Таре
A key, rock, or banana (or another small object)	Information such as pamphlets about a local clinic where young people can get tested for STIs

"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.



• Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

Session Plan:

A. Welcome: Total Time - 10 minutes

- 1. Welcome everyone back to the Girls Club. Thank the girls for 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. Say: As you grow older you may begin to feel sexual feelings of attraction towards other people. These new feelings also come with new responsibilities to keep yourselves and your partners healthy. Today, this session will focus on a topic called, "sexually transmitted infections," also known as "STIs" and visiting the health clinic.



B. Activity: Total Time - 90 minutes

Sexually Transmitted Infections (45 minutes)

<u>Important:</u> The key point of this activity isn't that they memorize each STI individually. The most important thing to learn is that some STIs have symptoms while others don't, and some are curable with medicine and some are not. So, it is important to get tested and talk to their partner about their status or getting tested when they begin to engage in sexual activity!

- 1. Conduct this energizer (5 minutes):
 - 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 <u>not</u> 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".



Ask: What have

you heard

- 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. Ask: How did you feel doing this activity? When the girls reply "fine," say that often we cannot see what is going on with other people, or how things get passed from one person to another. They may feel "fine" but really they may be infected with an STI.
- 4. Ask everyone to sit down.
- Explain that when two people engage physically/in sexual behaviors, they can be at risk for getting a sexually transmitted infection (STI) including HIV (Human Immunodeficiency Virus), if one partner is infected.
- 6. Explain that some STIs can also be transmitted by sharing sharp materials, blood transfusions, and through childbirth.
- 7. Ask: *What have you heard about STIs?* Initiate a discussion about STIs to learn what girls know and do not know about them.

about them. about STIs?

- 8. If not mentioned by participants, discuss these key points 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.
 Symptoms in boys may include pain or burning during urination. Sometimes girls/women will experience a vaginal discharge with odor or pelvic pain. <u>But</u>
 <u>many young people who are infected with an STI have no symptoms at</u>
 <u>all!</u> 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 in women later in life. HPV puts boys/men at risk for penile, anal, and oral cancers. 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 boys and girls at health centers in many countries. It is best to have this vaccine while boys girls are young, before they start having sex.
 - 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:
 - i. Thin, gray, white or green vaginal discharge.
 - ii. Foul-smelling "fishy" vaginal odor.
 - iii. Vaginal itching.
 - iv. Burning during urination.
 - v. 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.
- BV and vaginal yeast infections are not considered sexually transmitted infections. But, there's an increased risk for both 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).

Next, ask: What do you know about HIV?

- 9. Next, ask: *What do you know about HIV?* Initiate a discussion about HIV to learn what girls know and do not know.
- 10. When done, summarize these key points about HIV:
- Human Immunodeficiency Virus (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.
- 11. Discuss ways in which someone can get HIV.
 - Through unprotected sex with someone who has HIV.
 - From blood transfusions with contaminated blood, or sharing syringes, needles, or razors with someone who has HIV.
 - 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 HIV.
- 12. Emphasize that HIV is **not curable**. But, there is effective medicine for HIV. People with HIV can live long and productive lives if they take this medicine every day.



- 13. 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.
- 14. 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.
- 15. Ask several girls: "How can you tell if a person has HIV?" If not mentioned, explain:
 - You <u>cannot</u> 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.

Getting Tested At the Clinic (45 minutes)

- 1. Say: I just gave you lots of information about STIs and HIV. It is not important to remember every single definition and detail. The most important thing to remember is that many of these infections do not have symptoms and some do not have a cure. For this reason, it is really important to get tested regularly when you begin to have sex.
- 2. Break girls into small groups and have them discuss the following questions (Note: You can also write these down on a flipchart paper):
 - What do you think prevents young people from going to get tested for STIs and HIV?



- What fears or concerns do you have about going to the health clinic?
- What are the benefits to knowing these things with regards to preventing HIV and other STIs?
- How can we support each other to go get tested once we are sexually active?
- 3. Ask each group to present their ideas.
- 4. Ask the girls if they know the names of any local clinics where they can get tested for STIs. If one of the young women has been before, ask them what it was like and what they know about the clinic or its services.
- 5. Tell the participants that before going to the clinic, they will need to generate a list of questions.



6. Ask them: *What kinds of questions do you need to ask when you visit the clinic?* Add the questions from the table below if not mentioned.

What health services do you provide?	Is this visit confidential?
What STI services do you offer?	What kinds of contraception do you offer?
How much do they cost?	Can I have a female/male doctor?
How long will the STI test take?	How long will it take to get the STI results?

Questions for Clinic Visit

- 7. If available, pass out information about a health clinic where girls can get tested for STIs. Describe what the center is like and what they can expect.
- 8. If you feel knowledgeable enough, do a short role-play (scenario below) where you play the health provider and a volunteer plays a young woman seeking sexual health services. Have them ask the questions prepared by the group that you wrote on the flipchart.

Role-Play Scenario Example: A young woman goes with her friend to the local health clinic for the first time. She wants to get tested for HIV. Her friend is there for emotional support. After getting her test results, she meets with the health provider to ask questions.

- 9. End the role-play and ask:
 - a. How did it feel to "visit the clinic"?
 - b. What fears or concerns do you have about going to the health clinic?
 - c. What are the benefits to knowing these things with regards to preventing HIV and other STIs?
 - d. How can we support each other to go get tested once we are sexually active?
- 10. End by saying it is important for young women to be fully informed about their own health because not only does it affect their own well-being, but the health and well-being of their current / future partners.





C. Wrap Up: Total Time – 10 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

[1] From: International AIDS Alliance. 100 ways to energise groups: Games to play in workshops, meetings and the community



Session 19: Eating Healthy for Me!



Learning Objectives

By the end of this session, the girls will:

- Explain why they need to eat healthy and balanced meals at different times during the day.
- Be able to talk to their family members about Move, Grow and Shine foods.
- Explore how to prevent anemia in early and unintended pregnancy.

Total Time: 2 hours



Materials Needed:

Flipchart stand, if available and feasible for meeting location	Таре
Flipchart (newsprint) paper	A Flipchart/Flipbook with illustrations of the move, grow, and shine foods or refer to the images in the Participant Guides
Colored Markers	



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.
- 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.



- Remember that it is possible that the girls in your group come from food insecure homes. **Be sensitive** when asking about their meals and how they can access nutritious foods.
- 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

- Prepare a flipchart with these four questions on it. Leave enough space to write the girls' responses under each question:
 - 1. What do you eat for breakfast?
 - 2. What do you eat for a snack? How many snacks do you have in a day?
 - 3. What do you eat for lunch?
 - 4. What do you eat for dinner?
- Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.





- 1. Welcome the girls back to the Girls Club. Thank them for coming.
- 1. Ask: *Does anyone have questions from the last Girls Club meeting?* Pull questions from the anonymous question folder, if there are any.
- 2. Tell the girls to form a circle.
- 3. Ask someone in the circle to volunteer to start the exercise.
- 4. 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.
- 6. Start the game with the volunteer. Continue until all the girls have added something to the shopping list.



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7. When done congratulate all the girls for being so creative.

Activity ^[2]: Total Time – 105 minutes

Move, Grow, Shine Foods (about 5 minutes)

- 1. Ask the girls: *Why is it important to eat different foods every day?* Get as many responses as you can.
- 2. If not mentioned, explain that a good and balanced diet is important grow strong and healthy both physically and mentally. Without enough good food, the body will not grow as strong. Today, we will talk about ways that different foods meet all your body's needs.

Move Foods (about 20 minutes)

- 1. 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.
 - If we do not eat enough Move foods, we will feel tired. We will not have enough energy to get through the day.
- 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.)



- 3. Explain that starchy foods give the body energy and fuel to Move.
- 4. Ask what might be some starchy foods that would give the body energy?
- 5. 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.
- 6. 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.)
- Go to the Move column on the flipchart and ask: Which foods on the list are actually Move foods? Circle all correct answers - all starchy and fatty foods and oils/butter.

8. Ask: Does anyone have a question about Move foods?

Grow Foods (about 20 minutes)

- 1. Discuss Grow foods:
 - Grow foods help your body to grow, build strong muscles and develop as a woman.
 - If you don't eat enough Grow foods, the body will not be as strong.
- 2. 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.)
- 3. Say: The best foods for growing and building muscle and bones are animal products and legumes.
- 2. Ask the girls: *What are some foods like legumes and meat that would be Grow foods?* If available, show illustrations of these foods in a Flipbook/Flipchart.
- 3. Discuss any of these Grow foods not mentioned:

Milk	Yogurt	Chicken	Beef	Lamb
Cheese	Eggs	Pork	Goat	Fish

Ask: What kind of foods might help your body to Grow?



Beans	Chickpeas	Lentils	Ground	
			nuts	

4. Go to the Grow column on the flipchart and ask: *Which foods on the list are actually Grow foods?* Circle all correct answers - all legumes and meat.

5. Ask: Does anyone have a question about Grow foods?

Shine Foods (about 30 minutes)

- 1. Discuss Shine foods:
 - Shine foods help protect the body from illness.
 - They also help your teeth, hair, fingernails and skin to be healthy.
- 2. 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.)

column.)



3. 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.

4. Explain that the best Shine foods are those with color, namely, fruits and vegetables.

5. Ask: What are some Shine foods that you know of?

6. Discuss any Shine foods not mentioned: 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.)		

 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.)



- 6. Ask: *Are there any Shine foods under the Grow or Move columns?* (Note: If yes, add them to the Shine column on the flipchart.)
- 7. 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.
- 8. 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.
- 9. 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.)
- 10. Remind the girls: *Growing girls and boys need a variety of different foods in order to Move, Grow and Shine.*
- 11. Ask if anyone has questions.

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. Ask one girl in the group to find a blank page in her Participant Guide so that she can take notes.
- 4. Read the four questions on the flipchart (prepared beforehand see Preparation Notes.)
 - What do you eat for breakfast?
 - What do you eat for a snack? How many snacks do you have in a day?
 - What do you eat for lunch?
 - What do you eat for dinner?
- 5. Explain the exercise: (**Note:** Allow about 5 minutes for the exercise.)
 - Within your small group answer the questions written on the flipchart.
 - Take notes and prepare to present your answers to the group.
- When ready, ask each small group to present their answers to the questions. (Note: Write their responses on the flipchart under each of the questions. Do <u>not</u> write duplicate responses.)
- 7. Thank everyone for their presentations. Summarize all the groups' responses to each of the questions.
- 8. Remind the girls: *During puberty and adolescence, their bodies are changing, growing, and maturing a lot. This growth needs more food and more frequent*



meals. <u>Note:</u> Remember to maintain sensitivity when saying this as some girls in your group may come from food insecure homes. It is not always possible to have a diverse diet. The important thing is that they should aim to do the best they can.

- Explain that not every person or home has access to the same nutritious foods. In general, girls their age should eat three main meals and at least two snacks a day, if possible/available and to be mindful as much as they can to eat a diverse diet.
- 10. 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.

Your Meals! (about 20 minutes)

- 1. Keep girls in their small groups. Assign each one a meal or snack of the day: Breakfast, Lunch, Dinner, and Snacks.
- 2. Explain the activity (10 minutes):
 - Using the tables for Move, Grow, and Shine foods, have each group brainstorm the following:
 - For the meal you're assigned, what good, simple foods could you eat more of?
 - What are ways you can have locally available and affordable Move,
 Grow and/or Shine foods in your meal/snacks?
 - What can you say to trusted adults in your household about the importance of eating nutritious meals?

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.

- 3. Have each group present what they brainstormed. Highlight any patterns in responses to reinforce realistic, positive strategies that the girls can act upon.
- 4. 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 fruit and drink milk or water.
- Say that many girls cannot decide for themselves what foods to eat when they are at home – they rely on adults or other decision-makers to get access to their meals.
 Emphasize the good solutions the girls came up with on how to talk to adults about healthy nutrition.



Note: Some of the parents of the girls in the Girls Clubs are also in the Parent Groups. They could be a good group to explain to other parents the importance of healthy nutrition in adolescence.

Let's Talk About Anemia (about 20 minutes)

- 1. Say that some young women suffer from anemia. Ask the girls what they know about anemia.
- 2. Say that anemia can affect anyone, including young, pregnant women. Emphasize that if unintended and early pregnancy does occur, maintaining healthy nutrition is important for both maternal and newborn health.
- 3. 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.
 - If you are pregnant, your baby also needs your blood.
 - 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 some parts of the world, 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.
- 4. Ask: *What happens when you are anemic?* (Note: Encourage many girls to respond, especially those who have known someone who was anemic.)
- 5. Discuss the main symptoms of being anemic:
 - Feeling dizzy
 - Feeling tired, listless
 - · Looking pale; pale palms
 - Being short of breath
 - Getting headaches
- 6. 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.
- 7. Ask which **Grow** foods would have the most iron? (**Note**: Encourage several girls to answer.)



- 8. Discuss these key points about iron-rich **Grow** foods:
 - Animal products such as beef, liver, chicken, goat, fish, eggs.
 - Non-animal products such as beans, lentils, spinach and whole grain foods
 - Even if you eat a little bit of these foods you will get the best source of iron.
 - Milk is <u>not</u> a good source of iron.
- 9. Ask: *Which Shine foods would have the most iron?* (Note: Encourage several girls to answer.)
- 10. 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.
- 11. End by sharing that anemia can also be caused by heavy menstruation and malaria. Ask: What can you say respectfully to adults or decision-makers in your household about the importance of eating iron-rich foods? Gather as many responses as possible.



D. Wrap Up: Total Time – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

^[1] Adapted from: International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community

^[2] Adapted from: SPRING. 2016. Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria: A Training Guide for Community-Based Organisations. Module 3: Activities for Children 6-11 Years. Arlington, VA: Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project





Learning Objectives

By the end of this session, the girls will:

- Explore how their identities have changed over time.
- Describe gender identity, sexual orientation, and gender expression.
- Have ideas on how to show support for people of all gender identities including non-binary, and sexual orientation.

Total Time: 90 minutes

Materials Needed:

Flipchart stand, if available and feasible for meeting location	Pens or pencils
Flipchart paper (newsprint)	"Question folder" or a place to put questions anonymously
Colored markers for the group	



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.
- 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 flip chart papers with definitions of gender identity, gender expression, sexual orientation
- Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.



Session Plan:

A. Welcome: Total Time – 5 minutes

Welcome the girls back to the Girls Club. Thank them for coming.
 Ask if anyone has a question from the last Girls Club meeting. Pull

questions from the Anonymous Questions folder, if there are any.

4. Say that today they will talk about how to reflect on who they are as a person, also known as their identity, and explore how to respect and appreciate gender identity and sexual orientation.



B. Activity - 75 Minutes

Who Am I? Who are you? (30 Minutes)^{xxv}

Note: Discussing sexual orientation and Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+) rights may be sensitive, controversial, or even dangerous in your setting. If you are carrying out this session, be sure to practice it several times so that you feel comfortable carrying it out.

1. Give each girl a colored marker. Ask all the participants to draw a big 5-point star in the middle of their paper like this with their marker:



- 2. Ask the girls to write their name in the center of the star. Then on each point of the star, write out the qualities that describe who they are. For example, "I am funny," "I am great at football", "I'm a good cook", "I'm independent," etc.
- 3. After, ask the girls to go around and present their star to the group.
- 4. After, say that the qualities they described on their star make up part of their "identity". Identity means who you are as a person.
- 5. Ask: How has your identity changed since you were 12 and 13 years old? Why is it good to be proud of who you are?



- 6. Now, pick up a piece of blank paper or even your mobile phone and pretend it is a news bulletin. Say: *"Friends, I just received a news alert that the government has just announced that they will be taking away your stars and you now have to hide your identity."*
- 7. Proceed to collect the stars from the girls and place them away from view.
- 8. Ask the group: *How do you feel now that you have been told to hide who you are?* Probes: *Discriminated against?* Collect as many responses as possible.
- 9. Say: In communities everywhere, many people are told to hide parts of their identity, including how they choose to express themselves, and who they love. If they choose to express these parts of their identity, they are at risk for violence, isolation, incarceration, or worse.
- 10. Open to the flipchart with the key definitions for the session. You do not need to write the bullet points, but rather use them to further expand upon each definition.

Gender Identity: Who we feel that we are. For example, I feel like a girl, or I feel like a boy, neither or both.

- 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.
- Some people do not feel that they identify as either male or female.
- Your gender identity is how you feel or understand that you are.

Definitions of other common gender identities:

- Transgender People whose gender identity and/or expression is *different* from cultural expectations based on the sex they were assigned at birth (e.g. "I am biologically male, but I feel like a woman").
- Gender Queer A label used by people who do not identify with the binary of man or woman.

Gender Expression: How we dress and act is how we choose to express our gender identity. This is called gender expression.

- 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.

Sexual Orientation: Refers to the people we are attracted to, physically and romantically. For example,

- 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 are attracted to the same gender as they are, such as men being attracted to men.
- Some people feel attracted to more than one gender, such as to their own gender and people of different genders.
- Some people do not feel physical or romantic attraction towards anyone.

Sexual Orientation (45 minutes)^{xxvi}

- 11. Say: Nearly everyone has a sexual orientation, meaning that you are attracted to men, women, both, or neither. Women who have sex with women and men who have sex with men may identify as lesbian, gay or bisexual – or they may not use any label at all. Although we do not know precisely what determines a person's sexual orientation, we do know that is formed early in life, is not chosen by the person, and cannot be changed, although because of social taboos and homophobia, a dislike or discrimination of homosexual people, it might be hidden.
- 12. Ask the group: *Can you name the different types of sexual orientation that exist?* If not mentioned, explain the following (<u>Note</u>: It may be helpful to write on another flipchart):
 - Heterosexual Someone who is only attracted to people of a different gender.
 - Lesbian or gay (sometimes referred to as "homosexual") Someone who is only attracted to someone of their same gender.
 - Bisexual Someone who is 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, queer, 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.)
- 13. Ask the girls the following questions:
 - Why is it so difficult for people and societies to accept people who are *not* heterosexual?
 - Why are people who are "different" (i.e. not heterosexual) often targeted with violence? Why do people see sexual and gender diversity as threatening?

14. Explain that there are countless stories of violence against gays, bisexuals, and others often committed by men because they consider homosexuality a threat. They believe that by being gay, for example, you are not seen as a "real man." It is commonly believed that real men "tough it out", "have as many female partners as they can", etc.

15. Ask: What type of challenges do people of diverse sexual orientation and gender identities experience? (e.g. violence, discrimination, depression, drug and alcohol abuse, suicide). Gather as many responses as possible.

Ask: What type of challenges do people of diverse sexual orientation and gender identities experience?

16. Explain that because society is not accepting of people of diverse sexual orientations other than heterosexual, they are more likely to be socially isolated and vulnerable to all types of health risks.

- 17. Break the girls into small groups and ask them to discuss the following question:
 - How can we work together to create a more supportive and respectful environment for people of all diverse identities?
- 18. Ask each group to present what they discussed. Write the ideas on a flipchart paper.
- 19. Once you've recorded all the ideas, repeat them back to the group and ask them to write down the answer to this question in their Participant Guide: *What is one thing you can do from this flipchart starting this week?*





C. Wrap Up: Total Time – 10 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

Session 21 - Staying Safe in the Community: Prevention and Response



Learning Objectives

By the end of this session, the girls will:

- Review different forms of harassment and gender-based violence (GBV)
- Practice steps to assess risks in their surroundings.
- Develop an action plan for staying safe in their community.
- Develop and practice ways to respond to being harassed or threatened.

Total Time: 2 Hours



Materials Needed:

Flipchart stand, if available and feasible for meeting location	Таре
Flipchart paper (newsprint)	Colored Markers
Appendix: Risk Assessment Scenarios	"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.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.



- 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, "Risk Assessment/Safety Plan". Write these five steps on it.
 - 1) Identify your safe and less safe areas in your compound, neighborhood, and community.
 - 2) Decide on a plan of action to stay safe.
 - 3) When in less safe areas, pay attention and observe what is around you at all times.
 - 4) Have a trusted person with you at all times if you must spend time in a risky area or situation.
- Write these Safety Skills on a flipchart paper: (**Note**: Cover this until you need it.)

Avoid areas that might be dangerous	Ask community adults to speak to harassers	Other?
Say clearly what you want	Be loud	Safety in numbers
Create distance	Stay clear	Call in support

Session Plan:

Α.



Welcome: Total Time – 10 minutes

1. Welcome the girls back to the Girls Club. Thank them for coming.

2. Ask: Does anyone have a question from the last Girls Club meeting? (Pull questions from the anonymous question folder and make time to answer the questions, if there are any.

3. Say: Today we are going to learn how to reduce your risk of experiencing violence in different situations.



B. Activity 1^{xxvii}: Total Time – 20 minutes

What Is Harassment? (about 5 minutes)

- 1. Remind girls that we have 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.
 - Spaces where girls feel safe tend to shrink as they get older.
 - Mention some girls may be facing new risks, for example, secondary schools are far from their homes so traveling back and forth or living away from their families.
 - Are there some other new risks that older girls face that younger girls don't?
- 3. 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.)

Bullying	Put downs	Unwanted touching
Name calling or ridiculing	Sexual harassment	Sexual suggestions
Unwanted or offensive verbal language	Unwanted sexual advances	Rape

4. Summarize gender-based risks to girls, highlighting what girls have <u>not</u> mentioned:

- 5. Remind girls that sexual gender-based violence involves any type of unwanted sexual 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.
- 6. Explain that we are going to discuss how to deal with these kinds of situations if they happen to you. Sometimes we can take steps to prevent these things;

sometimes we can find good ways to respond that help remove you from the situation or stop of the perpetrator from taking more severe actions.

<u>Safety Skills</u> (about 5 minutes)

 Sexual assault and rape happen because of a perpetrator's need for power and control over another person. It is never the fault of the victim! It is never the fault of the victim!

2. 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. Share the list of Safety Skills.

Skills:	Examples:	
Say clearly what you	• Simple: "No, thanks", or "No"	
want	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).	

- 3. Explain that girls can also use Safety Skills when boys/men are trying to hurt their feelings or bully them.
- 4. Point out that the Safety Skills work best if you:
 - Are assertive and make your message <u>very</u> clear.
 - Avoid situations where the risks are known to be greater.



• Trust your instincts: If you feel uncomfortable in a situation or threatened by someone, try to leave and get to a safe place immediately.

Exercise: Roleplays for practicing our skills (about 10 minutes)

- 1. Mention that girls your age are at more risk of potential harassment and sexual advances than boys.
- 2. Anyone can encounter harassment or bullying, and it is good to have these skills in mind and to practice them. Let's do a short roleplay and practice the skills we have just been talking about.
- 3. Ask the girls to think of a situation that could happen in their community where they could be unsafe or experience harassment. Ask for volunteers to act the situation out.
- 4. As they act out the scenario, call out the skills and have the girl "in danger" practice them and the girls in the audience call out suggestions for how a person could apply each of the skills in turn.
 - Say clearly what you want
 - Be loud
 - Create distance
 - Walk with confidence
 - Steer clear
 - Safety in numbers
 - Call in support

If there is time, try to act out two different scenarios with roles and opportunities to contribute for everyone.

- 5. Point out that harassment is very common during adolescence. But you can stop or curtail it by saying something.
- 6. Explain that harassment, bullying, and abuse is everybody's business. Don't think it is not your business because you have not experienced it. Abuse is everybody's business!
- 7. Emphasize that if saying something would endanger you or make matters worse, do not do or say anything right then.
- 8. Summarize these points: If you see violence you can do many things:
 - Call someone for help.
 - Report it to an adult.



- Ask the person who experienced the violence if they are alright.
- Let the perpetrator know their behavior is inappropriate/not funny/sexual harassment.



C. Activity 2 ^{xxviii}: Total Time – 60 minutes

Risk Assessment (about 30 minutes)

- 1. Say: Certain parts of your home, neighborhood or village may be less safe for you than others. Harassment and violence are more likely to occur in some of these places.
- 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.)
- 3. Summarize types of harassment, highlighting what girls have <u>not</u> already mentioned:

Bullying	Put downs	Unwanted touching
Name calling or ridiculing	Sexual harassment	Sexual suggestions
Unwanted or offensive verbal language	Unwanted sexual advances	Rape

- 4. Explain that assessing risks for harassment and violence 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.
- 5. Refer to the **Risk Assessment/Action Plan** flipchart (prepared beforehand) and discuss four steps for assessing risks and avoiding potential harm:
 - a. Identify your safe and less safe areas in your compound, neighborhood, and community.
 - b. Decide on a plan of action to stay safe.
 - c. When in less safe areas, pay attention and observe what is around you at all times.
 - d. Have a trusted person with you at all times if you must spend time in a risky area or situation.



- 6. 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 risks/what are the risks of walking to or from the following places?:
 - Market
 - School
 - Fetching firewood
 - 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?
 - When do safe or unsafe spaces and people overlap? When not?
 - 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 firewood
 - Fetch water
 - Bathe
 - Use the toilet
 - If you got together with your friends, could you make a map of the community that shows safe and less safe places to go?
- 7. 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.)
 - 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 <u>not</u> to go to the place? How would you decide?
- Could you get the support of community leaders to come up with a good plan for keeping you safe?
- Could the boys from the Boys' Club support you in any way?
- 8. Emphasize the last step, "**Observe what is around you at all times**". Perpetrators often look for somebody who is not paying attention.
- 11. Ask why observing all around you is important.
- 12. 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**!!
- 13. 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.
- 14. Ask participants to repeat the five-risk assessment/action plan steps:
 - 1. Learn about potentially risky areas in your community
 - 2. Decide on a plan of action to stay safe
 - 3. Walk with confidence
 - 4. Observe what is around you at all times
- 15. Tell the girls to find a partner and teach each other the five steps of the risk assessment/action plan. (**Note**: Allow about 2 to 3 minutes for this.)
- 16. 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.
- 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.
- 5. 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!)
- 6. 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.)
- 7. 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?
- 8. Discuss the girls' observations and summarize the key important points discussed.
- 9. Thank the first group for a nice job.
- 10. Ask the next group to report on their scenario.
- 11. 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?
- 12. Discuss the girls' observations and summarize the key important points discussed.
- 13. Continue the process until all five small groups have reported on their scenario.
- 14. 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?
- 15. When done, ask how the girls will now assess risks for potential harm in their compounds or neighborhoods? (**Note**: Write response on blank flipchart.)



16. Ask the girls to summarize ways in which girls can stay safe when they feel at risk.



D. Wrap Up: Total Time – 20 minutes

- Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

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?

Session 22: Community Mapping and Safety (Joint Session)



Learning Objectives

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.
- Create a plan together to make public spaces as available to everyone as possible.

Total Time: 2 Hours and 30 Minutes



Materials Needed:

Flipchart stand, if available and feasible for meeting location	Таре
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 Mentors of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one will facilitate.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.



- 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 capture all of these.)

Community office	Tea shops	Road/paths
Health post	Grazing land	Hand pump
Village streets	Streams/river	Wells/boreholes
Center of main	Communal	
	Health post Village streets	Health postGrazing landVillage streetsStreams/riverCenter of mainCommunal



Session Plan:



Welcome: Total Time – 30 minutes

1. Welcome the girls and boys back to the joint Boys and Girls Club meeting. Thank everyone for coming to the session.

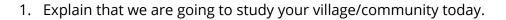
- 3. Introduce yourself and other co-facilitators.
- 4. Ask the girls and boys to introduce themselves and say one thing they have learned since the last Joint Girls and Boys club meeting.
- 5. Ask if anyone has questions from the previous session. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
- 6. Ask who has used the negotiation skills they learned during the last Joint Girls and Boys Club meeting? What was it like?
- 7. Explain that today you are going to learn how to stay safe as you grow and change over the years.



Β.

Activity: Total Time – 1 hour and 30 minutes

The Gendered Space^{xxix} (about 50 minutes)



- 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.
- 8. When participants are done, ask them to look at their map and add the following:

Do This:	For locations where:
Circle the place or write "Boys" on the name of the places/locations.	Adolescent boys usually go to meet, play, or engage in other activities.
Circle the place with a different color marker or write "Girls" on the place(s).	Adolescent girls go to meet, play, or do chores.
Circle the place with yet a different color marker or write "Both" on the place(s).	Both girls/women and boys/men go to meet, play, or engage in other activities.
Draw a sad face in the appropriate color near those locations	Girls/women or boys/men are discouraged from using those spaces
Draw a "sun" around it, with rays shining outward	irls and boys can access support for gender-based violence, child abuse or other problems



- 9. 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.)
- 10. 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.
- 11. 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.
- 12. 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?
- 13. 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? Whose "territory" of public spaces is smaller?
 - 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^{xxx,xxxi} (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 <u>risky</u> for girls to go safely.
 - Places where it is <u>risky</u> 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.
- 2. 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 ____ (square) around the location.
- 3. Give the groups about 10 minutes to mark their maps.
- 4. When done, ask each group to present the results of their exercise.
- 5. 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?
- 6. Summarize the risky places (or times of day that are risky) where girls do <u>not</u> feel safe or welcome.
- 7. 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?
- 8. 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?
- 9. 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.
- 10. Discuss ways for girls to be safe while walking to, from, or past risky places or paths. (**Note:** Write responses on a new flipchart.)





11. 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 the girls to and from risky places.
- Ask adults in the community how certain spaces might be made safer for girls and women.
- 12. Ask how boys can support girls when they have to walk by or pass through risky places.
- 13. Ask for ways that boys can be safe walking to, from, or past risky places. (**Note**: Write responses on flipchart.)
- 14. 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.)

Ask: How can you work together on a project to make your community safer for everyone? 15. Ask: *How can you work together on a project to make your community safer for everyone?* Gather as many ideas as you can and write them on a flipchart. If possible, work with your team to see how you can support the girls and boys to make this community project a reality.

16. Ask: Which supportive adults could be involved in a community safety plan?

17. Thank everyone for their participation.





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?
- 4. Explain that this is the last joint Boys and Girls Club meeting. Thank everyone for coming and participating so actively.
- 5. Say: Take a couple of minutes to write what you learned in your Participant Guide.
- 6. Ask everyone what they learned the most from the Joint Girls and Boys Club meetings.
- 7. Say any parting words, as you choose.
- 8. Close the meeting.



Session 23: Substance Use and Abuse

Learning Objectives

By the end of this session, the girls will:

- Understand how substance abuse affects behaviors.
- Understand consequences of alcohol and substance abuse, including interfering with life goals.
- Learn about myths and facts about substance abuse.
- Develop skills to refuse peer pressure and to make decisions regarding substance abuse.

Total Time: 2 Hours

Materials

Таре	Flipchart stand, if available and feasible for meeting location
Flipchart (newsprint) paper	Colored Markers
Fact sheets on different drugs	



Preparation Notes:

- Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.
- Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
- 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.
- Label a flipchart, "Reasons People Use Drugs and Alcohol."
- Label a flipchart, "Ten Reasons Not to Use Drugs and Alcohol."



- Label a flipchart, "Responding to a Friend's Drug or Alcohol Use.
- Note for adaptation of these materials to specific country contexts: Preferred substances vary by setting, and governments may produce informative materials that could be obtained locally. The adaptation team can include a local fact sheet on the relevant substances as an appendix to the session.

Session Plan

Α.

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. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.

- 3. Divide the teens into three teams. Each team has to find three things in common like the favorite season of the year, clothes they are wearing, favorite food, and so on.
- 4. One player will then introduce the group and share the three things that they have in common.
- 5. You can even make the game a bit silly by asking the girl giving the introduction to use a voice like a show host.

B. Activity^{xx}: Total Time – 80 minutes

Assessing the Risks of Using Drugs and Alcohol (about 30 minutes)

- 1. Now we are going to talk about the use of drugs and alcohol, and the risks these substances pose to young people.
- 2. Say, compared to women, young men are more likely to die from external causes (higher rates of violence, suicide and accidents), have higher incarceration rates and rates of alcohol and substance use, and are less likely to seek their own healthcare.
- 3. But times are changing, and there are more pressures than ever for girls and women to drink, smoke and use drugs. In fact, companies sometimes advertise to women as though by using these substances, they are being more modern and empowered! Have you seen any advertisements like these?
- 4. Say, drugs and alcohol are chemicals. When someone puts these chemicals into their body, either by smoking, injecting, inhaling, drinking or eating them, they tap into the brain's communication system.



- 5. Some drugs, like <u>marijuana</u> and <u>heroin</u>, mimic a process that occurs naturally in our bodies. In fact, these drugs can "fool" our bodies by stimulating happy and euphoric feelings.
- 6. Other drugs, such as <u>cocaine</u> and <u>methamphetamine</u>, cause nerve cells to release too much dopamine, a "feel good" chemical, in our brain.
- 7. Many drugs—<u>nicotine</u>, <u>cocaine</u>, <u>marijuana</u>, and others—affect the brain's "reward" circuit. Normally, this part of our brain responds to healthy, pleasurable activities by releasing dopamine. But drugs take control of this cycle, releasing large amounts of dopamine—first in response to the drug but later mainly in response to other cues associated with the drug—like being with people you used drugs with, or being in places where you used drugs. The brain remembers this feeling and sends out an intense motivation to seek and use the drug again. Dopamine does not *cause* the good feelings; instead it reinforces the desire to use drugs.

8. Alcohol, which is accepted in a great majority of places, is also an important drug to understand. It also produces feelings of joy and pleasure, at least at first. Your inhibitions and the parts of the brain that worry about stress and unpleasantness are suppressed. After a certain point, things change, and people become tired, argumentative, sad, weepy, and so on. Depending on how much you drink, the next day you can't walk, talk or remember things as well. These are all signs that alcohol is toxic!
Alcohol, which is accepted in a great majority of places, is also an important drug to understand. It also produces feelings of joy and pleasure, at least at first. Your inhibitions and the parts of the brain that worry about stress and unpleasantness are suppressed. After a certain point, things change, and people become tired, argumentative, sad, weepy, and so on. Depending on how much you drink, the next day you can't walk, talk or remember things as well. These are all signs that alcohol is toxic!

 Say, even though prescriptions drugs are not illegal, if they are not prescribed to *you*, it is illegal for you to consume them. They are another important category of drug that cause harm to young people. Ask: What are some of the reasons you know about that people use drugs and alcohol?

- 10. Say, this is a lot of science. But what are some of the reasons you know about that people use drugs and alcohol?
- 11. Write the reasons the girls come up with on a flip chart. If these reasons are not covered, be sure to include:
 - a. Manipulation by corporations to purchase cigarettes and alcohol
 - b. Response to uncomfortable emotions
 - c. Peer and parent use
 - d. Association of drug and alcohol use with growing up, or as a rite of passage
- 12. Our brains are wired to make sure we will repeat survival activities, like eating, by connecting those activities with feeling good. Whenever this reward circuit is kick-started, the brain notes that something important is happening that needs to be remembered, and teaches us to do it again and again, without thinking about it.



Because drugs come in and "hijack" the same circuit, people learn to use drugs in the same way.

- 13. After repeated drug use, the brain starts to adjust to the surges of dopamine. As a result, the ability to feel pleasure is reduced. The person feels flat, lifeless, and depressed, and is unable to enjoy things that once brought pleasure. Dopamine encourages the brain to repeat the pleasurable activity of drug-taking to feel good again. When you need more of the drug to experience the same high, this is called tolerance.¹⁶
- 14. When the person needs drugs just to feel normal, this is an effect known as dependency.
- 15. Ask what are examples of the harmful effects someone might experience as a result of using drugs or alcohol?
- 16. Write these harmful effects up on the flipchart.
- 17. Summarize types of harm, highlighting what girls have <u>not</u> already mentioned. Most important is that the things we hope and plan for in our lives can be interfered with by the use and abuse of these substances.
- 18. Say, The first time a person uses drugs, it's usually a choice that is often encouraged by peers, or by the associations of these drugs with being 'cool,' popular, and so on.
- 19. What are some ways a person might resist peer pressure? Ask the girls for their ideas and list them on the chart. Be sure these ideas are included:

NOTE:

Encourage a discussion about how girls might be pressured, asked to do things they do not want to do, or exposed to crimes that result from the fact that many drugs are illegal; they might be influenced to do things that are not good for them; they might be subject to the influence of others; they might spend a lot of money they don't have.

- a. Look the person in the eye and say 'no' in a polite, but clear and firm, voice.
- b. Suggest something else to do.
- c. Walk away from the situation.
- d. Find something else to do with other friends.
- e. Avoid peers you know use or sell drugs if you think it will be hard for you to resist.
- f. Role play resisting peer pressure with your parents or other friends who share your ideas.

¹⁶ <u>https://teens.drugabuse.gov/blog/post/tolerance-dependence-addiction-whats-difference</u>



- 20. Drugs and alcohol are expensive, can make us do things that do not always reflect good judgment, and can harm our health. This is true even when someone is consuming moderately and is able to continue with their normal routine.
- 21. Repeated drug use can change the brain, driving a person to seek out and use drugs over and over, despite negative effects such as stealing, losing friends, family problems, or other physical or mental problems brought on by drug use. This is addiction.

<u>Recognizing and Responding to a Problem with Substance Abuse^{xxxiii}</u> (about 20 minutes)

- Say, it is best to avoid from using any drugs or alcohol. But alcohol or other legal substances may be used moderately by parents or other adults. Can you think of any examples of responsible substance use among adults in your community? What makes this use seem "responsible" in your opinion?
- 2. Ask, What signs do people show when they are using or abusing drugs or alcohol? Encourage a discussion based on the girls' experiences.

Ask: What signs do people show when they are using or abusing drugs or alcohol?

- 3. Say, addiction can happen at any age, but it usually starts when a person is young. If a person continues to use drugs despite harmful consequences, they could be addicted. It is important for them to talk to a trusted adult or medical professional about it—their health and future could be at stake.
- 4. Have friends or family told you that you are behaving differently for no apparent reason—such as acting withdrawn, frequently tired or depressed, or hostile? You should listen and ask yourself if they are right—and be honest with yourself. These changes could be a sign you are developing a drug-related problem. Parents sometimes overlook such signs, believing them to be a normal part of the teen years.
- 5. Only you know for sure if you are developing a problem because of your drug use. Here are some other signs:
 - spending time with different friends
 - not caring about your appearance
 - getting worse grades in school
 - missing classes or skipping school or work
 - losing interest in your favorite activities
 - getting in trouble in school, work, or with the law
 - having different eating or sleeping habits
 - having more problems with family members and friends



6. Say, there is no special type of person who becomes addicted. It can happen to anyone.

Responding to a Friend's Use of Drugs or Alcohol (about 30 minutes)

- 1. Say, now we are going to talk about how to respond to a person's use of drugs.
- 2. Ask, What would you do if you find out a good friend is using drugs? Encourage discussion.
- 3. Using the flipchart you labeled earlier with "Responding to a Friend's Drug or Alcohol Use," write up the ideas the girls share.
- 4. Ask whether there are any local health resources the girls could turn to.
- 5. Say that another thing they might do is encourage their friend to speak to a trusted adult. Are their parents people they could imagine discussing this with?
- 6. Say, If a friend is using drugs, you might have to step away from the friendship for a while. It is important to protect your own mental health and not put yourself in situations where drugs are being used. ^{xxxiv}
- 7. Ask the girls whether there are community leaders they could speak to who might be able to influence the presence of people selling drugs or alcohol in the community.
- 8. After the discussion is over and the girls have shared their ideas about how to respond to a friend's use of drugs or alcohol, remind them that we know this is something that can happen to anyone, including ourselves. Think quietly to yourself how you would react if you yourself realized that you had a problem with drugs or alcohol. Could you use some of the ideas shared here?
- 9. Thank the girls for their ideas and tell them it is time to wrap up.



C. Wrap Up: Total Time – 30 minutes

- 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 2. Initiate a discussion about today's Session, asking the girls what they learned, what they will do differently now, and how they might share this information with family and friends.
- 3. Say: Take a couple of minutes to write what you learned in your Participant Guide. It should include:
- Ideas for helping keep our friends healthy
- Ideas for keeping myself healthy



- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.



Session 24: Savings and Loans Groups

Learning Objectives

By the end of this session, the girls will:

- Describe what a Savings and Loans Group is.
- Describe the benefits of a Savings and Loan Group.



Total Time: 2 Hours

Materials Needed:

Flipchart paper (newsprint)	Appendix: Speaker Guidelines - see end
Colored Markers	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 an experienced, successful representative from a Savings and Loan Group or similar organization in the village 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.



 Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.



Session Plan:

A. Welcome^{xxxv}: 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. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
- 3. Conduct this or another energizer:
 - Stand up and break into pairs of two people each.
 - Decide who will be the first observer.
 - Observe: 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 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?
- 4. Ask: What did you learn from this exercise?



5. Ask everyone to sit down.

B. Activity: Total Time – 70 minutes

1. Explain that in a previous Girls club meeting you learned from a model woman who may have started her businesses or small enterprise with assistance from a Savings and Loan Group or similar organization.

- 2. Mention that today you are going to learn more about a Savings and Loan Group in your village.
- 3. Invite the speaker to stand in front of the participants.
- 4. 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".
- 5. 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 their talk.)
- 6. 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 a 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?
- 7. Ask if the girls have any questions for the speaker? (**Note:** Energize the girls to ask questions.)



- 8. 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.)
- 9. Thank the guest speaker for sharing his/her story, lessons, and wisdom with the girls.
- 10. 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. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
- 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 Participant Guide.
- 4. Remind the girls when the next Girls Club will meet. Tell them to bring their Participant Guide.
- 5. Close the meeting.

Session 25: Wrap Up and Next Steps

Learni

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 and engage in lifelong learning.
- 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	Таре
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.
- Write on six different flip charts the following topics: adolescent health, gender, safety, education, communications and finances. (**Note:** each flipchart to have one topic)

Session Plan:

A. 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 their hard work and participation during the Girls Club meetings.
- 4. Mention that you have seen the girls learn and grow a lot.
- 5. Mention that you are proud of their progress.
- 6. Ask for a volunteer to lead in an energizer.
- 7. Divide the girls in groups of six and assign them the topics.
- 8. Tell them that each group will be making short presentations on the topics given.
- 9. Say: Let's talk about what you learned over this past year.



B. 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 <u>not</u> 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 the first group to make a short presentation on what they remember about adolescent health.
- 3. Ask them to present to the entire group.
- 4. 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)
- 5. If needed, fill in key gaps of knowledge about the physical, emotional and social changes that occur during adolescence.
- 6. 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 or in the community.)
 - How can girls manage their menstruation?
 - What are ways that girls are managing their menstruation these days (for girls who are menstruating)? (Note: If girls are still struggling with good menstrual hygiene management, brainstorm solutions with them.)
- 7. Ask the girls how pregnancy happens. (**Note**: Probe for knowledge on the female reproductive organs, menstrual cycle, ovulation, and how an egg and sperm meet sex.)
- 8. If needed, fill in gaps of knowledge about how pregnancy happens.
- 9. Ask how girls/women can prevent pregnancy. (**Note**: Probe for knowledge about at least three different types of contraceptive methods.)
- 10. If needed, fill in gaps of knowledge about contraceptive methods including where they can get access to these methods.
- 11. 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.)
- 12. If needed, fill in gaps of knowledge about STIs, including HIV, and ways to prevent them. (**Note**: Keys points should include use of condoms if sexually active, not sharing sharp instruments.)
- 13. 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.)



- 14. If needed, fill in gaps of knowledge about Move, Grow, and Shine Foods and what a healthy meal should include.
- 15. Ask what three ways are to prevent anemia. (**Note**: Probe for knowledge about iron-rich foods mostly Grow foods, malaria control, and prevention of infections.)
- 16. If needed, fill in gaps of knowledge about ways that girls/women can prevent anemia.

Gender (about 10 minutes)

- 1. Ask the second group to make a short presentation on what they remember about gender.
- 2. Ask them to present to the entire group.
- 3. 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 <u>expect</u> women and men <u>to do</u>. Gender norms are how culture and society <u>expect</u> women and men <u>to behave and act.</u>)
- 4. If needed, briefly discuss the difference between biological sex, gender roles, and gender norms.
- 5. Ask if gender roles and norms can change over time?

Ask for a volunteer to lead in an energizer

Safety (about 20 minutes)

- 1. Ask the third group to make a short presentation on what they remember about safety.
- 2. Ask them to present to the entire group.
- 3. 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.)
- 4. As needed, review the types of gender-based violence, harassment, and sexual assault that girls and boys can experience.



- 5. 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.)
- 6. Ask what are the key Safety skills. (**Note**: Probe for knowledge about all six Safety Skills.)
- 7. As needed, briefly describe any Safety Skills not mentioned.
- Ask who has used their safety plan and/or Safety Skills over the past half year. How did it help you in the situation?
- 9. Ask what are key ways to intervene if they encounter or witness harassment and.or sexual assault.

Education (about 10 minutes)

- 1. Ask the fourth group to make a short presentation on what they remember about the importance of staying in school and for continued learning outside of it.
- 2. Ask them to present to the entire group.
- Ask how education can help girls meet their dreams and goals? How can girls continue to learn even outside of school? (Note: Encourage an active discussion on this.)
- 4. Ask: Since attending the Girls Club meetings, what have you done to overcome any personal obstacles to completing school? What have you done to continue learning if you are not in school? (**Note**: Encourage many girls to discuss how they have overcome challenges to completing or doing well in school.)
- 5. Ask what are the girls' educational and learning goals for next year? (**Note**: Encourage many girls to explain their educational goal for next school year.)

Communication (about 10 minutes)

- 1. Ask the fifth group to make a short presentation on what they remember about communication.
- 2. Ask them to present to the entire group.
- 3. Ask what is a good communication skill to use when *you* are emotional during a conversation.



- 4. 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.)
- 5. If needed, briefly review good active listening skills (pay attention, use nonthreatening body language, and be neutral).
- 6. Ask what are good negotiation skills? (**Note**: Probe for knowledge of the four Negotiation skills discussed during the Girls Club meetings.)
- 7. If needed, briefly review any of the four negotiation skills not mentioned.

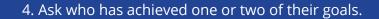
Finances (about 10 minutes)

- 1. Ask the last group to make a short presentation on what they remember about finances.
- 2. Ask them to present to the entire group.
- 3. 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.)
- 4. 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?
- 5. What are two key elements needed for saving money? (**Note**: Probe for knowledge of the importance of a savings goal and a savings plan.)
- 6. 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 Participant Guide 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?
- 3. Ask what they think of the two goals they wrote.
 - Were they achievable?
 - Were they too big or too small?



- 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?

5. Ask the girls to go to a blank page in their Participant Guide 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.

6. 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.

7. Thank everyone for doing such a great job learning and applying what they have learned over the year.

8. If there will be a closing ceremony, explain location and details of the event.

9. Close the meeting.

¹ Adapted from the World Health Organization. Family Planning: A Global Handbook for Providers. Third Edition 2018

ⁱⁱ Adapted from Promundo's Program M Manual: <u>https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf</u>

iii From: International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community

^{iv} Girls Space Curriculum Mentor's Manual. Girls 11-12 Years Old Amhara Region.

^v Module 6 Gender Based Violence (Ethiopia) – source: <u>www.open.edu/openlearncreate/pluginfile.php/.../6.</u> gender based violence.doc

vi Understanding Boundaries, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

vii Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs.



Go Students! School-based Life Skills for Girls and Boys: A Teacher's Manual Baltimore. Maryland. 2011.

viii Adapted from: The Population Council, Inc., It's All One Curriculum. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009

^{ix} Population Council, Health and Life Skills Curriculum for the Adolescent Girls Initiative, 225–26.

* Adapted from https://www.girlsnotbrides.org/what-is-the-impact/

^{xi} Entire session adapted from the Activity "Bystander Intervention" in Promundo's Manhood 2.0 Curriculum: <u>https://promundoglobal.org/wp-content/uploads/2018/06/Manhood-2.0-Curriculum.pdf</u>

xii From: International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community

xⁱⁱⁱ Adapted from: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009

xiv Girls Space Curriculum Mentor's Manual. Girls 11-12 Years Old Amhara Region.

** Module 6 Gender Based Violence (Ethiopia) – source: www.open.edu/openlearncreate/pluginfile.php/.../6. gender_based_violence.doc

xvi Understanding Boundaries, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

^{xvii} Adapted from: The Population Council, Inc., *Health and Life Skills Curriculum*. 2013

x^{wiii} From: International HIV/AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings, and the community.

xix Adapted from: Population Council. Dream Big! Kwacha for Our Future

^{xx} Adapted from: Kathleen Callahan and Ruth Mota, Life Skills Manual (Washington, DC: Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, 2001), 183–86,

http://files.peacecorps.gov/multimedia/pdf/library/M0063 lifeskillscomplete.pdf.

x^{xi} Adapted from: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009

x^{ouii} Adapted from: The Mediterranean Institute of Gender Studies (MIGS). Youth4youth. A manual for empowering young people in preventing gender-based violence through peer education.

xiii Adapted from Promundo's Journeys of Transformation: <u>https://promundoglobal.org/programs/journeys-of-transformation/</u>

xxiv Adapted from "Patriarchy and the Power Walk" by the Regional Learning Community. Manual: Transforming Communities Towards Gender Justice"

^{xvv} Inspired by elements from California Faculty Association's Safe Zone Ally Training Manual: <u>https://www.calfac.org/sites/main/files/file-</u> attachments/safe zone manual.pdf

xxvi Adapted from Promundo's Program H activity "Diversity and Rights: Me and Others", pg 172.

xxvii Adapted from: Girl's Safe Space Curriculum, Mentor's Manual: Girls 11-12 Years Old, Amhara Region

xxviii Adapted from: Girl's Safe Space Curriculum, Mentor's Manual: Girls 11-12 Years Old, Oromia Region

xxix Adapted from: The Population Council, Inc., It's All One Curriculum. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights (Activity 10). 2009

xxx Adapted from: FHI 360/Youthnet Program. Family Life Education- Teaching Youth About Reproductive Health and AIDS from a Christian Perspective. 2006

xxxi Adapted from: Girls Space Curriculum Mentor's Manual Girls 11-12 Years Old in Amhara Region

xxxii Adapted from: Girl's Safe Space Curriculum, Mentor's Manual: Girls 11-12 Years Old, Oromia Region

^{xxxiii} Based on Step By Step Guide for Teens of the National Institute for Drug Abuse, <u>https://www.drugabuse.gov/publications/step-by-step-</u>guides-to-finding-treatment-drug-use-disorders/if-you-have-problem-drugs-teens-young-adults/how-to-recognize-substance-use

xxxiv Facts and activities drawn from National Institute on Drug Abuse, available at <u>https://teens.drugabuse.gov/drug-facts/brain-and-addiction</u>

xxxv Adapted from: http://www.leadershipgeeks.com/leadership-icebreakers-blow-wind-blow/