

PART 2

Girl Shine Life Skills Curriculum

Girl Shine

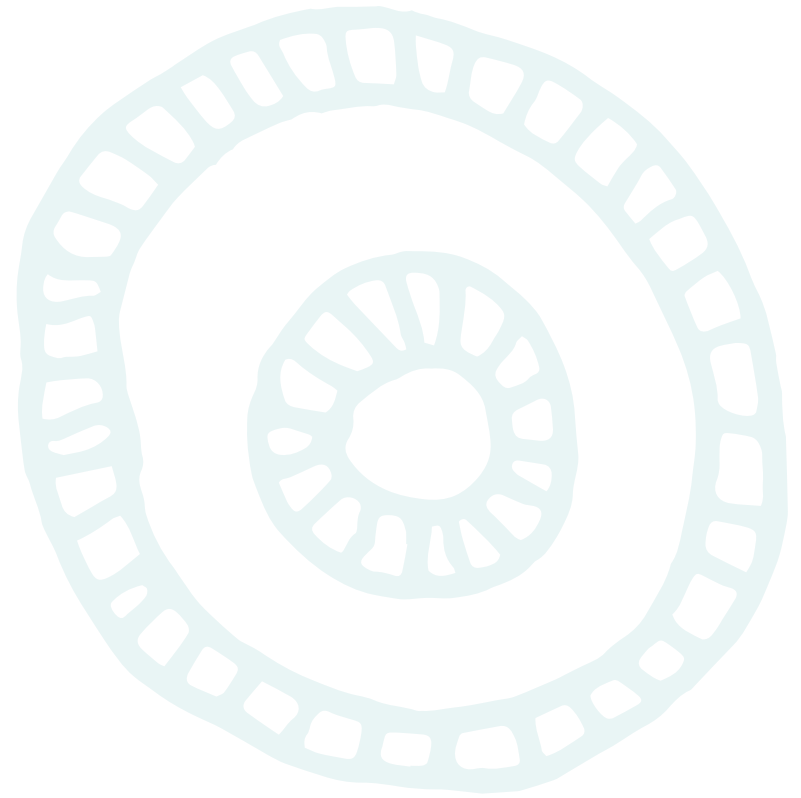


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Some session content has been adapted from existing external and internal curricula, including:

Adolescent Girls Empowerment Program, Population Council

Adolescent Girls Toolkit, UNICEF/UNFPA - Iraq

Adolescent Kit for Expression and Innovation, UNICEF

Creating Opportunities through Mentoring, Parental Involvement and Safe Spaces, IRC - Democratic Republic of Congo, Ethiopia, Pakistan

Girl Empower, IRC - Ethiopia and Liberia

Life Skills through Drama, IRC - Lebanon

Menstrupedia

My Safety, My Wellbeing, IRC - Lebanon

Safe Healing and Learning Spaces, IRC

Sisterhoods of Success, IRC - Liberia

Vision Not Victim, Meredith Hutchison

Introduction

Girl Shine is a program model and resource package that seeks to support, protect, and empower adolescent girls in humanitarian settings. Girl Shine has been designed to help contribute to the improved prevention and response to violence against adolescent girls in humanitarian settings by providing them with the skills and knowledge to identify types of GBV and seek support services if they experience or are at risk of Gender Based Violence (GBV).

The Girl Shine resource package is presented in four parts:

- ▶ **Part One** - provides a detailed overview of how to design effective adolescent girl programming in a variety of humanitarian settings.
- ▶ **Part Two** - is a life skills curriculum for working with adolescent girls that focuses on six topic areas.
- ▶ **Part Two A - Early Marriage Curriculum for Adolescent Girls:** This is a curriculum comprising of content for 16 sessions for girls who are already married (divorced, widowed or young mothers) and separate content for girls at risk of marriage.
- ▶ **Part Three** - is a curriculum that can be used when working with female and male caregivers of adolescent girls and key community stakeholders.
- ▶ **Part Three A - Early Marriage Curriculum for Caregivers:** This is a curriculum comprising of content for 16 sessions for female and male caregivers of already married (divorced, widowed or young mothers) girls and separate content for female and male caregivers of girls at risk of marriage.
- ▶ **Part Four** - is a training resource on the adolescent girl life skills curriculum (Part 2) that can be used with mentors and facilitators to help strengthen the capacity of those working directly with girls. There are additional modules included for service providers who work with adolescent girls.

The Part 2 curriculum includes six core topic areas that cover the knowledge, skills, and assets necessary to decrease risk and increase safety for girls:

- ▶ **Trust** - This module helps lay the foundation for the group to be able to move on to more challenging topic areas, while also addressing some immediate issues related to safety.
- ▶ **Social & Emotional Skills** - This module provides the foundation for building girls' positive sense of self and their ability to successfully interact with each other and their communities.
- ▶ **Health & Hygiene** - This module gives girls the opportunity to learn critical information related to their bodies, during a period when they are going through significant changes. They can explore issues related to hygiene, puberty, and sexual health in a safe space, where they are provided accurate information.
- ▶ **Safety** - This module focuses on the concepts and skills girls need for preventing, mitigating, and responding to GBV.
- ▶ **Solidarity** - This module helps girls to start preparing for the end of the program cycle, and strengthen their support networks so that they will continue to nurture the skills they have learned and their support network once the life skills curriculum finishes.
- ▶ **Visioning** - This module is designed to strengthen the social and emotional skills related to perseverance, as well as to create hope and support girls in concrete planning for their futures.

Each module offers multiple sessions covering the concepts and skills in each topic area. The sessions are outlined on color-coded cards and include key definitions, mentor/facilitator talking points and questions, and various activities and methodologies. The organization of this content is designed to be flexible and allow for adaptation to the particular context, time available, the stages of an emergency, and most importantly the input and requests of girls themselves.

The content and methodologies should:

- Be driven by the girls
- Reflect their context and day-to-day realities
- Build their knowledge and asset base
- Allow for the learning and practice of key skills
- Shift individual and community thinking, beliefs, attitudes, and behaviors
- And most importantly, empower them for the future

The Girl Shine Core Principles



- 1. Girl-centered approach:** This creates a supportive environment in which girls can shape the design and implementation of Girl Shine by voicing their needs and interests and determining how practitioners can support them.
- 2. Safety:** The safety and security of girls is at the heart of Girl Shine.
- 3. Respect:** Girl Shine should be guided by respect for girls' choices, wishes and rights. The role of mentors and facilitators is to guide girls through the Girl Shine program, not to tell them what to do.
- 4. Non-discrimination:** All girls should be treated equitably and with kindness regardless of their age, disability, gender identity, religion, nationality, ethnicity, sexual orientation or any other characteristic.
- 5. Rights-based approach:** A rights-based approach seeks to analyze and address the root causes of discrimination and inequality to ensure that everyone has the right to live with freedom and dignity, safe from violence, exploitation and abuse, in accordance with principles of human rights law.

Girl Shine Program Components

The Girl Shine Safe Space:

A Girl Shine safe space is housed within a women and girls' safe space (WGSS) and girls should be able to have time within that space without women present. This allows for consistent access to programming and provides a trusted environment where girls can express and be themselves. These spaces should be accessible and provide girls with a safe entry point for services, where they will not face stigma for being a survivor of violence. Safe gathering points also offer girls an opportunity to engage with each other, exchange information, and strengthen informal support networks. In this way, safe spaces can be a key way to build girls' social assets. In the safe space, there will be diverse adolescent girls with diverse needs, which should be accommodated for.

The Girl Shine Life Skills Groups:

The Girl Shine girl groups are the heart of the program. Girls participate in a collection of learning sessions that have been tailored to their needs, age range, experience, and situation and can be separated based on diversity factors if girls choose this. The learning sessions should be accessible (using a range of communication methods) and help build upon the girls' existing assets and equip them with key skills to prevent, mitigate, and respond to violence against them.

Through the life skills groups, girls will develop and strengthen key skills focused on negotiation and decision-making, while also realizing their rights and accessing essential information on adolescent sexual and reproductive health. Furthermore, the groups provide an opportunity for girls to voice what's important to them, explore their strengths and opportunities, and develop their leadership skills.

The Girl Shine Mentors & Facilitators:

Girl Shine encourages the recruitment of older adolescent girls or young women from the local community to facilitate the Girl Shine groups. Young women as mentors expand the safety network for the girls in their communities, and allow for sustainability and ongoing solidarity. Older adolescent girls can go on to become mentors themselves after completing the sessions and demonstrating attitudes required for mentorship. Use of young mentors should be managed and supervised by professional staff. If eligible young women are not available, program staff and/or staff from partner organizations can serve in the mentor role as a facilitator. The aim of this role is to create a connection between a girl and a "safe person" who can mentor her and contribute to her safety and well-being in the given context.

The Girl Shine Female/Male Caregiver Engagement:

Female/male caregivers should be engaged with Girl Shine whenever it is safe and possible. At a minimum they should be informed of the Girl Shine program and provide consent for adolescent girls to participate. Where possible, it is strongly recommended to engage them in a parallel curriculum while girls participate in Girl Shine. This will help to ensure that girls are not put at greater risk for participating in the program, and that their new skills and knowledge will be supported and reinforced in their home environment.

The Girl Shine Community Outreach:

Community support of the program is essential to ensuring that participating girls are safe. Staff are encouraged to create steering committees that include local stakeholders (including representative organizations of diverse girls) and key community leaders to assist with the program recruitment, selection and protection of safe spaces, and to provide guidance on social norm change elements. Additionally, health and psychosocial service providers should be linked to Girl Shine in case referrals are needed.



- The outreach strategy places an emphasis on identifying allies to support the ongoing implementation of Girl Shine as well as approaches to ensure diverse girls are reached.

While it is not specified as a core component of the model, it is essential that adolescent girls have access to GBV case management services if participating in the life skills curriculum. Preferably, this would be delivered through the same organisation that's implementing the sessions and housed in the same space where girls are participating in the curriculum. If that is not possible, strong referral links should already be up and running that are adolescent girl friendly.



Trust

Social & Emotional Skills

Health & Hygiene

Safety

Solidarity

Visioning

Girl Shine Core Topic Areas



Girl Shine Core Topic Areas and Sessions

Trust	• Introduction to Girl Shine • Our Safe Space • Communicating Without Words • People I Trust	• My Safety Map • Our Support Services • What Makes a Girl? • What is Power?	
Social & Emotional Skills	• Listening Skills • Friendships • Expressing Emotions	• Managing Stressful Times • Communicating Our Choices • Resolving Disagreements	• Family Relationships • Being Confident • Decision-Making
Health & Hygiene	• Our Rights • Staying Healthy • I am Changing (younger adol.) • Our Bodies (younger adol.)	• Our Bodies (older adol.) • Our Monthly Cycle (younger adol.) • Our Monthly Cycle (older adol.) • Sexual Health (sensitive topic)	• Contraception (sensitive topic) • Condom Use (sensitive topic) • Sexual Decision-Making (sensitive topic) • Sexual Intimacy (sensitive topic)
Safety	• Comfortable & Uncomfortable Touch (younger adol.) • Healthy Relationships • When Girls Are Hurt	• Who is to Blame? • How Can Girls Respond to Violence? • Setting Boundaries • Early Marriage (specific groups)	• Female Genital Mutilation (specific groups) • * My Safety Map to be repeated in this module • Staying Safe Online (specific groups)
Solidarity	• Positive Peer Power • Embracing Our Diversity • Building a Movement of Girls	• We are All Role Models • Girl Facilitation • Sharing Solidarity	
Visioning	• My Life Goals • Why Save? • My Wants, My Needs	• Making Spending Decisions • My Life Journey • Preparing for Our Girl Shine Community Event	• Our Girl Shine Community Event • My Girl Shine Experience

How to Use the Session Plans

The session plans are consistently designed and sequenced to lead the mentor/facilitator through the content of each session. The components of each session are outlined below.

Title Box: The top line is the session title and the bottom line is the core topic area.

Session Summary Box: The summary box provides a snapshot for the mentor/facilitator of what will be covered and needed for each session including:

- **Session Objectives** - for both the girls and the mentors/facilitators
- **Skills** - what skills are introduced and/or practiced during the session
- **Build From** - what sessions, knowledge, or skills should be done first before implementing the content of the current session
- **Materials** - what materials, handouts, or additional aids are needed for the session

Six-Point Session Road Map: The mentor/facilitator should always organize the session along the following road map:

1. Welcome & Review
2. Story Circle
3. Let's Explore
4. Activities
5. Closing Check-in
6. Takeaway



Age Range Suggestions: Age range suggestions are included for activities as appropriate.

Optional Activities: Some sessions include additional/optional activities and methodologies for content delivery.

Additional Session Resources: Additional information, facts, or background will be provided at the beginning of each module or at the end of the session plan, as needed. This will be primarily seen in sessions related to puberty, reproductive health, and other areas where the mentor/facilitator may need additional information to describe new concepts and skills.

Six-Point Session Road Map

(1.5 hours)

Each session is laid out in a six-point road map that is designed to keep the mentor/facilitators on track for the estimated 1.5-hour session, help deliver the content in a consistent way and weave all the sessions together into a cohesive program.

When mentor/facilitators are trained on how to facilitate the life skills sessions, significant time should be spent discussing the rationale behind the six-point session road map, and why each point is important. Time should be allowed for mentor/facilitators to practice this model of facilitation. The actual time needed for each session may vary depending on the age of the girls, previous familiarity with the concepts, and the pace at which the group is able to move. The road map is as follows:

1. Welcome & Review (10 minutes)

The opening of each session establishes consistency and safety for the girls every week. Each group may decide to open their sessions with a song, a poem, or some other ritual that indicates the beginning of the session. To encourage the girls to design their own opening, an activity has been included in the 'Introduction to Girl Shine' session for this purpose. Additionally, the questions included in the 'Welcome & Review' section are to connect the girls to what they learned the previous session, and to hear how they practiced or used their new skills at home and in the community.

2. Story Circle (5 minutes)

Following the 'Welcome and Review,' each session starts with a story of a girl named Sara. The story can be contextualized for location, culture, and setting as appropriate. The story is meant to introduce session content in an accessible and safe way, and provide the girls with a less personal way to consider the theme or new skill that will be introduced in that session.

3. Let's Explore (10 minutes)

The 'Let's Explore' or "teaching" part of each session should be the shortest. It gives just enough time for the mentor/facilitator to deliver basic concepts or ideas in a short and concise manner.

4. Activities (35 - 45 minutes)

The activities are meant to be the heart of each session. This is when the girls have time to explore new concepts and ideas, and actively practice new skills. The activities included for each session represent the easiest or most basic activities that reinforce concepts and skills, while allowing the girls to have fun and engage with each other. There are also optional activities included to allow mentors/facilitators to go deeper into specific topics if time allows, or if the group requires more in-depth information. Mentors/facilitators can also choose other activities not listed that may be more culturally relevant, as long as they support the overall session objective.

5. Check In (10 - 15 minutes)

The closing 'Check-In' provides an opportunity for the mentor/facilitator to check in on how the girls are understanding the life skills curriculum content and clarify any remaining questions or misconceptions. This should be an open space for girls to discuss key themes arising from the session content. Mentors/facilitators can use this as a way to observe how the girls are learning and what additional attention may be needed for certain topic areas.

6. Takeaway (5 minutes)

The 'Takeaway' encourages the girls to share or practice new learning or skills at home or in the community if safe to do so. Mentors/facilitators should invite girls to share their experiences at the review in the next session.



Girl Shine Materials



Girl Shine can be implemented in environments with different resources, from those that already have teaching materials available (pens, paper, scissors, etc.) to those that are limited to what can be found in the surrounding environment (rocks, sticks, leaves, etc.). Country teams should consider organizing support materials before the program begins. Consider what would be most appropriate for the target age range and cultural values. All sessions should include markers, post-it notes, and flip chart paper if possible. Refer to the **Appendix A25** in Part 1 on page 192 and the list of materials used in Girl Shine below:

Art Box: General supplies for art related activities, free drawing, and unstructured expression.

- Pens, pencils, markers, crayons, paints
- Paper (large roll and smaller sheets, white and colored)
- Glue and tape
- Scissors, rulers, etc.
- Culturally appropriate magazines for collages

Drama Bag: Costumes and props for use in role-play and drama-oriented activities.

- Culturally appropriate dress-up clothes
- Made-up signs that represent different places in the community (for example, the marketplace, school, Girl Shine space)
- Props for role-play
- Figures or cutouts representing families and communities, vehicles, household items

Game Box: Culturally relevant games for unstructured interaction between group members and with mentors/facilitators, including sports equipment, board games, cards, etc. Can be used in all sessions.

Nature Box: Locally available items including sticks, stones, flowers, etc., to use when materials are not available.

Girl Shine Files: Include a file, folder, and/or safe place where girls can keep their art and writings if they do not feel comfortable bringing them home.

Other: Be creative! Bring in any and all materials that are available or of interest to the girls and that would be useful in the sessions, including simple musical instruments, handicraft supplies, basic cameras, etc.

Features of the Learning Session

Each learning session comes with detailed instructions (these features also apply to the Girl Shine Family Curriculum). The instructions are listed in the order in which they should be implemented. Please try to follow the instructions as outlined. If you prefer, you can use your own words to explain each point, instead of reading directly from the guide.

The guide clearly identifies sections where you should say things to the girls, where there are open questions for the girls to discuss, and where you will ask questions.



Say: This is what the facilitator should say out loud to the girls. Usually, the facilitator is introducing a new topic, idea, providing information or sharing their own experience. You can always share your experiences with the girls to help them better understand the topics. This will help introduce the topic and provide the necessary information for the girls to build an understanding of the session content.



Explain: This is detailed information that the facilitator is expected to provide to the girls. This builds upon the 'SAY' instruction to provide examples and in-depth information to ensure that the message and information is clear and that the girls understand.



Ask: These are guiding questions the facilitators will ask the girls to help get them thinking about the session topic. After asking a question, always allow time for the girls to answer. Sometimes questions are just meant to get the girls thinking and talking about their own experience or how they feel. The questions are there to establish what the girls already know about a specific topic or issue. It is not necessary to ask every single question to the girls, for instance if you are running out of time.



Do: These are activities the facilitator will lead with the girls. Follow the instructions, as they will keep you organized. Activities may involve having the girls get up and move around, draw a picture, act, or share in a small group. Have fun with these activities!



Note: This prompt gives guidance to the mentor/facilitator on a specific activity or on addressing common challenges/issues they may face in the activity.

Girls as Change Agents



C

This is the change agent icon which indicates opportunities to take the girls' work or activities to the community through other programming or during the Visioning module at the end of the program. If using the activities to provide girls the opportunity to be change agents, it is important to take the following considerations into account:

- **Safety:** Is it safe for girls to participate in these activities outside of the Girl Shine groups and in the community? A risk assessment should be done to ensure girls' safety.
- **Female/male caregiver consent:** Do female/male caregivers support girls' involvement in these activities outside of the Girl Shine group? Female/male caregivers should be involved in the discussions related to these activities and should support girls to be part of this. Any concerns or reservations should be addressed before the activities are taken outside of the Girl Shine group.
- **Assent of the girls:** Girls should be willing to participate in these activities and should lead the formation of any activities. If girls are not comfortable with moving ahead on these activities outside of the Girl Shine group, they should not be forced to do so. They can think of alternative ways to address these issues.

During an emergency, organizations have a unique opportunity to include girls in their response efforts and position girls in the community as agents of change. Several activities throughout the Girl Shine Life Skills Curriculum can be incorporated into other sector efforts, including:

- **Awareness-building activities on health and hygiene topics:** Girls can raise awareness in their community (especially with their peers) on key health and hygiene information that could benefit adolescent girls and on topics that they feel comfortable and safe sharing.
- **Awareness raising on group safety concerns:** Safety issues raised by girls, for example, during safety mapping activities, can be shared with and actioned by camp management and coordination committees, if girls provide consent. Safety concerns that identify individual safety risks or specific perpetrators should be dealt with through case management and not through the approach outlined here.



Sensitive Topics



This is the sensitive topics icon. Sessions that are considered to be sensitive are indicated throughout the curriculum with this icon.

Some topics are considered to be quite sensitive or taboo to talk about, either with girls, women, or the wider community. However, the topics themselves are incredibly important and may include lifesaving information for adolescent girls. Mentors/facilitators may not be comfortable giving this information to girls, especially if the girls are unmarried. Girls themselves may feel uncomfortable receiving the information. Furthermore, female/male caregivers and the wider community may be resistant to this information.

When implementing these sessions, it is important to remember that this information is sensitive but critical for girls to know, and so it is important to try to find a way to give this information to girls in the safest possible way, where relevant. Mentors/facilitators should consider the following questions:

Safety

- Is this something that can be done in a group setting, or does it need to be provided on a one-to-one basis?
- Should this sensitive topic be covered by the mentor/facilitator or is it better to refer girls who may require this information to a caseworker?

Comfort

- Has trust been built with the girls before the sensitive session takes place?
- Has the mentor/facilitator prepared the sensitive session and are they fully aware of the information they need to provide?
- Have they considered how they will respond to sensitive questions?
- Have they asked for help from a supervisor to support them with the session?

Relevance

- Have the mentors/facilitators made sure that the session content is relevant to the group they are working with?
- Have adaptations been made for the context?

Monitoring Activities

M

There are some activities in the life skills curriculum that can also be used to monitor progress, knowledge, and skills. This icon shows which activities can be used for this.

If there is a desire to measure change, these activities can be done more than once during the life skills curriculum, to track progress over time. The following are examples of activities that can be used to collect data:

- Who Am I: Can help to assess change in social networks and sense of self-worth

Modules	Trust	Visioning
Sessions	Intro to Girl Shine	My Girl Shine Experience
Activity	Who Am I	

► Process

- Give girls the “Who Am I” handout from the Girl Shine Life Skills Curriculum (Trust Module: Intro to Girl Shine) and explain to them that they are going to complete three steps as outlined in the session.
- Once complete, ask the girls to put their figures up on the wall and share one piece of information with the group.
- Mentors/facilitators should compare these to the figures done at the beginning of the curriculum to assess any change in girls’ social networks and skills. Fill in the table below to indicate if this is the first or last figure that has been done with the girl (you may also decide to do this midway through the course).
- Mentors/facilitators can also take photos of the figures so they can document them (talk to your supervisor about how to store this information).

- If there are two mentors/facilitators present, one can follow up with girls for clarification on images, while the other facilitates the activity.
- How to use this information: Compare images created at the beginning of the curriculum (during the Trust Module) to ones done at the end (during the Vision Module) to assess change in social networks. This information can feed into reports that show whether girls' support networks and sense of self-worth have increased since the start of the program.

Facilitators can fill out the sample template below:

Girl Name/ symbol	Figure #	Facial expression/ feeling	Number of people she trusts (and if possible – who?)	Number of things she is good at (and if possible what they are)
<i>EXAMPLE: Girl X</i>	<i>2</i>	<i>happy</i>	<i>3 (mother, friend, cousin)</i>	<i>2 (listening to others, telling jokes)</i>
1				
2				
3				
4				
5				
6				

7				
8				
9				
10				

- Safety Mapping & Planning: to assess whether risks for girls have changed

Modules	Trust	Safety
Sessions	People I Trust	People I Trust
Activity	Safety Planning	

► Process

- Get girls to complete their safety maps in groups, following the instructions in the session.
- Once they have finished with the maps, capture the main points in the table below.
- Also take photos of the maps and make sure these are recorded and kept somewhere safe (talk to your supervisor).
- You can do this activity more than once. It is included in the curriculum at the beginning and end, but can also be used if there is an identified group/common risk that you want to support the girls to develop a safety plan on.
- **How to use this information:** This can be used to collect information on safe and unsafe places. It can be used in program implementation to raise awareness or to try and ensure these areas are made safer, by advocating with local authorities, etc. Ensure that in your next supervision session, you bring the maps and the plan to discuss them with your supervisor, especially if there are any issues that need follow-up or action.

- For the safety planning component, the mentor/facilitator will fill in the safety planning tool with the group as a whole, taking into consideration the main risks identified in all of the maps (if there are individual risks identified, this should be followed up on separately).
- This planning tool can either be photographed or transferred into the table below.

Activity #	Map #	Places marked with red X (unsafe)	Places marked with green O (safe)	Places safe/unsafe and different times (when/why?)
1	EX: Map X	Shop, bush, road to market	School, community center, market	School is unsafe at night time as people are drinking nearby
	Map 1			
	Map 2			
	Map 3			
	Map 4			

Safety Planning Tool Documentation Sample

Activity #	Map #	Who/What is the risk? (Places/people)	When? (Time)	Where? (Place when applicable)	Who are the people/What are the places that might provide support to girls?	Actions points/ How can the people mentioned provide the support?	Follow-up/What are the things to follow-up to make sure that girls are feeling safe?
1	1	Thieves	5-7am	Market	Market stall vendors Police Safe person	Raise awareness of the risk with vendors, come to market at the same time, inform police so they are aware of the risk and can patrol Be accompanied by safe person in case something happens	Organization to bring attention of the issue to police, support girls to think of ways to raise awareness with vendors Follow-up to check if girls identified a safe person to accompany them
		1					
		2					
		3					



Creating a Safe & Supportive Environment for Girls



- Girl Shine has been designed to be implemented in contexts where gender-based violence (GBV) response services are available. It is important to ensure the girls are aware of the services available as they make their way through Girl Shine. Where possible, links between girls and caseworkers should be integrated into the life skills curriculum (for example, inviting caseworkers to specific sessions where safety activities are taking place). This will help the girls familiarize themselves with the relevant response services.
- It is important to create a safe and supportive environment for girls. It is important to respect girls and show them that their opinions are important. Girls will feel safer when they are valued. Make a conscious effort to know each girl's name, notice how she interacts with the group, and reach out and connect with each girl in some way every session. This is how girls learn or re-learn what safety, respect, and care look like, particularly when they are living in situations of violence and chaos.
- Each country team needs to determine how much care, capacity, and case management can be taken on by their particular organization. While building trust with the girls in the program is critical, teams also should be aware of setting appropriate expectations for what Girl Shine can do. Make sure there is accountability for all promises made in and outside of the group.
- Where GBV response services are not readily available and accessible to girls participating in Girl Shine, country teams should reassess their decision to implement this program with girls, as it has been designed to be implemented in locations where GBV response services already exist.

Confidentiality & Group Agreements

Establishing confidentiality in the group is really important. Below is a sample script that can be adapted to explain confidentiality to girls. This will also help to minimize group GBV disclosures.



Suggested Script



Say: Before we begin, we should set some group agreements that will help us to make sure that this is a safe space for us to express our opinions and ideas freely.



Ask: What are some of the things we want to agree on to make sure this is a safe space for us, where we can feel comfortable? Write down their ideas.



Say: Some of the topics we discuss may be quite sensitive and there may be some girls who have personal experiences that they want to share. If any one of you would like to come to me individually to talk about any problems in your life, I am here to listen.

Because some topics can be sensitive, remember that it is important not to discuss personal experiences girls share in this safe space outside of this group. This is because it is not known what could happen if that information is shared.

Girl Shine Mentor & Facilitator

Gender Attitudes & Beliefs

The Girl Shine Life Skills Curriculum has been designed to address social and gender norms. Therefore it is important for mentors/facilitators to be aware of their own attitudes and beliefs and also those held by girls. During activities, adolescent girls may provide answers to questions that reinforce traditional gender stereotypes and therefore it is important that mentors/facilitators are aware of these and probe further so that girls think about where their responses may be coming from.

It is important to remember that while there is nothing wrong with girls appreciating their physical attributes, enjoying traditionally gendered household chores, or wanting to get married and have children, it is crucial that these ideas are not reinforced, and more importantly, that girls are shown that they can think outside of the gender box.

Examples of gender stereotypes that might arise and suggested responses

- In activities where girls are asked questions about what they are good at, they may respond by describing gendered chores that are traditionally assigned to girls (for example, cooking, cleaning, and taking care of siblings). It is important to ask girls why they think they are good at these tasks (it's likely that they are good at them because they are used to doing them). Explain to girls that even though their suggestions are good, they should think about other things they are good at that aren't based on things that are normally considered a "girls" role. If girls find this difficult, provide examples, such as being a good friend, playing games, being good in subjects at school, good at learning new things, etc.
- In activities where girls are asked questions about what they like about themselves or what they like about the other girls in their group, they may respond by describing physical attributes (for example, nice hair, clothes, smile, etc.). Explain to girls that their suggestions are very good, but for each suggestion they made related to physical attributes, they should name something that is not related to physical appearance. Explain to girls that traditionally, society puts a lot of emphasis on the way a girl looks and presents herself. Explain that girls are very talented, smart, and capable of doing and being many things. When thinking about what is liked or admired about oneself or other girls, girls should think about ALL of the things that make them special, because there is more to girls than just their physical appearance.
- In activities where girls are asked what they would like to do when they grow up, what's important to them, what their goals or aspirations are, they may reply with answers that reinforce their traditional gender roles (for example, want to find a husband who can take care of them, have children before they get too old, etc.). It is important to explain to girls that while wanting to get married and have children can definitely be considered a goal or aspiration, it is also important that they think about whether they are interested in having other goals and aspirations in addition to the ones they mentioned. Explain to girls that sometimes girls are told by society to aspire to be mothers or wives, and that while girls can do this, they are also capable of achieving other things if they want to. They can choose to be mothers, wives, AND achieve other things, too. Being a mother or a wife doesn't mean that girls can't aspire to do other things as well. There are many women who are mothers or wives and also successful in other areas of their life for example, work, pursuing a hobby they love, doing something for their community, being role models, helping others, etc. Get girls to think about other things they would like to achieve or do that doesn't only involve raising children or getting married, while making sure to not undermine the girls who express their desire to be mothers only.

- In activities that highlight violence against girls, some girls may respond by blaming the girl, saying girls who behave in a certain way deserve to be punished or beaten. They may say it is OK for a husband to punish his wife, for example. In these situations, it is important to explain to girls that when a girl experiences violence, it is never her fault. Many times, people blame girls for the violence that happens to them. This is done to control the behavior of girls, instead of focusing on the ones who are being violent towards girls. Those who are violent towards girls should control their behavior, as there are other ways to express oneself without using violence. If a couple have a disagreement, they can discuss and find a solution together. Girls and women should be treated as equals to boys and men. In a situation of equality, there is no need to “punish” someone or be violent towards her or him.
- In activities where you are providing information about sexual and reproductive health, some girls may express that it is not appropriate for certain girls to receive this information (for example, if they are not married). It is important to explain that it is every girl’s right to have this information, either to help them now or in the future. Many girls are prevented from receiving this information; this can put their lives in danger and stop them from making choices related to their bodies.



Girl Shine Mentor & Facilitator Tips

Below are some tips for use when facilitating the Girl Shine sessions

- Prepare in advance. The sessions are easy to facilitate, but some require planning. Be sure to read and become familiar with each session a few days before, and prepare the needed materials.
- Come prepared with supplies and materials for each session.
- The group belongs to the girls. Each girl is a leader and member. Mentors/facilitators should remind girls of this often! Welcome and include all girls equally.
- Ensure that the space stays safe and only for girls during sessions. Other girls not in the program, boys, or adults should not be allowed in the space during group time. Consider care options for children who the girls may bring, either siblings or their own.
- Engage the girls in each session's discussion. Do not teach AT the girls. Girl Shine is different than school and is meant to empower girls to make decisions about their growth and development.
- Support all of the girls, including talkative and quiet ones, to participate in sessions equally.
- Never force girls to talk or share if they don't want to. Always "invite," never "demand" or put girls on the spot.
- Acknowledge the context and challenges that the girls bring with them to the group.
- Always believe a girl if she self-reports abuse of any kind. Follow the procedures of the team to link the girl with an immediate safety plan and appropriate support.
- Remember a mentor's/facilitator's role is to mentor the girls on their life as a girl and their ability to empower themselves and change their own lives.
- Create a participatory environment. Create a relaxed atmosphere by arranging seating in a circle so that participants can see each other.
- HAVE FUN! The sessions should be interesting for girls, and it's important for girls to enjoy the sessions. Again, don't be afraid to have fun during the sessions.
- Observe and recognize warning signs for girls who may be at risk of violence (for example, behaving out of character, withdrawn, visibly distressed, signs of physical harm or neglect, signs of pregnancy, etc.) and if necessary, refer them to supportive services
- Follow the agreed referral and reporting procedures if girls are at risk or require support. Make sure to maintain girls' confidentiality (refer to Part 1 for more guidance).



Facilitating Sensitive Topics

The life skills curriculum includes many sensitive sessions, especially in the Trust, Health & Hygiene, and Safety modules. Therefore, it is critical that mentors/facilitators are equipped to deal with some of the issues that may arise.

At the beginning of each component are mentor/facilitator tips related to that specific component. Below are some general tips and suggestions specifically related to language used throughout the life skills curriculum.

Facilitator Tip	Rationale	Don't	Do
Do not ask direct questions to girls about sensitive topics.	This can put girls under pressure, and they may be unwilling to share their personal experiences due to fear of judgment from other girls in the group.	"What do you want?" "What would you do?"	"What do girls like you want?" "What would girls like you do?"
Give examples when trying to explain difficult ideas. Use a specific scenario, role-play or rephrase the idea.	Concrete examples will help girls understand the point being made, especially if they can relate through experience and exposure to these ideas.	"What are the goals that you want to achieve in the future?"	"Hala is 14 years old. When she is 21, she hopes she will have finished school and have a job as a teacher. To reach this point, she studies hard at school." Becoming a teacher is Hala's goal.
Keep your language clear and simple.	Although perfectly capable of grasping new concepts, girls may feel intimidated by technical language. Ideas need to be explained in a way that is accessible to them.	"Case management is a service offered to women and girls who experience gender-based violence."	"Sometimes, things happen to women and girls that can make them feel uncomfortable. There is someone available for girls to speak to if this happens."
Explain that there is no right or wrong answer.	It's important to make sure that the girls feel able to express themselves without fear of judgement.	"If girls suggest negative practices, don't say: 'That is wrong' or 'What you said is bad.'"	"If girls suggest negative practices, instead say, 'Let's think about the pros and cons of this suggestion.'"

Adolescent Development & Engagement Strategies

When engaging with adolescent girls, the information provided has to have meaning for them and be relatable to their experiences. Meaning and emotion are crucial elements that grab the brain's attention and aid learning. The brain makes the strongest connections through concrete experiences. Without concrete experiences, symbolic and abstract learning have little or no meaning. Because abstract thought processes are not well-developed until late adolescence (around age 18), the most effective engagement styles encompass methods that create concrete experiences. Although this broadly applies to both younger and older adolescents, country teams may find that there is a need in the Girl Shine Life Skills Curriculum to include more activities that create concrete experiences for younger girls. While these tips and techniques are used throughout Girl Shine, country teams can further adapt them if they feel adolescents need more activities that draw out concrete experiences.

Adding Emotion

Key Considerations

- The young adolescent brain has not fully developed the capacity for higher-level thinking. Their thinking usually takes place by accessing the emotional memory part of the brain.
- Emotion can also work against learning. No learning occurs if an adolescent feels threatened. For example, if adolescents are called on to answer a question or asked to read aloud, they can feel they are in a threatening situation and thus may have difficulty learning.

Tips/Techniques

- **Storytelling** facilitates emotional connections. This usually results in adolescents paying more attention and being more engaged in the topic area. Stories should be age - and context-appropriate.
- **Pausing** after asking a question will allow adolescents time to process and connect with the information.
- **Working in pairs/groups** will encourage discussion among adolescents and help them feel comfortable responding and reporting back in the wider group. Their responses can be richer as a result.
- **A safe environment** with group agreements and that allows adolescents to actively participate without fear of judgment will encourage engagement and learning.

Practice/Rehearsal

Key Considerations

- Understanding must be checked frequently to ensure that adolescents are following the learning.
- Practice and rehearsing can facilitate long-term learning.

Tips/Techniques

- **Role-plays** can allow adolescents to put into practice the information they have learned. They offer an opportunity to practice skills and techniques in a safe environment.
- **Storytelling** allows adolescents to put their learning into their own words and provides an opportunity for them to apply information to different scenarios and situations, allowing for more abstract thinking to occur.
- **Clarifying questions** can help the facilitator check that the information they are sharing is clear for adolescents. This can be accomplished by simply asking the group what questions they have, asking the group to work in pairs to answer a specific question related to the information provided, or by introducing games that will help the mentor/facilitator gauge the level of understanding in the group.

Visual learning

Key Considerations

- People take in more information visually than through any other sense.
- People have a tremendous capacity to store pictures in long-term memory.

Tips/Techniques

- **Use images** pictures, and animations when possible. This is especially helpful when explaining difficult information (for example, in the ASRH section).
- **Videos** are a great and engaging way to provide information. They can be used as an entry point for explaining sensitive information, allowing the topic to be discussed in further detail.
- **Imagination exercises** can help adolescents to connect to the information on a personal level. This gives them space to visualize what the information means to them.
- **Role-plays** allow adolescents to visualize information through acting.

Session Structure Outline



This icon indicates sessions suitable for younger girls.



This icon indicates sessions suitable for older girls.



This icon indicates sessions suitable for all age groups.

Age	Session Structure
10 - 14 years	• Session timeframes should be no longer than one hour (or one hour and 30 minutes with breaks). • Allow plenty of time for games and breaks to ensure that girls do not become restless or bored. • Information should be presented through games and interactive activities. • Do not try to cover too many activities or topics within one session. • Session plans should be short with time built in for answering questions, clarifying instructions, and repeated practice of new skills. • Recap at the end of the session to see if main points were understood and remembered. • Younger adolescents are more focused on immediate consequences. Activities that focus on longer-term planning should be adapted to focus on immediate goals. • Younger adolescents are less motivated by punishment and more likely to be responsive to reward and peer recognition. Include positive motivation in the sessions to encourage participation from girls.
15 - 19 years	• Session timeframes can increase from one hour and 30 minutes to two hours with the inclusion of breaks. Breaks can be shorter and less frequent than with the younger group. • Longer more complex activities can be included. • Less time is needed for concepts and skills to be understood. • Learning skills should be matured, but consideration should be given for girls who have had their schooling interrupted. • Activities can include reflective writing, journaling, or personal art books, depending upon literacy and interest levels. • Older girls have an increased ability and interest to engage in discussion-based activities. • Choice of methodologies can be customized to the talents and requests of the girls. • Older girls may be more inhibited by the idea of possibly looking silly or doing something that makes them stand out. • Games and activities suggested by the girls should be included. • Recap at the end of each session to understand what the most important points were that girls took away from that session.

Positive Engagement

Below are recommendations for engaging girls in Girl Shine and developing the foundational elements of trust and safety before, during, and after the curriculum sessions.

	Before	During	After
Safety	Create a space where girls feel comfortable and safe to express themselves.	Be aware of changes in behavior that are triggered by specific session content and follow up with girls.	Build time after the session to be available for girls in case they need to discuss safety issues.
Dealing with girls with mental/psychological health issues.	Be equipped with skills and techniques necessary to deal with basic crisis intervention, and be knowledgeable about response and referral processes related to mental and psychological issues girls may be facing.	- Do not force girls to participate or take on roles in which they are not comfortable. - Allow girls to decide how they want to participate and let them do this at their own pace. - Adopt positive discipline techniques (for example, provide consistent firm guidance, explain why a certain behavior is incorrect and describe the desired behavior, refer to the group agreements, and establish consequences in advance.)	- Regularly check in with a supervisor and inform her if there is discomfort dealing with any issues arising with girls in the groups. - Be mindful that the Girl Shine Life Skills Curriculum may not be the appropriate program for all girls. Refer girls to other services if necessary.
Developmental stages and capacity to engage.	- Make sure to have a good understanding of developmental stages. - Be equipped with skills and techniques that encourage participation and creativity.	- Adapt activities to meet the needs of girls. For example, include more games for younger girls, or use more stories to clarify certain concepts. - Allow space for group work and discussions for older girls. - Give shy girls responsibility within the group so that they feel included in a meaningful way.	- Assess what's working and where challenges exist and inform a supervisor. - Adapt approaches and techniques for future sessions, document this and share with a supervisor to ensure that changes are captured for subsequent program cycles.
Give girls the opportunity to voice their opinions.	Involve girls in deciding which sessions they want to include in the Girl Shine Life Skills Curriculum.	- Build feedback mechanisms into the sessions. - Create a space where girls feel comfortable giving their feedback without judgment. - If the conversation moves away from the topic, give girls the space to discuss the issues that are arising. These may be things that need to be addressed and aren't covered in the life skills curriculum content. - The objective of the sessions is to allow girls to express themselves and discuss things that are important to them. Allow them the space to do this.	- Ask girls to volunteer to provide feedback on their experience to the staff who will plan future iterations of Girl Shine. - Encourage girls to suggest new activities, identify challenges they are facing, and highlight safety concerns.

Addressing Social and Gender Norms

The Girl Shine Life Skills Curriculum has been designed to address social and gender norms. Therefore, it is important for mentors/facilitators to be aware of their own attitudes and beliefs, as well as those held by girls. During activities, adolescent girls may provide answers to questions that reinforce traditional gender stereotypes, and therefore it is important that mentors/facilitators are aware of these and probe further so that girls think about where their responses may be coming from.

It is important to remember that while there is nothing wrong with girls appreciating their physical attributes, enjoying traditionally gendered household chores, or wanting to get married and have children, it is crucial that these ideas are not reinforced, and more importantly, that girls are shown that they can think outside of the gender box. It is critical that teams ensure that addressing these attitudes and beliefs is a core component of the training given to mentors/facilitators of the Girl Shine Life Skills Curriculum.

Examples of gender stereotypes that might arise and suggested responses:

- In activities where girls are asked questions about what they like about themselves, or what they like about the other girls in their group, they may respond by describing physical attributes (for example, nice hair, clothes, smile, etc.). Explain to girls that their suggestions are very good, but for each suggestion they made related to physical attributes, they should name something that is not related to physical appearance. Explain to girls that, traditionally, society puts a lot of emphasis on the way a girl looks and presents herself. Explain that girls are very talented, smart, and capable of doing and being many things, and when we think about what we like about ourselves or other girls, we should think about ALL of the things that make us special. Explain there is more to girls than just their physical appearance.
- In activities where girls are asked questions about what they are good at, they may respond by describing gendered chores that are traditionally assigned to girls (for example, cooking, cleaning, and taking care of siblings). It is important to ask girls why they think they are good at these tasks (it is likely that they are good at them because they are used to doing them). Explain to girls that even though their suggestions are good, they should think about other things they are good at that aren't based on things that are normally considered a 'girl's' role. If girls find this difficult, provide examples, such as being a good friend, playing games, being good in subjects at school, good at learning new things, etc.
- In activities where girls are asked what they would like to do when they grow up, what's important to them, and what their goals or aspirations are, they may reply with answers that reinforce their traditional gender roles (for example, want to find a husband who can take care of me, have children before I get too old, etc.). It is important to explain to girls that while wanting to get married and have children can definitely be considered a goal or aspiration, it is also important that they think about whether they are interested in other goals and aspirations in addition to the ones they mentioned. Explain to girls that sometimes girls are told by society to aspire to be mothers or wives and that while girls can do this, they are also capable of achieving other things if they want to. They can choose to be mothers, wives, AND achieve other things too. Being a mother or a wife doesn't mean that girls can't aspire to do other things as well. There are many women who are mothers or wives and also successful in other areas of their life (for example, a career, pursuing a hobby they love, doing something for their community, being role models, helping others, etc.). Get girls to think about other things they would like to achieve or do that don't only involve raising children or getting married, while making sure not to undermine the girls who express their desire to be mothers only.

- In activities that highlight violence against girls, some girls may respond by blaming the girl, saying girls who behave in a certain way deserve to be punished or beaten. They may say it is ok for a husband to punish his wife, for example. In these situations, it is important to explain to girls that when a girl experiences violence, it is never her fault. Many times, people blame girls for the violence that happens to them, and this is done to control the behavior of girls instead of focusing on the ones who are being violent towards girls. Those who are violent towards girls should control their behavior, as there are other ways to express yourself without using violence. If a couple has a disagreement, they can discuss and find a solution together. Girls and women should be treated as equals to boys and men. In a situation of equality, there is no need to 'punish' someone or be violent towards them.
- In activities where information is provided about sexual and reproductive health, some girls may express that it is not appropriate for certain girls to receive this information (for example, if they are not married). It is important to explain that it is every girl's right to have this information, either to help them now or in the future. Many girls are stopped from receiving this information, and this can put their lives in danger and stop them from making choices related to their bodies.

Crisis Management During Sessions

There may be situations that occur during the sessions that are of a sensitive nature. These need to be handled with care, and mentors/facilitators must ensure that they do not cause further harm to girls when these situations arise. Mentors/facilitators may be faced with girls displaying harmful coping mechanisms (for example, self-harming behavior, substance abuse, suicidal thoughts), rejecting information due to its sensitive nature (especially during ASRH sessions), and disclosing personal cases of GBV. Mentors/facilitators must be prepared to deal with these situations as they arise.

Key points to consider during each session:

- Make sure to set group agreements from the start of the life skills sessions, and ask girls to remind themselves of these at the beginning of each session.
- Recognize and manage girls' discomfort.
- Avoid lecturing or preaching.
- Share accurate information.
- Don't give personal opinions.

If a situation arises during the session that needs to be managed:

- It is important to address issues as they arise and not to ignore them (even if the topic is difficult).
- Do not tell the girl she is "wrong." There are no right or wrong answers. Instead, ask them what the benefits or risks are of a suggestion or issue they share.
- Talk to the group about the importance of privacy.
- If a girl is distressed, refer to the guidance on Dealing with an Immediate Crisis on page 111 Chapter 7 of Part 1 of Girl Shine.

After the session:

- Follow up with girls (either as a group or individually, depending on the issue) to check that they are feeling comfortable and to see if there are any actions that need to be taken.
- Ask for support from a supervisor if help is needed responding to particular issues.

Health & Hygiene Sessions

Before the Session:

- **Trust:** Building trust before these sessions is crucial.
- **Plan ahead:** What do you want to achieve during the session? Does the mentor/facilitator have confidence about the information being presented?
- **Set limits:** There may be the feeling of embarrassment in answering the questions girls ask. Be honest and tell them if you are unable to answer their questions, but make sure these questions are answered, even if a member of staff or a caseworker needs to be brought in to answer them.
- **Get advice:** Talk to a supervisor to get their advice on how to tackle sensitive topics. Ask for help when needed. When seeking advice, remember to respect girls' privacy and abstain from sharing information about them with others.
- **Language:** Think about how to explain sensitive terms to the girls, such as sex, vagina, and pregnancy.

During the Session:

- Be prepared to deal with shyness.
- Remind girls of the group agreements and confidentiality.
- Before giving information, first establish what girls know (they may be able to explain it in a way that other girls understand better). Provide girls with accurate and factual information.
- Ask girls at each stage if they are happy to continue to the next topic, and don't proceed without their agreement.
- If the answer is not known be honest. Try to find the answer for the next session.
- Do not push the girls to answer questions they are not comfortable with.
- Do not ask the girls direct questions related to their personal experience. If they share their personal experiences, thank them for sharing.

At the End of the Session:

- Ask girls if anything remains unclear.
- Give them the opportunity to give feedback and suggestions in a confidential way (for example, ask them to write down their feedback anonymously if they are not comfortable verbalizing certain issues).
- Remind them of confidentiality and the group agreements.



Note: It is important that teams make sure mentors/facilitators feel comfortable expressing any concerns that they have. If they are not comfortable giving information on certain topics due to their personal beliefs, values, etc., they should feel comfortable expressing these reservations. It is essential that information provided to girls is factual, not biased, and given in a sensitive and nonjudgmental way. If it is not possible for a mentor/facilitator to do this, country teams should be made aware and consider other options (for example, bringing in a professional healthcare worker, or using a co-facilitator with experience of sharing this type of information, etc.) for those specific sessions.

Safety Sessions

During the safety sessions, watch out for the following:

- Girls behaving out of character
- Girls are withdrawn
- Girls are bringing attention to themselves
- Girls mentioning something related to problems they are facing
- Girls about to be married or recently married
- Content of activity triggers a change in behavior

Tips for safety sessions:

- Think about how to explain and define sensitive terms, such as rape, exploitation, and harassment. Assess the session as it progresses. If girls are not feeling comfortable, do not push them to answer specific questions, but try to come back to these later, or ask the questions in a different way. Try to be aware of any pre-existing safety issues in the girls' community. Have a caseworker present for some or all of the Safety sessions if possible.

Dealing with GBV disclosures in group settings:

- A girl may make a personal disclosure of GBV during the session. Mentors/facilitators should be equipped with the necessary skills to respond appropriately to girls that disclose. The mentors/facilitators are not caseworkers and therefore shouldn't be dealing with GBV cases. Their role is to ensure that after a GBV disclosure occurs, the situation is handled in a way that does not cause further harm or stigmatization to the girl who discloses.

Mentors/facilitators should do the following:

- Thank the girl for sharing (use healing statements if relevant, for example, "I'm glad that you told me", "You are very brave for sharing this", "This is not your fault.")
- Remind participants that this is a safe space.
- Change the topic from specific to general. For example, if a girl says she is beaten by her mother, say, "Some girls may experience violence in the home." Follow up with "If girls experience a similar issue, they can talk to a caseworker, and any girl can approach me after the session for more information."
- Do not ignore what the girl said or change the conversation abruptly. Follow up with her at the end of the session in a discrete way.

After the Session:

- Build time in at the end of each session to allow girls to approach you individually.
- Be available and open for discussion (and show this through body language and facial expressions).
- Be prepared in advance to deal with any issues that may arise.
- Do not ask the girl to repeat her disclosure again.
- Explain that there is someone available for her to talk to.
- If the girl agrees, facilitate the referral process by introducing her to the caseworker.

Dealing with an Immediate Crisis



There may be times when the situation cannot be managed inside the group. Mentors/facilitators may need to respond immediately to a situation that arises.

This might include:

- If a girl is highly distressed
- If a girl discloses something that needs to be followed up on immediately
- If there is an incident that is disruptive to the group

In these cases, mentors/facilitators should:

- Nominate one or two girls within the group to lead an activity or game while they deal with the situation outside.
- If the mentors/facilitators is alone, she should try to identify a staff member, facilitator, or mentor to step in and work with the group until the situation is resolved.
- If two mentors/facilitator are facilitating a session, one can remain with the group while the other deals with the situation.
- When returning to the group, check in with the girls to see if they are comfortable and whether they have any questions about the incident.
- Debrief with a supervisor and assess what follow-up needs to take place.

The role of the mentor/facilitator is NOT that of a GBV caseworker.

A mentor/facilitator can	A mentor/facilitator cannot
Facilitate the Girl Shine Life Skills Curriculum and carry out specific sessions with girls based on topics of interest to the team and the girls.	Be an assistant to a member of staff.
Link girls to caseworkers by way of introduction to casework, familiarising the girl with the caseworker, help build trust between the girl and the caseworker.	Replace the duties done by another member of staff.
Refer girls to the caseworker if they disclose GBV and want to be referred.	Provide case management: the mentor/facilitator should not be dealing with GBV cases, but they can make referrals to a caseworker if the girl requests this.
Provide girls with information.	Mediate with female/male caregivers on issues related to GBV disclosure.
Be a role model for the girls and support them through an established and formalized mechanism.	Share information about disclosures with anyone, unless the girl requests her to do so (for example, during referral to a caseworker).
Bring common safety issues and concerns being raised by girls to the attention of staff.	

Girl Shine Games & Icebreaker Menu

Girl Shine suggests the use of games, icebreakers, and other activities throughout the life skills curriculum. The games listed below can help with skill practice and concept application, as well as shake things up, get girls focused, increase safety and comfort, and support girls in just having fun. Below are some examples that mentors/facilitators can pull into the group time as appropriate. These activities can also be adapted for female/male caregivers as well to demonstrate what the girls are doing in their groups.

Name Game: Form a circle with everyone standing up. The first person says her name and makes a motion or symbol to represent herself. The next person repeats the name and symbol of the person before them, then says her own names and adds her own motion or symbol. The next person repeats the name and symbol of everyone before them and then adds her own. Repeat until everyone in the circle has gone. This game supports the girls in getting to know each other and learning everyone's names.

The Wave: Form a straight line with girls standing behind each other. The leader starts off making an arm motion; the group members repeat this motion one at a time immediately following each other to make a wave. See how fast they can go. The leader can change the motion and the pattern of the wave.

Group Lap Sit: The group will start standing in a circle, shoulder-to-shoulder. Everyone then turns to the right and puts their hands on the shoulders of the girl in front of them. The group will need to work together to communicate. At the count of 1-2-3, everyone is instructed to sit on the knees/lap of the girl behind her. If this is done too quickly, group members will fall over. Once this has been completed, the group may wish to try to walk in this formation. This is a dynamic activity, and one that will make the group feel a great sense of accomplishment when successfully completed!

Human Knot: Girls stand shoulder-to-shoulder in a circle, placing both hands in the center. When the leader says "Go" everyone grabs the hands of someone else, being careful not to grab both hands of same the girl or the hands of someone right next to them. Once everyone is connected, the object is to untangle the knot, without releasing the grip, except for permissible pivoting, as long as girls' hands continue to touch.

Telephone: Everyone stands in a line. The person at the front of the line whispers something into the ear of the next person, and so on and so on, until the last person hears the whisper from the person in front of them. The last person then says what the sentence was to the whole group and checks to see if it's the same thing the first person started with. Most often, it isn't!

Fruit Festival: Ask the girls to form groups according to their favorite fruit, or divide them into groups and ask each group to agree on a kind of fruit. Ask each fruit group to find a very small song (two or three words, and/or vocals and sound effects) and dance (a pattern of rhythmic movement) for their group. Act as a "maestro" and call them group by group to present their performance. Then start mixing them together, for example mangoes and bananas, so the groups who are called together have to perform together. From time to time, shout "fruit carnival" at which time all fruit groups should perform together. Try and explore exotic arrangements and variations. Be creative!

Animal Game: Give slips of paper to each member of the group. Write the name of an animal on each slip (maximum three to four different animals total, depending on the size of the group). Hand the papers out at random. After you count to three, each person should make the sound of the animal on their paper and find the other members of their animal group. The first group to find each other the quickest, wins.

Tasnim Says: The mentor/facilitator asks the girls to stand in a circle and listen carefully to the instructions. When the mentor/facilitator says, for example: “Tasnim says kneel down, or put your hands on your lower back” etc., the girls should do what Tasnim says. But if the mentor/facilitator says: “Put your hands on your lower-back,” the girls shouldn’t do that because Tasnim didn’t say that! If a girl moves on a time when the mentor/facilitator doesn’t say “Tasnim says,” then she is out. The game continues until a single girl wins.



Act How You Feel Today: Ask the girls to stand in a circle. Each girl will take a turn to act out how they are feeling today. For example, if they are feeling tired, they can do a big yawn. If they are excited, they can jump up and down. If they are happy, they can laugh. The only rule is that they cannot use words to say how they feel. The mentor/facilitator can start off first so that the girls can see how the game works.

Felfoul and Falafel: Split the girls in two groups and ask them to stand in a line facing each other. Allocate the first group the name ‘Felfoul’ and to the 2nd group “Falafel.” Tell the girls a story that uses Felfoul and Falafel very often. The first group should bend their head every time “Felfoul” is said and the second group should bend their head every time “Falafel” is said. Think of a story, using the words Felfoul and Falafel as many times as possible, it does not have to make sense! Try to confuse the girls while telling the story (saying Felfoul and Falafel very fast, repeating this a number of times), as the game will be funnier. Start by saying... “I had Felfoul for lunch, but not Falafel...” and then continue.



Note: If this game needs to be in a local language, try to use two words that begin with the same letter, to confuse the girls.

Clothes Swap: Ask participants to stand in a circle. One girl will volunteer to stand in the middle of the circle. The girl in the middle will say a color or accessory. For example, “If you are wearing blue” or “If you are wearing a skirt.” The girls who match that description will quickly try to swap places with another girl who matches that description. The person in the middle must also try to find a space so that another girl is left in the middle. This girl will now do the same for example, “If you are wearing earrings” or “If you are wearing green.”

Exchanging Faces: Ask girls to stand in a circle. One girl will start. This first girl will make a face or action to her neighbor on her right. The neighbor will make the same face and action back to the first girl. Then she will turn to her neighbor on her right and make a different face/action. That neighbor will make the same face and action back to the second girl and then turn to her neighbor on her right and make a different face/action. The game will continue until all girls make the faces or actions.

Note: This can be done two times or more, until the girls get better at the game.

Who’s the Leader: Ask girls to stand in a circle. Explain that one volunteer will be asked to leave the room, and then one girl in the room will be chosen as the leader. The leader must do a series of actions, such as clapping, tapping a foot, dancing, etc., that are copied by the whole group. When the volunteer comes back into the room, she will stand in the middle of the circle and try to guess who is leading the actions. The group will try not to look at the leader, making it more difficult for the girl to guess who it is. The leader must change the actions regularly, without getting caught. When the volunteer guesses the leader correctly, they join the circle. A new girl can volunteer to leave the room. After she leaves, a new girl can be chosen as the leader.

Get Me Bread: Ask girls to stand in a circle. One girl will start by saying to her neighbor on her right, “Do you have bread?” The neighbor will respond by saying, “You said what?” The girl will respond by saying, “Get me bread.” Then the girl who was responding, starts the conversation with her neighbor on her right. The girls will do this around the circle, saying the conversation loudly, in a whisper, yelling, in a silly voice, however they like to say it to make it entertaining.

Trust



Purpose

To understand the concepts of trust, safety, how to plan for safety, and establish linkages to care and support.

Trust Sessions

- Introduction to Girl Shine
- Our Safe Space
- Communicating Without Words
- People I Trust
- My Safety Map
- Our Support Services
- What Makes a Girl?
- What is Power?

Trust Concepts

- Building Group Trust
- The Definition of Safety and Mentor/Facilitator
- Behaviors of Safe People and Unsafe People
- Risk Mapping

Trust Skills

- Trust
- Safety Awareness
- Creating Safe Options
- Confidence
- Participation
- Communication
- Teamwork
- Expression
- Decision-making

TIPS

For Trust Sessions

Establishing a safe space for girls is a priority outcome of the Girl Shine program. Girls will consistently attend the group when they feel physically safe, can trust each other and the mentor/facilitator, receive kindness and caring, and a nonjudgmental welcome. The trust sessions are designed to create support for each girl so that they have a safe space to go to and a safety network throughout the program. The trust sessions also allow mentors/facilitators to gain understanding about what trust and safety means to each girl and the risks they face at home and in the community.

- o If necessary, build in additional trust building activities before addressing safety, to ensure girls feel comfortable.
- o Pay attention to how the conversation of safety affects girls or triggers certain reactions.
- o Notice if any participants bring challenging behaviors to the group. Disruptive behaviors should be addressed but not punished. Adolescents will often act out or remain guarded when they feel unsafe.
- o Pay attention to girls who are shyer or more reserved. Reach out to these girls so they feel heard even in a group where others may be more outgoing. A loud environment can feel very unsafe for girls who are quiet, and sometimes vice versa.
- o Use the session road map consistently so girls are able to access some sense of control and predictability in their lives.
- o If girls are not comfortable, include the activities related to safety at a later time when girls feel more comfortable with the mentor/facilitator and each other.
- o These safety activities can be done at various points during the life skills curriculum to assess any changes in experiences around safety.
- o Take the “temperature” of the group regularly. Use numbers or pictures/symbols of faces for girls to indicate how comfortable they feel coming to group, being in group, and applying what they learned in group at home and in the community. The first time, girls may answer what they think the mentor/facilitator wants to hear, but if conducted on a regular basis, they will feel more comfortable being honest.
- o Be the “safe person” or contact for a girl if no one is available to be her “safe person” or network. Many girls may not know anyone in the setting or do not feel safe with or trust their immediate family members. These options should be explained whenever there is a session related to safety and planning.



TRUST

Introduction to Girl Shine

Session Objectives:

- ▶ Girls learn about the program and decide to join the group.
- ▶ Mentors/facilitators: Explain the program, define “mentor,” take note of the personalities of the girls/group, and actively encourage girls’ continued participation in the program.

Skills: Participation, teamwork, communication

Materials: Art Box, services handout (ask member of staff to provide this in advance. If it is not adolescent-girl-friendly, you can explain it in detail to girls during the activity outlined below), ‘Who Am I’ handout, M & E Integrated Tools Guidance for ‘Who Am I’ activity

Welcome & Review

Introduction of the program, mentors and the girls, then sharing of snack and beverage to open the session. As this is the first session, continue with the icebreaker ‘Name Game’ to help girls learn each others’ names.

2

Story Circle

Sara

I want to introduce you to a girl called Sara. She is about your age. Sara recently moved from her home to a new location. Here, she heard that there was a group of girls who would meet each week to talk and learn new things. Sara wanted to join the group, but first she wanted to learn more about the group and what they were doing. What kind of things could this group be meeting to talk about? What do you think about the idea of having a group similar to the one in Sara’s story?

3

Let's Explore

What is Girl Shine?



Explain: Today is the first day of our Girl Shine group. This is a safe and fun learning place where we can learn new skills and information and make new friends.



Ask: What is Girl Shine?



Explain: Girl Shine is a group just for girls where we can learn about safety, talk about our hopes & dreams, and have fun together. We will meet ... (add in group meeting schedule). We call it Girl Shine because we know us girls shine like the sun! You will learn things here that will make you shine brighter!



Ask: What is a mentor/facilitator?



Explain: A mentor/facilitator is someone who listens to you, gives you information, and can guide you when you need support. I will be your mentor/facilitator during Girl Shine. As a mentor/facilitator, I promise to be kind to you, encourage you, help keep you safe, and connect you with other support you might need.



Ask: What are some things about our world and ourselves that every girl should learn? Include the topics that have been chosen for the program.

- o Describe each topic and post a sign for each to the wall of the safe space. Use local or easily understood symbols if needed.
- o Answer any questions there might be about each topic.
- o Ask if there are any additional topics the girls would like to cover during Girl Shine.



Note: It is important to ask girls what additional topics they would like throughout the duration of Girl Shine, as they may not feel comfortable discussing this during the first session.



Ask: Everyone needs help at some time in their lives. Do you know where to go if you need help with something like your health or safety?

- o Pass out the safety services handout to the girls.
- o Use a version that has symbols instead of words if more appropriate.
- o Show everyone a map of the area, where the group is currently located, and where the services are available.
- o Tell the group that they can come to you directly for help with accessing what they need.



Note: Check to see if girls have any questions and that the timing and frequency of sessions are suitable for them.



Activity I

Who Am I



Step 1: Me

- o Girls should write their name or choose a symbol and draw it above the figure on the 'Who Am I' handout (they will use this name/symbol at the end of the program, so they need to remember it).
- o Using colored pens, girls can draw a figure that represents them.
- o They can draw facial expressions to show how they feel. They can use their favorite colors for their clothes.

Step 2: People I Trust

- o Around the figure, girls will draw the people who they can trust - their closest friends, family, etc. If they are able to write, they can write who these people are. If not, they can just draw them.



Say: All of us have people and things that can help us. Let's put these people around our figure. They can be our closest friends and/or family.

Step 3: What I Can Do



Say: Draw or write down the things you are good at – your skills, talents, and qualities.



Say: These can be things that you are proud of or things that people have told you that you do well.



Say: These can also be related to the way you treat other people.



Do: Have the girls share one piece of what they wrote or drew with the group, and put their figures up on the wall.



Note: Mentors/facilitators should collect the figures so they can be compared with figures at the end of the life skills curriculum to assess any change in girls' social networks and skills.



Activity 2

Group Agreements



- o Girls will now create group agreements that will last for the rest of the sessions. Group agreements are “guidelines” that will be created by the girls. The aim of this is to establish a sense of safety and respect.

- ✓ **Do:** Have the girls think of some group agreements. Below is a list of examples you may also want to propose to the group:
 - Have fun and be creative.
 - There is never a wrong or silly question.
 - Keep the discussions from the sessions in the group and no one should share these discussions with people outside the group.
 - Be respectful and a good listener.
- * **Note:** If girls want to talk about personal experiences related to safety, they can do it in private with the mentor/facilitator outside of the session in a private space.
- ✓ **Do:** Write the agreements on flip chart paper in a fun and creative way. Put the agreements up in the room for the girls to see during the Girl Shine.

Choose another icebreaker to do with the girls.



Activity 3

Opening & Closing Ritual



- ✓ **Do:** Invite the girls to think of a way they can open and close their Girl Shine meetings. It could be a song, a dance, a poem, or any other ritual they would like to do.
- o Work with the girls to come to an agreement on their choice.
- ? **Ask:** Who would like to come back to Girl Shine?
- ? **Ask:** What are some of the barriers that could stop you from attending, and how can we support you to be able to attend?
- * **Note:** Some of the barriers may be sensitive. If a girl brings one of these up make time to talk to her at the end of the session.
- ✓ **Do:** Congratulate the girls on great team work!

5

Check-in

Name three things we can learn and do at our Girl Shine group.

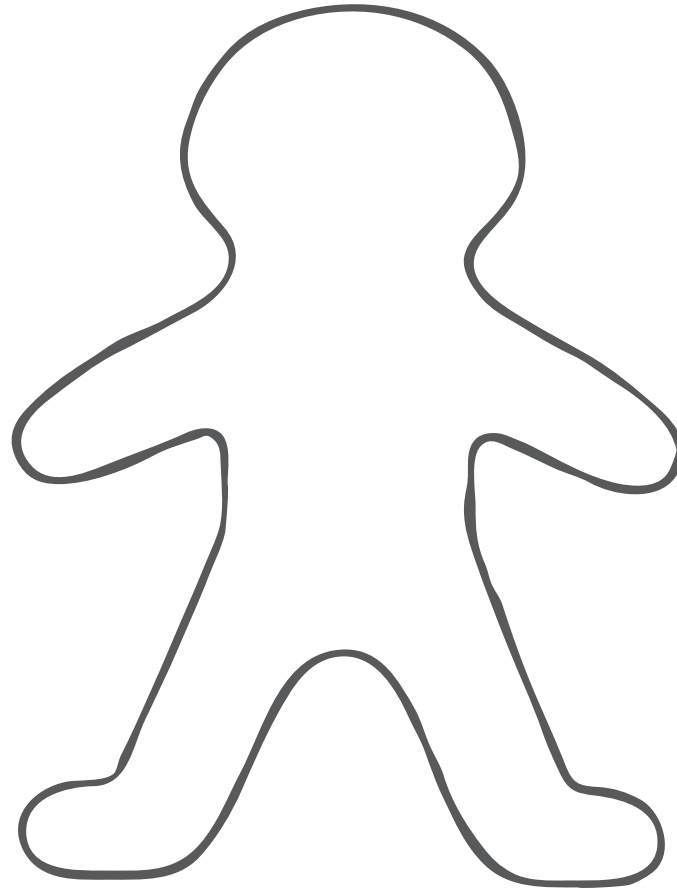
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Takeaway

Thank you for coming today. I'm so glad that you will be part of Girl Shine. Before we meet again, think of any other questions you might have about the program, what we'll do, or what you want to do. We will invite you to share your thoughts at the next session.

RESOURCE

'Who Am I' Handout





TRUST Our Safe Space

Session Objectives:

- ▶ Girls talk about what a safe space means to them, build further trust in the group, and personalize their group space for Girl Shine.
- ▶ Mentors/facilitators understand how girls view the safe space and get to know the girls more.

Skills: Safety, self awareness, teamwork, expression, brainstorming

Build From: Introduction to Girl Shine

Materials: Art Box, M&E Integrated Tools Guidance for 'I Am, I Have, I Can,' (found in M&E Tools Part 1 of Girl Shine), post-it notes

1 Welcome & Review

What did we talk about last week? Did you use anything you learned here at home?

2 Story Circle Sara

Sara finally decided to join the group once she learned more about what they do. She was still a bit shy and getting used to the group and still getting to know the girls. She wasn't the only one! The group was very new and even the other girls were still getting to know each other. What could make the girls feel more comfortable as a group and safe in the space where they met?

3 Let's Explore What is a Safe Space?

- ? **Ask:** How can we make our space a place where girls feel safe and comfortable?
- ... **Explain:** to girls that we already set group agreements to help create a safe space.
- ? **Ask:** the girls if there are other suggestions.
- ... **Explain:** There are different things that can help to make this a safe space.
 - o Physical safety for our bodies and the group space
 - o Emotional safety for our thoughts and feelings (Feeling emotionally safe means that I can say what I want and need to without fear of judgment or teasing, either here or outside the group.)
 - o Creative safety for our imagination and ideas
- ? **Ask:** Are there any other types of safety that are important to you?

4

Activity I I Am, I Have, I Can



Explain: This is an activity where we are going to look at what we are good at and what we can do.

- o Give girls some post-it notes and pens.
- o Draw a large circle on a piece of flip chart paper.
- o Write "I AM"... inside the circle.



Say: All of us can finish this sentence in many ways. What are some ways to finish this sentence?

- o Have the girls volunteer their answers.
- o Write "I HAVE"... to the left or right side of the circle.



Say: All of us have people and things that can help us. I have written this next to the circle because this is what we have right now. What are some ways to finish this sentence?

- o Have the girls volunteer their answers.
- o Write "I CAN"... above the circle, toward the top.



Say: All of us have things that we are able to do, not just in the future, but right now. I have written this at the top because what we can do is known as our hopes and our potential. What are some ways to finish this sentence?



Say: Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw/write your ideas on post-it notes, and then we will come and stick them up on the flip chart paper.

- o Give girls at least 15 minutes (or as long as they want) to work on their drawings on post-it notes.
- o After the girls have completed their drawings/sentences, ask them to put them up on the flip chart paper, then ask the girls to gather around to look at what everyone wrote/drew.



Explain: Your drawings/sentences show your strengths. When we look at each drawing/sentence, we see the strengths of each person in our group. When we look at them together, we see the strengths of our whole group. This activity has helped us to create a safe space for our ideas and our creativity!

4

Activity 2 Personalizing Our Safe Space



? **Ask:** the girls to together come up with a name for the group.

- o Check how the girls would like to customize the safe space.
- o If the space is permanently dedicated to girls:

? **Ask:** the girls to use the different art supplies to customize one wall.

- o If the space is used by other groups:

? **Ask:** the girls to use the different art supplies to create a banner with the name of their girl group, and then ask them to individually add their personal touch to the banner.

- The banner should be colorful and big enough for everyone to see. The banner will be put up at the beginning of each group session. Remind the girls that everyone's contribution to the banner is welcome and reflects our commitment to creating a safe space.
- Each girl can put her name, a symbol, or draw herself. It should be something that makes it personalized for her.

5

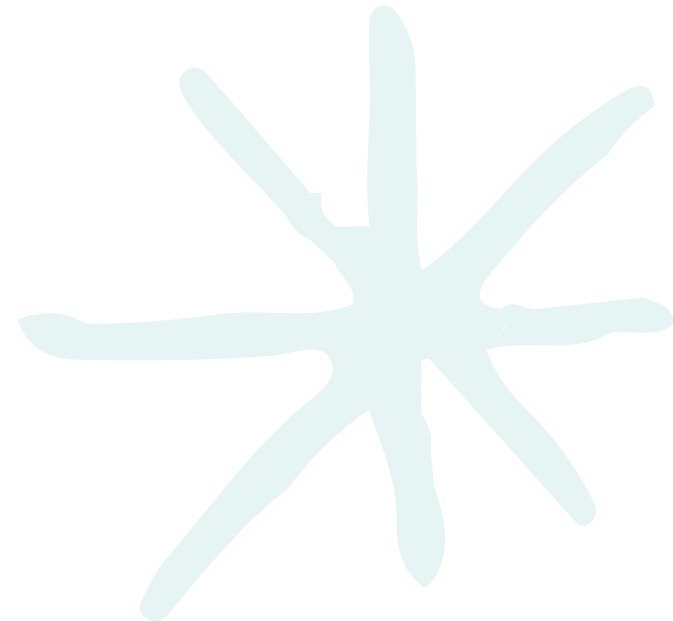
Check-in

What are the things that can create a safe space that we talked about today? Which is most important to you?

6

Takeaway

This week, if possible, talk to your family or friends about safe spaces. Together, you can think of ways to make your other spaces safer for everyone. If you want, you can share what you came up at the next session.





Optional Activity

Creating Hope: What My Safe Space Looks Like



Materials: Art Box, journals



Ask: the girls to imagine if they could create any safe space, what would it look like.



Ask: the girls to draw or write about this space in any way they want - as a picture, poem, or story. It could be here, somewhere else, or back home.

- o Invite them to work in pairs if they'd like.
- o Invite each girl to share with one other girl or the group as appropriate.
- o Offer to keep each girl's drawing at the safe space or allow them to take it home.
- o Older girls, or those with writing skills, may want to keep the drawings in their journals.



Note: This "imagery" activity can be calming for girls who are living in very unsafe or extremely chaotic spaces, such as on the street in urban areas. Often, thinking about the details of their current living situation is difficult and counterproductive, but having a strong image of what a safe space looks like can help with feeling calm in times of stress, aid in regulating overwhelming emotions, and create hope for the future.



TRUST

Communicating Without Words

Session Objectives:

- ▶ Girls build trust among themselves.
- ▶ Girls feel more comfortable with the mentor/facilitator and one another.

Skills: Creativity, communication, trust building

Build From: Introduction to Girl Shine

Materials: Art Box



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home or in the community?



Story Circle

Sara

Sara was meeting many new people in the place where she was living. They were all different, some were very welcoming, others were shy, some were happy, others looked angry. Sara didn't notice these things because of what people said to her, a lot of it was because of how they behaved. Sara wanted to explore this idea more!



Let's Explore

Speaking Without Words



Ask: Can we speak to each other without using words? How do we do it? (For example, smiling, talking, laughing, waving, signing with hands, writing, singing, etc.)



Explain: A lot of our communication (how we speak to each other), we do without using words, and this can express many different feelings and emotions.



Ask: How can understanding the ways we speak to each other affect our relationships with people?



Say: When you understand the different ways we speak to each other, you will be able to see when someone is feeling sad or happy. We will be able to see when is a good time to approach them for something or when to wait.



Activity 1

Silent Line



- o The girls will make a line from the shortest to the tallest girl.
- o They will do this without using words. They can use other ways to communicate this, such as eye contact, hand movements, etc.



Explain: You are going to line up in a straight line from shortest girl to tallest girl.

- From the moment I say “Start,” you can begin to work together to arrange yourselves. However, no one can talk – the room should be silent.

After the line is formed:



Ask: Was it difficult to do this without talking? What did you learn from this activity?



Activity 2

House Tree Sun



Do: Split the girls into pairs and give each pair a marker and a piece of flip chart paper.



Explain: Each of you should be sitting in a pair facing each other, with one marker. When I say “Start” the girls in each pair should both hold the marker together and draw a house, tree, and sun. You may not talk during the activity.



Do: When they have finished, they should show their drawing to the group.



Ask: Did you find this activity difficult or easy? How did you manage to do this without speaking?

4

Activity 3

What is My Mood?



Do: Have the girls stand in a circle.



Say: We are going to do an activity where I will shout out a number of different feelings and you will try to show these feelings, but without talking.

- Happy
- Sleepy
- Angry
- Excited
- Surprised



Ask: Was it easy to see the different feelings the group was expressing only by looking at their face and body expressions?



Ask: Why is it important to understand what people are feeling?



Explain: Working together, whether in this activity or in our daily lives, involves communicating without words. Sometimes we forget about the power of this type of communication, but through this activity, you were able to see the importance of it.

- Understanding the way people communicate without words will help you to understand when it's a good time to approach people about certain things. For example, if you want to request something from your parents, but see that they are distracted, you might choose a different time to ask them.

5

Check-in

How can we know what a person is thinking or feeling without them telling us?

6

Takeaway

This week, if possible, try to observe people's behavior and see if you can understand how they are feeling without them telling you. We can share our observations in the next session.



TRUST

People I Trust

Session Objectives:

- ▶ Girls identify a safe person that they can go to when they need support or help.
- ▶ Mentors/facilitators note the safe person for each girl or offer to be their safe person if there is no one available to fill that role.

Skills: Decision-making, relationships, trust building

Build From: Intro to Girl Shine, Our Safe Space

Materials: Art Box, 'Trust Flower Diagram,' (Mentors/facilitators should fill out a sample 'Trust Flower Diagram,') M&E Integrated tools guidance for 'Trust Flower' in the M&E Tools, Girl Shine Part 1



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home or in the community?



Story Circle

Sara

Sara was starting to get used to her new environment. She was getting to know the girls in the group and some people in the community where she was living now. But there was one thing Sara wasn't sure about. Sara wanted to talk to someone about the things that were bothering her, but she wasn't sure who she could trust.

How can Sara know who she can trust?



Let's Explore

Who is a Trust Person?



Say: A trusted person is someone you go to when you need support, advice, or need to discuss something that is bothering you.

A trusted person:

- Cares about your safety and happiness
- Provides help if they can, or helps you to get help when asked
- Makes time to talk to you when needed
- Never harms you physically or emotionally
- Keeps your thoughts confidential when you ask them to



Say: Some girls may not have someone in their life who can do all of the things we described. Some girls might still be deciding who this person can be. That's OK. We are going to think about who these people might be or what we want this person to be like.



Activity 1

What My Trusted Person Looks Like



- o Remind girls of the activity in the first session, where they drew their trusted person.



Explain: Each of you should draw a picture of what someone you trust looks like.

- If you can't think of someone specifically, then think about the characteristics of a person who you would trust.
- You can draw yourselves and your trusted (or ideal) person together, or just draw your trusted (or ideal) person.



Do: Invite girls to share their drawings with the group, describing the qualities and characteristics of this person.



Do: Split the girls into small groups, give them flip chart paper and some colored pens and markers.



Ask: What are the things (qualities) that you think are important to have in a trusted person? They can write these down or show them through pictures.

- o When finished, they can present their drawing to the wider group.
- o Pick out the key things that are identified by the groups and write them on flip chart paper. Once all of the girls have finished presenting, read back the similar things they have all mentioned.



Note: It may be challenging for some girls to imagine a trusted person. If appropriate, offer to be their trusted person until they are able to identify one in their lives outside of the group.



Activity 2

Trust Walk



Say: We will play a game that is built on trust, and the one who has her eyes closed will have to trust their guide to get her from one side of the room to the other (there should be a start and an end point).

- o One girl volunteers to be the guide, the other volunteers to be led with her eyes closed.
- o The rest of the girls will act as obstacles.
- o The girl with her eyes closed and the guide stand on opposite ends of the room. The guide will try and direct the blindfolded girl from one side of the room to the other (verbally).
- o Do this activity two to three times with different girls volunteering.
- o When girls have finished:



Ask: (to the blindfolded girl) How did you feel about having to trust someone to guide you across the room?



Ask: (to the guide) How did you feel about being responsible for the girl getting from one side of the room to the other?



Ask: What did you learn about trust from this game?



Explain: Finding a trusted person is very important for all of us, especially in a new environment. If girls don't have a trusted person in their life already, they now at least understand the kind of person they are looking for and the qualities they want this person to have.



Activity 3

Trust Flower



✓ **Do:** Give each girl a blank copy of the 'Trust Flower Diagram.' Show them an example of one that is filled out.

... **Explain:** Now we know what a trusted person looks like, we are going to think about other people we trust, including the ones we already discussed. We are also thinking about places you trust, like a community or health center.

- The 'Trust Flower Diagram' gives you space to add many people and places you trust to go to if you need some advice or support (for example, a community center).
 - The outer circles are the "how" or "what" that person or service can support you with. We may trust different people for different things. For example, you may trust your best friend with a personal secret, but not trust them to give you medication if you are sick, because they are not a health professional.
- o If the girls are struggling, give examples of situations where help would be needed - "Someone said something that made me feel bad, I have a bad stomach ache, I need information about something," etc.
- o Give examples of possible people or services that could help with each situation - "my mother, the safe space, my mentor, my teacher, a doctor," etc.

... **Explain:** This Trust Flower is yours to keep. You can keep it with you at home or keep it here at the safe space.

... **Explain:** If you want to work more on your trust flower, or you would like to discuss something that is bothering you, there are caseworkers available here who are trained in supporting girls with this and they keep this information confidential. I can give you more information after the session if you are interested.

If implementing the Girl Shine Caregiver Curriculum:

? **Ask:** Did you include your female/male caregivers in your Trust Flower? If yes, would you like your female/male caregivers to be part of the Girl Shine Caregiver Curriculum?

... **Explain:** This is an opportunity for someone to talk to female/male caregivers about similar issues that the girls are discussing. This will be done by someone else, not the mentor/facilitator of the Girl Shine group, and no information will be shared with female/male caregivers unless the girls specifically request this.

If they did not include their female/male caregivers in the Trust Flower, ask them if they have anyone else in their lives they might want to include, for example, an aunt, older sister, etc.

5

Check-in

How do you know who a trusted person is?

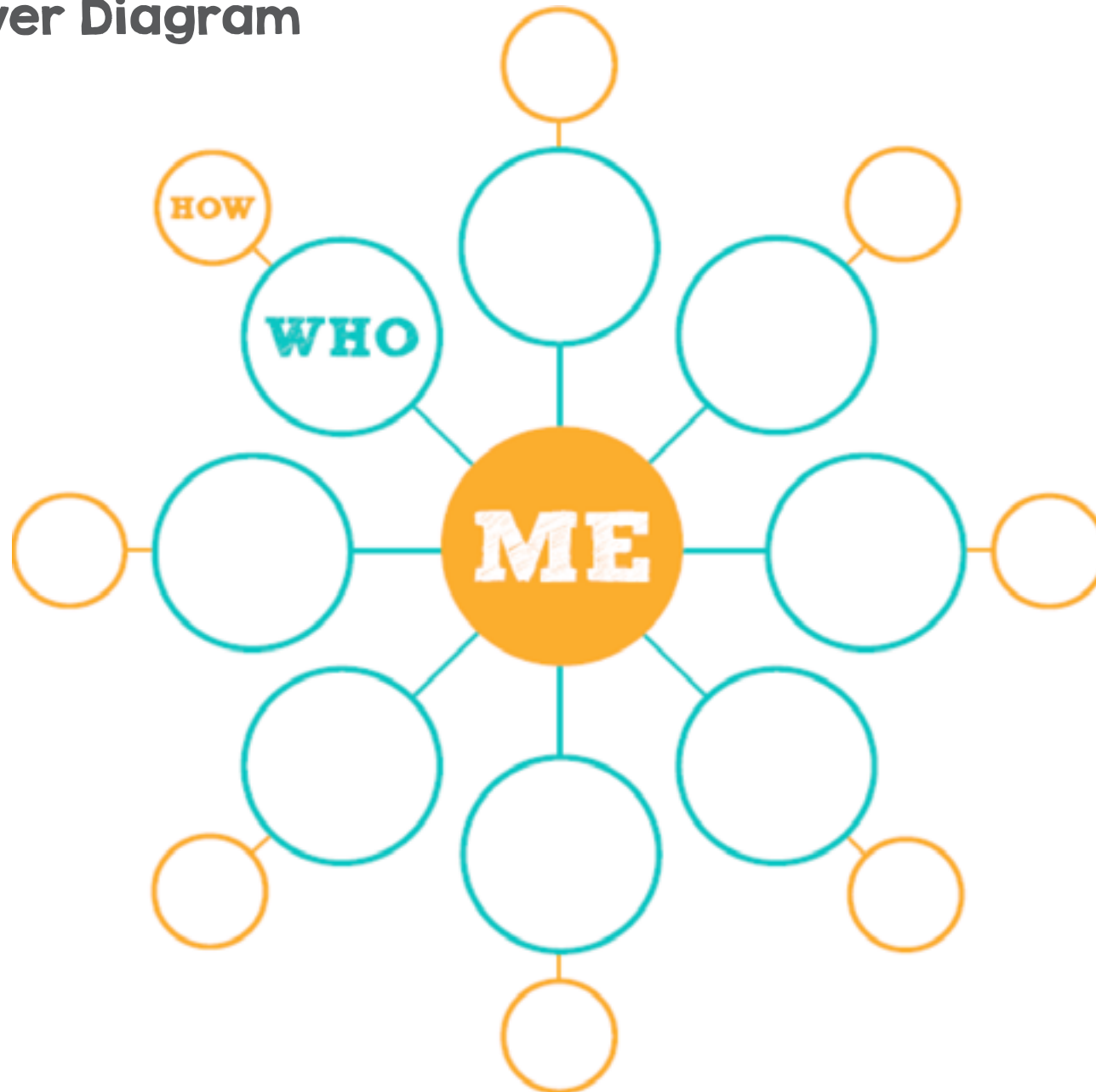
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Takeaway

This week, think of people in your life who you trust. Until we meet next, think about whether there is anyone else you want to add to your Trust Flower. We will discuss our thoughts on this in the next session.

RESOURCE

Trust Flower Diagram





TRUST My Safety Map

Session Objectives:

- ▶ Girls are aware of risks in their community.
- ▶ Mentors/facilitators note how each girl understands her community and the risks within it.

Skills: Planning, decision-making, teamwork, safety awareness

Build From: Our Safe Space, People I Trust

Materials: Art Box, at least 5 different colored markers, M&E Integrated Tools Guidance for Safety Planning, (mentor/facilitator should fill out an example of the 'Safety Planning Table')



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara made a friend in the group who moved to this community very recently. This new girl was not really sure of her surroundings and didn't know which areas were safe and which areas were not so safe. Sara wants to help her new friend to understand her environment more.

How can Sara help her friend know where is safe and not safe in the community?



Let's Explore Safety Maps



Say: One of the things that Sara thought could help her friend is to draw a map.

- On this map, Sara suggested that she could help her friend know which places are safe and not safe.



Ask:

- How can the map be helpful to Sara's friend? *(It will help her to know the area quickly and become more familiar with which places are safe to go to and which ones to avoid.)*
- What kind of things should Sara help her friend put on the map to make sure she can stay safe? *(Places she might pass to and from her home to reach the girl group and other places that she might visit regularly and all of the places that she knows to be unsafe.)*



Activity I

Risk Map



Say: Many girls your age face difficult situations that can affect their safety. Today, we will think about the ways girls can help to better protect themselves.



Do: Split the girls into groups based on how close they live to each other. Have a maximum of five to six girls in each group so that they can all easily access the map.



Say: Imagine you are on top of a big hill, seeing your community from above. Where are the places you visit and the roads you walk on?

Go through the steps with the girls.



Do: Have the girls all put their homes on the map first, when they have done this, have them think about when they leave their homes, and put all the places they go on the map. Finally, ask them to mark down all the places they see along the way as they go from home to other places.



Note: the idea of putting their home on the map as a starting point is to also acknowledge that girls also face violence in the home, not just outside.

o Once they have finished drawing:



Ask: Where are the areas in the community where girls might not feel safe?

- Ask them to put an X on those places.



Ask: Are there different times of day where somewhere is safe or unsafe?

- Mark these in a different color for day and night.



Do: Once they have finished, ask them to put down the places where they do feel safe in a different color and mark them with a circle.



Do: Once they have finished, bring the girls back to the wider group and ask them to present their maps.



Ask: What makes the places you marked with a circle safe for girls? What makes the places you marked with an X unsafe for girls? If a girl in your community experiences concerns or risks, what can she do? Why are some places safe or unsafe at different times?

4

Activity 2 Safety Planning



Say: Let's imagine Sara's friend has moved to your community where she has to take the same roads and goes to the same places you've mentioned in your maps.

Ask:

- What would make Sara's friend feel comfortable and safe when walking and going around the community, streets, roads, places, etc.?
- How can people surrounding Sara's friend make her feel safe?

Do: Write down their answers on a flip chart.

Say: It is important for everyone to feel safe and secure. So, we'll try in the next step to develop a safety plan that can help girls in the community feel safer and more comfortable.

Say: Let's try to develop a safety plan for Sara's friend or any girl from the area to help them feel safer and more secure.

Explain: the 'Safety Planning Table' to the girls and closely work with them on developing a safety plan for the riskier situations that girls might face.

Do: Share the sample 'Safety Planning Table' that was filled out by the mentor/facilitator.

Note: It is important to make sure that the solutions suggested by girls are realistic and possible for girls to act on. For example, if girls do not have a cell phone, be aware that calling the police might not be accessible or applicable.

After completing the Safety Planning Table:

Say: The people you've mentioned are what make the social network of Sara's friend or any other girl. These people might be personal friends, or peers with whom girls gather to do activities. The support could be having someone who would carefully listen without judging or blaming.

- The social network could also be formed of places where girls can feel comfortable, such as the safe space, and where trustworthy people are available, such as caseworkers.
- Girls can also suggest actions, such as informing camp management or a community leader who can take action on things related to the safety issue.

Ask: Besides the safety plan we developed, is there anything else we can add to help girls to feel safer and to help them protect themselves?

4

Activity 2 Safety Planning (Continued)



Ask: Looking back at some of the risky places and situations we talked about, does this plan seem realistic?

- If not, ask how they would change it for it to become more realistic.



Explain:

- This safety plan is just one of the means that could be helpful.
- Each person has their own way of maintaining their own safety, and this plan is here to support or add to the existing safety measurements that each person has.
- It is important to know that even if a girl is at risk of or experiences harm, this doesn't mean that it was her fault. The person who causes harm to a girl has the choice to do it or not.



Note:

- If the girls have identified general safety issues, ask them if they mind if these are shared with camp management or committees so issues can be actioned.
- If sensitive issues about specific individuals have been identified, refer them to your supervisor.
- Give girls the contact information for the safe space/center.
- Explain case management to girls if they would like to discuss individual issues of safety.

5

Check-in

Name three places in the community that are most risky for girls.
Name one point in your safety plan to address those risks.

6

Takeaway

Think about other places to add to your risk map and safety plan. Share both with your safe person or someone you trust. Add to your map or plan as needed. We'll share our thoughts and experiences next session.

RESOURCE

Safety Planning Table

Who or what is the risk? (Places/people)	When? (Time)	Where? (When applicable)	Who are the people/what are the places that might provide support to girls?	Actions points/how can the people mentioned provide support?	Follow up/what are the things to follow up on to make sure that girls are feeling safe?



Ideas

For Creating A Risk Map

- Maps can be drawn on one large piece of paper or on several smaller pieces.
- Maps can be made using stones, sticks, leaves, or other items in the environment. Pathways or roads can be drawn in the dirt with a stick.
- The group can use a pre-drawn map of the area or draw their own.



TRUST

Our Support Services

Session Objectives:

- ▶ Girls are informed of health and psychosocial services and practice who to go to for what.
- ▶ Mentors/facilitators facilitate connections between girls and providers.

Skills: Service awareness, decision-making, trust building

Build From: Introduction to Girl Shine

Materials: Art Box, string, M&E Integrated Tools Guidance for 'Our Network Maps,' services handout (if available)

✱ **Note:** If possible, female service providers should attend this session and bring a map of where their services are located and handouts for girls (if available). If female service providers are not available, the activity should be adapted accordingly (see suggestion in Activity 1).

1

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara woke up one morning feeling sick. Her stomach hurt and she did not feel like eating breakfast. She was warm and sweaty and she felt like she needed help.

Where could Sara go to get help with her symptoms?

3

Let's Explore

What Are Support Services?



Say: There are services available to help keep us safe and healthy. Local services include:

- Health services - doctors, nurses, health practitioners who can help when you are sick, injured by accident, or by another person.
- Support Services - counselors and caseworkers who can help with feeling sad, angry, confused. They can also help if someone hurts a girl or makes her feel uncomfortable.



Activity 1

I Can Help You?



✓ **Do:**

- Invite at least three female health and psychosocial service providers to come to the session.
- Have them bring materials and equipment that they use at their jobs, as well as a map showing where their services are located.
- Encourage the girls to ask questions to providers about what they do and how they can help girls their age find assistance.
- Break the groups up into three smaller groups of three to five and assign a service provider to each one.
- Put drawings or descriptions of types of problems that girls face when they need to seek out help up on the wall. Some examples might be: when a girl is feeling sick, or when a girl is experiencing violence from someone she knows or a stranger.
- Invite the girls to choose one problem and role play with the service provider, deciding how she would ask for help.
- Invite the service provider to role play showing how she would help.

✱ **Note:** If female service providers are not available, draw pictures of service providers and do a large group activity where you explain the services to girls. You can play the role of the service provider to make it more interactive and fun for the girls.



Activity 2

Where Do I Go?



✓ **Do:** Post a picture of different kinds of help or service providers. Include:

- A doctor
- A counselor
- A police officer
- A teacher
- Other service providers in the current environment

✓ **Do:** Put descriptions or drawings of situations where someone needs help, such as:

- A stomachache
- A brother who is hurting his sibling
- Someone has their phone stolen from their home
- Someone is having arguments with their (husband/ boyfriend/friend/family member) and is not feeling good about herself
- A girl who experiences violence from someone she knows or even a stranger

✓ **Do:** Invite the girls to attach the situation to the right provider.

✓ **Do:** Hand out a list of services to the girls at the end and explain each to the girls.

✱ **Note:** Not all the service providers listed may be trustworthy or safe in every context. Make sure your supervisor approves the service providers listed and brief the service providers ahead of the exercise on the approach we use with adolescent girls.

4

Activity 2 Our Network Maps



Do:

- Give girls post-it notes and markers/colored pens.
- Draw an outline of a girl on flip chart paper.



Say: This girl represents all of us in this room and others in our community. Let's think about the places around her where she can go to access activities and services.



Do: Split the girls into small groups.



Ask: What do we have close by in our community that girls can access? Is there somewhere girls can go to get information on the things that she wants to learn, but that are not included in these sessions? What about if a girl is having a problem, not feeling good or experiencing violence?



Do: Have the girls use one post-it note for each place a girl can go. They can write the name of the place (for example, a child-friendly space or a youth-friendly space) or they can draw it.



Do: Have them stick the notes around the girl. If the service is near the girl they can stick it closer to her. If the service is far away, they can put it at the edge of the paper.



Ask: Has everyone heard of these services?

- Do we know when we can go to these services? (for example, what day/time). Do we know how to register for activities? Do we know how to contact service providers?



Do: Give the girls the services handout. Fill in the missing details for girls based on the referral information that you have, and tell them of any other service they did not mention.

4

Activity 3 Web of Strength



Do:

- Tell the girls to find a space in the room where they feel comfortable (standing or sitting).
- Give one girl the ball of string/yarn.



Explain: The girl will hold on to the string and pass the ball to another girl. As she passes the ball, she will tell the girl a quality/characteristic that she admires in her, or would like to learn from her.



Note: If girls focus on physical attributes, make them do a second round and explain that they should now mention things not related to how girls look.

- If the girls are confused, the mentor/facilitator can start and give clarification; for example, "I like that you are always happy" or "I like that you ask many questions," etc.
- The girls should continue this until everyone is connected through the string.



Explain: This web you have created is your web of strength. It represents the great qualities you have and the support you can give to each other once this session finishes.

5

Check-in

Where is a place you could go to if you are sick and where is a place to go when you need to talk to someone about something bothering you?

6

Takeaway

Share your service list with your safe person or family member. Ask them what they know about these services. We'll invite you to share your experiences next week at group.



TRUST

What Makes a Girl?

Session Objectives:

- ▶ Girls understand the differences between gender and sex.
- ▶ Mentors/facilitators observe girls' beliefs about themselves as girls and their concept of gender.

Skills: Sense of self, assertive communication, solidarity

Build From: Our Safe Space, Our Bodies

Materials: Art Box, M&E Integrated Tools Guidance for "Girls and Boys Stand Up, Sit Down" found on [page 211 of Part 1](#).



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara's friend tells her a riddle. It took Sara and her friends a long time to find the correct answer. Let's see if we can guess!

A father and son are in a car accident. The father dies but the son is taken to the hospital to have surgery. Before the surgeon begins surgery, the surgeon looks at the boy and says, "I cannot do surgery on this boy, he is my son!"

How is this possible?

The surgeon is the boy's mother.

Is it common to find female doctors in your community? How can Sara be more prepared for her period?

3 Let's Explore Sex vs. Gender



Explain: There are some differences between girls and boys. The things that only males and females can do are related to their "sex." The things they can both do, but maybe only one does, are related to their gender. The things that only boys can do because of their gender or only girls can do because of their gender are determined by society, and in each community these are different and change over time.

"Sex" refers to the physical body and the biological differences between females and males. Each of us is a female because we were born with female body parts and functions—we have breasts, a vagina, uterus, we go through menstruation, etc. Males are biologically males because of their specific male body parts and functions—they have a penis, they ejaculate, they have sperm, etc.

"Gender" refers to family, social, or community expectations of boys and girls. Most of the time it has nothing to do with having a female or a male body. It refers to the social status, the opportunities, and the restrictions that are faced by girls/women and boys/men, as well as certain activities that girls/women and boys/men are each supposed to do within a community.

4 Activity I Difference Between Sex and Gender



Note: Draw the story using symbols on a flipchart as you tell it.

CONTEXTUALIZATION:



Say: I want to tell you a story about Maria and Patrick.

- Maria is married to Patrick and is pregnant.



Ask: Can Patrick also get pregnant? Why not?

(Because he does not have the organs to carry a baby in his stomach.)



Say: Patrick and Maria also have a baby boy who is one year old. Maria gives their son milk from her breast some days.



Ask: Can Patrick also give their son milk from his breast? Why not?

(Because Patrick does not have the necessary body parts to produce milk.)



Say: Patrick goes to work every day and comes home at 7 p.m.



Ask: Can Maria also go to work?

(Ask why yes or why no.)



Say: Maria does go to work, two days a week. When she goes to work, her family member looks after the baby.



Ask: Is the family member male or female?

(Either can look after a baby.)



Say: Maria cooks dinner for the family; their favorite thing to eat is rice and vegetables.

4

Activity I (Continued) Difference Between Sex and Gender



Ask: Can Patrick also cook?
(Ask why yes or why no.)



Say: Patrick does cook, especially on the days that Maria goes to work. Patrick prepares dinner, because Maria cooks dinner on the other days.



Say: With a small child at home and with two parents working, the household chores are sometimes forgotten. On the weekend, Maria likes to make sure these chores are done.



Ask: Who can take care of chores in the house?
(Ask why Maria, or why Patrick, or why both.)



Say: Maria and Patrick split the chores between them. This way, it takes less time to do.



Ask: Did you notice that there were some things only Maria could do and Patrick couldn't, and there were other things they were both able to do? What were these things?



Explain: The things that only males and females can do are related to their sex, but the things they can both do are related to their gender. Society and the community often say what women can do and what men can do because of their gender. These can change over time.

For example:

Men can cook meals and clean the house. Men can take care of babies and raise children. In some societies, women build the houses, whereas in other societies this is seen as a job for men. These roles are not because of biological differences, they are due to differences created and enforced by society.



Explain:

Men	Women	Both
Have genital organs: which include a penis and testicles.	Breastfeed, get pregnant, menstruate, have genital organs, including the vagina and ovaries.	• Cook, clean • Go to work • Look after children • Get an education • Ride a bicycle



Activity 2

Gender Stereotypes



- o Ask the girls to spread out and find their own space in the room.



Explain: That you will say a time of the day and everyone should act out what they would usually be doing at that time. (You should be sure to clarify if it is a weekday or a weekend.) Walk the girls through different times of the day from morning until night. At the end of the day, ask the girls to say what they spent most of their day doing. Did they notice that they were all doing the same thing? Different things?

- o Next explain to the girls that you are going to do the same activity, but this time you want them to act out what they would be doing if they were a boy. Walk them again through the day. After, ask them what were the major differences between a boy's day and their own? Why do they think there are differences?



Say: Girls and boys are often told that they should do certain things because of their "gender." For example, our families, friends, and community leaders might say, "Boys like sports," "Girls like to read." These statements are called "gender stereotypes." Stereotypes assume that a boy or girl will like to do something or should take on a role because of their gender identity, such as girls and women doing housework or boys and men earning money for the family.

Despite stereotypes, girls and boys can both like reading books and playing sports, depending on their individual talents or tastes. Additionally, men can take care of children and women can earn money for the family.

Some points to keep in mind:

- Gender stereotypes can be hurtful. They take away our power and make decisions for us that we may not want.
- Girls can suffer the most from gender stereotypes, as we often see boys allowed to do things that girls aren't, like going to school.
- Every girl is unique. She has her own individual talents and interests based on who she is and what she is passionate about.
- What are examples of other kinds of stereotypes?

At Girl Shine, we invite you to talk about what you as an individual want to do, what you like, what you think, based on who you are, not your gender identity as a girl.



Note: Notice how the group responds to the discussion of stereotypes. Girls will often bring the dominant perspective of gender and choice to group. Do not shame girls, but encourage consideration of gender stereotypes and how it may impact them as they transition to adulthood. Also, acknowledge other stereotypes that may exist in the given context, including ethnicity, age, marriage status, etc.



Activity 3

Girls and Boys - Stand Up, Sit Down



Explain: Stand up when you think something is true. Sit down if you think it is not true.

- Women should do the cooking and cleaning.
- Only girls are good at reading.
- Boys are smarter than girls in school.
- Girls should wear bright colors (red, pink, and yellow).
- When someone is sick in my family, my mom or I should take care of them.
- Boys should help wash dishes and clothes at home.
- Girls should be quiet and sweet.
- Sports are only for boys.
- Dolls are only for girls to play with.
- It's only ok for boys to be loud and aggressive.
- Girls should only wear skirts and dresses.



Note: Invite the girls to give each other feedback about their choices in the activity. Guide them to challenge each other gently if there is disagreement. Reiterate that the group is a safe place to also discuss any differences we may have with our parents and caretakers about the things we are told to do because of our gender.



Do: Get the girls to do the activity again, but this time they can stand up for statements they think the community thinks are true.



Ask the girls to think about some of the stereotypes that people in the community have about girls. What would they say to those people and what examples would they use to try and change their minds? (For example, girls are just as smart as boys in school. The top person in our class is a girl.)

4

Activity 4 Limitations



- o Ask girls to walk in the space and fill the empty spaces in the room.

 **Say:** While you are walking in the room, think individually about some of the ways that other people describe girls. For example, how do you think people in your community would finish this sentence: "Girls are..." You can say your answers out loud if you want.

 **Note:** Stress that this is not how they would finish the sentence themselves, but rather how they see others responding. These are some examples that girls can give: "weak," "sensitive," "emotional," etc....

 **Say:** Now, think about how people in the community might finish this sentence: "Girls can't..." You can say your answers out loud if you want.

 **Note:** These are some examples that girls can give: "You can't work," "can't go to school," "can't go out of the house," "You can't lift that," etc....

- o Ask the girls to each take two pieces of paper. On the first paper, ask them to write down their responses, or responses they heard, to the first prompt – "Girls are..." On the second paper, they should write their responses, or the responses they heard others say, to the second prompt – "Girls can't...". They can write words and sentences, or if they prefer, they can just draw images related to their responses.

 **Ask:** Is what we wrote on our papers related to gender or sex? (gender)

 **Say:** Now, let's all put our papers in front of us. What would you like to do with these papers?

 **Note:** Encourage girls to do something fun with the papers, like tear them, or roll them into balls and throw them, or jump on them.

 **Ask:** How do you think the things that are written on the papers can affect girls' feelings, lives, and future plans? How do you feel about what you did with the papers?

 **Say:** Sometimes society puts limitations on girls. These limitations are a result of how society perceives girls (gender roles). However, girls are powerful, girls are smart, and girls are strong.

4

Activity 5

I Am a Girl and I Can



- o Ask the girls to stand in a circle.



Say: We are going to throw the ball at each other and say “I am a brilliant girl and I can...” Each one of you will finish the sentence in whichever way you like, to show that girls are just as capable as boys and can do many things.

5

Check-in

What can girls do to challenge gender stereotypes?

6

Takeaway

Over the next week, notice one thing that you would love to do, but are told you can’t because you are a girl. Think about why you can do it and what you would say to someone to convince them that you could. We’ll invite you to share your ideas next week.



TRUST

What is Power?

Session Objectives:

- ▶ Begin to or continue to value themselves and their peers—especially, value diverse girls.
- ▶ Continue to build friendships.
- ▶ Have a space where they can meet with other girls.
- ▶ Understand four types of power: “power to,” “power over,” “power with,” and “power within.”

Materials: colored tape or chalk, comments box, flip chart markers, Resource 2.1: Character Cards, sweets or biscuits

Welcome & Review



Do:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



Ask: Were there any questions or clarifications you have from the last time we met?

2 Story Circle

Unmarried Girls	Married/Divorced Girls
Sara meets a girl at the safe space called Tasmin. They become good friends and whenever they are at the safe space, they always spend time together. Sara always goes to Tasmin if she needs any help or advice on something important.	Sara meets a young woman at the safe space called Tasmin. They become good friends, sharing stories about their children and their dreams about the future. Whenever Sara has a problem, she knows she can rely on Tasmin for good advice.
One day, Sara asks Tasmin if she wants to go to the market together. Tasmin, who is in a wheelchair, wants to go with Sara but tells her that the market can be difficult for the wheelchair to move comfortably in. Tasmin suggests another place for them to go where the path is smooth and she can move the wheelchair easily. Sara never thought about how some places might be more difficult to access if you are in a wheelchair or have a different disability but since her talk with Tasmin, she is more aware of it.	

3

Let's Explore



Say: Today we are going to talk about power and respect. I would like each of you to please close your eyes for a few moments. I will ask you to imagine some things in your mind.

Once everyone's eyes are closed,



Say:

- Now in your own mind, try to imagine "power." (pause)
- What does power look like to you? (pause)
- What images come into your mind? (pause)
- Now, please open your eyes.



Ask: What was it that you imagined? What images did you see? (Encourage girls to describe or even act out the images they saw of power, e.g., a fist, money, a man with a car, a police officer, a doctor, a chief, etc.)



Note: at this stage, the concept of power might not be very clear to the girls, and that is okay; there is no need to correct them. It will become clearer as the activities progress.

After several girls have described or acted out their images of power,



Explain:

- Power is being able to have access and control over decision making and resources. It is the ability to communicate an idea or influence people.
- What power did Sara have in the story of Sara and Tasmin? (Sara has the power to move freely, meaning she doesn't need to worry if the place where she is visiting only has stairs or if the path to or through that place is bumpy or narrow).
- What power did Tasmin have? (Tasmin has a wheelchair that gives her power to move to some places. She also has information about the places that are friendly to people with a disability, e.g., where there is a ramp).

3 Let's Explore (continued)

- In society, people's experiences can sometimes lead to unequal power, meaning some groups have more power while other groups have less power.
- We all deserve to be treated with respect and to be treated equally no matter if we are rich or poor, have a disability or not, if we are refugees or a citizens of this county, or if we are women or men.
- Every person deserves to be treated with respect and dignity. And every single person deserves certain basic protections and rights. These rights are called "human rights." They refer to how we treat each other as individuals and as members of a society—just because we are human beings. It does not matter which group you do or do not belong to; we should all receive the same rights. One of these rights is that when children are born, they are free, and each should be treated in the same way (equally).

✴ **Note:** It is important to stop here to check that girls understand the information that has been shared. You can make some clarifications at this point, but the concept will also become clearer after the activities.

Definition of Power

Power is the ability to influence and control, e.g., control decision making and resources.

Types of Power

Power TO is the belief, energy, and actions that individuals and groups use to create positive change.

Power WITH means the power felt when two or more people come together to do something that they could not do alone, so it is when we use our power in collaboration with others.

Power WITHIN is the power we have in us, even if at times we don't realize it. Everyone has this power, ultimately it is the power of self-confidence and self-esteem.

Power OVER means the power that one person or group uses to control another person or group. This control might come from direct violence or more indirectly, from the community beliefs and practices that position men as superior to women.

Gender-based violence is about abuse of power.

Adapted from SASA! Activist Kit <https://gbvresponders.org/prevention/sasa/>



Activity I Power Walk¹

✓ DO:

- Move the group to a place where there is a lot of space where they can all line up across the room or space, and line them up in one row next to each other. On the opposite side, put down some tape or draw a line with some chalk to show where the finish line is.
- Give each participant a character card (Resource 2.1). If they cannot read, explain what is written on the character card.
- If possible, ask participants to attach the character card where others can see it.



Say: We are going to play a game which will highlight for us how some people hold power in society based on their identity. I will read out a series of statements. If that statement is true **for the character on your card**, you may take one step forward. If it is not true, remain where you are. If you are unsure, ask the group what they think.



Do: Encourage the group to respectfully challenge others if they believe someone has not stepped forward when they should (or vice versa). This will help everyone have a better understanding of the experiences of people with different identities. For example, if a person with the character “male adult doctor” doesn’t step forward when the statement “I can decide who I marry and when I want to marry” is read out, someone in the group can ask him why he didn’t step forward and explain why they think he should have.



Note: If participants struggle to walk or move freely, adapt the activity so everyone can participate. You can ask participants to sit down and give them all a small bag/box to hold their pebbles in. Every time the statement is true to their character, they should raise their hand and you should go around and drop a pebble in their bag. When the activity is over, they can spill out the contents of their bag so we can see how much power they have.

Statements:

1. I can express my needs and wants with my family & friends.
2. I can travel around the camp/settlement/community easily.
3. I do not fear for my safety if I move around after dark.
4. I am not generally afraid of experiencing sexual harassment.
5. People do not make unwanted comments about my appearance.
6. Powerful people in the community are the same gender as me (woman or man).
7. I can decide who I marry and when I want to marry.

¹ <https://gbvresponders.org/response/gbv-case-management/#InteragencyGender-basedViolenceCaseManagementTrainingMaterials>

4

Activity I (continued) Power Walk

8. I can determine when and how many children I have.
9. I can spend time with my friends whenever I want.

When the participants have finished and are in their final positions, have a discussion.



Ask:

- Who is in front? Who is behind?
- What did it feel like to move forward?
- What did it feel like to stay behind?
- What differences did you notice between women and between men?
- What about difference between characters based on age, their ability, education etc.?



Explain: This exercise shows us that some groups have unequal power compared to others (remind participants of the definition of power² if they have forgotten). For example, men have more power than women in general. We can also see that when you are a woman or girl, you may have more power than other women and girls who belong to different groups. But as we already mentioned, our human rights say that we are born free and should all be treated in the same way (equally). When we are treated unequally, we have the right to secure our human rights, and we should also support other girls and women in accessing their rights, meaning we should treat other people equally.

2 Power is the ability to make decisions, the ability to communicate an idea or influence people and to have access to and control over money, education, materials, legal rights, support networks, information, spaces etc.



Activity 2

Girl Power

✓ DO:

- Have the girls make a circle.
- Distribute a sweet or a biscuit to each girl and ask them to save it for the game they are about to play; explain that they will play a game about power.
- Ask girls to recall the definition of power from the last activity.



Say: We talked about what power is, and I also mentioned that there are many different types of power. We will now learn about four different types of power.

1. Power Within



Say: Each of you has a sweet/biscuit in her hand. What is your reaction to having that sweet/biscuit in your hand—are you happy, excited, neutral, etc.? Can you change how you react to that sweet/biscuit? For example, if you were happy and smiling before, can you react in a way that shows you are not interested in the sweet/biscuit? Can you show us?



Explain: This is an example of your power within. Power within is the strength that arises from inside ourselves. We all have some power within, regardless of whether we are girls, boys, rich, poor, etc. We may not always recognize it or have the chance to exercise it, but we all have it. For example, we have it when choosing emotions and reactions, choosing what to think and feel, developing skills and confidence, and focusing how we value ourselves. In the story of Sara and Tasnim, Tasnim may have faced many hardships due to her disability, but she is still a strong and capable woman. Can you think of other examples of power within?

2. Power To



Say: With your sweet/biscuit, you can decide whether you want to eat it or not. But if you eat it now, you will not reach the next round of the game, and maybe in the next round, you will get more sweets/biscuits! Ask the girls to decide whether to eat the sweet/biscuit or not. For the girls that don't eat the sweets/biscuit, give them an additional sweet/biscuit (do not give any sweets/biscuits to the girls who ate theirs).



Activity 2 (continued)

Girl Power



Explain: This is your power to. “Power to” is your ability to act, even if it’s limited. It can be to decide what time to go to sleep, what to wear, whether to eat the chocolate or not, how to treat other people. In the case of Sara, she may use her “power to” to talk to friends about some of the barriers girls with disabilities face. Can you think of other examples of “power to”?

3. Power Over



Say: For the girls that have two sweets/biscuits, you can decide whether you share one sweet/biscuit with a girl that does not have any or keep it to yourself. (If all girls held on to their sweets/biscuits, you can ask all girls to choose whether they want to share a sweet/biscuit with another girl or not).



Explain: This is your power over. “Power over” is the ability to control others, impose views, needs, or desires over them or over a situation, such as deciding if you want to share your sweets/biscuits or not. Usually, “power over” is used in a negative way, for example when a more powerful individual or group uses their power to be violent towards another individual or group. Can you think of other examples of “power over”?

4. Power With



Do: Choose one girl who represents a person who holds power, and give her a handful of sweets/biscuits—use the 5 leftover sweets/biscuits for this. And the rest of the group will work together as one group to convince this girl to share the sweets/biscuits with them. Ask them to take a few minutes to think about how they will convince her and what they will say.



Explain: This is your power with. “Power with” means the power felt when two or more people come together to do something that they could not do alone; it also includes joining our power with individuals as well as groups to respond to something we feel is unfair. In this case we came together to request the sweets/biscuits were shared. And even if we didn’t get what we requested this time, coming together to use our power can be more effective than trying to do it on our own. In the story of Sara and Tasnim, they can use their “power with” to challenge stereotypes about girls with disabilities in the women and girls’ safe space. Can you think of other examples of power with?

4

Activity 2 (continued) Girl Power

Key Message



Say: Knowing about the different types of power will help us understand who holds power around us, but also will help us know how we can be supported by our “power within,” “power to,” and “power with.” Over time, we will use this understanding to see how we can positively and safely influence the people around us who are responsible for making decisions. We will also use the power we have to treat our peers with fairness and dignity no matter what the differences are between us.

5

Check-in

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it’s not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

6

Takeaway



Say: Think of at least one way we can use our power to make sure that all girls, regardless of our differences, feel safe and valued in this space. You can share your ideas with us next week.

Social & Emotional Skills (SES)

S

Purpose

To build core social and emotional skills that contribute to empowerment, protection, and well-being.

SES Sessions

- Listening Skills
- Friendships
- Expressing Emotions
- Managing Stressful Times
- Communicating Our Choices
- Resolving Disagreements
- Family Relationships
- Being Confident
- Decision-Making

SES Competencies

- Brain Building
- Emotional Regulation
- Positive Social Skills
- Conflict Resolution
- Perseverance

SES Skills

- Brain Building: Focusing attention, remembering instructions and concepts, managing impulses
- Emotional Regulation: Understanding one's own emotions, managing feelings in a positive manner
- Positive Social Skills: Understanding others' feelings and behavior, building positive social interactions, reducing conflict
- Conflict Resolution: Addressing problems and conflicts in a positive manner
- Perseverance: Goal setting, dealing with challenges

TIPS For Social & Emotional Skills

Social and emotional skills (SES) provide the foundation for adolescent girl empowerment. They help foster successful participation in all aspects of the Girl Shine Life Skills Curriculum as well as in other humanitarian programming, including education and youth livelihoods.

When leading the SES section, remember to:

- o Adapt the social and emotional skills as needed for each context. Staff should determine which social and emotional styles empower the girls to function safely and reduce risk. Do not force content that may be at direct odds with standard social norms. For example, do not ask girls to be very direct or assertive in a context where people are expected to be more reserved in their communication style. However, we also need to challenge those norms that may reflect inequitable gender dynamics and put girls at greater risk. Refer to Part 1 for more guidance on adapting to and safely challenging cultural norms that harm girls.
- o Model the SES skills and concepts in your day-to-day interactions with the girls. For example, use active listening with intention so girls are able to see what they are learning put into practice.
- o Give girls a chance to express their emotions openly and without judgment. In situations of crisis, young people often do not address or acknowledge their emotions, or are told by adults what they are supposed to feel. This may be the only space where they can feel safe to express themselves.
- o Encourage practice of the SES skills during unstructured time and relationship-building.
- o Notice when the girls use their skills, and provide positive reinforcement.
- o Repeat specific SES sessions as needed throughout the program. For example, some groups may need additional time with communication or conflict resolution to help the group function well.
- o Remember that the experience of adversities can often interfere with learning capacities. Many girls who have experienced violence or adversity may regress in their behaviors and abilities to do things they used to do. If this is the case, give them an opportunity to catch up and practice, even if it seems like the activities would normally be too basic for girls their age.
- o Notice the individual social and emotional styles of each girl and respect their individual preferences and ways of interacting.
- o Use a wide variety of games and activities to reinforce social and emotional learning. Do not just use the examples provided in the sessions.
- o Blend in or return to some of the SES content when delivering the more intense and potentially triggering sessions, such as those in Safety.
- o Be patient. After trust is built, girls will feel more comfortable and be able to stretch their capacities to absorb new learning and skills.

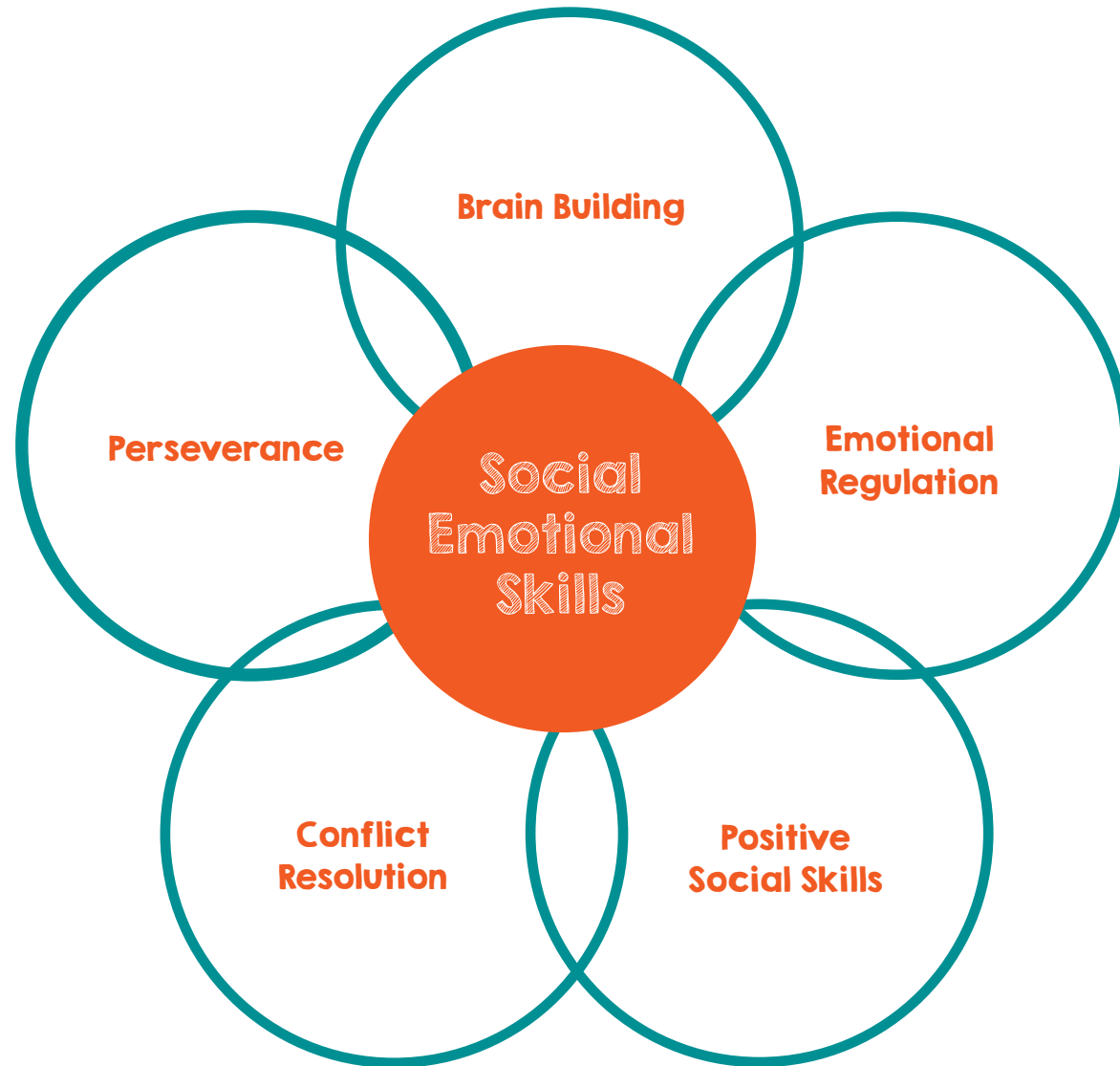
SOCIAL & EMOTIONAL SKILLS

Understanding the SES Wheel

Social and emotional skills provide girls with some of the tools needed to be well and succeed in life. SES are particularly important for all who have faced severe adversity, including poverty, displacement, and violence. Experiencing adversity can affect girls' well-being and development, particularly during the critical stage of adolescence. Learning SES has been shown to mitigate the effects of adversity, by providing young people with the tools to focus, understand their emotional responses, interact with others, and cope with stress and challenges. Additionally, these skills will enable girls to better navigate and challenge power dynamics and issues related to gender-based violence. They have also been shown to improve capacity to learn.

Component	Definition	Example Skills
Brain Building	Foundational cognitive skills. Mental processes that enable people to plan, focus attention, remember instructions, and juggle multiple tasks successfully. The brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.	Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory.
Emotional Regulation	Understanding and managing one's feelings and behaviors in a positive manner.	Identifying feelings, predicting feelings, practicing emotion management strategies, such as belly-breathing and counting.
Positive Social Skills	Understanding others' feelings and behaviors and responding in a way that encourages positive social interaction and reduces conflicts and issues.	Recognizing and accepting feelings of others, developing empathy, understanding group dynamics.
Conflict Resolution Skills	The set of skills used to predict conflicts before they arise and confront an issue in a positive manner in a way that minimizes negative impact on the people involved, leading to a positive outcome.	Identifying problems, generating solutions to conflicts, implementing conflict-resolution strategies.
Perseverance	Continuing to push through and work towards achieving something despite challenges.	Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity.

SOCIAL & EMOTIONAL SKILLS SES Wheel



S

SOCIAL & EMOTIONAL SKILLS

Listening Skills

Session Objectives:

- ▶ Girls discuss and practice interpersonal communication skills.
- ▶ Mentors/facilitators observe interpersonal communication capacities of the group and determine where practice is needed.

Skills: Focusing, listening, participation, teamwork, planning

Build From: Safe Space

Materials: Drama Bag, Listening Tip Sheet

1

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara's friend approached her one day about a problem she was having. Sara was trying to listen to her friend but she was so tired! She was only half listening. Sara's friend got annoyed and told her she was upset that Sara was not listening to her.

What are some things Sara could have done to help her focus and listen more successfully?

3

Let's Explore Listening Skills



Say: Listening happens with our ears, our bodies, and our minds.



Ask: How can listening help us in our everyday life?



Explain: It is a very important skill that helps us to learn and also make friends. It means we can also be helpful to the friends we already have and hear everything that is going on. It helps us to develop our hopes and dreams. It also helps us to stay safe.



Ask: What makes listening difficult? (Think about what made it hard for Sara to listen).



Explain: Often, when we're stressed, overwhelmed, tired, or having strong feelings about something (even if we are too excited) it can be hard to listen and communicate.



Activity 1

Sara Says



Explain: This game will help us practice focusing on a task. Take a breath, pay attention, and be ready to move.

- o Invite the girls to stand in a straight line facing the mentor/facilitator who will be designated as “Sara.”
- o Explain that “Sara” will be asking everyone to do a move, like stand on one foot, clap your hands around, or hop up and down.
- o Each person only does the action if the leader says “Sara says.” If the leader doesn’t say “Sara says,” stay perfectly still.
- o If you do the action without the leader saying “Sara says”, you switch places with the current “Sara” and that person then joins the group to play.
- o Do this until each girl has a chance to be the leader.
- o Acknowledge and give cheers to the girl who is able to last the longest.



Ask: What made it difficult to stay focused during this game? What tips made it easier?

Contextualization!



Note: Replace “Sara” with a locally relevant girl’s name, or have the girls use their own names. This game, among others, can be repeated in other sessions if girls are struggling with keeping focus.



Activity 2

Telephone



Explain: This game will help us practice both our focusing and listening skills.

- o Invite the girls to stand in a straight line.
- o Pick one girl to be the first “phone call”, and one girl to be the last.
- o Whisper a sentence to the first girl. Have the first girl whisper what she heard to the next girl, and so on and so on until the message gets to the last girl.
- o Invite the last girl to share what she heard.
- o Was it the same thing that was said by the first girl?
- o Was it different, how so and why?
- o Invite other girls to be the first or last girl in the line.



Ask: What made listening in this activity difficult? What are some tips we can use to listen better when our friends tell us something important?

- o Read tips for successful listening.



Explain: This game demonstrates how important listening is and how things we say or think we hear might not always be right.

4

Activity 3 Active Listening



Say: Let's look at the way we use our body to show others that we are listening.

Ask: How can we show someone that we are listening to what they are saying?

o Ask two girls to volunteer to come to the front of the group, one will tell a story while the other will act like she is not listening.

Ask: What did you notice about the body language of the girl that was not listening? (closed body language)

o Now ask two more volunteers to repeat the scenario, but this time with the girl showing how she is a good listener.

Ask: What did you notice about the body language of the girl that was listening? (open body language)

o Now split the girls into small groups, and ask them to create two still images using their bodies. One is a scene where some members of the group are showing open body language, and the other is a scene where they are showing closed body language.

o When they have finished, they will show their images to the group.

o Examples of open and closed body language:

Open:

Smiling

Eye contact

Nodding

Positioning of the body

People are close to each other

Closed:

No eye contact

Showing no negative emotion

Directing body away from the person

Rolling the eyes

People are not close to each other

Ask: How can this information help you in your communication with others? (It can help you to build strong friendships. It can also help you to understand when someone is listening to you).

Note: Refer to the Tips for Successful Listening resource.

4

Activity 4 Active Listening Practice



Say: Knowing about active listening skills can also help us know when is a good time to talk to other people, or when they are busy or distracted.

- o Split the girls into four groups and give each group one of the scenarios below. They are to act out the scene and decide whether the girl in the scenario will talk to the other person or wait until it's a better time.
- o Have the groups present their scenario and the reason why they either chose to talk or not talk to the other person in the scenario.

Contextualization!

- Dana wants to ask her father's permission to go to her friend's house on the weekend, but her father looks annoyed. Is now the best time for Dana to ask? (No - maybe later)
- Aida wants to ask her sister for help with her chores. When she approaches her sister, her sister looks happy and is smiling. Is now a good time for Aida to ask? (Yes)
- Farah wants to borrow some money from her mother for stationary. When she approaches her mother, she can see her mother is busy doing something else and not listening to Farah. Is now a good time for Farah to ask? (No - maybe later)
- Gina wants to ask her aunt to take her to the market because she wants to buy something. When Gina goes to her aunt's place, her aunt has a very big smile and tells Gina she is very happy to see her. Is now a good time for Gina to ask? (Yes)
- Betty stays at home to look after her younger siblings, but she wants to talk to her father about a training course she wants to take. It is after dinner and they are all talking together and relaxing. Is now a good time for Betty to ask? (Yes)
- Soha's parents found someone for her to marry, but Soha doesn't want to get married. She wants to talk to her mum about it to convince her to change her mind, but her mum is rushing because she is late for something important. (No-maybe later)



Ask: For those scenarios where we thought it was not a good idea to ask, what can we do?



Explain: Sometimes people might be distracted with other things: we can sometimes know this from their body language. We can always try to ask again later, or ask that person if it is a good time for them to talk. This might help us be more successful in our request. There might be times when it is urgent to talk to someone and we don't have the time to wait until they seem happy. What situations could these be? How can we approach them?

5

Check-in

In what ways can our listening and focusing skills help us stay safe in our communities? At home? Here in group?

6

Takeaway

Practice some of the listening skills we practiced today with someone and let us know in the next session what your experience was.

RESOURCE

Tips for Successful Learning

- 1.** Be an active listener. Engage with the person's story or lesson by nodding and showing that you understand.
- 2.** Face the speaker and maintain eye contact, if culturally appropriate.
- 3.** Be attentive but relaxed.
- 4.** Keep an open mind to what the other person is saying.
- 5.** Listen to the words and try to picture what the person is saying.
- 6.** Allow the person to speak without interrupting.
- 7.** Wait for the speaker to pause before asking questions.
- 8.** Try to feel what the person speaking is feeling.
- 9.** Provide feedback if appropriate.

S

Social & Emotional Skills Friendships

Session Objectives:

- ▶ Girls discuss and practice positive social skills.
- ▶ Mentors/facilitators observe positive social skill capacities of the group and determine where practice is needed.

Skills: Communication, trustbuilding, social and conflict resolution skills

Build From: People I Trust

Materials: Art Box, Listening Tip sheet

1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2 Story Circle Sara

Sara has a new friend! Her name is Sophia. One day Sara and Sophia had a disagreement. Sara heard that Sophia told other girls in their community one of her secrets. Sara trusted Sophia to keep her secret and was very upset that Sophia broke this trust and told other people. Now Sara is worried that people will gossip and will tell lies about her and this will reach her family.

How do you think this made Sara feel?

3 Let's Explore Friendships

- ? **Ask:** How do you know who you can trust? (Go back to info in 'People I Trust' session)
- ? **Ask:** What can you do if a friend does something that upsets you?
- ... **Explain:** Sometimes we can have problems with our friends. Our friends might hurt our feelings and we all have different ways of dealing with this. It can be very hard to share our hurt feelings in a good way, but it is better to communicate what is bothering us. It can make us feel better if we do it in a good way. We should also think about how we make our friends feel. Breaking their trust can also damage the friendship.

4

Activity I My Friends



Stand Up, Sit Down Activity:

- o Have the girls stand up if they agree or sit down if they disagree with statements about qualities of a friend. For example: I am a good friend; I care about my friends; I help my friends. I am nice to my friends; I respect my friends; I listen to my friends. Invite the girls to stand in a straight line facing the mentor who will be designated as “Sara.”



Say: Now that we have thought about the kind of friend we are to others, I want you to discuss in pairs (for a couple of minutes) the things you like about your friends.

- o Ask a few girls to volunteer their answers.



Note: It's important that girls focus on traits, for example, friends who are brave, kind, strong, caring, etc., and not things like “having nice clothes” or “good at braiding hair”, etc.

- o Give each girl a piece of paper and some colored pens.



Say: I want you to think about your closest friend. What are the things you like about this person? I want you to draw a picture of yourself with that friend. Think about how this friend treats you and think about the time you spend together.



Note: Some girls may say they don't have any friends, or will think of a friend that is back at home or far away. It's important to reassure them and make them feel that this is a supportive environment. You can ask them to focus on what their “ideal” friend would be like. Check in with them at the end of the session to see if they are feeling OK.

- o Once finished, invite girls to volunteer to share their drawings and ideas with the group.

4

Activity I My Friends



Say: Let's think about the things (qualities) you think are important to have in a friend.

- o Give them the opportunity to volunteer a few answers.



Note: It's important that girls focus on traits, for example, friends who are brave, kind, strong, caring, etc., and not things like "having nice clothes" or "good at braiding hair", etc.

- o Split the girls into groups of four. Give each group flip chart paper and some colored pens and markers.
- o Ask them to write down or draw pictures to show the qualities they look for in a friend. Once finished, ask them to share with the group.
- o Pick out the key things that are identified by the groups and write them on flip chart paper. Once all the girls have finished presenting, read back the answers that were common/similar across the different groups.



Ask:

- Do you think you have friends like this?
- Do you think you are this type of friend to someone else?



Note: Some girls may say they don't have any friends, or will think of a friend that is back at home or far away. It's important to reassure them and make them feel that this is a supportive environment. You can ask them to focus on what their "ideal" friend would be like. And check in with them at the end of the session to see that they are feeling OK.



Activity 2

Talking to My Friends



- o Ask girls to remind you of the story of Sara and Sophia.



Ask:

- Have any of you seen a similar situation occur between two friends? What happened in this situation? Do you know of any good ways to handle these situations?



Note: If girls suggest strategies that are harmful, for example, hitting someone, shouting at them, stopping talking to them, shout at them, stop talking to them, etc., it's important to address these. Do not tell the girl she is wrong, but ask the girl (and the group) what could be some of the risks with that strategy. Explain to girls there are other ways to handle the situation well and we shouldn't respond with violence or aggression.



Say: There are three simple steps we can take to help us express our feelings well to our friends and family.

Write down the following steps in bold on a flip chart:

1. Use sentences that show how you feel or what you think, instead of using sentences that are blaming the other person. These sentences are about our own experience and feelings and they are called "I statements." This means you might say, "I feel sad because you told my secret to someone," instead of saying "You are a bad friend for telling my secret."
2. Make sure to speak slowly and calmly so the other person can understand what you are saying.
3. Be friendly.

"I Statements" Stand Up, Sit Down:

- Have the girls stand up or sit down if they think the following sentences are "I statements" or not "I statements." This is important to help them understand the concept of "I statements."
 - For example: I am upset because..., You were really mean when you said..., You are a really bad person..., I feel really annoyed when..., I want you to know that my feelings were hurt because..., You were wrong when you said..., etc.
- o Split the girls into pairs and ask them to take turns pretending to be Sara in this situation. Sara should express to Sophia why she is upset, using the steps discussed. Go around the room to listen to the pairs practice. Make sure they are using "I statements," and provide support to them when needed.

4

Activity 2 (Continued)

Talking to My Friends



- After a few minutes of practice, ask a few pairs to volunteer to share their dialogue with the wider group.
-  **Ask:** Why was it important for Sara to tell Sophia how she feels instead of telling Sophia what she did was wrong? (This will help them to resolve the conflict in a more successful and positive way.)
- Do you think you can use these tips in your daily life? Who can you use them with? (They can be used with friends and family and with people who you feel safe and comfortable practicing these steps with.)

5

Check-in

Give one example of an “I statement.”

6

Takeaway

Until the next session, if you have the chance, practice the tips we discussed, either with a friend, sibling, or family member. We can discuss our experiences in the next session.

S

SOCIAL & EMOTIONAL SKILLS

Expressing Emotions

Session Objectives:

- ▶ Girls understand how to identify, express, and manage strong emotions.
- ▶ Mentors/facilitators begin to understand the emotional life of the girls in the group.

Skills: Creating safety, managing emotions, and trust

Build From: Our Safe Space, People I Trust

Materials: Art Box, an enlarged copy of the Emotion Thermometer Sheet, Emotions and Body Language Sheet, and stickers

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara noticed that she was feeling many different emotions sometimes. It's something her family also noticed. One minute she was feeling very happy and then the smallest thing would make her angry or annoyed. Sometimes her parents would tell her off and tell her it was not ok for her to behave in a way that showed anger or annoyance. But Sara didn't know how to deal with this, because the feelings were still there!

What are the different types of feelings/emotions that people have?

3

Let's Explore

What are Emotions?



Say: Today we are going to talk about emotions. Emotions are the things that we feel - or our "feelings." Can anyone tell us what the different types of feelings are?



Note: If they are struggling, ask them how they feel if someone cooks their favorite food or if someone takes their favorite food.



Say: Being happy, sad, scared, surprised, angry, proud are all examples of things we feel.

- Emotions can also tell us when something is wrong, or if we're happy, or when we don't trust someone.
- Knowing and listening to your emotions is very important! Sometimes we, as girls, are expected to control our emotions. This can be harmful to us. We should be encouraged to express our emotions in a way that is healthy for us and those around us.



Ask:

- What does being sad feel like or look like in our bodies? (For example, tears, trembling lip, frowning.)
- What does being happy feel like or look like in our bodies? (For example, smiling, arms open and standing tall.)
- Show the girls the Emotions & Body Language Chart for more examples.

4

Activity I

Understanding Uncomfortable Feelings



Explain: Sometimes we can feel sad, angry, or scared (or other uncomfortable feelings) because of something that happens. For example, if a girl has an argument with her sibling, this can make her feel angry or annoyed. It is important that we learn how to express these uncomfortable feelings.

- o Split the girls into small groups, and give each group a scenario that they can act out (or draw if they prefer). Ask them to think about how the girl in the scenario was feeling and how she could express her feelings.

Contextualization!

- Anna loved school and was the top of her class. One day when she came back from school, her parents were waiting to talk to her. They told her that she must stop going to school and help more in the house and take care of her siblings. Anna was so angry!
- Carla was spending time with her friends; they were laughing and joking. One of Carla's friends took Carla's soda without asking and drank it all. Carla was really annoyed and upset that her friend didn't ask if it was ok!
- Betty was walking home from her girl group one day when she saw a dog! Betty was really scared of dogs and the dog was growling at her. It made Betty feel very scared and worried.
- Anita was really upset; she wasn't selected to be on the football team. She really wanted to play, and all of her friends were playing.



Explain: We may notice changes to our body when we are angry, sad, or experiencing other uncomfortable feelings. For example, our heart might start to beat faster, our face might warm, our muscles might tighten, we might feel shaky. It's important to know that while these feelings are completely normal and healthy, when we don't express them properly, it can lead to problems.



Ask: Was it normal for each of the girls to feel the way they did? (Yes)

Ask: Should they have expressed their feelings? (Yes, if done in a healthy way that don't harm them or others).

Ask: What are some of the things people do to express uncomfortable feelings in a harmful way?

- Hurting someone, being mean to others, ignoring people, hurting oneself, not expressing feelings.



Ask: Why is not expressing feelings harmful? What could happen to girls who don't express themselves?



Explain: When girls don't express themselves, they can sometimes feel anxious, nervous, or sad. They might also start expressing their feelings in different ways, like feeling low in confidence, for example. Girls might cry for no reason or laugh during difficult conversations. Not expressing these feelings does not make the feeling go away.

4

Activity I Taking Our Emotional Temperature



... **Explain:** Sometimes it can be difficult to understand our emotions as they are happening, especially when we have different ones at the same time. Let's think of a way to make our emotions easier to understand!

- o Place a large copy of the Emotion Thermometer on the wall or a place where everyone can see it.

... **Explain:** Emotions are like the weather. When we are angry, we get really hot (point to the top of the thermometer). When we are happy or relaxed, we cool down (point to the bottom of the thermometer).

- o Pass out different color dots to each girl.
- o Invite them to listen to each statement and put their sticker next to the face on the thermometer that best expresses how they would feel.
- o Include statements that could elicit positive or negative feelings that reflect the day-to-day realities of the girls.

Contextualization!

- Your sibling smacks you.
 - Someone from your support network (Trust Flower) asks to spend time with you.
 - A stranger makes you feel uncomfortable.
 - You did really well at a task!
 - You want to go to your girl group, but your family won't let you.
 - You just ate your favorite meal!
 - Someone ruined your favorite dress.
- o After the girls put their stickers on the Emotional Thermometer for each statement, ask some of them to share their thoughts. Acknowledge the girls for their good work.

* **Note:** This activity may be challenging for girls. Add different positive statements for variation. And check in with the girls at the end if you need to.



Activity 2

Expressing Our Feelings



Explain: When people are angry, very sad, or have other strong emotions, they can feel so overwhelmed that it's hard to make decisions. Sometimes we say something mean to someone we love, or we become very quiet. While we know it's ok to be angry or have other strong emotions and feelings, and that it can be harmful when we don't express them properly, there are things we can do to make our emotions easier to deal with.



Ask: What are some of the things we can do to handle strong emotions?

- o Have the girls discuss in pairs and share their ideas with the group. Add these suggestions if the girls need examples to get them started:
 - I count to 10.
 - I walk away from a discussion or argument to calm down and then come back to it later.
 - I sing or listen to a song I really like to help me relax.
 - I share my feelings with someone.
 - I put my feelings into words.



Say: If you are angry (or annoyed) at someone, you can also try to express what made you angry by using 'I statements' and the steps from the 'Friendships' session. They can be used with many people, including family. It is not limited to your friends.



Activity 3

Breathing to Relax

- o Have the girls stand in a circle. Tell them that you are going to do some breathing and relaxation exercises with them to help them to deal with strong emotions. This is something they can practice when they are feeling angry or annoyed.



Note: The breathing activity needs to be done slowly.



Say: Let's relax right now. First, let your body relax a bit. Reach up, high above your head, stretching your arms... stretching your body very tall. Now let your arms relax. Place them at your sides, loosely.

- Do the same thing again, but this time, breathe in as you reach up. Stretch.... and now breathe out as you relax and place your arms at your sides.
- One more stretch, arms up, breathing in... and relax, arms down, breathing out. Just stand now, letting your arms rest at your sides. Keep breathing deeply and slowly.

Repeat the above two more times.



Say:

- Imagine that there is a candle in front of you. You can even hold up one finger in front of your mouth and pretend it is a candle. As you breathe out, blow the air out through your mouth very slowly. Feel the air on your finger. Imagine that you are blowing enough air to make the flame of the candle flicker, but not enough to blow it out. You will need to blow very softly.

4

Activity 3 (Continued)

Breathing to Relax



Say:

- When you breathe in, imagine that the flame of the candle flickers and leans toward you. As you breathe out, the flame flickers and leans away.
- Imagine the flame of the candle moving in and out with each breath you take.

Repeat this two more times.

5

Check-in

Name three emotions. What are three ways to manage a strong emotion like sadness?

6

Takeaway

Notice what strong emotions and feelings you might experience outside of group this week. Practice using your skills to manage those feelings. How did it work? We will invite you to share what happened when we meet at the next session.

RESOURCE

Emotions & Body Language

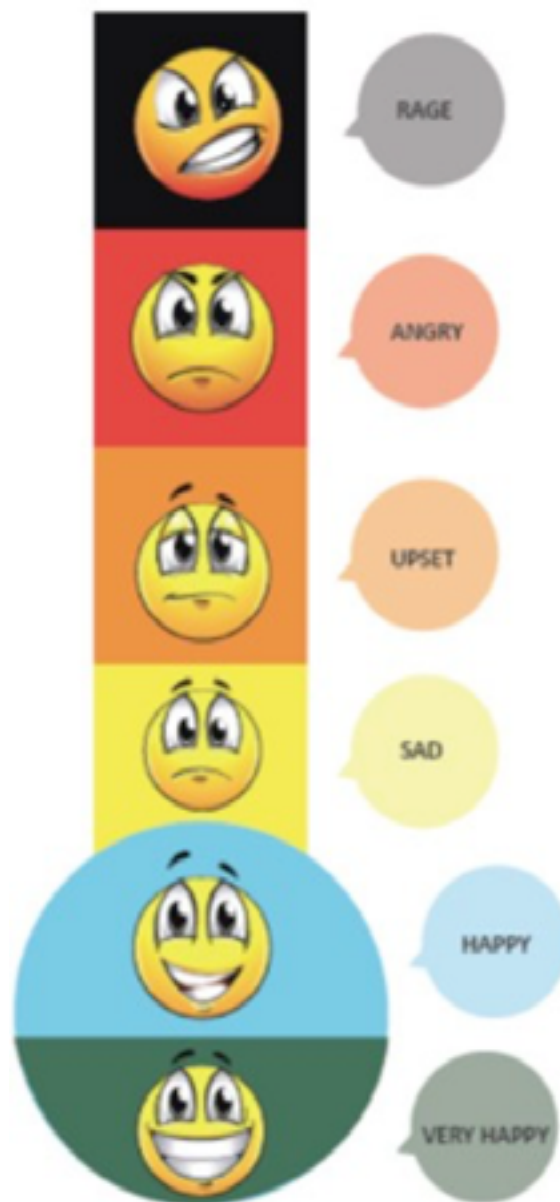
- In addition to the Emotion Thermometer, a Feelings Chart can help girls better identify their specific emotions.
- Cultural norms play a big role in how certain feelings are expressed or recognized.
- The list of faces on the left may work in some contexts, but not all.
- Use the list as a starting point, but replace the faces with those expressions that are the most applicable to your context.
- Test your list during the initial assessment to see how it resonates with the girls and whether it represents how they see each emotion.
- Use this chart when helping particularly younger girls identify what they are feeling.
- Images can often be easier to access than words.

Emotion	Facial Expression	Body Language
Happy		
Suprised		
Sad		
Scared		
Angry		
Proud		

<http://shls.rescue.org/shls-toolkit/social-emotional-learning/>

RESOURCE

Emotion Thermometer





SOCIAL & EMOTIONAL SKILLS

Managing Stressful Times

Session Objectives:

- ▶ Girls understand what stress is and learn techniques to address this.
- ▶ Mentors/facilitators observe how girls deal with stress and get insight into their coping mechanisms.

Skills: Managing emotions and stress

Build From: Our Safe Space, My Safe Person, and Expressing Emotions

Materials: Art Box, stickers, Stress Management Tips Sheet



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara has been facing a lot of pressure recently. Since moving to this new location, she has started a new school, a new girl group, she is making new friends, AND she also has to keep up with all of the household tasks to help the family. Sara loves school, but has to catch up on the lessons she missed while she was moving. This pressure from school and at home is making Sara feel worried, and sometimes she gets headaches or feels her shoulders are heavy.

What is Sara experiencing?

3

Let's Explore Managing Stressful Times



Explain: What Sara is experiencing is called stress.



Ask:

- Has anyone heard of this word before?
- What do we think happens to someone when they are stressed?



Explain: When we are stressed, we can feel tension or pressure, usually because of challenges we face. When faced with situations where we feel pressure, our bodies sometimes behave in a way that is different from how it normally behaves. People might feel, think, or behave differently to how they normally do.

- o Stress is not always bad. Sometimes, the pressure that we feel can help us to work hard or motivate us or keep us safe. For example, if a lion appeared, we would feel stressed and we would act! Or if we had a deadline to finish a group project, we might feel stressed and work faster to complete it. But this kind of stress only lasts for a short time.
- o Stress that lasts for a long time or that creates lots of strong feelings in someone, is the type of stress we want to learn to manage.

4

Activity I Symptoms of Stress



- o Split the girls into small groups and ask them to draw Sara on flip chart paper, highlighting all the places on her body where she might feel tension or heaviness due to the stress she is facing (in addition to the headaches and heavy shoulders that Sara already mentioned).
- o Ask them to present this back to the wider group when they have finished.
- o When they have finished, ask the following questions:



Ask:

- How might Sara behave, think, or feel when she experiences pressure or stress?
- Why is it important for Sara to know the signs of stress? (Because if she can see it, she can manage it better).



Note: Refer to symptoms Stress Management Sheet for some suggestions.



Activity 2

Managing Stress



- o Have the girls to go back to their groups.



Say: What are some of the things we can advise Sara to do to help deal with some of the stress she is facing? Are there any tips we can give Sara to help her feel better or to help her manage her stress?

- o When they have finished, have them share one idea from each group.



Ask: Were there some tips that were suggested that could be harmful to Sara?

- If yes, how can we replace these with less harmful suggestions?



Say: There are many different ways to manage stress, and everyone needs to find ways that work best for them.

- o Go through the Stress Management Tips Sheet and ask them to rate each tip by cheering loudly for the ones they like and not so loudly for the ones they don't like.



Note: Explain to girls that if there is something that is causing them stress, they can also talk to a trusted person or a caseworker to get more support.



Activity 3

Self-massage



Ask: the girls to stand in a circle, and tell them that you will guide them to do a self-massage. As you guide them keep demonstrating the movement on yourself.



Say:

1. Start by tapping your finger like rain drops on your head from front to back, then do it on your face.
2. Massage your face with the palm of your hands.
3. Grab your nose and shake it up and down while breathing from your nose.
4. Take your ears between two fingers and move them up and down, then pull your ears.
5. Open your right arm, breath in, and as you breath out, bring your right fist to beat your left chest and release the sound of "Ahhhhh," then repeat, but this time opening/stretching your arm further, then beating your chest strongly and releasing a louder sound. Repeat a third time, doing everything even bigger. Do the same with your left fist and the right side of your chest.
6. Massage your chest and your belly with your hand until it becomes soft.
7. Bend your back forward and tap on your lower back and the middle of your back with the back of your hand.
8. Tap on your left leg with both of your hands, from the top downward, till you reach your foot. Do the same with the right leg.
9. Stand straight and shake your whole body, releasing whatever sound you like.

4

Activity 4 Good Stress, Bad Stress



- o Make two signs: one that says "good stress" and another that says "bad stress."



Say: I will read out a scenario and I want you to go and stand under the sign where you think this stress belongs.

- Patricia is stressed because she has a deadline coming for her homework, but it is making her more effective in finishing! (good stress - short-term and making her productive)
- Veronica is having very bad headaches because she is struggling in her new job. (bad stress - long-term and having physical effects).
- Lara has been feeling very tired and exhausted because of arguments taking place at home. (bad stress, long term and having physical effects).
- Mary is walking home and it is getting dark. She is feeling a bit stressed, so she starts to speed up. (good stress - short-term and making her act).
- Maha is organizing a party for her little sister and is feeling stressed because she has to make sure everything is finished in time (good stress, short-term and making her productive).

When finished:



Ask: Why do you think it's important to know the difference between good stress and bad stress?



Note: One stress you don't need to manage, in fact it is helping you to achieve your goals, or helping to keep you safe. However, the other type of stress needs to be acted upon, so therefore it's important to be aware of it and manage it. If someone is feeling overwhelmed or having some physical side effects, this is the type of stress that needs managing.

4

Activity 5

My Rose



Ask: the girls to stand in a circle and ask each one in turn to say what her “rose” is in this period.



Explain: Her rose is something good that is happening to her at this moment in her life. It could be something she has done that she is proud of, or something she feels grateful for, or something that makes her happy. If she can’t think of anything, the mentor/facilitator can help her by telling her how smart she is or how important she is to the group.



Ask: How can remembering the good things in our life help us when dealing with stressful times?

5

Check-in

Name three techniques we can use to manage feelings of stress.

6

Takeaway

Before next week, try out one technique that we discussed today when you are feeling stressed, nervous, or anxious. We can share our experiences in the next session.

Optional Activity

Take a “Minute” Break

Invite the girls to take a piece of paper and something to draw with.

Say: One of the tips we discussed for managing stress was to take a minute break. We said that we could close our eyes and imagine a place where we feel comfortable and relaxed. It could be an actual place or an imaginary place. Let's draw this place!

- o Invite the girls to draw an image of something that brings them peace and makes them feel relaxed. It could be something they used to do in the past, a place that they would like to visit, or a vision of themselves in the future - anything that makes them smile.
- o Ask the girls to use as much detail as they can think of. Use the colors that they like, include the people they want there, food they want to eat, and things they would like to do. Girls can draw anything of their choosing.
- o You can ask girls to share their drawings with the group if they feel comfortable.
- o Invite the girls to keep this drawing and use it as something to look at when they are feeling stressed and overwhelmed.

Sample Drawings



*** Note:** This exercise might seem simple, but art and imagery can be powerful tools for managing stress during times of high stress and crisis. When doing this exercise, ensure that girls feel safe and comfortable. Give girls plenty of time to do this exercise and return to as if needed in future sessions.

RESOURCE

Stress Management Tip Sheet

Symptoms of Stress

- Difficulty concentrating
- Embarrassment
- Forgetfulness
- Difficulty making decisions
- Crying
- Difficulty speaking
- Yelling at friends/family
- Fear
- Moodiness
- Dry mouth
- Breathing fast
- Pounding heart
- Heartache
- Cold or sweaty hands
- Tight muscles
- Stomach aches

Stress Management Techniques

- Take a deep breath. Stress can make us breathe lightly, and this can cause more stress! Try taking a minute to slow down and breathe deeply.
- Let's take a few deep breaths now to see how it feels! Remember the activity from the Expressing Emotions session!
- Talk about it: Keeping feelings inside can make you even more stressed. Sharing your feelings with someone you trust can help you see your problem in a new way.
- Take a "minute" break. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including nice sounds and smells. Let's do that now! Close your eyes and imagine a place that you love and makes you happy!
- Get physical. Remove the pressure through exercise or physical activity. This can be anything from playing a game with friends to doing some regular physical sport that you like doing. Let's try now! Let's jump up and down and release some pressure!
- Laugh: It's important to be able to laugh. Share jokes and funny stories with your friends. Laughter is good for you! Let's try that now! After I count to three, let's all have a big laugh!
- Look for the good things around you. It is easy to only see bad things when you are stressed. So try to think about the enjoyable things around you or the people that make you happy. Let's try that now! Look around the room - is there anything or anyone in this room that makes you happy? Let's appreciate it for a second.

S

SOCIAL & EMOTIONAL SKILLS

Communicating Our Choices

Session Objectives:

- ▶ Girls are empowered to communicate their choices.
- ▶ Mentors/facilitators observe and acknowledge each girl's individual communication styles.

Skills: Saying "no," assertive communication

Build From: Communicating Without Words, Listening Skills, Friendships

Materials: Drama Bag, flip chart paper, markers

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara wanted to attend a reading and writing class that was being offered in the camp where she was living. But she knew her father might have some concerns since it was new to him and he didn't want her going somewhere that wasn't safe. She needed to communicate with her father about why it was important to her and how it would be useful to her.

How can Sara communicate this to her father?

3

Let's Explore Communication Styles



Explain: Communication is an important part of making and keeping friends. It helps us in everyday life and can be used at work, school, with your family and others. We will review three possible communication styles:

1. **Passive communication:** When we can't say directly what we really want or need. For example, passive people might not say what they think, don't make eye contact, speak softly. They might agree with others to avoid confrontation.
2. **Aggressive communication:** When we can say what we want or need, but do it in a loud or demanding way. For example, we might interrupt others, or have closed body language, make others feel scared, or say hurtful things.
3. **Assertive communication:** When we say what we want and need in a direct but respectful way. For example, we use open and relaxed body language, we make eye contact, use a firm but friendly tone of voice, we respect others and also respect ourselves.

We use different ways to communicate for different situations. In many cases, assertive communication is the best choice. It allows you to state what you need, create boundaries, and say what you feel in a respectful way.

4

Activity I Responding to “No”



- o Have the girls make two lines, facing each other, they will be paired with the person opposite them. One group will be the “ask line” and the other group the “no line.”



Say: to the “asking line”: You are Sara. Imagine your partner in the “no line” is Sara’s father. You are going to ask your father if you can join the course.

- o If the girls need more guidance, you can explain to the girls that they can say things like “Please, can I join the course,” “It’s really important to me,” or “I would really love to go to this course, it would be so helpful for me.”



Say: to the “no line”: You are the “no line” and it is your job to say no to Sara’s request.

- o Have one pair practice this once for everyone to see how it should go, then ask all the girls to practice.
- o After they practice, tell the “ask line” that when Sara’s father says no, they must ask a “what”, “how” or “why” question, which will make their partner explain their reasons.
- o If the girls need more guidance, you can say for example “What would convince you to let me go?” or “How can we compromise?” or “Why don’t you think it’s a good idea that I attend?”
- o The “ask line” will then ask their question again with the new information given from the “no line.” The person in the “no line” can then decide if they accept the request of the person in the “ask line.”
- o Each pair should practice this down the line. And then switch roles once they have all had a turn.
- o Have a few volunteers share their practice with the group to see whether the communication they were using was assertive.
- o Ask girls from the “no line” why they maintained saying “no” or why they changed their mind and said “yes.”



Explain: It’s important we say what we want clearly. For example, Sara could say to her father that it is something that is very important to her, that she will make sure she goes with a group and that it will really benefit her in the future, etc. If Sara says to her father that she really wants to go and it is unfair that he won’t let her, her father might be less likely to listen to her request.



Ask: What did we learn from this activity?



Explain: This activity helps us to not be afraid when someone says “no,” and teaches us how to be assertive by asking probing questions and re-stating what we asked for. Often, assertiveness is hard when you face a challenge or need to ask for something. This activity can help us to feel more comfortable when dealing with this situation.

4

Activity 2 Saying “No”



- o Tell the girls to stand in a circle.



Say: After I count to three, we will all yell “NO” as loud as we can.

- o When the girls have finished, ask them to each individually yell “NO.” They can use different tones, volume, etc.



Ask:

- How did it feel to yell the word “no?”
- When is it a good idea to yell “no,” when is it a bad idea to yell “no?”



Explain: If we are feeling threatened by someone, we should yell “no!” But yelling “no” to our parents could get us into more trouble, so we need to think about how to use the term “no.”



Ask: How can we use “no” without yelling?

- Communicate your choice clearly by saying “no”
- Say “no thanks”; sometimes it’s just that easy.
- Repeat yourself if needed
- Be firm in your position and continue to repeat your response, “no thanks.”
- Give a reason why. Try saying, “No thanks, I have to be up early tomorrow,” for example.

- o Have the girls practice doing this in pairs and then ask a few girls to share their practice with the plenary group.



Note: Saying “no” is an important skill. Girls need to practice communicating their needs and wants, as well as maintaining boundaries that can increase their safety at home and in the community. For women and girls, saying “no” can be difficult, particularly in cultures where it’s not acceptable for girls to disagree. If this is the case, girls can think of more acceptable ways to state their choice in the next activity.

4

Activity 3

Saying “No”



Practice



Explain: Sometimes we aren’t able to simply say “no,” as this might get us into trouble or cause more problems. So let’s think about how we can say “no” in the following scenarios (this might also include an explanation as to why you say “no.”) Remember, we can use the steps we discussed in the last activity to get our message across (communicate, repeat yourself, state why).

- o Split girls into pairs. Read the scenarios. After each scenario, give the girls time in their pairs to practice their response. Ask a few girls to share their response with the group. Then read the next scenario. Give them time to practice and ask a few pairs to share their response with the group, and so on.

Contextualization!

Read the following scenarios:

- Your friend wants to borrow some money from you, but you don’t want to give it to her as she never pays you back.
- Your father wants you to clean the mess in the kitchen, but you want to finish your homework instead.
- A friend wants you to lie to her parents about where she is going.
- A group of boys try to take the snacks you just bought for you and your friends.
- A stranger makes comments about you as you walk down the street and asks you to stop to talk to him.



Ask: Do you think our responses could have caused us more harm or could it have helped the situation?



Note: Guide the girls in the discussion to use the different ways to say “no.” Encourage them to think about whether saying “no” or avoiding confrontation would be the best choice for their safety. For example, if someone is angry and seems aggressive, maybe backing away would be the best option. If someone is trying to physically hurt someone, maybe it’s better to be aggressive to alert others to the situation. Also get them to think about when it is appropriate to say “no” and when it isn’t. Could it cause more harm to respond with “no” to their parents, for example?



Activity 3

Saying “No”



Practice



Explain: Sometimes simply saying “no” can get us into trouble, especially with our parents who might think this is disrespectful. Let’s think of how we can say “no” in different situations (this might also include an explanation as to why you say “no”), using the tips and techniques we learned in the last activity (communicate, repeat yourself, state why).

- o Split the girls into small groups and give each group a scenario:

Contextualization!

- Your sister is bothering you as you are trying to do your homework. You told her to stop disturbing you, but she doesn’t listen, then she starts slapping you.
- Your friend wants you to miss school and go to the market, as she thinks school is boring. You don’t want to go, you prefer to stay at school. She is very pushy.
- Your mother wants you to go to the neighbor’s house to borrow bread, but you don’t want to go on your own.
- Your father wants you to go fetch water, but it is getting dark outside and you don’t want to go.



Ask: Do you think our responses could have caused us more harm or could they have helped the situation?



Note: Guide the girls in the discussion to use the different styles. Encourage them to think about whether saying “no” or avoiding confrontation would be the best choice for their safety. For example, if someone is angry and seems aggressive, maybe backing away would be the best option, or if someone is trying to physically hurt someone, maybe being more aggressive and loud to alert other people to the situation is best. Get them to think about when it is appropriate to say “no” and when it isn’t. Could it cause more harm to respond with “no” to their parents, for example?

5

Check-in

Name the steps for saying "no" effectively.

6

Takeaway

Until next session, ask your safe person if you can practice saying "no" with them, using the steps we learned. We will invite you to share your experiences at the next session.

YES NO LINE

Instructions:
Have the girls make two lines, facing each other, they will be paired with the person opposite them. One group will be the "ask line" and the other group the "no line."



Ask Line
Say: to the "asking line": You are Sara/Reem. Imagine your partner in the "no line" is the person saying no to Sara/Reem. You are going to ask the decision maker if you can join the course/training college.



No Line
Say: to the "no line": You are the "no line" and it is your job to say no to Sara's/Reem's request.

Have one pair practice this once for everyone to see how it should go.



then ask all the girls to go off and practice in pairs (they do not need to share back with the group).



After they have practiced once, tell the "ask line" that when the person opposite them says no they must ask a "what", "how" or "why" question, which will make their partner explain their reasons.



If the girls need more guidance, you can say for example "What would convince you to let me go?" or "How can we compromise?" or "Why don't you think it's a good idea that I attend?"

The "ask line" will then ask their question again with the new information given from the "no line." The person in the "no line" can then decide if they accept the request of the person in the "ask line."



Have two pairs share their practice with the group to see whether the communication they were using was assertive.



SOCIAL & EMOTIONAL SKILLS

Resolving Disagreements

Session Objectives:

- ▶ Girls learn the key steps to resolving disagreements.
- ▶ Mentors/facilitators observe how girls deal with disagreements.

Skills: Resolving disagreements, teamwork, managing emotions

Build From: Our Safe Space, People I Trust, Friendships, Communicating Our Choices

Materials: Drama Bag, Art Box, 'Stop, Think, Act' Poster



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara and Mary were becoming good friends. They liked the same foods, the same music, and they both had a great sense of humor. One day, Mary asked Sara what she thought about their friend who left school to marry her boyfriend when she was 14. Sara thought that their friend made a bad decision that she would regret soon. Mary thought she made a really good decision and that she herself would do the same. Sara and Mary did not agree. Sara was worried that this difference might affect their friendship.

Do you think Sara and Mary can solve this disagreement?

3

Let's Explore Resolving Disagreements

 **Explain:** A disagreement is a situation where you and another person don't have the same idea, view, or opinion about something. For example, your friend may like one kind of music, while you like another. Or your female/male caregiver thinks you should behave in a certain way, but you don't want to. Sometimes a disagreement can turn into an argument if things become highly emotional, or when both people have hurt feelings and struggle to find a solution.

 **Ask:** Can anyone share an example of what a disagreement between two people would be?

 **Ask:** Can anyone share an example of what an argument between two people would be?

 **Explain:** Sometimes, a disagreement can turn into an argument if people don't talk about it with each other honestly. Sometimes, an argument can cause friendships to end if both friends don't work together to find a solution.

 **Ask:** What does it feel like to have a disagreement with someone? (Some people may feel sad, annoyed, angry, but also some people may not be affected. We don't always have to agree with other people, and so sometimes we don't have strong feelings about it).

 **Explain:** Everyone has disagreements at some point. Some are solved and others may turn into an argument that might or might not be resolved. We can learn to solve disagreements and arguments as much as possible and to live positively with disagreements that we cannot solve. Some difficult arguments are those between people with different views and interests. We learn and feel strong by looking at how we have solved arguments in our lives before. We can use the same ways again for other arguments and disagreements. We can also imagine new ways to solve disagreements and put them into action. We can understand our arguments and disagreements better by looking at why they happen.

4

Activity I Stop, Think, Act



- o Display the "Stop, Think, Act" Poster and demonstrate the motions for each step.
- o For "Stop", put your hand in front of you with your palm facing out like you are telling someone to stop. For "Think", put your finger to your forehead like you are thinking. For "Act", march in place like you are acting.

 **Ask:** When we are dealing with an argument or a disagreement, why is it important first that we stop? (This gives us time to calm down and pause before we respond.)

 **Ask:** Why is it important to think? (It gives us time to understand what the problem is and to think about solutions.)

 **Ask:** Why is it important to act, only after we have stopped and thought about the situation first? (Because we can handle the situation better once we have taken some time to calm down and think about the best solution, instead of just reacting first.)

 **Say:** Let's think about "Stop." We are going to do an activity where you will learn to stop yourselves.

- o Get the girls to stand up and start singing/dancing. When you say stop, the group should stop, take some deep breaths and prepare to "think."
- o For the second round, have the girls dance and sing until the room gets too noisy. Then have them stop and take some deep breaths.

 **Explain:** As your energy and feelings increase in response to an argument, you can use the deep breathing as a strategy to "Stop", before "Think"ing and "Act"ing.



Activity I (Continued)

Stop, Think, Act



Say: Now let's move on to "Think". Let me tell you a story:

Older Girls:

"Two siblings disagree over who will go to fetch wood/collect water/buy bread." What can they do to address this?

Example alternatives to disagreement include:

- Agree to disagree – nobody goes.
- Compromise – both will go.
- Agreement – one person will go.
- Adult help – ask a female/male caregiver what to do.
- Make a deal – One goes today, the other will go next time.

Younger Girls:

"Two girls are playing together, but they want to play different games." What can they do to address this?

Example alternatives to disagreement include:

- Agree to disagree – play separately.
 - Compromise – play one game for half the time and the other for the other half.
 - Agreement – play one of the games.
 - Adult help – ask a female/male caregiver what to do.
 - Make a deal – play one game today and the other tomorrow.
- o Have the girls select one of the alternatives to argument and draw a picture/cartoon of when they would use it.
 - o After they draw their pictures, have the girls find someone who chose a different alternative to the argument and share their picture.



Ask: What did we learn through this activity? Did you feel that some alternatives were better than others?



Explain: Depending on the situation, some alternatives can work better than others. That is why it is important to STOP and have time to THINK about these alternatives before you ACT.

4

Activity 2

Resolving Disagreements and Arguments



- o Split the girls into small groups and give each group a scenario (below are some examples). The girls should develop a role-play for the scenario, using the STOP, THINK, ACT method. Once they finish, they can perform their role-play for the group.

Contextualization!

- Sandra and her brother have a disagreement about whose turn it is to take their sister to school.
- Victoria and her friend argue about who is supposed to pay for the snacks today. They are both convinced that they paid the last time.
- Selma argues with her mother about whether she is allowed to spend time with her friends in the afternoon.

- o After each role-play:



Ask: Were there any other alternatives that could have also been used?



Explain: It's important to remember, when we STOP:

- Take a breath and take your time. When we are engaged in a heated argument, we often forget to breathe or we hold our breath. This increases our tension and makes it more difficult to talk to the other person successfully.

Think:

- Think about what the problem is.
- Think about the solutions/alternatives.

Act:

- Acknowledge that the other person is upset.
- Say how you feel about the conflict using "I statements."
- Agree to come to some kind of solution together.
- Present each proposed solution to each other.
- After discussion, talk about choosing a solution that you both like.
- If you don't agree, find your mentor, your safe person, or another adult to help you find a solution.



Activity 2

Resolving Disagreements & Arguments



- o Ask girls in pairs to think about the types of disagreements or arguments girls their age experience. Ask them to share their ideas back to the group.
- o Take a note of at least four to five scenarios and then split the girls into small groups, allocating each group one of the scenarios that was presented.
- o The girls should develop a role-play for the scenario, using the THINK, STOP, ACT method. Once they finish, they can perform their role-play to for the group.
- o After each role-play, ask the plenary group if they think there were any other alternatives that could have also been used.



Explain: Disagreements and arguments can be difficult to resolve, especially if they are about issues that are important to you. Let's remember to use the STOP, THINK, ACT steps to help us deal with these situations.

Stop:

- Take a breath and take your time. When we are engaged in a heated argument, we often forget to breathe or we hold our breath. This increases our tension and makes it more difficult to talk to the other person successfully.

Think:

- Think about what the problem is.
- Think about the solutions/alternatives.

Act:

- Acknowledge that the other person is upset.
- Say how you feel about the conflict using "I statements."
- Agree to come to some kind of solution together.
- Present each proposed solution to each other.
- After discussion, talk about choosing a solution that you both like.
- If you don't agree, find your mentor, your safe person, or another adult to help you find a solution.

5

Check-in

What are three steps for dealing with disagreements?

6

Takeaway

Before next week, let's try to practice STOP, THINK, ACT if we have the opportunity. We can share our experience in the next session.

RESOURCE

Stop, Think, Act Poster





SOCIAL & EMOTIONAL SKILLS

Family Relationships

Session Objectives:

- ▶ Girls learn how to communicate effectively with female/male caregivers and other adults.
- ▶ Mentors/facilitators support girls to develop their negotiation and compromise skills and determine where practice is needed.

Skills: Communication, conflict resolution, emotional regulation skills

Build From: People I Trust, Friendships, Communicating Our Choices

Materials: Art Box, Drama Bag



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara had a disagreement with her mother. She wanted to go to her girl group but her mother said she must stay at home and help her with the housework. Sara was annoyed because she promised her friends she would go to the group. She got very upset with her mother and shouted at her and this made her mother even angrier. Her mother told her she was not allowed to go to the group anymore.

How do you think Sara should have handled this situation?

3

Let's Explore Family Relationships



Explain: When girls are growing up and going through many changes, this can affect the relationship they have with their parents/caregivers. There are specific steps that can be taken to improve the communication with your family, especially when you are facing a specific challenge.



Explain: Write down the following statements that are in bold:

- **Be prepared:** Know what you are asking for and think through the consequences of your request.
- **Pick the right time:** When the situation at home is relaxed, check the body language of your parents/caregivers to see that they are ready to talk.
- **Be calm:** Present your topic calmly and with facts.
- **Listen to what your parents/caregivers have to say:** Consider their point of view and whether they might be right.
- **Use 'I statements'** that we learned in the Friendships session.

4

Activity I Negotiation & Compromise Skills



Say: Now we are going to practice some of the skills that are involved in improving communication with family members, especially when girls are facing a specific challenge or problem.



Ask: When we say 'be prepared' what do you think we mean by this? (Ask a few girls to volunteer their answers.)



Explain: Being prepared can include thinking through the following questions: What do you want the outcome to be? What does the other person want the outcome to be? What are you willing to compromise on? (For example, what are you comfortable in giving up or doing/not doing?) Are there any alternatives if a compromise is not possible? (Are there any other solutions you can think of to the problem?) What will happen if you do or do not get what you are requesting?



Say: Let's take the story of Sara and her mother. When Sara's mother said she wasn't allowed to go to the girl group, how could Sara have prepared, instead of shouting at her mom?

Step 1: Split the girls into two to three groups and give them time to discuss and think through the questions and how Sara could have prepared what she wanted to say to her mother. Ask them to share a few of their ideas with the group.



Ask: Now that Sara is prepared, how does she know when it is the right time to discuss this with her mother?

4

Activity I (Continued) Negotiation & Compromise Skills



... **Explain:** When thinking about choosing the right time, some of the questions you might ask yourself are: How is the situation in the home/place where you will start the conversation? Is the female/male caregiver calm and relaxed, or are they busy doing something else, or talking to someone else? How is their body language? (Think back on the session on open and closed body language.) Do they look happy, angry, etc.? You may find it helpful to ask your female/male caregiver, "I have something I want to talk about, is now ok?" or "Do you have a few minutes to talk about something with me?"

Step 2: In the same groups, ask the girls to do a "still image" that portrays the ideal scene in which the conversation should take place. Prompt them to show details about what is going on in the home and how Sara's mother is feeling. Add another "still image" that shows the type of situation in which the conversation shouldn't take place. They can present these images to the group, explaining why the images are ideal and not ideal.

? ... **Ask:** So now Sara has her points prepared, she has assessed the situation at home, and has determined that it is a good time to talk. How can she now make sure she presents her points clearly and calmly? What are some of the things she can say?

Explain: We discussed how it was important to make sure parents/caregivers are relaxed and ready to talk, but it's also important for the girl to check how she is feeling. Is she ready to have the conversation? Is she feeling calm or upset? If she is not feeling calm, maybe it is not the right time. It's

important to speak calmly, without shouting. It is important to express what you want so that the other person understands what you are asking for. This can include sentences like "I would really like X," "This is something that is important to me," or "I would like your support with X."

Step 3: In your groups, build upon your still image (the ideal scene). Now you will do a role-play about how Sara can talk calmly and clearly to her mother. Ask the girls to present their role-plays to the group.

? ... **Ask:** So now Sara has presented her points to her mother, but her mother still doesn't agree. What should Sara do now?

... **Explain:** Originally, Sara got upset and shouted at her mom. But it's important to listen and to ask questions. When her mom said "no," perhaps Sara could do more to understand why this was. She could ask her mom "Is everything ok, can I do something to help?" or "I understand what you are saying, but do you think we can find another way around this?" or "Is there a way to make us all happy?" Maybe Sara will realize that her mom needs her to stay home because she needs to run an errand, and maybe they will agree that Sara can go next time, or maybe Sara will do her chores when she gets back. What is important is to communicate calmly so you can fully understand what is happening and why.

Step 4: In pairs, practice being Sara and her mom. Sara's mom is resistant and doesn't want to let Sara go to the group. Practice what the conversation will be like between Sara and her mom. Ask a few pairs to share what they practiced with the group.



Activity 2

What are the Problems?



Say: Facing new and difficult situations can sometimes lead to disagreements with family members. So we are going to spend some time discussing this more.

- o Split the girls into small groups and ask them to think about the following questions. (They can put their answers down on a piece of flip chart paper.)

Ask:

- What are the problems girls face with their parents/caregivers?
- What do you think are the problems that parents/caregivers have with their daughters?
- Do brothers/male relatives have the same problems with parents/caregivers?

- o Have the girls present their answers back to the wider group and write down the key themes coming from the groups.

Say: Sometimes the disagreements girls have with their parents/caregivers may not be their fault. Living in this specific situation, parents can be under a lot of pressure and stress and they may spend more time dealing with these things. Sometimes, girls face different challenges with their parents compared to boys. This can be frustrating, but let's think about what we can do to deal with this situation.

Ask: What are the main messages we want our parents/caregivers to know about how girls might feel?

- o If girls agree, these messages can be fed back through the Girl Shine Caregiver curriculum, without identifying girls individually.



Activity 3

How to Handle Disagreements



Say: Now that we practiced with the story of Sara, let's see what other problems girls might face and how to address them.

Ask: What are some of the ways that girls use to talk to parents/caregivers when they have a problem or disagreement? (Ask a few girls to volunteer their answers.)

- o Split the girls into small groups and give each group a scenario. (Below are some examples.) They should develop a role-play that highlights all the steps that need to be taken to communicate with their female/male caregivers about the issue raised. When finished, they can present this to the group.

Scenario 1: Laura lives with her aunt. Her aunt doesn't let Laura go to school. Laura's aunt says she can't afford to send her, she needs Laura to stay home while her aunt goes to work. Laura wants to go back to school. How can she communicate this to her aunt? (Negotiate a way to allow Laura to study and support her aunt.)

Scenario 2: Brenda does all the chores in the home, she doesn't have time for her homework. Her brothers don't help at all in the house. This has been bothering Brenda. She wants her brothers to share the chores. How does she communicate this to her family? (Explain the benefits. If everyone helps, everyone wins, instead of one person missing out.)



Activity 3 (Continued)

How to Handle Disagreements



Scenario 3: Layal has been offered a chance to enroll in a mechanics course. She is so excited! She would love to become a mechanic, but she knows that her father will resist, as he thinks she should not be learning about this. Instead, he thinks she should stay at home. (Explain the possible employment opportunities and how this benefits everyone.)

 **Note:** In these scenarios, girls may revert to traditional gender norms. It's important to emphasize that girls can become mechanics and there aren't any reasons why boys can't help with chores.

 **Say:** Using good communication skills can help girls talk to adults so that they can better understand their opinion. This can sometimes lead to results that both the girl and the adult are satisfied with, but sometimes it doesn't. It depends on the situation and also on how open their parents are to negotiation.

 **Ask:** If these communication skills do not work with a girl's parents, what other options does she have?

 **Say:** They can talk to someone at the safe space who will be able to provide them with more information. It's important to remember to be calm and respectful when talking to parents. This may sometimes create an environment where parents may be more willing to listen.



Activity 3

How to Handle Disagreements



 **Say:** Now that we have looked at the story of Sara, let's look at some different scenarios.

 **Ask:**

- How do girls your age usually communicate with their parents/caregivers?
- Do the ways girls communicate with their parents/caregivers change over time? (Is it different now compared to when they were younger?)

- o Give the groups one scenario each and ask them, in their group, to develop a role-play based on their scenario. (If girls cannot read, go to each group and read the scenario for them.)
- o After each role-play, ask the group some of the questions below:

 **Ask:**

- What can be done to solve this situation?
- What can the girl do to help the adult understand her?
- What could the girl and the adult do to understand each other better?
- Ask them to practice the communication skills in each scenario.

4

Activity 3 (Continued)

How to Handle Disagreements



Contextualization!

Scenario 1: Child Marriage – Tania is 14 years old. She left school last year and now her parents want her to get married. Tania doesn't want to get married now, she wants to wait until she is older. She wants to attend a computer course. How can Tania discuss this with her parents? (Possible answers could include: she could explain what her future goals are, try to negotiate to delay the marriage until she is ready, explain that it can be harmful to her health.)

Scenario 2: School – Yasmin is 12 years old and was going to school where she lived before. Since moving, her parents don't allow her to go to school because the school is mixed with boys. They are also really worried about her safety to and from school. Yasmin would really like to continue with her studies. How can Yasmin discuss this with her parents? (Possible answers include: ask parents under which circumstances they would agree, explain that she is responsible and wants to study so she can have better opportunities in the future, that she will go to school accompanied, she will make a safety plan to help her with the risks she might face.)

Scenario 3: Isolation – Sana is 11 years old and doesn't have many friends. She would like to make new friends and attend the girl group, but her parents won't let her, as they think that the group is too childish and that she should be spending her time doing more important things. She wishes she had more free time to go to the group. What can Sana do in this situation? (Possible answers include: ask mother to come and visit the girl group to get more information, explain the benefits of the group and what she will gain/learn, explain why it's important to her.)



Say: We learned and practiced communication skills that girls can use with their parents. It's important to learn good communication techniques that girls can try to use with their parents and others who make decisions on behalf of girls.



Ask: Sometimes, on some very serious issues, like the ones we discussed in the first and second scenario, girls might find that parents are not willing to negotiate. In these situations, what could a girl do and who could she turn to for advice?



Note: Make sure that they mention the safe space. Give them information on case management services available and give them the leaflet with information on what case management is. If the organization running the Girl Shine program is not a GBV agency, explain to them that girls can still approach staff at the space, who can make a referral to the relevant agency. Make time at the end of the session to check if the girls are feeling ok, and make yourself available after the session for any questions.

5

Check-in

What steps can we take to communicate with our family members when we disagree?

6

Takeaway

Until the next session, if you have the chance, practice the tips we discussed with a family member. We can discuss our experiences in the next session.

S

SOCIAL & EMOTIONAL SKILLS

Being Confident

Session Objectives:

- ▶ Girls identify what they like about themselves by practicing confidence and self-worth.
- ▶ Mentors/facilitators note the girls' perceptions of themselves and how that might affect their well-being.

Skills: Confidence

Build From: Our Safe Space, Expressing Emotions, Managing Stressful Times

Materials: Art Box, Drama Bag, toilet paper (or stones, leaves, etc.), nature box, water jug picture, actual water jug or container

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Today was hard for Sara. She had been studying very hard for a test and she didn't do as well as she'd hoped. When she got the result, she felt very sad and didn't feel good about herself. When she got home from class, her brothers wanted to play, but Sara didn't think she deserved to play. So instead, she just stayed quiet for the rest of the night, telling herself how useless she was.

Why do you think Sara reacted in this way?

3 Let's Explore Liking Ourselves

 **Explain:** In working to develop ourselves into the people we'd like to become, it can be helpful for us to have an understanding about how we feel about ourselves. This session is a first step in understanding our feelings about ourselves.

- Self-worth and confidence mean that we treat ourselves with love, kindness, and respect.
- It means that we feel good about ourselves.
- It means we feel proud of what we can do.
- It means we believe in ourselves, even when we don't succeed at first.
- It means that we see our own good qualities, such as being kind or capable.
- It means that we accept ourselves even when we make mistakes.

 **Ask:** Based on how Sara responded, do you think she was feeling confident today?

 **Explain:** Sara didn't believe in herself today, she wasn't treating herself with love and kindness. Just because Sara didn't do well in one test does not mean she is useless.

4 Activity I All of the Reasons Why I Am GREAT



- o Have the group sit in a circle and hold up a roll of toilet paper.
- o Tell the girls you are going to pass it around the circle and they can take off as many or as few sheets as they like. If you don't have toilet paper, you can use small pieces of paper, stones, leaves, etc.
- o After the roll has gone all the way around, tell them that for each sheet they have taken, they have to tell the group something positive about themselves. For example, if one girl took five sheets, she has to say five positive things. ("I am smart." "I am good at playing soccer.")

 **Note:** If girls cannot think of things, encourage them by telling them why they are great. For example, tell them they are smart, dedicated to the sessions, active, kind to others, have good ideas, etc.

4

Activity 2

Where Does Confidence Come From?



- o Split the girls into two groups. One group will think about a girl who is confident (feels comfortable and happy with herself), and the other group will think about a girl who is not confident. They will draw pictures of what they think these girls look like.

 **Say:** I want you to draw the girls. What do they look like, why do they behave differently, why is one girl confident and not the other girl? After, we will share our drawings with the group.

 **Ask:** What is the same about these girls and what is different?

 **Explain:** Self-confidence is not about how beautiful people think you are. Confidence comes from inside you. Beauty does not give you confidence, but having confidence makes you beautiful. Whether a girl feels confident or not can change day-to-day, due to many things. It is possible to gain confidence over time.

 **Ask:**

- How can girls get more confidence if it is low? (Confidence can come from being happy, doing something nice for yourself or someone else, doing well at school or at a task, taking time to do something you love, etc.)
- How can you support each other as a group to build each other's confidence? (Be kind to each other, tell each other something you appreciate about them, be a good friend, etc.)



Activity 3

Filling Our Water Jugs



- o Pass out a picture of a water jug to each girl, or the girls can draw a jug on a blank piece of paper. Put a real water jug or container in the middle of the group space and designate it as the Girl Shine group jug.



Explain: Each of you have a water jug in front of you and this represents your heart. We fill each jug up with water to represent our growing self-confidence. The water represents the words from ourselves and others that recognize our talents, traits, and positive attitudes that help give us confidence.

- o Divide the girls into pairs.
- o Ask girls to share words of appreciation and recognition of positive talents and traits with each other.
- o The girls can draw a line (and color it in) to show how full their water jug is, based on how they are feeling after the appreciation they received.
- o Switch the pairs two to three times so girls can receive appreciation from other girls in the group. They can keep adding to their jug.
- o Invite a few girls to share their experience and how they feel as a result of doing the activity.
- o Ask the girls to put their drawings in the group water jug, which will be kept at the safe space.



Explain: As a group, we will support each other and keep putting water in our jugs. At any point during our time together, we can keep filling each other's jugs up. When someone fills your jug, add a piece of paper to our Girl Shine water jug. Let see how full we can make it!



Note: Some girls may struggle to think of words of recognition for each other. Be sure to go around the room and check in, offering words of recognition to girls so that they can fill their jugs.

RESOURCE

Water Jug Template



4

Activity 4

Confidence Tips Role-Play



Say: Let's go back to the story of Sara. We know she wasn't feeling great about herself. What tips and advice can we give Sara to make her realize that she is an amazing young girl?



Note: The idea of this activity is not for them to give compliments to Sara, but advise her on what she can do to build her inner confidence.

- o Split the Girls into two to three groups and give them some time to develop a role-play where they are advising Sara on how she can work on her confidence. When they have finished, ask them to perform their role-play for the group.



Say: Your tips were brilliant! I have a few more that I want to share with you:

Control your inner critic

A good place to start with raising your confidence is by learning how to handle and to replace the voice of your own inner critic. We all have an inner critic, and it can help you to get things done. There are ways to minimize that critical voice and to replace it with more helpful thoughts. You can change how you view yourself. One way to do so is simply to say "stop" whenever you hear the critic. You can do this by creating a stop-word or stop-phrase. As the critic says something – in your mind – shout: "STOP!" Then refocus your thoughts on something more constructive.

Take a two-minute self-appreciation break

This is a very simple and fun habit. If you spend just two minutes on it every day for a month, it can make a huge difference. Take a deep breath, slow down, and ask yourself this question: what are three things I can appreciate about myself? These things do not have to be big things. Maybe just that you listened fully for a few minutes to someone who needed it today, or that you are a caring and kind person in many situations. These short breaks do not only build self-esteem in the long run, but can also turn a negative mood around and reload you with a lot of positive energy.

Do the right thing

When you do what you deep down think is the right thing to do, you raise and strengthen your self-esteem. It might be a small thing, like being understanding instead of judgmental in a situation. Or maybe it's being kind to your brother or sister. It is not always easy to do, or even to know what the right thing is. But keeping a focus on it and doing as best you can makes a big difference both in the results you get and how you think about yourself.

4

Activity 4 (Continued)

Confidence Tips Role-Play



Be your own best friend.

Instead of beating yourself up, ask yourself: How would my friend/family support me and help me in this situation? Then do things and talk to yourself like he or she would.



Ask: What do you think about all the tips we have discussed?



Say: When I look around the room, I see a room full of very smart, caring, and thoughtful girls. You all have provided support to each other and have developed and grown through the time we have spent together. I can see that you have grown in confidence and will keep on growing. Knowing which things you like about yourself, and which things you want to improve, can help build your confidence.

5

Check-in

Name one thing girls can do to increase their confidence.

6

Takeaway

Until the next session, practice one (or more) of the tips we discussed. We will share our experience in the next session.

S

SOCIAL & EMOTIONAL SKILLS

Decision-Making

Session Objectives:

- ▶ Girls understand how to make good decisions and how to influence decisions they don't have control over.
- ▶ Mentors/facilitators observe girls' decision-making and negotiation skills.

Skills: Decision-making, communication, negotiation

Build From: People I Trust, Listening Skills, Friendships, Expressing Emotions, Communicating Our Choices, Family Relationships

Materials: Art Box, Decision-Marking Graph

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara has a sister who is 15 years old. She left school when they were back in their hometown and she didn't want to go back to school when she arrived in the camp. Sara's parents think her sister should get married, as they think she is not doing anything useful with her time. Sara doesn't want her sister to get married, she doesn't want to be without her sister in the camp. Her sister is confused about what she should do.

How can Sara's sister decide what the best thing for her to do is?

3

Let's Explore Decision-Making



Say:

- Girls have to make many decisions every day. Sometimes, when making decisions, girls know what to do right away. But when girls are faced with a tough decision or are in a difficult situation, it can be more difficult to decide what to do. I like to think of all of my options first, before I act. Many times I also ask someone else for advice. Even though it takes a little bit longer, I feel more confident that I am making a smart decision instead of making the wrong one.
- Sometimes, girls might not have control over the decisions made for them. For many important things in girls' lives, parents, brothers, and other family members may make decisions for them.



Ask: Ask the girls to stand in a circle. Ask the following question and throw the ball around the circle until each girl has answered.



Ask: What are some of the decisions that girls have to make every day? (For example, what clothes to wear, whether to go to activities, what food to eat.)

When the girls have finished, do the same thing with the following question:

- What are some of the decisions that parents, decision-makers or older brothers or sisters might make for girls?

Once finished, ask girls:

- How could people making decisions for girls make girls feel, especially when girls don't agree with the decisions?
- What can girls do in these situations?



Say: Although girls may not always be successful, they can try to talk to their parents/family about some of the decisions that are being made for them.

4

Activity I Decision-Making Graph



Do:

- o Show the girls the diagram of the Decision-Making Graph.
- o Use the example of Sara's sister to explain the Decision-Making Graph to girls. If girls cannot read, explain each step in detail through images.
- o Have the girls recall activities on "I statements," open and closed body language, and communication (saying "no") that could be helpful for this activity.
- o Once finished, split the girls into small groups and ask each group to decide on a scenario. (They can choose more examples from the Let's Explore section that they came up with).
- o They should use the Decision-Making Graph to guide them. Once finished, ask them to present their scenario and their response back to the group.



Ask:

- What makes some of these decisions difficult?
- What can we do if our decision-makers are not willing to negotiate with us?



Note: Make sure they mention talking to a caseworker. If they don't, or are unfamiliar with the concept, introduce them to the role of the caseworker.

4

Activity I Decision-Making Graph



✓ Do:

- o Show the girls the diagram of the Decision-Making Graph.
- o Use the example of Sara's sister to explain the Decision-Making Graph to girls.
- o Use this example to explain to girls how to use the Decision-Making Graph. If girls cannot read, explain each step in detail through images.
- o Have girls recall activities on "I statements," open and closed body language, and communication (saying "no") that could be helpful for this activity.
- o Once finished, split the girls into small groups and give each group a scenario. They will use the Decision-Making Graph to practice how they can respond in the scenario they have been given.

Contextualization!

- Sally's parents want her to get married, but she doesn't want to.
- May wants to attend school, but her father said the route is not safe, so she can't go.
- Joanna wants to play sports, but her brother doesn't let her.

✱ **Note:** They should use the Decision-Making Graph to guide them. Once finished, ask them to present their scenario and their response back to the group.

? Ask:

- Did you find this activity easy or difficult-why?
- What can we do if our decision-makers are not willing to negotiate with us?

✱ **Note:** Make sure they mention talking to a caseworker.

4

Activity 2 Smart Decisions



- o Read the following scenarios to the girls and have them think about what the girl in the story should decide.
- o Have the girls explain how they came to that decision.

Contextualization!

- Rasha has to decide whether to finish her chores or play with her friends - what should she choose?
- Tina has to decide whether to stay up late to listen to her favorite radio show, or go to sleep and be fresh for school/work etc., what should she choose?
- Natasha has to decide if she wants to go to the community center or sleep longer - what should she choose?
- For the decisions we do have control over, we should think about some smart ways to make them.



Ask: Can you think of any ideas on how to make a smart decision?



Explain: We all make decisions, sometimes these can be the right decision for us, or sometimes we can get it wrong. Although there is no way to always know if we are making the right or wrong decision, we can at least think about how to make smart decisions.



Say: There are three simple steps to making a smart decision. These are:

- List my options.
- Think about the “pros and cons.”
- Ask others for advice.

- o Write these steps on the flip chart.



Explain: to girls that “pro” means good things and “con” means bad things. You can explain Step 2 by saying: “Imagine what might happen if I made each decision. What bad things would happen? What good things would happen?”

5

Check-in

What are the steps to making a smart decision?

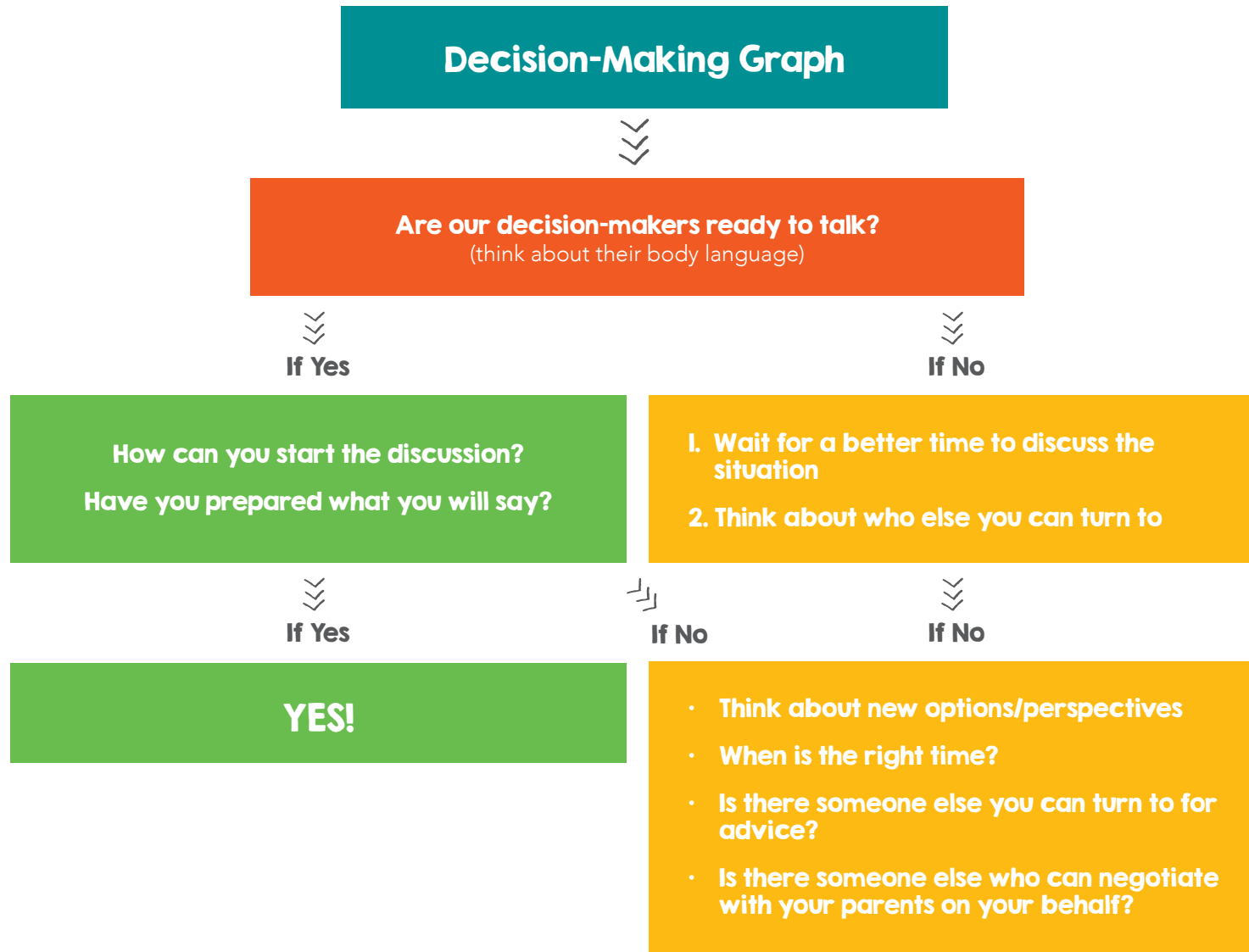
6

Takeaway

Before next week, practice using the techniques we discussed in the Decision-Making Graph if you have the opportunity. If not, practice the steps to making a smart decision, and we can share our experiences in the next session.

RESOURCE

Decision-Making Graph



Health & Hygiene



Purpose

To increase girls' capacity to know their bodies, stay healthy, and navigate successfully through myths and misinformation.

H&H Sessions

- Our Rights
- Staying Healthy
- I Am Changing (younger adol.)
- Our Bodies (younger adol.)
- Our Bodies (older adol.)
- Our Monthly Cycle (younger adol.)
- Our Monthly Cycle (older adol.)
- Sexual Health (sensitive session)
- Contraception (sensitive session)
- Condom Use (sensitive session)
- Sexual Decision-Making (sensitive session)
- Sexual Intimacy (sensitive session)

H&H Concepts

- Hygiene (personal & environmental)
- Menstruation
- Puberty
- Sexual Health
- Sexual Transmitted Infections

H&H Skills

- Hygienic Practice
- Body Knowledge
- Team Work
- Planning
- Creativity
- Safety

TIPS

For Health & Hygiene Sessions

The health and hygiene content is designed to empower girls to stay healthy while learning how their bodies function. When girls know their bodies, know about puberty, and the core facts about reproductive health and sexual reproduction, they will be better protected from misconceptions and distortions they may hear from friends, the community, and those who wish to do them harm. The content of the health and hygiene sessions will be considered controversial in some cultures and settings, as it empowers girls to know about their own sexual health and well-being. They may learn concepts that are not even talked about among close female family members or caretakers at home.

To do this well and safely, mentors/facilitators should take great care on the content chosen and how it is delivered.

-
- o Become comfortable with being uncomfortable! Much of this information may also be new to mentors/facilitators, and so it might be challenging to talk about at first. Spend extra time with the material and concepts that are unfamiliar or more complicated. Always use the correct terminology for body parts and functions, be clear about how the male and female reproductive systems work, and be honest about the impact of reproductive health risks. The more comfortable you are with the content, the more comfortable and safe the girls and the female and male caregivers will feel as well.
 - o Use positive body talk. Now is the opportunity to model to the girls' positive self-image. Be sure to frame menstruation in a positive way, and highlight that it is a key factor in girls staying healthy. Be sure to acknowledge experiences that fall outside of the norm, like that menstruation might start during a wide range of ages, how it may last longer for some than others, or that some girls may not menstruate at all.
 - o Identify areas of the content that, if taught in a certain way or to the full extent, may put the girls or the program at greater risk in the community. While maintaining program integrity is critical to program objectives, each team must determine what content can safely be delivered in each context. Refer to Part 1, Chapter 6 for guidance on selection of content for different contexts.
 - o Invite health professionals from your organization or the broader community to present the health and hygiene topics. Make sure selected speakers use accurate information and are in line with the philosophy and approach of Girl Shine.
 - o Pay close attention to misconceptions that are shared by program participants, and ensure those misconceptions are addressed and clarified.
 - o Pay attention to how the conversation about health and hygiene affects girls or triggers certain reactions. Notice if any participants bring challenging behaviors to the group. Disruptive behaviors should be addressed but not punished. Adolescents will often act out or remain guarded when they feel unsafe or a certain topic is triggering something personal for them.
 - o Take the "safety temperature" of the group if necessary. Use numbers or pictures/symbols of faces for girls to indicate how safe they feel coming to group, talking about the specific H&H topics, and applying what they learned at home or in the community.
 - o Remind the girls that confidentiality is part of our group agreement, and that anything they share in group will stay in group.
 - o Use icebreakers as needed to warm girls up for the topics and increase their familiarity, safety, and comfort with each other.

TIPS

For Health & Hygiene Sessions

Below are a few tips to help mentors and facilitators to be prepared for sensitive issues that may arise during Health & Hygiene sessions:

Before the Session	During the Session	After the Session
• Trust: Building trust before these sessions is crucial. • Plan ahead: What do you want to achieve during the session? Are you confident about the information you are presenting? • Set your limits: You may feel embarrassed to answer some of the questions girls ask. Be honest and tell them if you are unable to answer their questions. • Get advice: Talk to your colleagues or supervisor to get their advice on how to tackle these topics. Ask for their help if you need to. When seeking advice, remember to respect girls' privacy and abstain from sharing information about them with others. • Language: Think about how you will explain sensitive terms to the girls, such as sex and pregnancy.	• Be prepared to deal with shyness. • Remind girls of the ground rules and confidentiality. • Establish what they know first, before giving them information (they may be able to explain it in a way that other girls understand better). • Provide girls with accurate and factual information. • Ask them at each stage if they are happy to continue to the next topic. Get their consent to continue. If you do not know the answer, be honest. Try to find the answer for the next session. • Do not push the girls to answer questions they are not comfortable answering. • Do not ask them direct questions related to their personal experience. • If they share their personal experiences, thank them for sharing.	• Ask girls if anything remains unclear. • Give them the opportunity to write their comments/feedback/suggestions in a confidential way (for example, give them paper that they can write on and hand in if they are not comfortable verbalizing certain issues). • Remind them of confidentiality.

If you do not feel comfortable giving information on these topics due to your personal beliefs, values, etc., please talk to your supervisor. It is essential that information provided to girls is factual, not biased, and given in a sensitive and nonjudgmental way.

Talking About Sexual and Reproductive Health in Conservative Cultures

In many cultures, learning and talking about our bodies, sex, and reproductive health does not happen, particularly within a group of adolescent girls. Teams should carefully consider which sessions and content to include, while striving to keep the core messages and information girls will need for their protection. A few things to keep in mind:

- o Girl Shine strongly believes that girls need to know about their bodies and reproductive health to be better protected and less vulnerable to misinformation and manipulation.
- o During the assessment stage, determine how reproductive health topics are viewed in the particular context and where there might be safer ways to present this information. Check all assumptions before finalizing program design. Do not engage in any session if it could potentially compromise the safety of the girls in the group.
- o Ensure that work with the community and key family members is done before beginning the Girl Shine Life Skills Curriculum, and in particular the Health & Hygiene sessions. Schedule the female/male caregiver sessions on H&H before the girls learn these topics in the life skill groups. Female/male caregivers should hear the discussion about why this content is critical to the safety and well-being of their girls, and have their concerns heard and addressed as needed. (Refer to Chapter 4 and Appendix A14 in Part 1 for more guidance.)
- o If girls do not have female/male caregivers, learn more about the girl, her background, the key gatekeepers in her life, and her safety situation before engaging in topics that may be culturally sensitive.
- o However, be honest with individual girls when they ask questions or need information about reproductive health needs, including pregnancy, birth control, or issues about abuse. Maintain strict confidentiality with any girl who reaches out and always prioritize her safety and well-being.
- o And, as always, if a girl self-reports sexual abuse, believe her and connect her with the services and support she needs.

RESOURCE

Resources for the Health & Hygiene Module

The following resource should help provide mentors and facilitators with more detailed information related to the topics covered in this module. This should help them answer questions raised by girls. Mentors/facilitators can refer to this information if there is anything that is not clear. There is also information included here that might be raised by girls but that isn't directly tackled in the session material.

Female Body Parts

- o The female external genital organs are called the vulva. The vulva includes the two folds of skin called the labia and the clitoris. The external genitalia, or the labia, has two sets of rounded folds of skin called the outer and inner lips. The labia cover and protect the vaginal opening. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. The clitoris is made up of the same type of tissue as the tip of the penis and is very sensitive. The clitoris has no other function than to help a woman have sexual pleasure.
- o The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina.
- o The vagina is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina is an incredibly elastic muscle that can stretch wide enough to allow a baby to pass through.
- o Every female is born with thousands of eggs in her ovaries. The eggs are so small that they cannot be seen by the naked eye. Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation. A girl's body prepares the uterus for a baby by making a soft lining, like a pillow. If the girl has had sex, the egg meets a male's sperm in the fallopian tube (called fertilization). The fertilized egg then travels to the uterus where it grows into a baby. If the egg is not fertilized, then a baby does not grow and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the cervix and then out of the vagina. This flow of blood is called the "period" or menstruation. The blood and tissue usually leave the body slowly over three to seven days.

Hymen

- o The hymen is a very thin piece of skin-like tissue that partly covers the opening of the vagina.
- o The hymen varies in size and shape from woman to woman. The hymen usually does not cover the entire vaginal opening, since there must be some way for the menstrual fluid, or period, to leave the body.
- o Sometimes when a girl gets her period she may worry that the blood coming out is related to her hymen. This is unrelated and she should not worry.
- o The hymen has historically been associated with a woman's virginity. It is widely believed that since the hymen blocks the vaginal opening, it should remain intact as long as a woman does not have sexual intercourse. This is not correct. The hymen can be stretched or torn for other reasons not related to sexual intercourse. Even when a hymen is stretched or torn during sexual intercourse, it is not guaranteed that it will bleed, including because the tissue does not contain many blood cells.

RESOURCE

The Menstrual Cycle

- o This may come as a surprise, but a woman's or girl's "monthly" cycle does not necessarily take place once a month. The average cycle time for most girls and women is 28 days, but a cycle may last from 21 to 35 days and still be normal. In any cycle, "day one" is the first day of the period, or the first day bleeding begins.
- o If a girl has a short cycle, it's likely that she will have a period more often than once a month. However, if a girl's cycle lasts longer, she is one of the girls who will have fewer periods in a year.
- o Most girls get their first period between 11 and 13 years old, though it can start anywhere from the age of 8 to 16 years old. Generally, a woman has about 480 periods (fewer if she has pregnancies) throughout her adolescence and adulthood until she reaches menopause (often around the age of 51), at which point, her periods stop.

When learning about the menstrual cycle, it's helpful to know what parts make up a female's reproductive organs.

The female reproductive system includes:

- Two ovaries: this is where eggs (ova) are stored and released. A human egg is tiny (120 microns or micrometers). This is about the width of a human hair.
- The womb (uterus): where a fertilized egg implants and a pregnancy grows.
- Two fallopian tubes: these are two thin tubes that connect the ovaries to the womb.
- The cervix: the lower part of the womb that connects to the vagina.
- The vagina: a tube of muscle connecting the cervix to the outside of the body. (The vagina is actually inside the body – the part on the outside that can be seen and which is frequently mistakenly called the vagina, is the vulva. The vaginal opening can be seen on the outside of the body.)
- o Each month, the female reproductive system repeats a regular pattern of events that are controlled by hormones. Hormones are substances produced by the body that control the body's functions. As girls approach puberty, a part of their brain called the pituitary gland begins releasing more and more of some specific hormones.
- o These hormones stimulate the ovaries to produce estrogen and another part of the body to produce other hormones called androgens. These hormones cause many of the physical changes that take place during puberty and over the phases of the monthly cycle.

RESOURCE

Ovulation

Pre-ovulation (called the follicular phase)

Women and girls have two ovaries that contain thousands of eggs (ova). During this phase, hormones stimulate the development of eggs. At the same time, the soft lining (called the endometrium) of the uterus (the place where a baby can grow) starts to thicken.

Ovulation

This occurs when a mature egg (occasionally two) is released from the ovary. After the egg is released, it travels along the fallopian tube to the thickening lining. If sperm from a male fertilizes the egg, a baby develops. Ovulation usually happens around 10 to 16 days before the next period.

Premenstrual (called the luteal phase)

After ovulation, hormones trigger the body to continue developing the lining of the uterus, in preparation for a fertilized egg. During this phase, if the girl/woman become pregnant, the egg moves into the uterus and then attaches to the lining. If there is no pregnancy,, the lining of the uterus is shed through the vaginal opening.

Menstruation

The womb lining leaves the body through the vagina as a reddish fluid containing blood – typically about a quarter of a cup of blood (though it can seem like a lot more). This is the period, it is also called menses, and it will last between three to seven days. The first day of bleeding is day one of a girl's/woman's period.

RESOURCE

Frequently Asked Questions

What is menopause?

Menopause is when a female's menstruation ends. When this happens, females can no longer become pregnant. Menopause usually happens after age 45. But, menopause can happen as early as 35 for some females, or as late as in the 50's for others.

What are eggs?

Eggs are made in a female's body. They are very tiny so you can't see them. They are one of the two main ingredients to make a baby.

Where are a female's eggs produced?

Eggs are produced in the ovaries.

How does a girl know when her period is about to start?

Most girls begin menstruating between the ages of 9 and 16. The best way to know is to look for signs. Underarm hair and a whitish discharge/fluid from the vagina are signs that the period will start soon.

What if a girl's period never starts?

Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

Can a girl get pregnant during her period?

Yes. Although it is not common, it is possible that a girl could be ovulating when she has her period.

Is menstruation painful?

Some girls experience cramping in their stomachs before or during their period. Cramping can feel like a stomachache. This pain is usually not a serious problem and can be treated with a pain reliever, exercise, a hot bath, or a hot water bottle. Sometimes rubbing the stomach can provide relief as well. A girl may also experience back pain, headaches, nausea, vomiting, and constipation. The pain usually lasts just two or three days at the beginning of the period.

Can a girl shower when she has her period?

A girl can shower when she is on her period. There is no medical evidence to suggest that showering on your period will cause infertility or affect your periods in any way.

RESOURCE

Fertilization

During sexual intercourse the man's penis releases semen into the woman's vagina. Sperm cells travel in semen from the penis and into the top of the vagina. They enter the uterus through the cervix and travel to the egg tubes. If a sperm cell meets with an egg cell there, fertilization can happen. Fertilization happens when an egg cell meets with a sperm cell and joins with it.

The fertilized egg divides to form a ball of cells called an embryo. This attaches to the lining of the uterus and begins to develop into a fetus (pronounced "fee-tuss"), and finally a baby.

Development of the fetus

- protection
- nutrients (food and water)
- oxygen
- its waste substances removed

The fetus relies upon its mother as it develops. These are some of the things it needs:

The fetus is protected by the uterus and the amniotic fluid, a liquid contained in a bag called the amnion.

The placenta is responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined to the fetus by the umbilical cord.

The mother's blood does not mix with the fetus's blood, but the placenta lets substances pass between the two blood supplies, such as:

- oxygen and nutrients, which diffuse across the placenta from the mother to the fetus
- waste substances, such as carbon dioxide, which diffuse across the placenta from the fetus to the mother

Birth

After nine months, the baby is ready to be born.

The cervix relaxes and muscles in the wall of the uterus contract, pushing the baby out of the mother's body.

RESOURCE

Sexually Transmitted Infections (STIs)

Why are girls more at risk?

Women are at higher risk for and more affected by STIs than men for several reasons. Differences in a female's body makeup make finding STIs more difficult in women. STIs have more serious consequences for women than for men. The risk of transmission is greater from a man to woman. Many women have little power to protect themselves in sexual situations. Additionally, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Younger girls are even more at risk for getting an STI because they are more likely to suffer from tears in the vagina during sex.

Signs and symptoms of STIs

Most men can tell when they have an STI because there are usually clear signs. Women, however, often have an STI without knowing it, because there are often no signs that they have the disease. Sometimes only an experienced and trained health care provider can find signs of an STI in a woman. This is especially true during pregnancy, when many STI symptoms are mistaken for side effects of pregnancy. Sometimes it is necessary to examine samples of a woman's blood or vaginal discharge to find out if she has an STI, and which type of STI she has. For this reason, it is important to recognize the signs of an STI and to visit a doctor as soon as possible if signs of an STI are observed or there is reason to believe that exposure to an STI has occurred.

STI prevention

The only completely effective way to prevent STIs is to abstain from oral, anal, and vaginal sex. Contact with another person's body fluid can result in STI infection. For people who have decided to engage in sexual activity, condoms can protect against many, but not all, STIs. For minimal protection, sexual partners can inspect their genitals, wash their genitals after sexual intercourse, avoid sex with multiple partners, and talk to each other about their sexual habits and health. Men can play a particularly important role in preventing STIs by maintaining a monogamous relationship or using condoms to protect their partner and themselves. Maintaining a mutually committed relationship – meaning neither person has sex with anyone else – is a way of preventing STIs that requires the commitment of both partners. Men can show respect for their partners' health by limiting their sexual relations to one partner.

RESOURCE

Bacterial STIs

Name	How It's Transmitted	Symptoms
Gonorrhea	It is transmitted through sexual contact with the penis, vagina, mouth, or anus of an infected person. Ejaculation does not have to occur for gonorrhea to be transmitted. It can also be spread from mother to baby during childbirth.	• Most girls/women who are infected show no symptoms. • Some women experience pain during urination, vaginal discharge (milky white or yellow/ green).
Chlamydia	It is transmitted through sexual contact with the penis, vagina, mouth, or anus of an infected partner. Ejaculation does not have to occur for chlamydia to be transmitted or acquired. It can also be passed from an infected mother to her baby during vaginal childbirth.	• Sometimes there are no symptoms. • Vaginal discharge • Burning during urination • Women may experience lower abdominal pain, pain during intercourse, and irregular bleeding between periods.
Pelvic Inflammatory Disease (PID)	PID occurs when bacteria move upward from a woman's vagina or cervix (opening to the uterus) into her reproductive organs. Many different organisms can cause PID, but many cases are associated with gonorrhea and chlamydia. Sexually active women in their childbearing years are most at risk, and those under age 25 are more likely to develop PID than those older than 25. This is because the cervix of teenage girls and young women is not fully matured, increasing their susceptibility to the STIs that are linked to PID.	• Dull pain or tenderness in the lower abdomen. • Abnormal periods • Abnormal vaginal discharge • Nausea and/or vomiting • Fever and chills

RESOURCE

Bacterial STIs (Continued)

Name	How it's Transmitted	Symptoms
Syphilis	Syphilis is passed from person to person through direct contact with asyphilis sores. Sores occur mainly on the external genitals. Sores also can occur on the lips and in the mouth.	The disease develops in three stages: • Stage 1: One or more painless reddish-brown sores (called chancres) on or near the genitals. • Stage 2: A skin rash develops anywhere on the body. Flu-like symptoms such as mild fever, fatigue, and sore throat appear. • Stage 3: Late-stage symptoms include brain damage, mental illness, blindness, heart disease, and death.
Vaginitis	Vaginitis is included under this section on sexually transmitted infections because the infection can often begin after sexual contact with another person. There are also nonsexual ways of contracting this infection (e.g. using a diaphragm, being pregnant or in menopause, or taking antibiotics).	• The symptoms of vaginitis can include itching, burning, pain, blood spotting, or there might be a change in the discharge. The discharge might be heavier than usual, have an unusual "smelliness" be a different color (yellow, brown, grey), or have a thick or clumpy consistency.

RESOURCE

Viral STIs

Name	How it's Transmitted	Symptoms
Genital Herpes	You can get genital herpes by having vaginal, anal, or oral sex with someone who has the disease. You can get herpes from a sex partner who does not have a visible sore or who may not know he or she is infected. It is also possible to get genital herpes if you receive oral sex from a sex partner who has oral herpes. You will not get herpes from toilet seats, bedding, or swimming pools, or from touching objects around you such as silverware, soap, or towels. healthcareprovider.	• Some people will develop painful blisters on the genitals or mouth. • Other symptoms include headache, fever, muscle aches and chills.
Human Papilloma Virus (HPV)	HPV is transmitted through intimate skin-to-skin contact. You can get HPV by having vaginal, anal, or oral sex with someone who has the virus. It is most commonly spread during vaginal or anal sex. HPV is so common that nearly all men and women get it at some point in their lives. HPV can be passed even when an infected person has no signs or symptoms. You can develop symptoms years after being infected, making it hard to know when you first became infected.	• Genital warts are soft and usually flesh colored. They can be flat or raised. • They appear alone or in clusters. They are usually painless, but can cause itching, pain, or bleeding. • They can appear on the vulva, vagina, anus, cervix, penis, or scrotum. • They appear one to eight months after infection.

RESOURCE

HIV/AIDS

- o HIV is a sexually transmitted virus which can turn into AIDs. It can be spread when an infected person's blood mixes with another person's blood.
- o If you have an open cut or wound and the other person has HIV, you can be at risk of catching the virus.
- o If someone has sex with someone who has HIV and does not use a condom, they can be at risk of HIV.
- o Some women who are pregnant can give their unborn baby HIV because they are providing nutrients to the baby from their body.
- o Sometimes a woman with HIV can pass it to her baby through breastfeeding.
- o HIV is different from other diseases like a cold, malaria, or typhoid because it does not pass through the air.
- o We cannot catch HIV from being in the same room as an infected person or by hugging or touching that person.
- o We cannot catch it from kissing someone.
- o We cannot catch it from an infected person coughing or sneezing on us, or by drinking from the person's cup.



Ask: Has anyone else told you something different about HIV/AIDS and how you get it?

There are four ways to avoid getting HIV/AIDs:

- Wait to have sex.
- Be in a mutually faithful relationship with an uninfected person where both partners have been tested.
- Use a condom.
- Never share needles or other medical equipment that could carry blood, such as razors, with others.



Note: The topic of HIV/AIDS can be particularly triggering for many girls who may have had parents, friends, or relatives impacted by the disease. Additionally, there are often misconceptions about the virus in many communities, and girls may have experienced discrimination if HIV/AIDS has impacted their family. Reassure the group that Girl Shine is a safe space and everything discussed is confidential. Spend extra time clarifying the misconceptions and reviewing the material more than once if needed.

RESOURCE

Contraception

What is a contraceptive?

Contraceptives are used for preventing pregnancy. If a woman is having sex, she always runs the risk of getting pregnant. A contraceptive can be used to decrease the likelihood that a woman will get pregnant. However, the only 100% effective way to not get pregnant is to not have sex. This is called abstinence.

What is a condom?

A condom is the only contraceptive that prevents against pregnancy AND sexually transmitted infections. A male condom is a thin piece of latex, a type of rubber that is worn on the penis. The male condom is far more commonly used than a female condom. A female condom is a sheath with a flexible ring at either end. One end is closed and inserted into the vagina; the other end is open and the ring sits outside the opening of the vagina.

How does the condom work?

Condoms work by keeping semen (the fluid that contains sperm) from entering the vagina. The male condom is placed on a man's penis when it becomes erect, before any sexual contact. It is unrolled all the way to the base of the penis, while holding the tip of the condom to leave some extra room at the end. This creates a space for semen after ejaculation and makes it less likely that the condom will break.

After the man ejaculates, he should hold the condom at the base of the penis as he pulls out of the vagina. He must do this while the penis is still erect to prevent the condom from slipping off. If this happens, sperm could enter the vagina and a female could become pregnant.

Condom Do's and Don'ts

- DO use a condom each and every time you have sex.
- DO use water-based or silicone-based lubricants.
- DO NOT use a condom more than once.
- DO NOT use two condoms at the same time. The friction between the condoms may cause them to tear.
- DO check the expiration date.
- DO NOT use oil-based lubricants (like petroleum jelly or baby oil). They can cause the condom to break.
- DO NOT use a condom if the individual condom packet is ripped.

RESOURCE

Contraception (Continued)

What are other contraceptives?

- Other contraceptives include birth control pills, injections, implants and IUDs.
- Birth control pills are pills that women take every day to avoid getting pregnant. For example, Microgynon and Microlut are brands of birth control pills.
- Women can also go to a doctor to get an injection once every few months to prevent pregnancy. One common brand is called Depo-Provera or "Depot."
- Another option is a tiny implant or small object inserted under a woman's skin that will prevent pregnancy. One brand of implant is called Jadelle.
- An IUD is a small, T-shaped device that is inserted into a woman's uterus to prevent pregnancy. It should be inserted and removed by a health professional. Depending on the type of IUD, it can be left inside the uterus from anywhere between five to 10 years.

How to choose the right form of contraception

For all of these options, a woman must first visit a doctor to find out which option is best for her. Not all of these options are readily available. The condom is one of the most widely available forms of contraception, which is why it is usually focused on.

RESOURCE

Contraception (Continued)

 **Note:** Before giving this information to girls, it is important to first check which options are available and accessible to girls, and then provide the information accordingly.

Method	How Well It Works	How To Use	Pros	Cons
Implant	>99%	A health care provider puts the implant under the skin of the woman's upper arm.	- Prevents pregnancy up to three years. - Private and discreet.	May cause spotting.
Hormone IUD	99%	A health care provider puts the IUD in the uterus.	- Prevents pregnancy for up to three to seven years (depending on the IUD). - May improve period cramps and bleeding. - Private and discreet.	May cause spotting.
Copper IUD	99%	A health care provider puts the IUD in the uterus.	- Prevents pregnancy up to 12 years. - Can be used as emergency contraception. - Private and discreet.	- May cause more cramps and heavy periods. - May cause spotting.
Male Condom	82-98%	Use a new condom each time you have sex.	- Protects against HIV and other STIs. - Can be used with other methods to protect against HIV and other STIs.	Can break or slip off.

RESOURCE

Contraception (Continued)

Method	How Well It Works	How To Use	Pros	Cons
Diaphragm	88-94%	Use diaphragm each time you have sex. Must be used with spermicide.	• Can be reused for several years.	• Raises risk of bladder infection.
Female Condom	79-95%	Use a new condom at each sex.	• Protects against HIV and other STIs. • Can be used with other methods to protect against HIV and other STIs.	• May slip out of place during sex.
Injection	94-99%	Get an injection every three months.	• Private and discreet.	• May cause spotting and weight gain. • May cause delay in getting pregnant after after injections are stopped.
Ring	91-99%	Put small ring into your vagina. Change ring each month.	• One size fits all. • Can make periods more regular and less painful. • Private and discreet.	• May cause spotting in first one to two months.

RESOURCE

Contraception (Continued)

Method	How Well It Works	How To Use	Pros	Cons
Patch	91-99%	Put a new patch on your skin once a week for three weeks. No patch during week 4	Can make periods more regular and less painful.	- Can irritate skin under patch. - May cause spotting in first one to two months.
Pill	91-99%	Take one pill each day.	Can make periods more regular and less painful.	May cause spotting in first one to two months.

RESOURCE

Hair Removal

- o Girls may ask about hair removal. You should inform girls that there are many types of hair removal. Some include waxing, shaving, threading, hair removal cream, etc. Some of these methods include chemicals, and that some people get skin irritation from hair removal.
- o If girls want to remove hair, they should speak to their mother or another trusted person (aunt, sister, cousin, etc.) who may be able to provide them with further information.

Polycystic Ovaries

Some girls may be worried about polycystic ovaries. If this discussion arises, mentors/facilitators can provide them with the following information:

Polycystic ovary syndrome (PCOS) is a hormone imbalance that can cause irregular periods, unwanted hair growth, and acne. It can happen to girls during adolescence.

Some of the most common signs of PCOS include:

- Irregular periods that come every few months, not at all, or too frequently
- Extra hair on the face or other parts of the body
- Acne
- Weight gain and/or trouble losing weight
- Patches of dark skin on the back of the neck and other areas

Does PCOS mean I have cysts on my ovaries?

The term “polycystic ovaries” means that there are lots of tiny cysts, or bumps, inside of the ovaries. Some young women with PCOS have these cysts, others only have a few. Even if you do have lots of them, they’re not harmful and they don’t need to be removed.

Why do I get acne and/or extra hair on my body?

Acne and extra hair on the face and body can happen if the body is making too much testosterone. All women make testosterone, with PCOS, the ovaries make a little bit more testosterone than they are supposed to. Skin cells and hair follicles can be extremely sensitive to the small increases in testosterone found in young women with PCOS.

RESOURCE

Polycystic Ovaries (Continued)

Why do I have patches of dark skin?

Many girls with PCOS have higher levels of insulin in their blood. Higher levels of insulin can sometimes cause patches of darkened skin on the back of the neck, under the arms, and in the groin area (inside upper thighs).

What can I do about having PCOS?

The most important treatment for PCOS is working towards a healthy lifestyle that includes healthy eating and daily exercise. There are also excellent medications to help manage irregular periods, hair growth, and acne. Girls who are concerned should speak to a doctor to get more advice.

What if I have worries about having PCOS?

If girls have been told they have PCOS, they may feel frustrated or sad. They may also feel relieved that at last there is a reason and treatment for the problems they have been having, especially if they have had a hard time keeping a normal weight, or have excess body hair, acne, or irregular periods. Having a diagnosis without an easy cure can be difficult. However, it's important for girls with PCOS to know they are not alone. Speaking to a doctor who can provide more information is very important. Keeping a positive attitude and working on a healthy lifestyle even when results seem to take a long time is very important, too!



HEALTH & HYGIENE

Our Rights

Session Objectives:

- ▶ Girls understand the rights that protect them.
- ▶ Mentors/facilitators observe the level of knowledge girls have about their rights.

Skills: Awareness, safety, teamwork

Build From: Intro to Girl Shine, Our Safe Space, People I Trust

Materials: Art Box, Drama Bag, Monitoring Opportunities Data Collection Tool
Appendix B10 of Part 1



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara is in a biology class. Today they are talking about the female body parts that are involved in making babies. One of the girls in the class asks "What about the male body parts?" Everyone in the class starts to laugh. Sara asks, "How do women get pregnant?" and everyone laughs again. The teacher gets really annoyed and she shouts at the girls and tells them "It's none of your business."

What happened in this story? Do you think Sara and her classmates should be allowed (have the right) to have this information?



Let's Explore Our Rights

- o What do we mean by "our rights" or "human rights"?



Explain: "Rights" are things every child should have or be able to do. Girls and boys have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. As you grow, you have more responsibility to make choices and use your rights.



Ask: Why is it important to know which rights you have?



Explain: If we do not know what our rights are, we are less able to make use of them. If we know about them, we might be able to have access to them.



Ask: Sara and her classmates have the right to have this information. How can they respond to the teacher?

4

Activity I Rights Scenario



- o Tell the girls you are going to read a story together and have a group discussion.

Contextualization!

- o Mandy is 16 years old. One day, she gets home from the market and her mother tells her that they found her a husband. Her mother says she will be married next week. Mandy tells her father she does not want to get married; she is too young. But her father refuses and says that she must get married; she has no choice.



Ask:

- What happened in this story?
 - Do you think Mandy should get married if she is not ready and doesn't want to? (Mandy should get married when she is old enough and feels prepared to cope with the responsibilities involved in marriage.)
- o Mandy gets married and it's been three months. One day she is sitting with her husband and mother-in-law. Her mother-in-law starts to ask them why she is not pregnant yet. She blames Mandy and tells her there must be a problem with her. Mandy is shocked and looks at her husband, but he doesn't say anything. Her mother-in-law leaves the room and looks at Mandy's husband and says, "Make sure she gets pregnant soon." Mandy's husband turns to her and says, "Maybe we should try to have a baby." Mandy replies, "But you don't have a job and I am too young." Mandy's husband tells her that he doesn't want to have any problems with his mother so maybe they should just have a child anyway.



Ask:

- What happened in this story?
- Do you think Mandy and her husband should have a baby if they are not ready? (Mandy is still young and her body is not fully developed to have babies safely.)
- How did Mandy feel about what happened?

4

Activity I Rights Scenario



- o Tell the girls you are going to read a story together and have a group discussion.

Contextualization!

- o Mandy is 12 years old. One day she gets home from school, and as she usually does, she changes out of her school uniform and goes to meet her friends to play sports. They always played sports after school. As she was leaving the house, her mother stopped her and told her she cannot go today. In fact, she cannot go anymore! Her mother told her that she was getting too old to play sports and a girl her age should be staying at home, not playing sports. Mandy is really upset; she doesn't understand why she can't play sports. Her older brother is always playing football, so why is it different for her?



Ask:

- What happened in this story?
 - Do you think Mandy should be allowed to play sports if she wants to? (Mandy should be allowed to play sports; it is her right to play games and be active.)
- o Mandy has been missing sports for two months now. She feels sad; all her other friends are playing. Instead, she stays home doing household chores, while her brothers are allowed to play. Mandy had dreams of being a great footballer, but now she has lost hope. She doesn't see her friends anymore. Playing sports was a fun way for her to bond with other girls her age. Now she spends her time at home. The household chores make her very tired and she is also not able to concentrate at school anymore.



Ask:

- What happened in this story?
- What happened to Mandy when she stopped playing sports?
- How did Mandy feel about what happened?

4

Activity 2 What Are Our Rights?



- o Split participants into small groups and ask them to think about the other rights that girls have.
- o When they have finished, ask them to present back to the group.
- o List the ones they didn't mention.



Say: Some of the rights that girls have are:

- All adults should do what is best for girls. When adults make decisions, they should think about how their decisions will affect girls.
- Families have the responsibility to help girls learn to exercise their rights and to ensure that their rights are protected.
- Girls have the right to give their opinion and for adults to listen and take it seriously.
- Girls have the right to choose their own friends and join or set up groups of friends, as long as it isn't harmful to others.
- Girls have the right to be protected from being hurt and mistreated, in body or mind.
- Girls have the right to special protection and help if they are a refugee (if they have been forced to leave their home and live in another country), as well as all the other rights we have and will talk about.
- Girls have the right to food, clothing, a safe place to live, and to have their basic needs met. Girls should not be held back or prevented from doing many of the things other kids can do.
- Girls have the right to a good quality education. Girls should be encouraged to go to school to the highest level they can.
- Girls have the right to play and rest.
- No one is allowed to punish girls in a cruel or harmful way
- Girls have the right to be free from sexual abuse. (No one is allowed to kidnap or sell girls.)
- Girls have the right to protection from any kind of exploitation (being taken advantage of).
- Girls have the right to help if they've been hurt, neglected, or badly treated.

Contextualization!



Say: There are many other rights that you have, and if you want more information, you can ask. It's important to know that girls and boys have the same rights and the law, is responsible for protecting these rights.

- o Explain any local laws that exist for the protection of girls.

4

Activity 2 (Continued)

What Are Our Rights?



Explain: What can we do to make sure these rights are respected?

- I should respect other people in society.
- I should respect the ideas of others even if they are different from mine.
- I should respect other people's privacy.
- I should take care of my body so that I can be healthy.
- I should treat others equally.
- I should welcome those who are from a different culture or background.
- I should not be violent or cause others harm.
- I should take care of my possessions.
- I should respect rules and laws.



Ask: If our rights are not respected, what can we do? (Make sure they mention talking to a case/social worker or trusted adult).

5

Check-in

Name three rights that girls have.

6

Takeaway

Before the next session, talk with your family members or teachers about the rights of girls. Ask them about their opinion about these rights. Let's discuss our experience in the next session.



HEALTH & HYGIENE

Staying Healthy

Session Objectives:

- ▶ Girls reduce the risk of communicable diseases in group and at home.
- ▶ Mentors/facilitators observe the level of knowledge girls have about basic hygiene and set practices for keeping healthy in group.



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara noticed that many people around her were getting sick. Members of her own family/group were complaining about being hot, having headaches or stomachaches, and feeling very tired. She also noticed that sometimes there wasn't enough water around to wash her hands or clothes. People had to wait in long lines to take a shower. She wondered if this had something to do with it.

Why do you think people were getting sick?

Skills: Hygienic practice, creative safety, team work

Build From: Intro to Girl Shine, Our Safe Space

Materials: A visit from a health professional, Art Box, H&H handouts, Drama Bag



Let's Explore

Personal & Environmental Hygiene



Say: Today we are going to learn about personal and environmental hygiene. Human beings need to live in a clean and safe environment to be healthy.

- Hygiene is the practice of keeping ourselves and our surrounding environment clean, especially to prevent illness or the spread of diseases.
- Personal hygiene is the practice of keeping our bodies clean and healthy (inside and out) as well as our clothes, hair, and the personal items we use for grooming.
- Environmental hygiene is the practice of clean water provision, disposing of waste, and keeping the areas where we live clean and safe.



Explain: Keeping healthy can sometimes be challenging, especially when we travel or stay somewhere that is not our permanent home. Today, let's think about ways to keep ourselves healthy here at group, and maybe we can use some of these ideas at home.

4

Activity I Taking Care of Our Bodies



Say: In difficult times, we sometimes forget to take care of ourselves because we are busy thinking about other things. We need to think about taking care of our bodies and also our feelings.

Ask: Why is it important that girls take care of themselves even during difficult and uncomfortable times?

Say: It's important that we try to continue taking care of ourselves so that we can stay healthy and strong during this time.

- o Split the girls into small groups. Ask girls to draw a girl who is in a new environment. What are the things that are important for this girl to do to stay healthy and strong?
- o Once the girls finish, ask them to present their ideas to the wider group.

Add the following information for girls if they forget to mention these points:

- It's important to wash your hands with soap and water when you can; this will help protect you from germs.
- When possible, it's important to shower and keep the body clean.
- Don't use scented soap or household cleaning products on your private areas. Use olive oil soap if you can.
- After using the toilet, clean the genitals from the front to the back so that germs are not spread. When menstruating, use sanitary napkins to capture the blood, or use clean tissues or clean cloth.
- Be prepared—don't wait for your period to come before you get these things to capture the blood. Try to be ready in advance for when the time comes. The napkins can be found at the pharmacy, supermarket, or you can ask for them at the safe space.
- When disposing the sanitary napkins, do not put them in the toilet. Instead wrap them in plastic or paper and put them in the bin so they will be removed with the rest of the garbage.
- Try to rest when you can. Sleep and relax whenever possible to allow your body time to recover.
- If you are not feeling good, talk to someone you trust. Talking can sometimes help people to feel better.
- Think about the things that make you happy.
- Do some light exercise, this can make people feel better at times.
- Take some deep breaths, this can help you to relax.

Say: If you need more information, speak to someone you trust, such as your mother, older sister, aunt, or the female staff at the safe space.

4

Activity 2 Hygiene Posters for Hand Washing



Explain: Good hand washing helps us maintain personal hygiene and keeps those around us healthy as well.

- Safe hand washing reduces diseases and symptoms, such as diarrhea, scabies, typhoid, etc.
- Always use soap, or if soap is not available, use what is available, such as ash (locally relevant method) and water.
- It may seem like a simple thing to do, but often we rush or forget to wash our hands thoroughly, and then disease can spread and make you and everyone around you sick.



Ask: Can we commit as a group to wash our hands before and after every group meeting?

- o Demonstrate how to scrub hands together at least four times, and dry hands on a clean towel or shake hands to make them dry.
- o Add regular hand washing to the group safety agreement. Water and soap should be made available at the safe space to meet this commitment and ensure that the group doesn't increase the risk for disease and illness.
- o Invite the group to design a hygiene banner/poster for the safe space or for use in the community. You can use the facts about hand washing handout for ideas.



Ask: When should I wash my hands?

- Washing hands before, during, and after eating, preparing food, or feeding others will reduce your risk of catching or spreading bacteria that cause food poisoning.
- After using the toilet or cleaning a baby's bottom.
- Before and after preparing poultry, raw eggs, meat, and seafood.
- After changing sanitary pads.
- Before and after you care for someone who is sick.
- Before and after you treat a cut or wound, whether it is your own or someone else's.

4

Activity 3 Spreading Good Health Practice



- o Invite the girls to think about situations where people in the community may need help following good hygiene practice.
- o Divide the girls into groups of two to four.
- o Assign a scenario to each group. Ask the girls to make up a role-play where the right hygiene practice is used. Let them pick the characters and the details of the story line. Give them 15 minutes to prepare their story. Invite the girls to use the items in the Drama Bag.

Contextualization!

- A young girl is taking care of her baby brother and always forgets to wash her hands after changing him.
 - A girl's brother always urinates in public near where the family is living and eating.
 - Several of your neighbors have gotten very sick. A family wants to make sure they stay healthy, so they come up with a "hygiene plan."
 - Or, choose or create additional scenarios based on daily situations faced or noticed by the girls in their age group.
- o Invite each group to perform their story for the rest of the group.
 - o Invite the girls to ask each other: What did the characters in the story do to spread good health practice? What did they do well? What could they have done differently?
-  **Note:** Allow them to be as imaginative as they want, but make sure they keep to the objective of the activity. Take note and clarify if the characters in the scene are not following good health practice, for example forgetting to wash hands, using practices based on misconceptions about what causes disease, etc.
- o Refer to the handouts from this section if girls need more information.

Optional Activity

Water Sanitation & Safety Handout



Ask: Where do you get water? Do you know if the water you drink is clean? How do we contaminate water? Where and when can we contaminate water?

Contextualization!



Note: Update this content to include locally available water source information and/or purification options. Consider a demonstration of purification techniques, or invite staff from WASH projects to do the demonstration and serve as a link for girls and families on safe water management. Creating this link in Girl Shine will also increase the incentive for female/male caregivers to allow their girls to attend the program.



Explain: The water that we see and have access to is not always immediately clean to drink. Very tiny bugs called organisms often live in water and can cause us to be sick if we drink them. It is very easy for clean water to become contaminated and unsafe to drink. We can contaminate water at the water source, for example the tap, river, pond, or puddle. We can contaminate water during collection and transportation using open containers, or drinking straight from a group container. We contaminate water where we live if we use a dirty bucket or leave the container open or without a lid. Animals such as dogs, cats, cattle, and chickens can contaminate the water if they drink from the same container as people or leave waste nearby.



Ask: How do you know whether or not a source of water, like a tap, river, pond, or puddle is clean and safe to drink from?



Explain: In order to make sure our water is as clean as it can be, we should use the following steps:

- If you need to bring your water from a source to your home, make sure you wash your hands first, collect the water in a clean container, and then carefully transport the water home so no bugs or other objects get into it.
- Make sure to continue handling water properly at home.
- Use clean cups to serve water. Wash them out when done.
- Use available purification methods to make sure water is clean, such as boiling and filtration.

5

Check-in

Name three ways for us to take care of our bodies.

6

Takeaway

Before the next session, talk with your family and others about hand washing. Ask if they know how important it is and if they can suggest ways to increase healthy practices in your home. We'll invite you to share your experiences next week.

RESOURCE

Facts About Hand Washing

- Sanitation and hygiene are critical to health.
- Diarrheal diseases are common and largely preventable.
- Children are at particular risk for diarrhea and other diseases related to poor water, sanitation, and hygiene.
- Proper hygiene education is a critical step in reducing illness and death from diarrheal disease.
- Heavy diarrhea or intestinal parasite loads in early childhood have been linked to delays in development.
- Proper hand washing before meals and after going to the toilet can lower exposure to germs.
- This can lessen the chances of illness and chronic inflammation—leading to better nutrition intake, more energy available for growth and development, and better attendance at school.

RESOURCE

Hand Washing Handout



<https://www.cdc.gov/handwashing/posters.html>

RESOURCE

Water Sanitation Handout

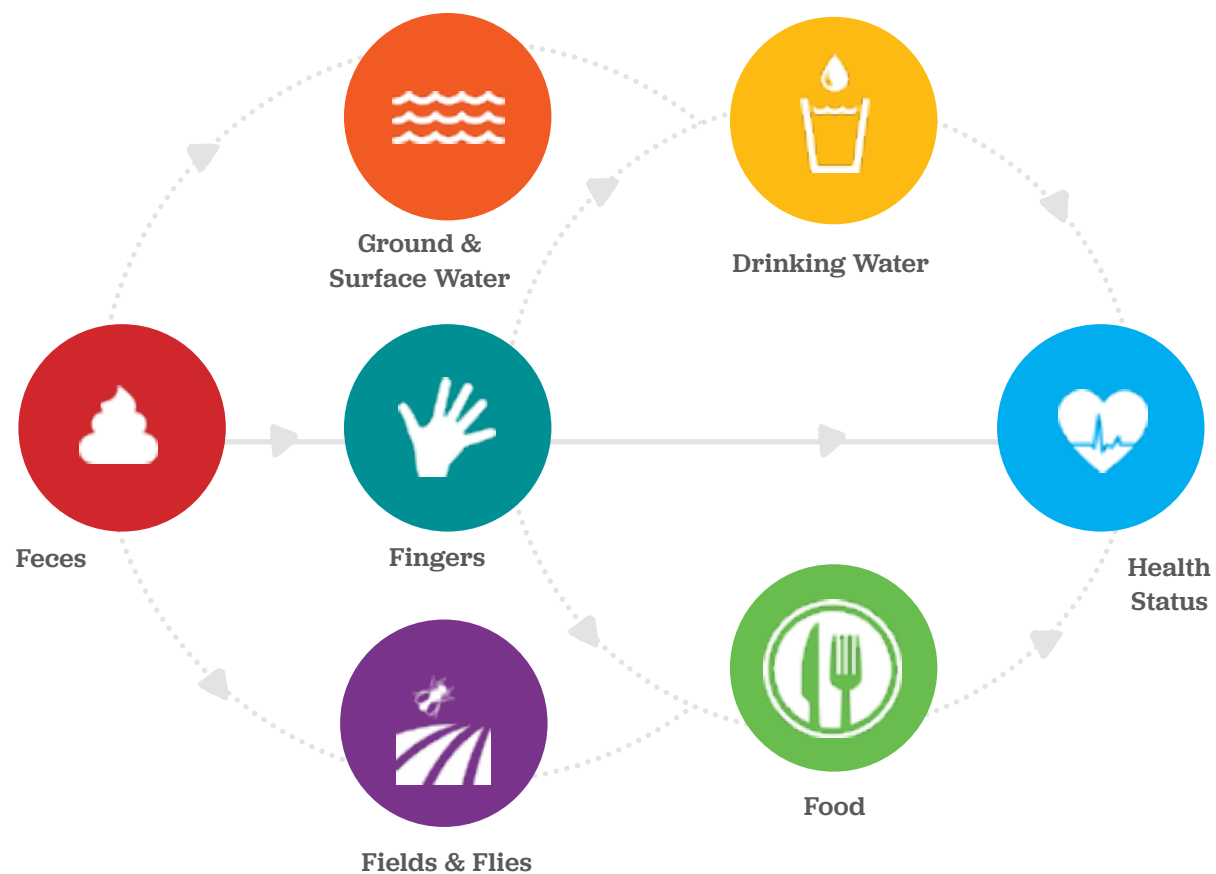


RESOURCE

Disease Pathway Handout

Disease Pathways

In the absence of adequately functioning toilets, clean water systems, handwashing practices, & menstrual hygiene management practices, pathogens affect humans with severe consequences, often including death.





HEALTH & HYGIENE

I Am Changing



Session Objectives:

- ▶ Girls understand and feel comfortable with the changes of puberty.
- ▶ Mentors/facilitators note misconceptions or fears about puberty in the group.

Skills: Hygienic practice, body knowledge, team work

Build From: Our Safe Space, My Safe Person, Our Rights

Materials: Art Box, “I Am Changing” poster, stickers



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara just turned 11 years old and recently she has been feeling different. She noticed her body is looking different. Sara doesn't know who she can talk to about this; she doesn't know if this is normal or if other girls experience this at her age.

What do you think is happening to Sara?



Let's Explore I Am Changing



Explain:

- Today we are going to talk about the changes we experience in our body as we grow up. These are both changes that we see and changes that we feel. We know that we can be shy when it comes to talking about these changes, but it is important that we talk about them, because it is a natural and special part of growing up and not something to be ashamed of.
- I know that I noticed many changes in my body when I was Sara's age. Around the world, girls between nine and 16 go through some changes in their body and also in the way they think about things. When young girls go through these changes it is called puberty. They are changing from a girl to an adult.
- This doesn't mean that girls are adults yet. The time it takes for girls to fully develop emotionally and physically can go well beyond 18 years old. Even if girls look older or like women on the outside, there are still many changes taking place that are unseen, including changes in the brain.

4

Activity I I Am Changing



Explain: Over the next few sessions, we are going to help Sara to understand the changes she is experiencing. The first task Sara wants us to help her with is to know the changes a girl goes through. This will help Sara know if the changes she is feeling are the same for all girls.

- o Divide girls into small groups.
- o Ask them to draw a picture of a girl from head to toe and to highlight the physical changes a girl goes through during puberty.
- o Ask the girls to also think about the changes girls feel but cannot see (change in interests, mood, etc.). These are emotional.
- o Ask them to present their drawings back to the group.
- o Give the girls stickers and clap for each group to show how well they are doing!



Explain: During puberty, your body releases something called “hormones” (chemical messengers), which make your body grow from a girl’s body into a woman’s body. Hormones will affect the following:

Physical

- Girls’ breasts grow in size and girls may gain weight.
- Breasts may be painful as they grow. The pain can be a mild ache or a sharp or burning pain. This may be different for each girl, which is normal and nothing to worry about.
- Girls will notice that they sweat more and the skin becomes greasy.
- Their pelvic bones and hips will grow.
- Pubic and underarm hair grows.
- Girls will experience some secretions from the vagina that are clear, white, or off-white in color. This is normal and help to keep the vagina healthy.

Emotional

- Girls might experience different feelings. They may get annoyed easily, or feel angry, sad, or moody. Girls may change their likes. (For example, they might like a new hobby that they did not like before.)
- Girls might want to spend more time with friends and less time with family. But this does not mean girls don’t love their family - it means they like being with their friends more than before.
- Girls may worry about their body and the way they look. (For example, girls might not be as happy with the way their hair looks or how they are fitting into their clothes.)

4

Activity I (Continued)

I Am Changing



Emotional

- Girls may feel pressured by friends to act a certain way. (For example, friends might ask a girl to do something she does not want to, but she might not know how to say no because they are her friends.)



Explain:

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, and some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard.
- Sometimes it can help to know other girls who are going through many of the same things.



Ask: Who can girls talk to if they have questions about this? (A trusted person or someone from the safe space).



Note: Build time at the end of the activity to talk to girls individually if they have questions. Give them pen and paper if they want to write questions anonymously that you can answer in the next session.

5

Check-in

Name three changes a girl goes through during puberty.

6

Takeaway

Before the next session, think about the questions you have about puberty. If you are comfortable you can ask them in the next session, or talk to me privately.

RESOURCE

I Am Changing Poster



Contextualization!





HEALTH & HYGIENE

Our Bodies



Session Objectives:

- ▶ Girls understand their internal organs and how they relate to periods.
- ▶ Mentors/facilitators note misconceptions or fears about organs and periods.



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara came home from school one day when she noticed that she had some blood stains on her underwear. She was really worried and thought that she had hurt herself but she didn't feel any pain. So she changed her underwear and continued with her day, but at the end of the day the blood was still there! So she decided to tell her mother because she thought she was sick and needed to see the doctor. When she told her, her mother explained that this is normal and it meant Sara is growing up. She explained that this happens to all girls when they reach a certain age and that this is not something to worry about.

What did Sara experience? What do we call this?

Skills: Body knowledge, team work

Build From: Our Safe Space, My Safe Person, Our Rights

Materials: Internal and external organs posters, Ovulation Cycle poster



Let's Explore

Our Organs



Explain: What Sara experienced is called a "period." Now that Sara has had her period, it means her body is capable of getting pregnant, so for us to understand periods, first we need to understand how babies are made. This is important because reproductive health is health. And we must make sure we take care of all parts of our health, including physical health, emotional health, and reproductive health. For this, we need to understand our reproductive organs.

- Our "private parts" is made up of reproductive organs.
- Both females and males have reproductive organs.
- One of the organs for the female is the vagina.
- There are reproductive organs that we don't ever see because they are on the inside of our bodies.
- These drawings may look funny, but all girls have these parts and it's very important for us to learn about them, how to protect them, and how keep them healthy.

4

Activity I Our Organs



External Organs

- o Show the resource for the female external organs and explain:
 - The female organs that are not hidden on the inside of the body are the external organs. These include the two folds of skin called the labia, the clitoris, the urethra, and the vagina.
- o Female external organs are described below:
 - The labia have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
 - Near the top of the lips, inside the folds, is a small tube-shaped part called the clitoris. The clitoris is very sensitive; this part of the organ is covered by a hood that protects the clitoris.
 - The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina.
 - Each external reproductive organ looks different, they come in many different shapes, sizes, even colors. This is normal. If you are experiencing any discomfort, then you should tell someone you trust and see a doctor, but there is no need to worry about it not looking exactly like the diagrams.

Internal Organs

- o Show the girls the resource on internal organs and talk them through the points.
 - The uterus is in the lower part of the abdomen (belly). Along with the uterus, there are other organs that help in making a baby.

- There is also a small almond-shaped gland called the ovary. In our body, there are two ovaries, one on each side of the uterus.
- Each of these ovaries contain lots of tiny egg cells.
- The vagina is where menstrual blood and babies come out of. This is also the part of the reproductive organ that meets the male reproductive organ.



Ask: Do you know why these egg cells are so important?

- They are the cells that could become babies.
- Just like tiny egg cells in a girl's body, boys have tiny sperm cells in their bodies.
- When an egg cell meets a sperm cell, the cells combine and eventually grow into a baby inside the uterus.
- The combined cell is called an embryo.
- That is when we say a woman is pregnant.



Ask: So now that Sara's body is capable of becoming pregnant, does this mean she is ready to have babies?



Say: Even though girls who get their periods may be capable of becoming pregnant, it doesn't mean they are ready. Even though the ovaries releasing the eggs can make girls capable of becoming pregnant, a girl's body is too young and not prepared to bear a baby yet. It's better for girls to start thinking about this after they reach 20. Until then, a girl's body is not fully developed and it can be dangerous for a girl to get pregnant. But girls should be happy that they start to get their periods. It's a good sign that their body is growing properly and is healthy.

4

Activity 2 Our Periods



Say: So now that we understand how babies are made, let's see how this is related to periods.

o Show the girls the resource on periods.

Say: Let's all sit in a circle and look at the images that explain periods. When we reach puberty and start having our periods, our hormones cause one of the ovaries to release an egg cell. This is called ovulation.

- The released egg cell finds its way into the uterus through this organ that looks like a tube. It is called a fallopian tube.
- The uterus must stay prepared just in case it receives an embryo.
- So the uterus starts to grow a new lining of soft tissue filled with blood and nutrients on the inside.
- If on its way to the uterus, the egg cell combines with a sperm cell, it forms an embryo. This lining is needed to provide food to the embryo while it grows into a baby in the uterus.
- But most of the time the egg cell doesn't meet a sperm cell. So that means there won't be any baby to grow in the uterus.
- So this means that the layer of soft tissue and blood is not needed anymore in the uterus. It is shed, and the mixture of blood and tissue, along with the egg, flows out from the uterus and it comes out through the vagina.
- The blood coming out of the vagina is called the period.

- The blood coming out might not always be bright red. It can start off bright red but may become brown in color towards the end of the period.
- This whole process repeats itself roughly once a month and is called the menstrual cycle. The period is just a small part of the cycle, the part that we see.
- Your periods do not last your whole life. They stop somewhere between your mid-40's and early 50's.

Ask: Why do you think it is important to have information about periods and reproductive health?

Say: If girls have any questions, they can approach me at the end of the session, or write their questions down on a piece of paper, which I will collect and give answers to in the next session.

5

Check-in

Name one internal and one external organ.

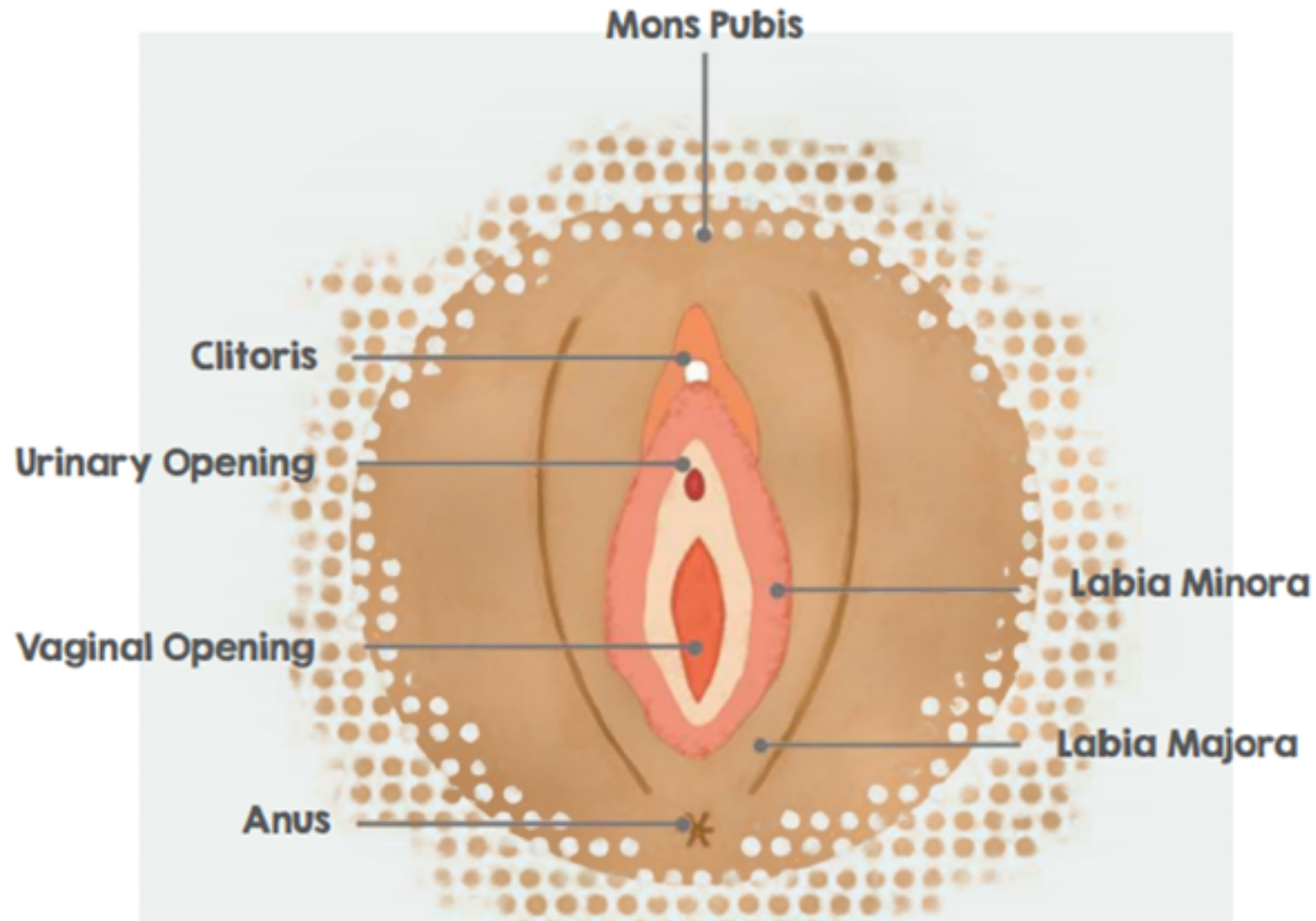
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Takeaway

Before the next session, think about the questions you have about puberty. If you are comfortable, you can ask them in the next session, or talk to me privately.

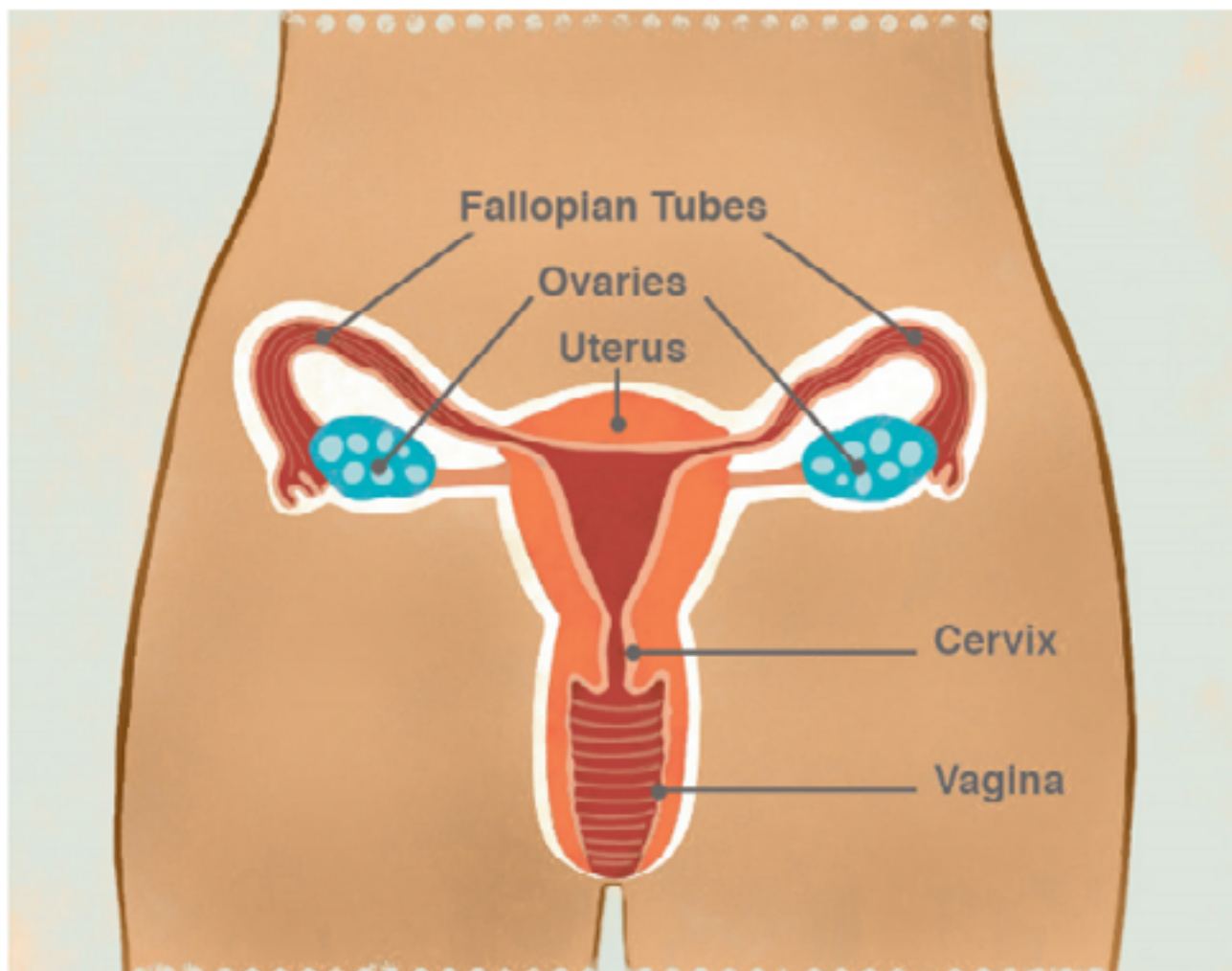
RESOURCE

The External Reproductive Body Parts of a Female



RESOURCE

The Internal Reproductive Body Parts of a Female

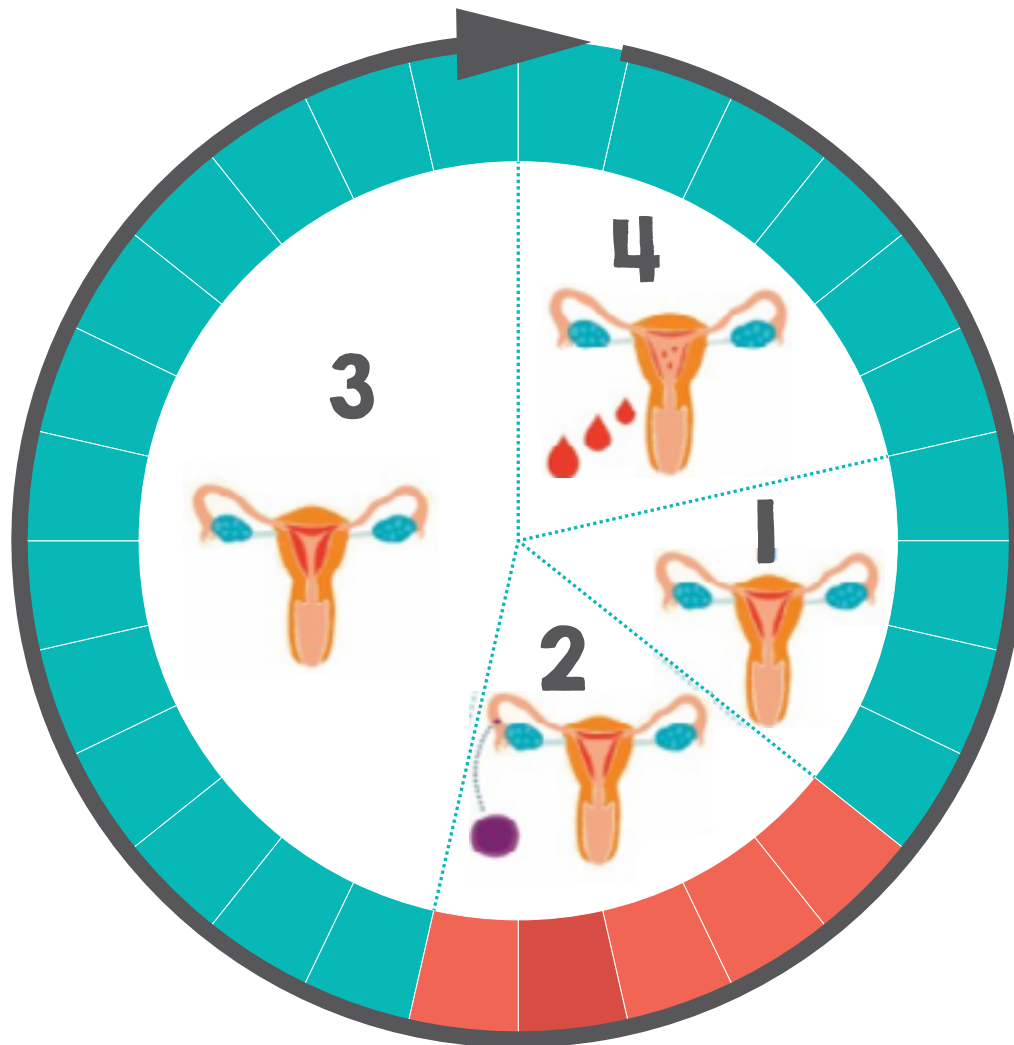


Save the Children SHRH

<https://resourcecentre.savethechildren.net/library/toolkit-children-and-adolescents-sexual-and-reproductive-health-rights-activities-guide-3>

RESOURCE

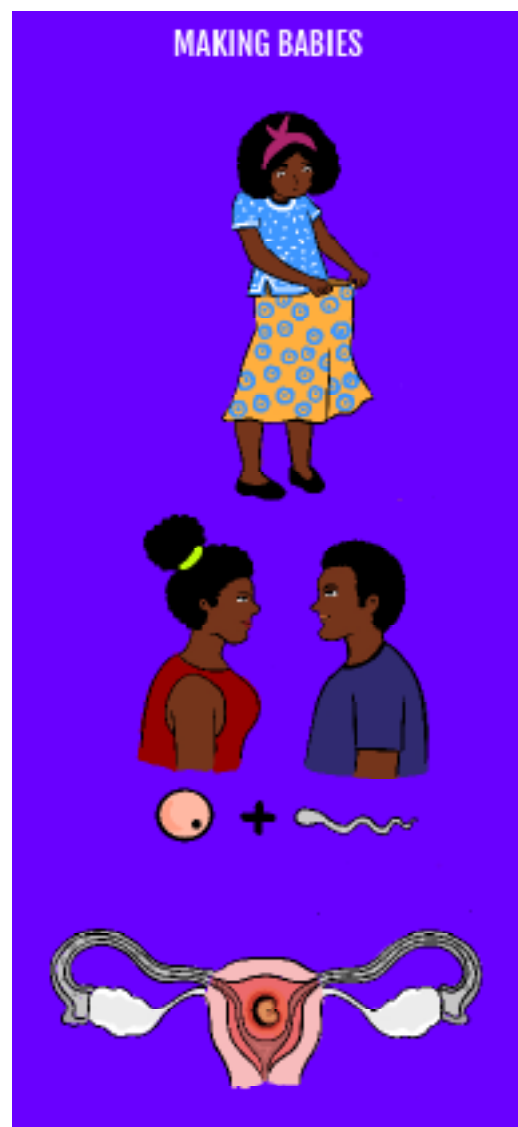
Ovulation Cycle



1. The uterus is connected to the ovaries by fallopian tubes. Typically, one egg matures every cycle.
2. Once mature, the egg is released from the ovary and passes through the fallopian tube. As the egg passes through the tube, the lining of the uterus thickens.
3. If the egg is fertilized, this lining of the uterus provides a home to a growing baby.
4. If there is no fertilization, the body sheds the uterus lining in the form of blood. Regular bleeding is part of a natural process for women and girls.

RESOURCE

Making Babies



Adolescent Girls Toolkit Iraq – Adapted from menstrupedia
https://www.unicef.org/iraq/toolkit_English.pdf



HEALTH & HYGIENE

Our Bodies



Session Objectives:

- ▶ Girls understand and feel comfortable with the changes of puberty.
- ▶ Mentors/facilitators note misconceptions or fears about puberty in the group.



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Remember during the session on our rights, we heard about Sara and her friends asking many questions about their body that the teacher didn't answer. Sara and her classmates spoke to their teacher and explained that it was their right to have this information. The teacher agreed and gave them the information about puberty and their body parts!

What do you think is happening to Sara?



Let's Explore Changes That We Feel and See



Explain:

- Adolescence is the age between 10 and 19. It is the time in everyone's life when they go through the change from child to adult. This doesn't mean that girls are adults yet; the time it takes for girls to fully develop emotionally and physically can go well into their adult years. Even if girls think that on the outside they look like the older women and girls they know, there are still many changes taking place that they don't see, including changes in the brain.
- The changes that girls and boys go through is called "puberty." Today we are going to learn about the changes girls go through (and boys, if you want to know) during adolescence – the changes we will talk about include those girls can see, but also feel.
- Many girls here may have already experienced some changes, so you will already have plenty of information for the next activity.

4

Activity I Changes That We Feel and See



- o Divide girls into two groups. Give each group flip chart paper and colored markers.
- o Group A will focus on girls' physical changes (changes we see) and Group B will focus on emotional changes (changes we feel).
- o Ask the girls to draw a girl and to highlight on the drawing where girls experience physical changes.
- o For Group B, ask the group to draw pictures to describe the emotional changes.
- o After 10 minutes, ask two girls from each group to share their drawings and ideas. Ask if the girls from other groups have any changes to add to the list.
- o Point out any other changes that were not mentioned. Help them understand the difference between physical and emotional changes.

Physical Changes During Adolescence

Physical Changes in Girls

- Hips widen
- Breasts develop
- Ovulation and menstruation
- Grow in size
- Weight gain
- Pubic and underarm hair
- Genitals enlarge
- Vaginal discharge
- Acne

Emotional Changes

- Start liking someone
- Changes in mood
- Feel embarrassed easily
- Feel closer to friends than family
- Feel shy
- Better able to solve problems
- Rebel against parents, want to be independent
- Concerns about being "normal"
- Experimentation



Explain: Breasts grow in size and girls may gain weight. Girls will notice that they sweat more and the skin becomes greasy, pelvic bones and hips will grow, pubic and underarm hair grows. Girls will experience some secretions from the vagina which are clear, white, or off-white in color. This is normal and helps to keep the vagina healthy.

Activity I (Continued)

Changes That We Feel and See



Explain: Often these physical and emotional changes can change the way adolescents start to think and feel. These can be related to:

- Struggles with your sense of identity (Who Am I?)
- Different emotions (such as moodiness, anger, or depression)
- Wanting to be more independent
- Experimentation and taking some risks
- Concern about your body and appearance
- Feeling curious about love
- Pressure from friends to act or behave in a certain way

All of these physical and emotional changes are normal. Everyone develops at their own pace, some earlier and some later. Young people sometimes feel uncomfortable or self-conscious because of the changes in their bodies. But it's important for them to know that these changes are perfectly natural and it's a positive thing because it means girls are growing into healthy adults.

Optional Information: Breasts and Breast Cancer



Explain: Some girls may be worried about breast cancer. It is very rare for girls of their age to get breast cancer. This is usually something that happens much later in life, and although there may be some exceptions, it is not common.

- It's normal for breasts to feel uncomfortable and painful at times.
- Breast pain can be anything from a mild ache to a sharp, stabbing, burning sensation.
- For some people, breast pain is affected by changing hormone levels: the pain is at its worst just before a period, settling down again afterwards.
- For others, the pain can happen at any time. Again, this is nothing to worry about. It can be normal to feel lumps as the breasts are developing and these usually go away on their own.
- However, if girls feel lumps that are causing them discomfort or are growing bigger, they can see a doctor.

4

Activity 2 Reproductive Organs



Say: For us to understand periods, first we need to understand how babies are made. This is important because once a girl starts getting her period, it means that her body is capable of getting pregnant. It is important to remember also that reproductive health is health. And we must make sure we take care of all parts of our health, including physical health, emotional health, and reproductive health. For this, we need to understand our reproductive organs.

- Our “private parts” is our reproductive system, made up of our reproductive organs.
- Both females and males have reproductive organs.
- One of the female reproductive organs that we may have heard of is the vagina, and the one for males that we may have heard of is the penis.
- But there are also reproductive organs that we don’t ever see because they are on the inside of our bodies.
- These drawings may look funny, but all girls have these parts. It’s completely normal and it’s very important for us to learn about them, how to protect them and keep them healthy.

Note: Show the resource for the female external organs (and male, only if the entire group requests this and it is safe to do so. If there are some girls who are not comfortable with receiving information on male body parts, do not force girls to receive this information). Girls can talk to someone individually if they want more information.

Say: The female organs that are not hidden on the inside of the body are the external organs. These include the two folds of skin called the labia, the clitoris, the urethra, and the vagina opening.

- The labia have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
- Near the top of the lips, inside the folds, is a small tube-shaped part called the clitoris. The clitoris is very sensitive and the part that gives pleasure to women when they are intimate with their partner. This part of the organ is covered by a hood that protects the clitoris, as it is very sensitive.
- The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina.
- The vagina opening allows the menstrual blood and babies to come out of our bodies.

External organs all look different. They come in many different shapes, sizes, even colors. This is normal. If you are experiencing any discomfort, then you should seek advice from a doctor, but there is no need to worry about your body not looking exactly like the diagrams.

4

Activity 2 (Continued)

Reproductive Organs



Contextualization! (Optional)



Say:

In males, the reproductive organs include:

- Testes: there are two testes and these produce sperm.
- Penis: the penis is made up of two parts, the main part (shaft) and the tip. The penis allows sperm and urine to exit the body through a small slit in the tip. This is the part of the male reproductive organ that meets the female reproductive organ – the vagina.
- Sperm duct and glands: sperm pass through the sperm ducts and mix with fluids produced by the glands. The mixture of sperm and fluids is called semen.
- Urethra: a tube that carries semen and urine out of the penis.

In females, the internal organs include:

- o Show the girls the resource on internal organs and talk them through the points.



Say:

- The uterus is in the lower part of the abdomen (belly). Along with the uterus there are other organs that are involved in making a baby.
- There is also a small almond-shaped gland called the ovary. In our body, there are two ovaries, one on each side of the uterus.
- Each of these ovaries contain lots of tiny egg cells. Do you know why these egg cells are so important? They are the cells that could become babies. Just like tiny egg cells in a girl's body, boys have tiny sperm cells in their bodies.
- When an egg cell meets a sperm cell, then the cells combine and eventually grow into a baby inside the uterus. The combined cell is called an embryo. That is when we say a woman is pregnant.
- The vagina can stretch wide enough to allow a baby to pass through. It is a tube that connects the uterus to the outside of the body. This is also the part of the reproductive organ that meets the male reproductive organ.



Ask: Why is it important to get information about reproductive health?



Note: Build time at the end of the activity to talk to girls individually if they have questions. Give them pen and paper if they want to write questions.

5

Check-in

Name two internal and two external organs.

6

Takeaway

Before the next session, think about the questions you have about puberty. If you are comfortable you can ask them in the next session, or talk to me privately.

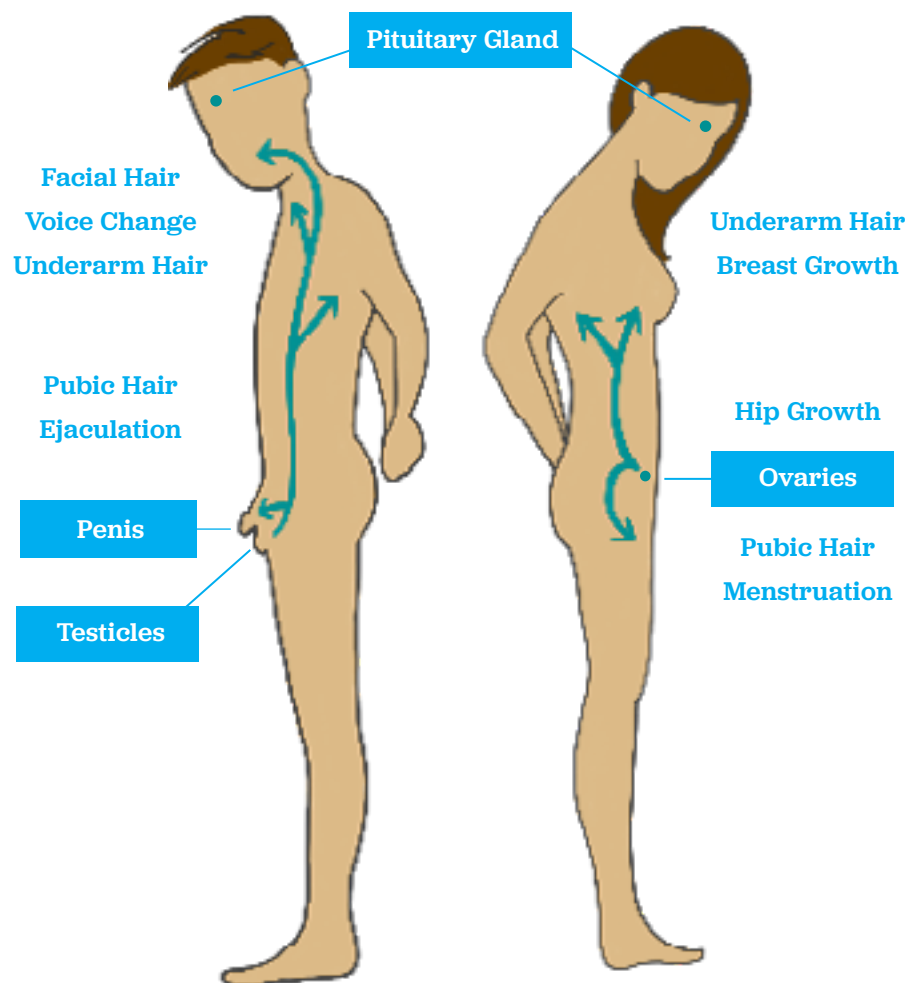
RESOURCE

Changes in Puberty Handout

Puberty Basics

- o Hormones start from a place inside our heads, deep in our brains, in an area called the pituitary gland.
- o Estrogen, progesterone, and testosterone are three of the most common hormones that create the changes of puberty in boys and girls.
- o Boys and girls both experience puberty, but the changes they see and feel are different.
 - Girls—underarm hair, breast and hip growth, pubic hair, menstruation.
 - Boys—facial hair, voice change, underarm hair, pubic hair, ejaculation (more about that later).
- o As boys and girls start puberty, a girl becoming pregnant becomes more of a risk.
- o It is optimal for girls (and boys) to fully complete the physical and emotional growth of puberty and adolescence before they become parents. Anything earlier can be dangerous for the girl giving birth and the well-being of the baby.
- o The length of the physical and emotional stages of puberty is different for each girl, but can be anywhere between nine and 18 years of age.

* **Note:** It may be more appropriate to share only the girl figure, depending upon the readiness and safety of the cultural context. However, the boy, as a participant in the process of puberty, needs to be mentioned so the connection to their physical role can be made during the relevant discussions about reproduction.



RESOURCE

Male Organs

Testes

The two testes (one of them is called a testis) are contained in a bag of skin called the scrotum. They have two functions:

- to produce millions of male sex cells called sperm
- to make male sex hormones, which affect the way a man's body develops

Sperm duct and glands

The sperm pass through the sperm ducts, and mix with fluids produced by the glands. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called semen.

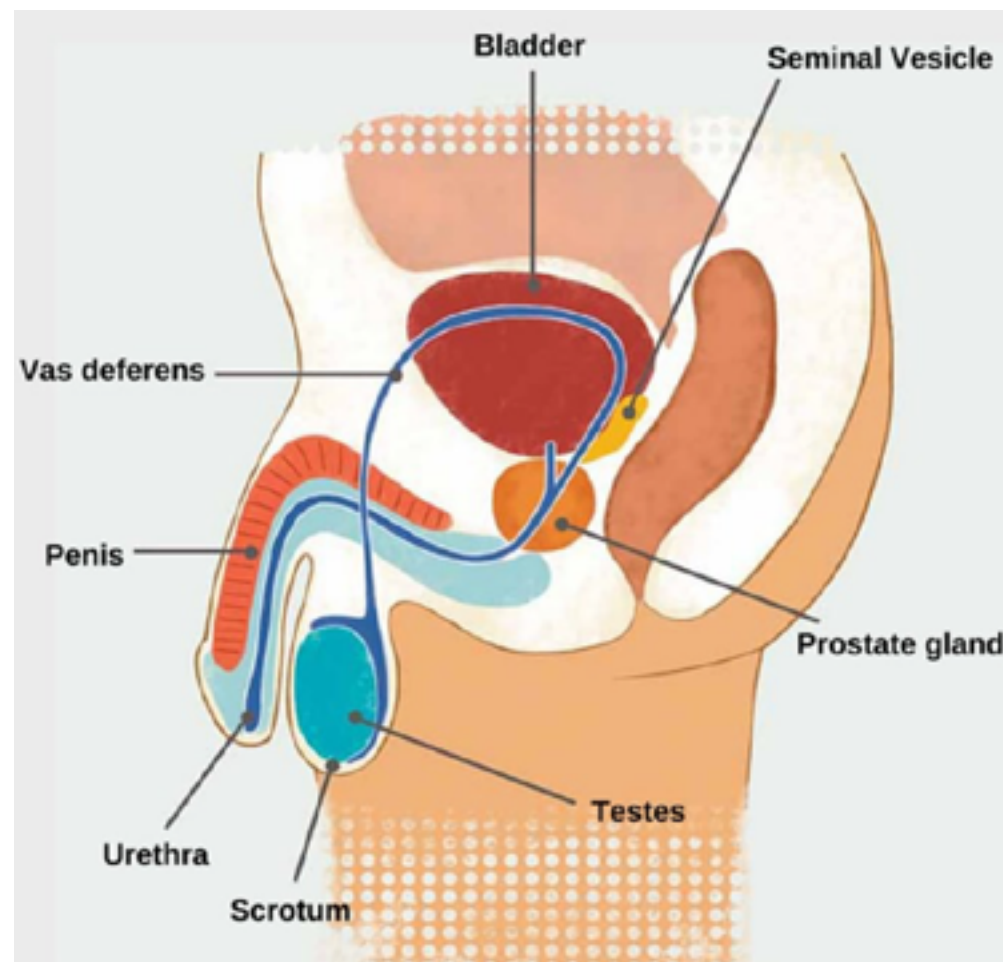
Urethra

The urethra is the tube inside the penis that can carry urine or semen. A ring of muscle makes sure that there is no chance of urine and semen getting mixed up.

Penis

The penis has two functions:

- to pass urine out of the man's body
- to pass semen into the vagina of a woman during sexual intercourse





HEALTH & HYGIENE

Our Monthly Cycle



Session Objectives:

- ▶ Girls understand menstruation and develop a period plan.
- ▶ Mentors/facilitators observe girls' comfort and familiarity with menstruation and provide individual guidance and support as needed.

Skills: Menstrual hygiene practice, body familiarity, planning

Build From: Our Safe Space, I Am Changing, Our Bodies

Materials: Art Box, Menstrual Calendar handout, signs with A and B, Period Plan Template (optional), dignity kits for each girl (optional), sanitary pad demonstration materials (optional)

1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2 Story Circle

Sara

It's been a few months since Sara started getting her period. After the first time, her period didn't come again for a long time. But over the last few months it has been coming more regularly. But she is still not sure when it is going to come, and sometimes she is not prepared and it comes when she is at school or playing with her friends.

How can Sara know when her period is coming?

3 Let's Explore Periods

- Say:** Now that we know about girls' periods, let's learn about how often we get them.
- Ask:** How often do you think girls get their periods?
- Say:** When a girl first gets her period, it may be irregular, but after a few months, girls will roughly start to get their period once a month, depending on how long their menstrual cycle is.
 - If a girl's menstrual cycle is short, her periods will come again more quickly than if her cycle is long.
 - The length of the cycle is the number of days counted from the first day of the last period up until the day before the next period.



Activity 1

Calculating Our Cycle



Say: Let's help Sara and other girls calculate their cycle so that they can be prepared when their period is coming.

- o Show the girls the resource on the monthly cycle. If girls aren't able to read, walk them through the resource.



Say: For example, if Sara's period started on 10 January and her next period started on 7 February, then the length of her menstrual cycle is counted from 10 January - 6 February, which is 28 days. This means she will get her period roughly every 28 days.

- For some girls, their menstrual cycle can be as short as 21 days, while for some it can be as long as 35 days. This is normal.
- BUT if a girl's period suddenly stops for more than 90 days after being regular, this could be because of certain body complications and she should visit a doctor.

Let's practice!

- o Split the girls into small groups and tell them that you will read some examples. The team that finds the answer first should say them out loud - they will win! If girls cannot read and write, do it as a group activity.
 - Suzanne started her period on 26 March and her last period was on 4 March. How long is her cycle? (21 days)
 - Roshna's period started on 30 September and her next period started on 1 November. How long is her cycle? (31 days)
 - Noora's period started on 12 July and her last period was on 16 June. (26 days)



Activity 2

Menstrual Hygiene



Say: Body hygiene is very important, and once a girl starts to have her period, it is even more important.

- When a girl's period begins, she might get a feeling of dampness in her underwear because of the blood coming out of the vagina.
- The flow of blood is usually heaviest on the first day and become less until it stops.
- Sara needs your help again! Let's help answer the following questions for Sara so she can make sure she stays healthy during her period.

- o Assign one part of the room A and the other B. Tell the girls that you will read a number of statements, and they can go and stand next to A or B, depending on what they think the correct answer is. (Correct answers are in *italics*.)
- o After each answer, show them the card that corresponds to the question and clarify the details.



Explain: Our periods are a healthy and normal part of growing up. We shouldn't be ashamed of our periods. They are a natural part of our lives.



Activity 2 (Continued)

Menstrual Hygiene

Option A	Option B	Clarify
When you have your period, you should...		
Wear a used cloth or reuse tissue.	Wear a clean pad, clean cloth, cotton or tissue.	Girls should wear something clean in their underwear to capture the blood to prevent infection. They should not insert these materials inside the vagina. Keep unused cloths and pads clean (wrapped in tissue or plastic bag) so they are ready to be used.
Bathe every day (or as often as you can).	Bathe one time per week.	Girls shouldn't wait until they feel dirty to take a bath; it's important to take a shower once a day or as often as possible to stay clean and healthy.
Change underwear once a week.	Change underwear every day (or as often as possible).	It's necessary to change underwear as often as possible, ideally every day.
Change the feminine product every two to three hours.	Change the feminine product every seven hours.	Girls shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; girls should change it as often as they can.
Throw the used pad/cotton in the toilet.	Throw the use pad/cotton in the bin.	When changing the pad, girls should wrap it up to make a clean package and put it in the bin so it can be taken away with the other rubbish. Girls shouldn't put it in the toilet, as it can block the toilet.
Girls who have their period are dirty.	When girls have their period, it doesn't mean they are dirty.	When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. We just need to be sure to keep our bodies clean while we have our period and also when we don't have our period.

4

Activity 3 Menstrual Management

Say: So now that we have all of this useful information about periods, there is one thing left that we need to know: how to deal with some of the things that we feel when we have our period. Menstruating is a very natural and normal part of a girl's and woman's life. Sometimes it can cause us discomfort, but there are things we can do to try to manage this.

Ask: Do you have some ideas?

Say: It is normal for girls to feel pain in their stomach during periods. This pain comes because the uterus is tightening to squeeze and remove the menstrual fluid.

- Our stomach can feel heavy, breasts can feel sore, it is common to have headaches, tiredness, or feel moody or emotional.

So you should:

- Girls should be prepared and keep track of when their periods are - this will help them be better prepared and help prevent accidental leakage in their underwear.
- Girls can take painkillers on the most painful days, but they should always get permission from a parent or caregiver first and then get advice from a doctor or pharmacist.
- Take a long fast walk or do other exercises girls enjoy, this can help to relieve pain.
- Use a warm bottle or heated pad on the stomach, this can also help to reduce pain.
- Get a good night's sleep during the period, as girls may find themselves more tired than usual.
- Do not use deodorants or perfumes on the genitals, as this will cause irritation and rashes.
- If a girl is over 16 years old and still has not got her first period, she should see a doctor to check that there are no issues.

Ask: If Sara or any other girl going through similar things needs more information or advice on menstruation and hygiene, where can she get this from?

Say: If you have any more questions on this topic, you can talk to someone at the safe space or to a doctor or trusted adult.

5

Check-in

Name three ways girls can keep clean during menstruation?

6

Takeaway

Discuss periods with your trusted person, and talk about how this person can support you during this time. Ask them what they do to make their periods more comfortable. We will discuss our experience in the next session.

RESOURCE

Menstrual Calendar



Month:				Year:		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



HEALTH & HYGIENE

Our Monthly Cycle



Session Objectives:

- ▶ Girls understand menstruation and develop a period plan.
- ▶ Mentors/facilitators observe girls' comfort and familiarity with menstruation and provide individual guidance and support as needed.

Skills: Menstrual hygiene practice, body familiarity, planning

Build From: Our Safe Space, Becoming a Woman

Materials: Art Box, Menstrual Ovulation Cycle resource, Menstrual Calendar handout, Menstrual Management poster, Period Plan handout (optional), dignity kits for each girl (optional), sanitary pad demonstration materials (optional)



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara has been having her period for some time now, but she still hasn't figured out how to calculate when her period will come! Sometimes it will happen when she is at the market or visiting friends and she is not prepared.

How can Sara be more prepared for her period?



Let's Explore Our Periods



Say:

- During the last session we discussed many important things related to reproductive health, Today we will continue this session and I want to remind you that reproductive health is health. It is important we learn about our health and learn how to protect ourselves. This includes our physical health, our emotional health, and our reproductive health.
- What do we know about periods? What are they and why do we get them?



Note: Optional activities are at the end of the session. Include as relevant.

4

Activity I Our Periods



Say: Let's all sit in a circle and look at the images that explain periods (Menstrual Cycle Resource).

- When we reach puberty, our hormones cause one of the ovaries to release an egg cell. This is called ovulation.
- The released egg cell finds its way into the uterus through this organ that looks like a tube. It is called a fallopian tube.
- The uterus must stay prepared just in case it receives an embryo.
- So the uterus starts to grow a new lining of soft tissue filled with blood and nutrients on the inside.
- If on its way to the uterus the egg cell combines with a sperm cell, it forms an embryo. This lining is needed to provide food to the embryo while it grows into a baby in the uterus.
- But most of the time the egg cell doesn't meet a sperm cell. So that means there won't be any baby to grow in the uterus.
- This means that the layer of soft tissue and blood is not needed anymore in the uterus. It is shed, and the mixture of blood and tissue, along with the egg, flows out from the uterus and it comes out through the vagina.
- The blood coming out of the vagina is called the period.
- The blood coming out might not always be bright red. It can start off bright red, but may become brown in color towards the end of the period.
- This whole process repeats itself roughly once a month and is called the menstrual cycle. The period is just a small part of the cycle, the part that we see.
- Your periods do not last your whole life. They stop somewhere between your mid-40's and early 50's.



Ask: So after a girl starts getting her period and her body is capable of becoming pregnant, does this mean she is ready to have babies?



Say: Even though girls who get their periods may be capable of becoming pregnant, it doesn't mean they are ready. Even though the ovaries releasing the eggs can make girls capable of becoming pregnant, a girl's body is too young and not prepared to bear a baby yet. It's better for girls to start thinking about this after they reach 20. Until then, a girl's body is not fully developed and it can be dangerous for a girl to get pregnant. But girls should be happy that they started to get their periods. It's a good sign that their body is growing properly and is healthy.

4

Activity 2 Our Monthly Cycle



Say: Now that we know about our periods, let's learn about how often we get them.



Ask: How often do you think girls get their periods?



Say: When a girl first gets her period, it may be irregular, but after a few months, girls will roughly start to get their period once a month, depending on how long their menstrual cycle is.

- If a girl's menstrual cycle is short, her periods will come more quickly than if her cycle is long.
- The length of a girl's cycle is the number of days counted from the first day of the last period up until the day before the next period.
- Show the girls the Menstrual Calendar Handout.
- For example, if a girl's period started on 10 January and her next period started on 7 February, then the length of her menstrual cycle is counted from 10 January - 6 February, which is 28 days. This means she will get her period roughly after every 28 days.
- For some girls, their menstrual cycle can be as short as 21 days, while for some it can be as long as 35 days. This is normal.
- BUT if a girl's period suddenly stops for more than 90 days after being regular, this could be because of certain body complications and she should visit a doctor.

Let's practice!

- o Split the girls into small groups and tell them that you will read some examples. The team that finds the answer first should say it out loud, and they will win!
- o Suzanne started her period on 26 March and her last period was on 4 March. How long is her cycle? (21 days)
- o Roshna's period started on 30 September and her next period started on 1 November. How long is her cycle? (31 days)
- o Noora's period started on 12 July and her last period was on 16 June. (26 days)



Explain: Our periods are a healthy and normal part of growing up. We shouldn't be ashamed of our periods. They are a natural part of our lives.



Activity 3

Menstrual Hygiene



Say: Body hygiene is very important, and once a girl starts to have her period, it is even more important.

- When a girl's period begins, she might get a feeling of dampness in her underwear because of the blood coming out of the vagina.
- The flow of blood is usually heaviest on the first day and become less until it stops.
- Sara, needs your help again! Let's help answer the following questions for Sara so she can make sure she stays healthy during her period.
- Assign one part of the room A and the other B. Tell the girls that you will read a number of statements and they can go and stand next to A or B, depending on what they think the correct answer is. (Correct answers in italics.)
- After each answer, show them the card that corresponds with the question and clarify the details.



Note: After you complete the questions, do a menstrual hygiene management demonstration (details at end of session)



Activity 3

Menstrual Hygiene

Option A	Option B	Clarify
When you have your period, you should...		
Wear a used cloth or reuse tissue.	<i>Wear a clean pad, clean cloth, cotton or tissue.</i>	Girls should wear something clean in their underwear to capture the blood to prevent infection. They should not insert these materials inside the vagina. Keep unused cloths and pads clean (wrapped in tissue or plastic bag) so they are ready to be used.
<i>Bathe every day (or as often as you can).</i>	Bathe one time per week.	Girls shouldn't wait until they feel dirty to take a bath; it's important to take a shower once a day or as often as possible to stay clean and healthy.
Change underwear once a week.	<i>Change underwear every day (or as often as possible).</i>	It's necessary to change underwear as often as possible, ideally every day.
<i>Change the feminine product every two to three hours.</i>	Change the feminine product every seven hours.	Girls shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; girls should change it as often as they can.
Throw the used pad/cotton in the toilet.	<i>Throw the use pad/cotton in the bin.</i>	When changing the pad, girls should wrap it up to make a clean package and put it in the bin so it can be taken away with the other rubbish. Girls shouldn't put it in the toilet, as it can block the toilet.
Girls who have their period are dirty.	<i>When girls have their period, it doesn't mean they are dirty.</i>	When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. We just need to be sure to keep our bodies clean while we have our period and also when we don't have our period.



Optional Activity

Yeast Infections



- o As girls develop and grow, they might experience something called a “yeast infection.” This usually happens in moist, dark areas of the body. It is nothing to worry about and can happen to any girl.

Some of the symptoms girls might experience are:

- Itching and irritation
- Soreness
- Redness and swelling
- Pain during urination

To avoid getting a yeast infection, girls can do some of the following things:

- We should clean our genitals from front to back in order to keep them clean and avoid the transfer of bacteria from the anus to the vagina.
- Do not use perfumed products on the genital area. Use water and natural soap (such as olive oil soap). Do not use household cleaning products.
- Wear underwear that is not too tight and made of cotton, if possible.
- Make sure the area is dry by patting it with a towel after bathing.



Activity 4

Menstrual Management



Say: So now that we have all of this useful information about periods, there is one thing left that we need to know: this is how to deal with some of the things that we feel when we have our period.



Say: Menstruating is a very natural and normal part of a girl's and woman's life. Sometimes it can cause us discomfort, but there are things we can do to try to manage this.



Ask: Do you have some ideas?

- o Show them the handout on menstrual management.



Say: It is normal for girls to feel pain in their stomach during periods. This pain comes because the uterus is tightening to squeeze and remove the menstrual fluid. Your stomach can feel heavy, breasts can feel sore, it is common to have headaches, tiredness, or feel moody or emotional.



Say: So...

- Girls should be prepared and keep track of when their periods are - this will help them be better prepared and help prevent accidental leakage in their underwear.
- Girls can take painkillers on the most painful days, but they should always get permission from a parent or caregiver first and then get advice from a doctor or pharmacist.
- Take a long fast walk or do other exercises girls enjoy, this can help to relieve pain.

4

Activity 4 (Continued)

Menstrual Management



- Use a warm bottle or heated pad on the stomach, this can also help to reduce pain.
- Get a good night's sleep during the period, as girls may find themselves more tired than usual.
- Do not use deodorants or perfumes on the genitals; this will cause irritation and rashes.
- If a girl is over 16 years old and still has not got her first period, she should see a doctor to check that there are no issues.



Ask: If a girl needs more information or advice on menstruation and hygiene, where can she get this from?



Say: If you have any more questions on this topic, you can talk to someone at the safe space or to a doctor or trusted adult.

5

Check-in

Name three ways girls can keep clean during menstruation?

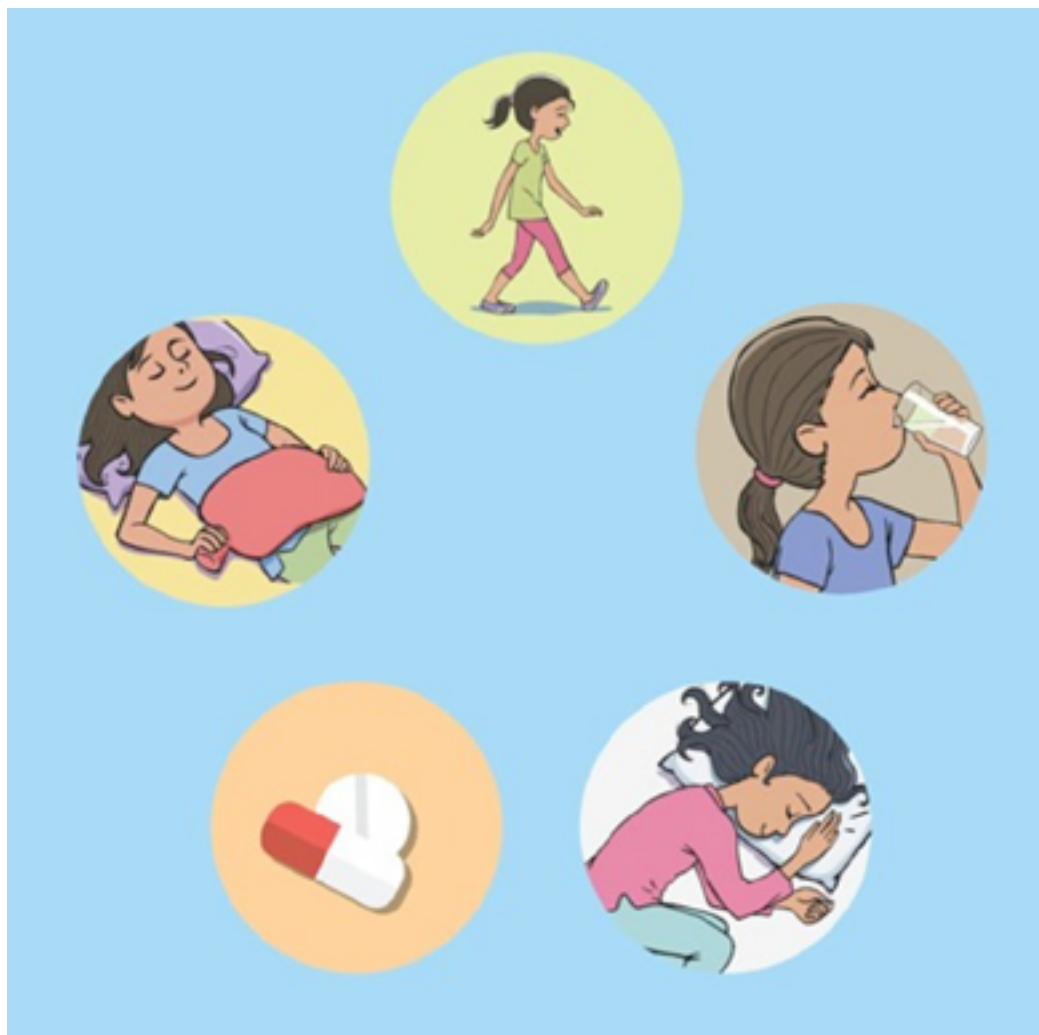
6

Takeaway

Discuss periods with your trusted person, and talk about how this person can support you during this time. Ask them what they do to make their periods more comfortable. We will discuss our experience in the next session.

RESOURCE

Menstrual Management



Optional Activity

Menstruation Hygiene Management (MHM) Demonstration

Managing menstrual hygiene needs in an emergency setting can be challenging. Often supplies are not readily available or run out quickly. For the purposes of this session, staff and mentors should identify which methods are the most relevant and available. If possible, have a supply of the particular method available for girls to use. Keeping MHM supplies available at the safe space will provide another incentive to attend group. Some other points to keep in mind for this session:

1. When discussing the various MHM methods, have a sample of each method available while facilitating the session.
2. Use the correct names, both formal and informal to refer to each method.
3. Demonstrate how each works, for example, by putting liquid on a sanitary towel to show how it would absorb blood.
4. Pass the sample around the room for girls to ask questions and become more comfortable with possibly using it.
5. Images are powerful. Find locally relevant images or training tools from other relevant program sectors, or draw, or find a locally available artist to draw a sample if the real thing is not available. The images below are examples.
6. Share your experience with menstruation and how you have managed your monthly cycle. What worked? What didn't?

Optional Activity

Menstruation Hygiene Management (MHM) Demonstration



Optional Activity

My Period Plan

A period plan will help girls prepare to successfully manage their cycles. Mentors/facilitators can give guidance on what to include, but should allow the girls to create their own plan by writing, drawing, or just talking with each other. In future sessions, check in with each girl to see how the plan is working and whether they need any further assistance or updates. Girls may be hesitant to participate in the exercise if it is introduced too early in the program.

Continue to revisit the activity and provide additional opportunities to discuss in an unpressured way.

Questions to consider for each plan:

- What is the best way to track the days that I'm having my period and the days in between?
- What activities do I want to keep doing while I have my period?
- What do I need to do to make sure I can still do those activities?
- Who can I talk to for help and support if needed?
- What type of supplies do I need to manage my period successfully?
- Where can I get these supplies?
- If I have pain or discomfort, what can I do to lessen it?
- Is there anything else needed to make my period plan successful?

Ideas for cycle tracking could include:

- Draw or hand out a monthly calendar that represents time passing in a culturally relevant format, either linear or cyclical.
- Use rocks or other objects found in the environment. Invite girls to find 30 or so rocks and use them to track the days in their cycle by moving them from one pile to another or putting them in a cup or container.
- Make basic marks on a wall or piece of paper to denote each day that goes by in your cycle.



Note: Be sure to remind the group that each girl will have a different plan, including the number of days, what you plan for, as well as the choice of MHM used. Normalize each girl's choice and discourage comparing and judging of each other's plans.

RESOURCE

My Period Plan

Need	Solution
How I will track my monthly cycle:	
What I need to keep doing the activities I want to:	
Method I will use to absorb blood flow:	
Ways to lessen pain and discomfort:	
Where I can get supplies:	
Who I can rely on for support:	
Other	
Number of days my period lasts:	
Number of days in between periods:	



HEALTH & HYGIENE

Sexual Health



 **Note:** This content can be used with all girls regardless of whether they are sexually active or not. However, culture and context should be considered to assess whether this session will be possible to implement without risk of repercussions.

Session Objectives:

- ▶ Girls learn the facts about sexual health.
- ▶ Mentors/facilitators note misconceptions girls have about reproduction and pregnancy and connect with girls who may need support or guidance.

Skills: Body familiarity, participation, safe risk-taking

Build From: Safe Space, People I Trust, Our Bodies, Our Monthly Cycle

Materials: M&E Integrated Tools Guidance for “Stand Up, Sit Down about Reproductive Health Myths” on page 205.



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara was very excited. Her aunt/her safe person just told her she was pregnant. Her aunt's husband was very happy as well and they both were working hard to prepare for the baby's arrival. Sara knew something about babies - she knew about the organs involved, but not how this actually happened. She didn't want to bother her aunt with these questions, but who could she ask?

If Sara asked you, what would you say?

3 Let's Explore Sexual Health

 Say:

- As we discussed before, pregnancy happens when an egg from a woman, and a sperm from a man, meet together inside a woman's body.
- This is done when a man puts his reproductive organ, called a penis, into a woman's vagina. This is called "sex."
- Sex is an experience that is shared by two people who care deeply about each other, such as a wife and husband.

 **Note:** These concepts can be shared with girls across the adolescent age spectrum as deemed appropriate and safe for the cultural context. Other information to add for older girls might include:

- When a man's penis is in a woman's vagina, he "ejaculates," which is the release of a white fluid called semen. Semen contains millions of tiny organisms called "sperm." Sperm swim up through the cervix, and if an egg is nearby, burrow into the egg and start the process of creating a baby. Share sperm and egg images if appropriate.

 **Note:** Notice the girls' reactions to the information shared. Some girls may have already experienced sex at a young age and may just be connecting their experience to the concept and discussion. Slow the session down if necessary and listen to what girls say, and how they react physically.

 Say:

- No one ever should force another person to have sex. Sex is a loving act that two adults agree to and enjoy. We will talk later about what it means if someone forces sex on somebody and how to find support if that has happened.
- In our puberty session, we learned that a girl can become pregnant once she starts her period. Because of this, it's important to know how to avoid becoming pregnant until the right age and time.
- There are different ways to avoid getting pregnant. We will focus on two.

1. Not having sex. This is the only 100% way to not get pregnant. It's important for young people to wait to have sex until they are older, and if they do they should know how to avoid pregnancy until the best time for both the baby and the parents. It's a huge responsibility.

2. Safe and healthy sexual practices. Birth control methods are used to interfere with the sperm and egg meeting as a result of sex. There are many different forms of birth control/contraceptives. An example of a type of birth control is a condom. A condom is kind of like a rubber balloon (use a locally relevant comparison). A man puts a condom over his penis, before putting his penis into a woman's vagina. This blocks the ejaculation that contains the sperm from entering the woman and finding her egg. However, there are many other types of contraception that girls are able to access. Girls should discuss the different options available to them with a health care professional.

3

Let's Explore (Continued)

Sexual Health

- ✱ **Note:** Again, notice how the group reacts to the information. Take your time with delivering the concepts and do this session over two group meetings if needed. Additionally, girls may already be pressured into having sex because they are married or living in a sexually abusive home. Refer to Part 1 for more information about delivering these key concepts without increasing shame, stress, or trauma.

4

Activity I

Stand Up, Sit Down About Reproductive Health Myths

M

- o Invite the girls to get in a circle or stand in a group. Ask them to "stand up" when they hear a statement that is true. Ask them to "sit down" when they hear a statement that is false.



Explain: Stand up or sit down based on your reaction to the following statements:

- A girl cannot get pregnant during her period.
- A girl cannot get pregnant the first time she has sex.
- A girl should never have to have sex if she doesn't want to.
- The only sure way to not get pregnant is to not have sex.
- Sex is when two people kiss.
- If you use a condom, there is no way you can get pregnant.
- I can talk to my safe person or mentor if I have any questions about sex or if someone has made me feel unsafe or uncomfortable.

Add any other local myths or misconceptions to this list.



Note: Allow the group to respond to the statements based on what they believe. Take note of where girls stand up for statements that are not necessarily true or are built on myths or misconceptions. Invite the group to ask each other why girls thought a certain statement was true or false. Allow them to have an interactive discussion and challenge each other in respectful dialogue. At the end, clarify any remaining confusion or misinformation so that the group leaves with the facts.

4

Activity 2

STIs - Things You Can See and Feel

- o We are going to talk about infections that are passed from one person to another. It is important to have this information because it can have an effect on a person's health.

Ask: Have you heard of any infections that are passed from one person to another?

Ask: Do you know how infections are passed from one person to another?

Explain: Some of the things you can "catch":

- Common Cold: The cold virus spreads in the air through a sick person sneezing, coughing, or blowing their nose near you.
- Food Poisoning: Someone handling your food without cleaning their hands is one of the ways you can get food poisoning.
- Measles/Chicken Pox: These can be caught by touching someone's blisters. They can also be spread through the air through a sick person sneezing, coughing, or blowing their nose near you.
- Warts: These can be caught by coming into contact with someone who has a wart, such as shaking hands or using the same clothing/towels over an extended period of time of someone who has warts.

Say: These are the things (virus/infections) that people can catch in general, but there are some things related to "intimate interactions" and can be passed from one person to another during these interactions or through coming into contact with someone's blood.

Ask: Do you know what these might be? (Syphilis, Herpes, Gonorrhea, Chlamydia, Hepatitis B, Hepatitis C, HIV/AIDS).

Things You Can See and Feel	
Seeing	Feeling
A sore on a penis, vagina, or opening of vagina	Itchiness inside the vagina or itchy pubic hair
Pus coming from the penis or end of penis being red	Burning pain when passing urine, feeling like you have to urinate frequently
Heavy and smelly discharge on a girl's panties	Pain in the womb and fever
Small cauliflower-like growths on or near the genitals	Pain during intimate interaction
Seeing brown insects moving in and small white eggs on pubic hair	

4

Activity 2 (Continued)

STIs - Things You Can See and Feel



Say: As I already mentioned, sometimes a person with an infection might not see or feel anything different. But sometimes there are changes.



Ask: What are some of the things a person could see or feel that will alert them to visit a doctor?



Ask: How can someone reduce the risk of passing on these infections to someone else?

- Treatment is prevention! If you had unprotected sex, get tested and treated as soon as possible. Timely treatment helps prevent health complications and reduces transmission to others.
- If available, protect yourself against HPV and Hep B by getting vaccinated at your nearest health clinic.
- Abstain or use a condom during intimate interactions. (Explain that condoms do not protect against all STIs, but it's the most effective method after abstinence).
- Don't share needles with other people for ear piercing.
- Make sure when you get any type of injection that the needle is new and clean.
- Don't share knives or razor blades with other people.
- When coming in contact with blood, don't touch it directly but rather use gloves or plastic to clean or deal with a wound or cut.



Ask:

- When should someone go to a health facility for treatment for an STI? [As soon as they think they have an STI, if a partner tells them that they have an STI, or they suspect the person they were intimate with might have one (they can think about the symptoms we discussed)].
- Where can someone go if they think they might have an STI? (Be prepared with information on nearby services).



Explain: If someone thinks they have an STI, they should first go to a health center or hospital for treatment. It is not possible to treat themselves at home. It is also important to take all of the medication given by the healthcare provider. If they got the STI from their partner, they should try to encourage their partner to get treated also, so that they don't catch the STI again later from their partner. They can talk to someone at the safe space for more information.



Ask: What happens when an STI is not treated? (Miscarriage during pregnancy, infertility, STI transmitted to baby during pregnancy).

4

Activity 3

HIV/AIDS



Ask: Have you heard of something called HIV? What do you know about it?



Explain: HIV is a virus found in humans that makes the immune system (our body's way to keep us healthy and strong) not work properly. With a damaged immune system, the body is more at risk to get infections and diseases. The person becomes weaker and eventually develops AIDS. But if HIV is caught in time, there is treatment available that can make it more manageable for someone to lead a happy and healthy life. But this treatment is very expensive and not easily available in some places. This is why it is important to prevent HIV and get tested as soon as possible if someone suspects that they have HIV.



Ask: Do you know what AIDS is? What have you heard about it?



Explain: AIDS is passed from one person to another. It does not just develop on its own. It is passed from contact with an infected person's blood, sexual fluids, or breast milk. AIDS is a condition where the body's immune system is destroyed by HIV. There is no cure for AIDS, which is why it's important for someone to get tested early if they suspect something, this way the HIV virus can be managed before it develops into AIDS.

- o Give the girls some paper, ask them to draw a tick on one side and an X on the other. Explain that you are going to read out a number of statements and they will show the tick if they think it's correct and the X if they think its false.

A person can get HIV through intimate interactions.	True
A person can get HIV if they share the same cup or towel as an infected person	False
A person can get HIV through sharing a needle with someone who has HIV (e.g. an ear piecing needle).	True
A person can get HIV if they are in the same room as an infected person.	False
A person can get HIV if they share a syringe with an infected person (e.g. a syringe from an injection).	True
A person can get HIV if they hug an infected person.	False
A person can get HIV if they shake hands with an infected person.	False
A mother can give her baby HIV through childbirth if she is infected.	True
A person can get HIV if they use the same knife or razor as an infected person.	True
A person can get HIV through touching an infected person.	False
An infected mother can pass on HIV to her baby through breastfeeding.	True



Activity 3 (Continued)

HIV/AIDS

After you have finished,



Explain: HIV is different from other diseases because it cannot be caught from being in the same room as an infected person or by hugging or touching a person (not like warts). We cannot catch it from an infected person coughing or sneezing on us or by drinking from the person's cup (not like the common cold).

But a girl can try to prevent infection by not having intimate interactions. If she does have intimate interactions, then it's better to use a condom during intimate interactions and practice being safe. But when married, women and men may decide not to use condoms, they may choose to use other methods or they may be trying to have a baby. In this case, it's better to see a doctor and get tested to see if they have the virus before starting intimate interactions.

If a girl thinks she has recently been exposed to HIV during sex or through sharing needles, she should talk to a health provider right away about medication that can help her prevent becoming infected. It is most effective when taken within 72 hours of exposure.

4

Activity 4 Vaginal Discharge



Say: We have discussed many things about STIs. We should also discuss vaginal discharge, because although it is very normal to have vaginal discharge and it isn't related to STIs specifically, some types may be a sign of a general infection and it's important to know which ones these are.



Say: All girls will experience some secretions from the vagina which are clear, white or off-white in color. This is normal and helps to prevent and fight infections in the vagina. Normal vaginal discharge is a healthy bodily function, and it's your body's way of cleaning and protecting the vagina. It's normal for discharge to increase with exercise, ovulation, emotional stress, and other things.

White

A bit of white discharge, especially at the beginning or end of the menstrual cycle, is normal. However, if the discharge is also itching and has a thick, cottage cheese-like consistency or appearance, it's important to visit a doctor.

Clear and Watery

A clear and watery discharge is perfectly normal and can occur at any time of the month. It may be especially heavy after exercise.

Clear and Stretchy

When discharge is clear but stretchy, rather than watery, it indicates that the person is ovulating. This is a normal type of discharge.

Brown or Bloody

Brown or bloody discharge is usually normal, especially when it occurs during or right after the menstrual cycle. A late discharge at the end of the period can look brown instead of red. Girls and women may also experience a small amount of bloody discharge in between periods, which is called spotting.

Yellow or Green

A yellow or green discharge, especially when it's thick, chunky, or accompanied by a bad smell, is not healthy. This type of discharge may be a sign of an infection and should be checked by a doctor.

4

Activity 4 (Continued)

Vaginal Discharge



Ask: What should a girl do if she experiences a discharge that is not normal?



Say: Remember, sexual health is health! And to make sure we are healthy and protected, we must take care of all parts of our health, including our physical health, our emotional health, and our sexual and reproductive health.



Say: If girls have any questions related to this session, they can come and see me at the end of the session or at any time. If they prefer, they can also speak to a trusted adult or visit a doctor.

5

Check-in

What is a sexually transmitted infection? Name two types of STIs. Where can a girl go if they have symptoms?

6

Takeaway

Until next week, think about any additional questions you may have about STIs. Talk with your safe person to see if they've heard about the different STIs and how women and girls can support each other to be healthy and safe. We'll invite girls to share their experiences with the group next week.

Optional Activity

Myths and Misconceptions About HIV/AIDS

- o Tape two signs to two sides of the safe space – one sign is a thumbs up, the other a thumbs down, or a locally relevant symbol for “yes” or “no.” Invite the girls to stand in the middle of the room.



Explain:

- I am going to read some statements about HIV/AIDs.
- After each statement, run to the wall with the thumbs up if the statement is true, run to the thumbs down if it is false.
- It is OK if you don't know the answer. Stay in the middle if you're not sure. This game is about learning and getting the right information.

Read one at a time:

- HIV/AIDS is a sickness that weakens the body, causes people to become ill over time, and eventually causes death. **[True]**
 - Everyone dies of AIDS, so it is better not to know if you have it. **[False]**
 - There are medicines that can help manage the AIDS disease and help people live longer. **[True]**
 - AIDS is a disease that only bad people get, such as women who have many sexual partners or sell their body for sex. **[False]**
 - Women and girls are more at risk of getting the HIV virus than men and boys. **[True]**
 - Traditional healers from the community have cured people with AIDS and they no longer have the deadly disease. **[False]**
 - You can tell if someone has HIV by looking at them. **[False]**
 - HIV can be spread during sex. **[True]**
 - HIV is spread by sharing plates and cups with someone who has HIV. **[False]**
 - You can prevent HIV by using a condom. **[True]**
- o Encourage the girls to ask each other questions about why they chose a certain answer. Facilitate respectful dialogue and guide the girls in coming to a mutual conclusion if there is disagreement. In the end, always clarify any lingering misconceptions with the facts.



Note: Notice if any of the girls are triggered or affected by the activity. Ensure confidentiality and provide positive reinforcement for participation. Touch base with individual girls as needed.



HEALTH & HYGIENE

Contraception



- * **Note:** This session should be used with all girls where appropriate. Younger, unmarried girls are most vulnerable to unintended pregnancy. However, context should be considered to assess whether implementing this session could increase risk of repercussion.
- * **Note:** If mentors are comfortable enough and at the request of girls, they can give more detailed information on different contraceptive methods found in the resource section on page 143.

Session Objectives:

- ▶ Girls learn about methods of contraception and about the concept of child spacing.
- ▶ Mentors/facilitators build further trust with the girls about their sexual and reproductive health.

Skills: Decision-making skills, basic knowledge of contraceptives

Build From: Our Safe Space, My Safety Services, Our Bodies

Materials: Art Box, Drama Bag, referral note for health services



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara's aunt who is pregnant already had four children. Her aunt was telling Sara's mother that after she gives birth to her fifth child, she will take something to stop her having more children in the future. She thought that five children was more than enough.

What can Sara's aunt take to stop her having children in the future?

3 Let's Explore Contraception

 **Say:** Sometimes, even when people are married, they are still not ready to have babies.

- While having a baby can be a life-changing and wonderful experience, it can also be harmful to both the girl and the baby if the mother is below the age of 19. This is because a girl's body is not fully developed to be able to bear a child and it can lead to complications during pregnancy or child birth.
- Other reasons people may choose to wait to have children is because they may want to finish their studies, not be fully aware of how to take care of a baby, or maybe a family already has so many children that they don't want to have any more because it is expensive.
- Every person has the right to choose how many children to have, when to have them, and what method of contraception they want to use.
- Abstinence, which means having no intimate interactions, is the best and only certain way to prevent unwanted pregnancies. But many people in loving relationships do have intimate interactions and do not want to get pregnant. For them, there are other ways to prevent pregnancy from happening.
- Sometimes women may decide to use some family planning methods for other reasons, for example to regulate their periods. They sometimes use this even if they are not in an intimate relationship.

 **Note:** Be familiar with the details of contraceptives from the resources provided, in case girls have questions specific to a contraceptive you discuss from page 143.

4 Activity I Family Planning

 **Say:** Let's go through some scenarios and see if we think the couple should use family planning methods or not.

- o Split the girls into groups and give each group a scenario. Ask them to discuss the scenario and answer these two questions:
 - Should the couple in your scenario have a baby?
 - When is the right time for them to have babies?

Contextualization!

Scenario 1: Alan and Beatrice have been in a relationship for two months. She is 17 years old and Alan is 27. Alan wants to start having children. Should they have babies or should they use prevention methods? (If a girl gets pregnant at 17, it can be very dangerous for the mother and the baby, as the mother is not fully developed.)

Scenario 2: Sam and Chloe have been married for seven years. Sam recently lost his job and is unable to provide an income for the family. They already have four children. Should they use prevention methods to not get pregnant? (If they get pregnant now, it will cause a lot of stress for the family, and the family will find it difficult to support another child with little financial income).

Scenario 3: Farah and Amir are living in a small house with many people. They are looking to move somewhere to live with fewer people so they can start a family, but they don't know when this is going to happen. (If they get pregnant now, it could cause additional stress and pressure due to the living situation.)

4

Activity 1 (Continued)

Family Planning

Scenario 4: Khalil (27) and Mira (15) have been married for six months. She is still at school and completing her education, they don't have any children yet, but in the future they plan to have a family. (Mira should complete as much of her education as she is able to attain and wait until her body is fully developed before she gets pregnant.)



Ask:

- What do you think are some of the barriers someone can face when trying to do family planning?
- If someone is married and wants to plan for a family, where can they go for more information? (Safe space, health clinic)

4

Activity 2

Contraception



Ask: Have you heard of any methods of contraception? What have you heard about them?



Say: A person who intends to have sex but does not want a pregnancy can use a contraceptive. Any contraceptive method is more effective than not using a method and is safer than pregnancy and childbirth.

- More information can be provided on this at the center. If you know a girl who needs this type of information, ask her to speak to a member of staff at the safe space.



Note: Make the explanation as interactive as possible by asking them what they already know and encouraging them to ask questions.



Say:

- Most contraceptive methods are for use by women and girls; only a few methods are used by men.
- There are many methods to choose from, and all methods are safe and effective for adolescents.
- Using contraceptives allows many people to enjoy their intimacy without having to worry about unwanted pregnancy. Male and female condoms allow people to enjoy sex with less worry about STIs.
- No contraceptive method is perfect, and every method has its own characteristics. Some methods vary in their effectiveness at preventing pregnancy. Some methods have side effects; others require a visit to a health clinic.



Activity 2

Contraception

- There are discreet methods (such as injectables or IUDs) that can be used without drawing attention and would require fewer visits to the health facility.
- Only male and female condoms offer protection from STIs and HIV. For extra protection, many couples use condoms in addition to another contraceptive method.
- Women/girls often try different methods to figure out which one works best for them. A health care provider can offer more information about the benefits, disadvantages, efficacy, and side effects of different methods.

Provide girls with information about existing health services they can access to find out more about contraceptives.



Activity 3

Signs of Pregnancy



Ask: How can a girl tell if she is pregnant?



Say: One of the main early signs of pregnancy is when a girl misses her “period” or monthly menstruation. This usually goes along with some of the following symptoms:

- Nausea with or without vomiting
- Increased urination
- Fatigue
- Food aversions or cravings
- Breast tenderness and enlargement



Ask: What can a girl do if she thinks she is pregnant?



Say: She can tell someone she trusts, talk to someone at the safe space, or talk to a caseworker or a health professional. They will be able to provide her with more options and make any necessary referrals.



Ask: Why is it important to have this information?



Say: Remember, sexual health is health and it is important not to ignore it.

5

Check-in

Name two ways to avoid getting pregnant.

6

Takeaway

Until the next session, connect with your safe person about what you learned today, if you feel comfortable. Ask that person if you can reach out to them if you ever have any questions about changes in your body or sex, or especially if someone is pressuring you to have sex or making you feel unsafe. And as always, anyone in this group can reach out to your mentors for more information and support. We'll share our experiences at the next session.



HEALTH & HYGIENE

Condom Use



 **Note:** This session should be used with all girls where appropriate. However, context should be considered in order to assess whether implementing this session could increase risk of repercussion.

Session Objectives:

- ▶ Girls learn how to describe obstacles to condom use and how these can be addressed; they learn the correct use of a condom.

Skills: Critical thinking, condom knowledge

Build From: Our Safe Space, My Safety Services, Our Bodies

Materials: Art Box, condom demonstration materials

* Population Council: *It's All One Curriculum & Advocates for Youth—Rights, Respect, Responsibility Sexuality Education Curriculum*
<http://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to->



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara visits the health center with her aunt. While she is there, the health professional gives her aunt some condoms. Sara has never seen a condom before and is curious about what it is used for.

What do we know about condoms?

(They protect against STIs/HIV and unwanted pregnancy; they are used by males.)

3 Let's Explore Condom Use



Ask:

- What is a condom?
(Condoms are small, thin pouches made of rubber that cover the penis during sex and collect semen. Condoms stop sperm from getting into the vagina, so sperm can't meet up with an egg and cause pregnancy.)
- Who can use condoms? Is there a condom for women, or just for men?
(There is also a female condom. Offer basic information about this method.)
- Why is it important to know about condoms?
(Everyday, people die from AIDS or from complications of unsafe abortion; these are deaths that could have been prevented if the person had used condoms. Condoms offer protection against pregnancy, HIV, and other infections.)
- If people know about condoms, does that mean they will use them?
(Not always, they may not know how to use them correctly, don't know where to get them, don't fully understand the risk of pregnancy or STIs, girls might not feel comfortable requesting their partner to use a condom, due to unequal power between the girl and the boy.)

4 Activity I Condom Use Scenarios



Explain: to the girls that you will be reading out a few scenarios of couples who did not use condoms correctly. For each story, the girls must think about what could have helped the person or couple.

- o Put numbers 1-3 on the walls. Explain that for all the stories, there are three possible solutions. And they must stand next to the number that they think reflects the right solution for the scenario.



Explain:

- Solution 1 = Information about correct condom use.
 - Solution 2 = Greater equality and shared power between the girl and the man.
 - Solution 3 = A more realistic idea of the risk of HIV /becoming pregnant.
- o Read the following stories and ask the girls to stand next to the solution they feel is the correct one. Once they have all stood next to a solution, inform them of the correct one.

Story A: These two young people have intercourse, using condoms. After the male ejaculates, he lies still for five minutes. His penis becomes soft and smaller, and when he moves a little, he is shocked to realize that a little bit of his semen is dripping out of the condom at the opening of the female's vagina. (Solution 1)

4

Activity I (Continued)

Condom Use Scenarios

Story B: These two people decide to have sex. The boy asks if they should use protection, but the girl says that she just had her period so she can't get pregnant. (Solution 3)

Story C: A 17-year-old girl is having sex with a 25-year-old man who gives her gifts and sometimes gives her money to help with her expenses. Sometimes he uses condoms, but this time he doesn't have a condom with him. She thinks that they should wait and have sex another time, but he promises it will be okay without a condom. She already took money from him this week, so she feels she cannot refuse. They have sex without the condom. (Solution 2)

Story D: Two people decide to have sex. They discuss whether to use condoms to protect against HIV, but agree that they would know if they were sick. So they go ahead and have sex without using condom. (Solution 3)



Ask:

- Who is responsible for condom use? (Both people having sex.)
- Why might girls or women need to have access to the female condom? (To take protection into their own hands if their partners will not use a male condom.)
- How can individuals ensure they are prepared to use condoms when they need them? (Suggestions below.)



Say: One of the reasons that people do not use a condom is that they do not know how to use one. So we are now going to learn the proper way to use a male condom.

- Being old enough to learn how to use a condom does NOT mean that you are ready to have sex, but it is better to know how to use a condom BEFORE you need it, not after you have sex, when it's too late.
- In using condoms, you can take some steps well ahead of time, that is, before you are in an intimate situation.
- There are some steps you can take when you are already in an intimate situation, immediately before sex actually takes place.
- You should know what to do regarding condom use during sex, and you should know what to do with the condom after you use it.
- We will discuss this more in the next activity.

4

Activity 2

Condom Use: Being Prepared

- o Split participants into small groups. Explain that you will read some headings. For each heading, they will think about the steps that need to be taken to use condoms properly.
- o Ask the girls to think about the steps that need to be taken well ahead of time when it comes to using condoms properly. Give them a few minutes to discuss and then ask them to share their answers with the wider group. Clarify anything they may have missed. And then move on to the next stage.
- o Ask the girls to think about the steps that need to be taken immediately before sex when it comes to using condoms properly. Give them a few minutes to discuss and then ask them to share their answers with the wider group. Clarify anything they may have missed. And then move on to the next stage.
- o Ask the girls to think about the steps that need to be taken during sex when it comes to using condoms properly. Give them a few minutes to discuss and then ask them to share their answers with the wider group. Clarify anything they may have missed. And then move on to the next stage.
- o Ask the girls to think about the steps that need to be taken immediately after sex when it comes to using condoms properly. Give them a few minutes to discuss and then ask them to share their answers with the wider group.
- o Clarify anything they may have missed. And then move on to the next stage.

Well ahead of time:

- Discuss safe sex with your partner.
- Buy condoms (and lubricant, if desired) or find a clinic or other community center that gives them away for free.
- Keep your condoms in a dry, cool place (not a wallet).
- Check the expiration date of the condom and be sure the date has not passed.

Immediately before sex:

- Engage in foreplay. Foreplay may help lubricate the vagina. Foreplay involves kissing, touching, hugging, and other emotional and physical acts that make people want to have sex.
- Open the condom gently, being careful not to tear it (don't use your teeth!).
- When the penis is erect (hard), squeeze the tip of condom and place condom on the head of the penis.
- Hold the tip of the condom and unroll it until the penis is completely covered.

4

Activity 2 (Continued)

Condom Use: Being Prepared



Note: Use this opportunity to do the condom demonstration.

- If the vagina still seems dry, engage in more foreplay, or wet the outside of the condom with saliva. Never use oil based products, for example, Vaseline® because it can cause a condom to weaken and tear.

During sex:

- If the condom breaks, the male should pull his penis out of the vagina immediately.

Immediately after sex:

- After ejaculation, while penis is still erect the male should gently pull his penis out of the vagina while grasping the open end of the condom, at the base of the penis.
- Carefully remove the condom without spilling any semen by holding the rim of the condom.
- Tie up the condom or roll it in toilet paper and dispose of it properly.

5

Check-in

Name two reasons why it's important to know about condoms.

6

Takeaway

Until next week, think about any additional questions you may have about condom use. You can discuss these questions in the next session or come and discuss with me or your safe person in private.



HEALTH & HYGIENE

Sexual Decision-Making



* **Note:** This session should be used with all girls where appropriate. However, context should be considered in order to assess whether implementing this session could increase risk of repercussion.

Session Objectives:

- ▶ Girls reflect critically about their own and others' decision-making related to sex.
- ▶ Mentors/facilitators build further trust with the girls about their sexual and reproductive health.

Skills: Decision-making skills, personal reflection and writing skills

Build From: Our Safe Space, My Safety Services, Our Bodies

Materials: Art Box, agree/disagree signs, drama bag

* Adapted from Population Council, *It's All One Curriculum*, and Advocates for Youth, *Rights, Respect, Responsibility Sexuality Education Curriculum*

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara's friend, Anna, asks Sara for some advice one day. She is in a relationship with this boy who she really likes. Anna is considering whether it is the right time to have sex with him. He really wants to and asks Anna about it all the time. Anna thinks she wants too, but she is not sure if she is ready and feels under pressure sometimes. She feels like it's a very difficult decision and she wants Sara's advice.

What should Sara advise?

3

Let's Explore

Reasons to Have or Not Have Sex



Ask:

- Has anyone ever struggled to make a really tough decision?
 - Has anyone ever made a really tough decision, and even after you made the decision you weren't 100% sure it was the right one?
 - Can anyone remember the steps to making a smart decision? (List your options, think about the pros and cons of each option, ask others for advice.)
- o Place a sign marked "agree" on one wall and a sign marked "disagree" on an opposite wall.



Explain: Making decisions can be difficult, and making decisions about sex can be even more difficult since everyone has different values and beliefs about this topic. That is what we're going to talk about today.

- Many different circumstances and feelings influence people's decisions about whether to have sex. Sometimes people can have mixed feelings.
 - To explore this topic, I will read a few statements. For each statement, if you agree, go stand by the side that says "Agree." If you disagree, go to the side that says "Disagree." Make yourself choose one side or the other, even if your view is somewhere in between the two sides.
- o Read each statement. After each statement, allow time for girls to move to their "side." Allow two comments from each side. Then go on to the next statement, even if the conversation has not come to an end.

4

Activity I

Reasons to Have or Not Have Sex

Statements:

- If a girl loves her boyfriend, she should show it by having sex with him.
- It's okay for someone to accept money for having sex, if they need the money.
- If a girl is married, she cannot refuse to have sex with her husband.
- Pressuring someone to have sex against his or her will, even if there is no physical force, is the same as rape.
- A lot of girls have sex because they feel obligated to do so.
- Lots of young people just do not want to have sex, not because of AIDS or pregnancy or because what adults tell them. They just do not want to.
- A lot of people who decide to have sex regret it later.
- A lot of people who decide not to have sex regret it later.
- Before they have sex, most adolescents talk thoroughly with their partner about whether they both feel comfortable and want to have sex, as well as about how to protect against infection and pregnancy.

4

Activity I (Continued)

Reasons to Have or Not Have Sex



Ask:

- Why is it important for a young person to think clearly about the reasons for their choice to have or not have sex?
(*A sense of comfort, safety, voluntariness, and pleasure, as well as protecting one's health.*)
 - Young people have many different reasons why they choose to have or not to have sex. What kinds of misunderstandings or problems can result from these differences in reasons?
- o Sometimes people are not aware of all their motivations and feelings, or have not analyzed their circumstances. What are some ways that we can become more aware of what is going on, how we feel, and what we want and do not want? [Probe for: writing in a journal, talking to someone trusted, thinking honestly.]
-  **Say:** It is important to remember that a girl can say no to sex whenever she wants. Even if she has begun with foreplay or sex and then changes her mind, it is her right to stop. Girls in relationships and even marriage have the right to say no to sex. No one should make a girl have sex against her will.
-  **Say:** Let's think of some of the questions that girls need to think about when deciding whether or not to have sex.
- o Split girls into pairs and ask them to think about the story about Anna (repeat it to remind them). Ask them to think about the questions Sara's friend should ask herself before she decides if she should have sex or not. If they are struggling, you can give them an example from below.

- o Once girls have finished discussing (5minutes), ask them to share their ideas with the group.
- o Add anything they have missed from below.
- o Here are some questions that Sara's friend should be able to answer before making a decision to have sex:



Ask:

- How does she feel about sex? When does she think it would be right for her?
- Is there any chance that the other person could be pressuring or exploiting her?
- What does she expect sex to be like? What if it's bad and she doesn't enjoy it? How would she feel?
- How would she feel if others found out about her sexual relationship, specifically those very close to her?
- Does she trust her partner completely?
- Is she comfortable with her partner?
- What extra pressures might she feel once she has sex?
- How will she feel if they break up?
- What will she do to prevent STIs?
- What would she do if she got an STI?
- What will she do to prevent pregnancy?
- What would she do if a pregnancy resulted from having sex?
- How would the girl and her partner feel?



Activity 1 (Continued)

Reasons to Have or Not Have Sex



Ask:

- Which questions do you think are most important for her to talk about with her partner? Which are least?
- Which questions surprised you?
- Are there any questions you think are missing?



Say:

If she cannot answer all of these questions with confidence, she should ask herself whether she is ready for sex yet. She is the only one who can make this decision, so it is important she makes a smart one.



Activity 2

Decision-Making Scenarios



Ask: What can sometimes make communicating about sex difficult? Some possible responses might include:

- It's embarrassing.
- They don't want to upset the other person by talking about any issues.
- They are nervous if they bring something up that their partner will break up with them.



Say: While these are certainly all reasons why people are often unable to communicate in a relationship, it's important to feel comfortable to discuss these things with your partner.



Say: We are going to look at a few scenarios that might arise between a couple when talking about sex. We are going to try to help the girls in the scenarios to think of assertive ways to address the issues that arise.



Say: Let's look at an example of assertive communication. Being assertive is when we say what we want or mean without being hurtful to the other person.

- For example: If Person A expresses that they like Person B, but Person B is not interested, there are many ways Person B could respond.
- If Person B were to respond in a passive way, what would this look like? Maybe she would say yes, even if she didn't want to.
- If she were to respond in an aggressive way, what would this look like? Maybe she would say "no way!" or be rude to the person.

4

Activity 2 Decision-Making Scenarios

- If she were to respond in an assertive way, what would this look like? Maybe she would say that she is not interested, that they like Person A as a friend, nothing more.



Say: So let's take the following scenarios and in pairs think about how we can respond to them in an assertive way.

- o Give the girls a few mins to discuss in pairs after each scenario is read, and then ask two/three pairs to share their responses.



Say: In all of these scenarios, Person A wants something from Person B, but Person B doesn't want the same thing.

Scenario 1: "I know you and I said we'd wait, but everyone around us is already having sex, so would it be okay for us to?"

Scenario 2: "It's our first time having sex, we don't need to use condoms or birth control."

Scenario 3: "If you're not willing to have sex with me, then I'll just go find someone else who will."

Scenario 4: "I don't want to use condoms when we have sex. It's like you're saying I'm dirty or something!"

Key Messages:

- Being in a relationship does not mean that a person has to give up who they are and their own needs. Married girls also have the right to say no to sex to their husband.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything sexual in a relationship that they do not feel 100% ready to do. Girls can change their mind at any time, before and even during sex.

5

Check-in

Name two questions girls should think about before deciding to have sex.

6

Takeaway

Think about common scenarios that may come up related to decision-making around sex. Let's discuss them next week and think of responses to those situations.



HEALTH & HYGIENE

Sexual Intimacy



* **Note:** This session should be used with all girls where appropriate. However, context should be considered in order to assess whether implementing this session could increase risk of repercussion.

Session Objectives:

- ▶ Girls learn about sexual intimacy and positive sexual experiences.
- ▶ Mentors/facilitators build further trust with the girls about their sexual and reproductive health.

Skills: Body knowledge, team work

Build From: Our Safe Space, My Safety Services, Our Bodies

Materials: Art Box, true/false cards

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2 Story Circle

Sara

Sara hears her aunt talking about something very private one day with her friends. Sara asks her aunt what they are talking about; her aunt tells her that it's not a conversation for young girls. One day, when Sara is older she will understand. Sara doesn't ask her aunt any questions, she feels that the conversation is private and very personal to her aunt.

What do you think Sara's aunt could possibly be talking about that she cannot share with Sara?

3 Let's Explore

Dynamics of Sexual intimacy



Say Through the sessions, we have learned about how pregnancy happens, and we now know what sex is or when people are "intimate." Would you like to learn why sexual intercourse happens? If so, why do you think it happens?



Say: Sex is a normal and natural act that both men and women experience when they are ready. It is not something to be ashamed of. Yet it is a private and intimate act that requires the consent of both persons involved. This applies to everyone, even married couples. At any point before and during sex, if a girl is not comfortable, she has the right to not continue with sex. Her opinion/request must be accepted.



Note: If the concept of consent is not clear to them, explain what informed consent is. Informed consent is when you are mature enough to decide for yourself to give permission for something to happen or agree to do something after knowing the consequences and all important related information.



Activity 1

Why People Have Sex

Why do you think people have sex?

- o Give participants post-it notes and a pen and ask them to write or draw their answers on the sticky note anonymously and put them in the hat. If they don't know or don't want to answer, they can leave it empty or write "don't know."
- o Read the answers from the hat.



Say: People could have sex for different reasons. Main reasons are:

- **Reproduction:** Many people have sex to conceive babies so they can have a family. If this is the case, it is very important that the woman and man are ready for the responsibility of having a child and that the woman is physically and emotionally ready to go through pregnancy.
- **Sexual desire and satisfaction:** Males and females have sexual desires, which is very normal. People start to feel this sexual desire or need after puberty, and they develop an interest in exploring their bodies. This is very normal and healthy. Not every time a man or a woman shows a sexual desire means he or she has to have sexual intercourse (remind them about the healthy relationships session and decision-making session if needed). Sex needs the approval of both parties participating in the sexual act.



Note: Below is a table with some of the main signs of arousal in men and women, as well as orgasms. It is important to inform the girls that not every time their partner is sexually aroused, they need to act upon it. People can control their sexual desires.

Sexual Arousal Signs		Orgasm	
Females	Males	Females	Males
• Wetness - vagina becomes lubricated with fluid • The clitoris slightly hardens and becomes more sensitive • Nipples may harden	• Erection of the penis	• Clitoral orgasm occurs by stimulation (applying some pressure and movement) on the clitoris - show clitoris on the poster again) • Vaginal orgasm	• Emission of the semen from the erect penis • Retraction follows



Activity 2

Sexual Intimacy Quiz

- o Divide the girls into two groups and have each group choose a name for themselves.
- o Read each of the statements and ask each group to hold up a card that reads either true or false (or colored card if girls cannot read). Clarify each point after the question if girls get the answer wrong.
- o For every right answer, they get one point.
- o The winning team is the team with more points.
- o Once they have finished, go through the right answers with them and clarify which ones are true and which ones are false.
(Answers: 1, 2, 6, 8, 9, 10 are false).

		True	False
1	Every time a woman has sex, she will get pregnant.		
2	Men need sex more than women.		
3	Sex is a healthy part of a well-balanced relationship.		
4	It is perfectly healthy and normal to have sex, even when someone is not trying to have a baby.		
5	Both men and women are responsible for safe-sex practices.		
6	A husband/sexual partner is allowed to demand sex from his wife/partner any time he wants.		
7	A woman is allowed to say no to sex any time she wants.		
8	Women who enjoy sex are not good or respectful.		
9	A woman's role is to please her husband/sexual partner during sex.		
10	If a woman says she wants to have sex and then changes her mind during foreplay, she cannot refuse.		



Ask: Do you have any questions?



Say: Remember, sex should be a positive, enjoyable experience. When a girl is ready to have sex, she has the right to enjoy sex and also to say not to sex, even if she is married.

5

Check-in

Name two reasons why people have sex.

6

Takeaway

Until next week, think about any other things you have heard about sex and sexual intimacy that are common in our community. We can discuss whether these are myths or facts in the next session.

Safety

S

Purpose

To build awareness of gender-based violence, how it impacts the lives of girls, and how girls, families, and communities can work together to stop it.

Safety Sessions

- Comfortable and Uncomfortable Touch (Younger Adol.)
- Healthy Relationships (Older Adol.)
- When Girls Are Hurt
- Who Is to Blame?
- How Can Girls Respond to Violence?
- Setting Boundaries
- Early Marriage
- Female Genital Mutilation
- Staying Safe Online
- **My Safety Map should be done again during this module.

Safety Concepts

- Gender vs. Sex
- Violence
- Abuse—Physical, Emotional, Sexual
- Exploitation
- Boundaries
- Marriage
- Harmful Traditional Practices
- Female Genital Mutilation

Safety Skills

- Sense of Self
- Teamwork
- Solidarity
- Setting and Maintaining Boundaries
- Assertive Communication
- Saying “No”
- Persistence

TIPS

For Safety Sessions

The Safety sessions focus on the concepts and skills girls need to build their awareness about gender-based violence. Girls do play a role in increasing their own safety, but are not solely responsible for it, nor are they to blame if they experience violence. Reducing gender-based violence is the responsibility of the perpetrators first and foremost. Parents and caregivers, and the larger community also have a role in ensuring the safety of girls.

Some points to keep in mind for the Safety sessions:

- o Check that girls trust each other and the mentors/facilitators before introducing any of the Safety sessions. Take the group's safety temperature regularly, using the activities from the Trust module if needed. Reinforce the confidentiality of the group by referring to the group agreement repeatedly and at the beginning of each Safety session.
- o Recognize the reality of the girls and the world they live in. Do not judge or shame a girl if her beliefs reflect the dominant gender perspective of the given culture. The aim of the exercises and knowledge review are to initiate shifts in the existing messages and conditioning that girls may have received about gender.
- o Consider the best method for delivering content to groups where the girls' backgrounds and experiences are mixed. For example, your group might include married girls and unmarried girls, girls who have undergone FGM and girls who have not, etc. Focus the group on building solidarity and support for each other's realities. Never ask girls to share their marriage or FGM status in the group. Allow the girls to decide which information about themselves they wish to share and when. If they share, reinforce the group commitment to confidentiality and safety.
- o Encourage girls' practice of saying "no" to avoid situations of violence and abuse, but only when it does not put the girls in greater harm. Determine what part of the content and skills introduced could impact girls' safety, while gradually engaging female/male caregivers and the community.
- o While considering safety is important, mentors/facilitators should maintain the key protective messages of the Girl Shine program whenever possible. Girl Shine is designed to challenge existing beliefs about girls and shift social norms and thinking. More guidance is provided in Part 1 about techniques for successfully initiating these changes in a safe and intentional way.
- o Set realistic expectations for mentors/facilitators implementing these topics. The Safety sessions are designed to touch on a broad range of risks for girls in humanitarian settings. While FGM and early marriage are two of the most prevalent risks for adolescent girls living in conflict settings, these problems are clearly too large to be fully addressed in two sessions. However, Girl Shine is an opportunity to open up the discussion with girls, female/male caregivers, and communities about harm from certain practices and to propose safer alternatives. Please refer to the Harmful Traditional Practices chapter on page 113 in Part 1 for guidance on further ways to work with communities to reduce these practices.
- o Acknowledge that discussing early marriage and FGM will be very challenging. Mentors/facilitators need to strike a balance between discussing the risks in a clear way, while not shaming or suggesting that girls are solely accountable for their participation in any harmful traditional practices.

TIPS

For Safety Sessions (Continued)

Signs that a girl may have experienced GBV or other violence:

- She is behaving out of character.
- She is withdrawn.
- She is bringing attention to herself.
- She mentions something related to problems she is facing.
- She is about to be married or is recently married.
- Content of activity triggers a change in her behavior.

Tips for safety sessions:

- Think about how you will explain and define sensitive terms, such as rape, exploitation, and harassment.
- Assess the session as you move through it. If girls are not feeling comfortable, do not push them to answer specific questions. Try to come back to it later, or ask the question in a different way.
- Try to be aware of any pre-existing safety issues in the community.
- Have a case/social worker present for some or all of the sessions, if possible.

Dealing with GBV Disclosures:

- Thank the girl for sharing, reassure her, and make sure she knows it is not her fault.
- Inform the girl of the option to access case management, explaining it in a way girls can understand.
- Explain confidentiality and the role of the caseworker.
- Be available to answer questions related to services.
- Do not discuss details of the girl's disclosure.
- Do not force girls to access services if they do not wish to. Instead, provide girls with all of the available options and explain the pros and cons of accessing or not accessing a particular service.
- Ask her if she needs support to access a caseworker. Does she need an introduction, or does she want you to be present during the first meeting?

TIPS

For Safety Sessions (Continued)

After the session:

- Build time in at the end of the session to allow girls to approach you individually.
- Be available (this includes using open body language and facial expressions).
- Be prepared in advance to deal with any issues that may arise.
- Do not ask the girl to tell you what happened again.
- Explain that there is someone available for her to talk to.
- Determine ahead of time how you will make a referral, and ensure that the girl feels comfortable with her case being handed over to a different agency.



SAFETY

Comfortable and Uncomfortable Touch



Session Objectives:

- ▶ Girls understand the difference between comfortable/uncomfortable touch and good secrets/bad secrets.
- ▶ Mentors/facilitators assess how girls understand different types of touches and secrets and secrets, and look for signs that girls may have had negative experiences related to this.

Skills: Setting and maintaining boundaries, participation

Build From: Our Safe Space, People I Trust, Our Bodies, What Makes a Girl?

Materials: Art Box, fabric/tape



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Today we will talk about something very sensitive that Sara experienced. One day her mother sent her to her neighbor's house to borrow some sugar, but her neighbor wasn't there, instead there was someone she didn't know. This man told Sara that he would give her some sugar and invited her in to wait. The way the man was looking at Sara made her feel uncomfortable. He started to get closer to her and tried to stroke her back. Sara doesn't know if what happened is normal and what she can do.

Was what Sara experienced unusual?

3

Let's Explore

Comfortable and Uncomfortable Touch



Explain: Today we will help Sara to know if what the man did was a comfortable touch/look or an uncomfortable touch/look. Do you have any questions before we start?



Explain: There are different types of touches - some are comfortable, others are uncomfortable, and some can be confusing or unwanted. Some of these touches could be comfortable touches or uncomfortable touches, depending on the reason for the touch and how they make a person feel. A comfortable touch should make someone feel safe and happy. And an uncomfortable touch or a confusing touch can make someone feel sad or embarrassed. The same applies to "looks" too.

It is an uncomfortable touch if:

- Someone touches a girl on her body where she doesn't want to be touched.
- That touch makes her feel scared or worried.

4

Activity I

Danger & Shield



- o Ask the girls to stand in a circle, then to silently choose two people each; one as a "DANGER" and another as a "SHIELD." Tell them that they should do this without letting anyone else know.
- o Check if everyone has made their choice, then ask them to move around the room, always keeping their "SHIELD" between themselves and their "DANGER." Add that they must never stop moving, and they don't have to stick to their "SHIELD," it's enough to have it between them and the "DANGER," even at a distance.
- o Tell them that when they hear "STOP," they should freeze, and those who are not protected, those who are facing their "DANGER", have to fall on the floor in a theatrical way (exaggerated gestures and voices).
- o Ask them to stand up and walk again, then say "STOP" again and again, until everyone has been stimulated to use best protection strategies while moving - for example reacting faster to their "DANGER's" movement, keeping bodies alerted, eyes wide opened, etc., so that by the end, almost no one is falling.



Explain: Sometimes we may face a danger, but there are some "shields" that we can use to help keep us safe.



Ask: What could be a shield? (e.g. trusted adult, friend, caseworker etc.)



Activity 2

Comfortable and Uncomfortable Touch



- o Give the girls three pieces of paper. On one paper they will draw a smiley face, on the second, a sad face, and on the third, a neutral face. Tell them that these faces represent happy, sad, and confused touch. Draw an example for them.



Say: I am going to say some types of “touches” and I want you to put in the air the face that reflects the touch I mention.



Explain: There are different types of touches girls may experience, and they may feel comfortable, uncomfortable, or confusing. There is also a type of touch called unwanted touch.

Types of Touch

- | | | |
|-------------------|----------------|--------------------------|
| • Hugging | • Pinching | • Biting |
| • Kicking | • Tickling | • Holding hands |
| • Kissing | • Back rubs | • Touching private parts |
| • Pat on the back | • Stroking | • Slapping |
| • Punching | • Medical exam | |



Explain: Unwanted - This is when a girl is touched and it might not feel good, but it was meant to help her. It is not a bad touch, it is an unwanted touch. For example, if someone grabs you to keep you from harm (whilst crossing a dangerous road).



Ask: Can anyone think of other examples? (Examination by a doctor or nurse because you are sick, having an injection etc.)



Explain: Comfortable - This is when a girl is touched and it feels comfortable, makes the girl feel happy, safe, and secure. For example, if a mother hugs her daughter to make her feel better.



Ask: Can anyone think of other examples? (When a girl tickles her younger brother or sister to make them laugh. When a father, grandmother, or relative pats a girl on the head when she has done something good.)



Explain: Uncomfortable - This is when a touch does not feel comfortable, and, unlike unwanted touch, it is not helpful. Sometimes it is not easy to understand what an uncomfortable touch is. It is important to remember that an uncomfortable touch is something that might make a girl feel confused, scared, or worried. For example, being hugged by a stranger. A girl may not feel comfortable sharing what happened with someone else.



Activity 2 (Continued)

Comfortable and Uncomfortable Touch



-  **Ask:** Can anyone think of other examples? (Being hit by a sibling or parent, tickled by a relative in a way that's not funny, being touched and told not to tell anyone.)
-  **Explain:** The important thing for girls to remember is that their body belongs to them and they have the right to express herself and ask people to respect their wishes.
-  **Ask:** What should a girl do if she experiences a confusing or uncomfortable touch? (Make sure that they say that they will tell someone they trust.) What could Sara do?
-  **Explain:** She can express to the person that she does not feel comfortable, she can tell them to stop and to respect her wishes, she can try to remove herself from this situation and talk to a trusted person.
-  **Ask:** If Sara thinks the touch is comfortable at the beginning, but then does not feel comfortable anymore, does she have the right to stop the person? (She can stop them at any time she feels uncomfortable, even if it felt ok in the beginning.)
-  **Explain:** If this ever happens to a girl, she should talk to a trusted adult. Girls should not feel afraid of telling this to a trusted adult. It is never the fault of the girl. If the girl does not want to talk to a family member or friend whom she trusts, she can always talk to a case/ social worker at the safe space to get more information and, with help, find solutions to some of these issues.
-  **Note:** Get a caseworker to explain the services of case management to the girls. Give the girls the leaflet describing the case management services and explain to them that girls who face problems can talk to a case manager at the center.



Activity 3

Good Secrets/Bad Secrets



Explain: Many times, the uncomfortable touches and looks are done by people who will ask the girl not to tell anyone; they will ask her to keep it a secret.

- o Put a long line from one side of the room to the other (either with a long piece of fabric or tape). One end will be good secret, the other, bad secret.



Say: I will read you some secrets. Each time I say the secret, you should stand at the end of the line to show whether you think it is a good or bad secret, or in the middle if you don't know.

Contextualization!



Note: After each statement, ask them why they decided it was good or bad.



Explain: Some of these secrets are good and healthy secrets, and some of them are bad and unhealthy secrets.

Good and Healthy Secrets	Bad and Unhealthy Secrets
We will surprise our mother with a gift on her birthday. Don't tell her please.	A boy saw his classmate stealing money from the teacher's purse and asked him not to tell anyone what he saw.
My neighbor told me that his sister passed her exams and that they will organize a surprise party for her.	A girl's neighbor kissed her on the cheek and asked her not to tell anyone about it.
	A girl's uncle made her cry then threatened her and told her not to tell anyone about it.

4

Activity 3 (Continued)

Good Secrets/Bad Secrets



It is a good and healthy secret when:

- It feels good to know this secret.
- The secret has a time limit (they have a beginning and an end and at some point, the secret will be made public).
- It is about a surprise for another person.
- It is something about a family member or friend that doesn't make a girl feel worried.

It could be a bad and unhealthy secret when:

- Someone tells a girl not to tell anyone (for an unlimited time).
- Someone threatens a girl that if she tells someone, something bad will happen.
- It makes a girl feel worried or uncomfortable to keep the secret.

5

Check-in

What is the difference between a comfortable and uncomfortable touch?

6

Takeaway

Until our next session, think about who the best person is for a girl to talk to if she experienced an uncomfortable touch. In our community, who could a girl turn to if something like this happened? We will share our ideas in the next session.



SAFETY

Healthy Relationships



Session Objectives:

- ▶ Girls understand the difference between healthy and unhealthy relationships.
- ▶ Mentors/facilitators note girls' beliefs about relationships and their expectations of how girls should be treated in relationships.

Skills: Creating safe options, confidence, assertive communication, creating boundaries

Build From: Our Safe Space, People I Trust, Friendships, Our Bodies, What Makes a Girl

Materials: Art Box, scrap paper, Drama Bag



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara was worried about her friend, Mary. Mary was very interested in a boy who showed her a lot of attention. He wanted to be with her all the time and make sure no other boys spent time with her. But, he was also mean. He called her names and said things that nobody who supposedly "loved" somebody would say. One time, Sara saw him shove Mary into a wall. Mary said he was just stressed.

If you were Sara, what would you say to Mary about her relationship? As her friend, what should she do?

3 Let's Explore

Liking Someone Special



Explain: As we get older and go through puberty, boys and girls do become interested in each other as more than friends. Girls and boys may start to feel things for another person, want to spend more time with that person, and consider this relationship "special."

- o It's very important for girls and young women to know the difference between a healthy and unhealthy special relationship so they can make a good decision about the person they like.



Ask: What do you think are some of the ingredients of a healthy, special relationship?



Say:

- There are a number of different things people expect from a relationship. This sometimes involves love, companionship, or just enjoying spending time together, as well as many other things.
- What is important to remember is that no matter the reasons for entering these relationships, it is important that this relationship benefits you and the person you are with equally.

4 Activity I

Mary & George



- o Pass out a piece of blank paper to each girl. Tell the group you are going to do an activity where they have to use their imagination.
- o Invite the group to stand up and spread themselves around the room. Tell the group that their piece of paper stands for the self-esteem of Mary in the story. Make sure the girls remember what self-esteem or self-worth mean.



Say: I am going to read a story about Mary and George. I want you to tear off a piece of your paper and drop it to the floor every time you hear anything that would make Mary lose her confidence.

- o As you read, invite the girls to listen for any abuse, insults, or put-downs. Every time they hear something that would make Mary feel bad, tell them to tear off a small corner of their piece of paper and drop it to the floor.

Contextualization!

Mary & George

George and Mary have been in a relationship for about a year. George is working and Mary is in school. George tells Mary that she is not very smart. George told Mary that she should leave school and stay in the house, as school was not a place for girls. George gets mad at Mary sometimes and says things like "You are no good for anyone." George does not care if he hurts Mary's feelings. When Mary tries to tell George that she doesn't like something he is doing, he gets angry and starts shouting at her. George sometimes tries to get close to Mary, and she does not feel comfortable. When she tells him to stop, he ignores her and laughs at her.



Activity 1 (Continued)

Mary & George



- o When you have finished the story, ask the girls to show the group how much of their paper they have left.
- o Ask the girls to explain why they have a little or a lot of paper left.



Ask: How do you think Mary felt every time George said or did something mean?



Activity 2

Consent



Ask: Is it ok that George tries to get close to Mary when she doesn't feel comfortable? *(If Mary is not comfortable, George should respect her boundaries.)*



Ask: What do you understand by the word "consent?"



Explain: Consent is when someone gives permission for something to happen or agrees to do something.



Ask: Did George get consent from Mary to get close to her?



Ask: What can Mary do in this situation? *(She can express to George that she does not feel comfortable, she can tell him to stop and to respect her wishes, she can try to remove herself from this situation and talk to a trusted person.)*



Ask: If George tries to get close to Mary and she lets him, but then she doesn't feel comfortable anymore, does she have the right to stop him? *(She can stop him at any time she feels uncomfortable, even if she was ok with it in the beginning.)*

- o Split girls into pairs and ask them to think about how Mary can express to George that she doesn't feel comfortable.
- o Challenge them to think about whether ideas/suggestions will work in real life.



Activity 2 (Continued)

Consent



Explain: Sometimes girls may find that the partners they choose or are chosen for them may not meet their expectations, and love may not be returned to them.

- We discussed the qualities of an ideal friend and what we expect from our friends in the Making and Keeping Friends session. The same applies to special relationships. Girls should choose partners who have certain qualities that they believe to be important.
- When girls don't have the choice about who their partner is, they should try and express to their decision-maker the types of qualities that they believe are important.
- Sometimes, girls can find themselves in relationships that might not be beneficial to them, or relationships where the other person does not have some of the qualities that they are looking for. Some relationships can also be harmful to girls.
- Girls who find themselves in these types of situations might feel that they are not able to talk to anyone about this, but it's important that they can identify people/places they can turn to for advice – like the safe space.



Ask: Now, we will finish the story of Mary and George. How do you think the story will end?

- o Break the girls into small groups and ask them to think about what Mary can do in this situation.



Ask: Is she able to negotiate with George, or will this cause her more harm?

- Who else can she turn to?
- Who can Mary talk to?
- What skills or information does she need to deal with the problem?

- o Ask them to present their stories to the group.
- o Clarify any misconceptions.



Say: If a girl ever experienced something similar to Sara, she could turn to a case/social worker who would be able to help her set an action plan to deal with the problem.



Say: There are some important differences between relationships that make us feel good and ones that don't make us feel good.



Activity 2 (Continued)

Consent



- o Ask the girls if they can think of any differences between these relationships, and write these down on flip chart paper. Make sure the sheet includes the following:

Healthy Relationship

- Both people treated with respect
- Both people treated fairly

Unhealthy Relationship

- Calling someone names
- Physically hurting someone
- Being disrespectful
- Making decisions for the other person that they don't agree with
- Forcing someone to do something they don't want to do



Say: Girls who are in difficult relationships might feel that they can't talk to anyone, but it's important that they can find a trusted person/place they can turn to for advice, like the safe space.



Activity 3

Power Balance



- o Ask the girls to choose a partner, face their partner, and put their hands on each other's shoulders. Ask them to see if they can push each other across the room.
- o Encourage those who don't seem to work seriously, and help them explore their real energy and the importance of balance.
- o Then ask the girls to go back-to-back with their partner and try to push their partner across the room that way.
- o Explain the variation, and ask partners to hold each other's hands and attempt to pull, rather than push, their partner, using their feet to grip on the floor.
- o Then ask them to try this with one hand.
- o Ask them to repeat pushing and pulling again, but this time just for balancing, without aiming to move across the room.



Ask:

- How did the exercise feel?
- Was it different when you were balancing instead of trying to move across the room? How and why? (When you try to move across the room, the other person doesn't matter to you, your objective is to win, no matter what the price is. When you try to balance, you are still active, but you are cooperating, having one objective instead of competing.)



Ask: What are the differences between the two movements, pushing and pulling? Is the intention different? Does it require the same energy?

4

Activity 3 (Continued)

Power Balance



Ask: What do you think we mean by power?



Explain: It is the ability to do something or act in a certain way, and also the ability to change other people's behavior or actions.



Ask: What do you think the link is between this activity and understanding power and control in relationships?



Explain: The activity showed us that balancing power means you are doing something together instead of against each other. You are negotiating your use of power while listening to the other through your body, sensing the other person's power and giving more weight than needed to reach the balance. Sometimes people try to have power over us, but we can find ways to use our power to try and share power with those people.

5

Check-in

Name one ingredient of a healthy relationship, and one example of an unhealthy relationship.

6

Takeaway

Until we meet next, notice the relationships you see around you. Are there some that are healthy? Are there some that are unhealthy? Think about any differences you have noticed since getting this information. We'll invite you to share your experiences at the next session.

S

SAFETY

When Girls Are Hurt

Session Objectives:

- ▶ Girls review the different types of violence, and identify who the perpetrators of violence are in their community.
- ▶ Mentors/facilitators understand how girls see violence in their lives.

Skills: Setting and maintaining boundaries, participation

Build From: Our Safe Space, My Safe Person, Our Bodies, What Makes a Girl?

Materials: Art Box, Perpetrator Cards, types of violence images (to be prepared in advanced based on scenarios below), red dot stickers

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara was starting to feel more safe in her new surroundings. She walked to and from her girls' group with her friend, Jane. However, on some days there was a group of older boys that sat outside as they passed by. They would often say rude things to Sara and Jane, and started to follow them. One of them threw a rock at Jane because she didn't respond to his demand that she come talk with him. Sara knew this wrong.

What would we call this behavior from this group of boys? What should Jane and Sara do?

3 Let's Explore

Types of Violence & Harm



Explain: Today we are going to talk about a difficult topic. We are going to discuss violence, especially violence against women and girls.

- Let's remember the group agreements discussed in the first meeting.
- Violence and abuse can happen to anyone - man, woman, boy, or girl - but violence happens to women and girls more often than men or boys.
- If girls want to discuss personal experiences of violence, they can approach me any time after the session so that we can discuss in a private space.



Note: It's important to remember:

- No form of violence happens by accident.
- Violence is not the fault of the survivor.
- One of the reasons one person is violent towards the other is to control them. Some perpetrators use their physical strength to force the other person to perform sexual acts.
- Violence can happen once or many times by the same perpetrator.
- Violence is often a pattern repeated over time.
- Some girls in the session may have experienced violence or know someone that has. You should pay close attention to the behaviors and comments from the girls. Notice who seems quiet, disengaged, or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.

4

Activity I

Types of Violence



- o Prepare images in advance to show the different types of violence described below. Ask the girls to explain what is going on in each image. (Images do not have to be accurate, they can be done with a flip chart and marker. The objective is to get girls to discuss what is happening in the image.)
- o Give the girls an opportunity to explain each image.



Say: There are different types of violence. Let's go through some examples.

- o Once the girls have finished, tell them that you will explain the story of each image.

Contextualization!

Image 1



Say: Rose is walking down the street and she sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed, and the way she looks.



Ask: Is this a type of violence? If yes, what kind? If no, why not?



Say: This is a type of violence called "emotional violence." This is when someone makes another person feel fear to gain control over them. Examples include: threatening to hit someone; yelling or shouting; saying hurtful things; calling someone worthless or stupid (like in the story of Mary and George); stopping someone from seeing their family, parents, or friends; making comments about a girl's appearance or anything related to her body.



Activity I (Continued)

Types of Violence



Image 2

Say: Mandy's parents stopped her from going to school because they didn't think school was important for girls. One day, Mandy tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school, and there was no reason for Mandy to attend.

Ask: Is this a type of violence? If yes, what kind? If no, why not?

Say: This is a type of violence called "denial of opportunities." Examples of this include: when someone is stopped from attending school because she is a girl; when someone is not given their basic needs, such as water, food, and shelter because she is a girl; when someone is not able to go to the doctor because she is a girl.

Say: Not being allowed something because of other reasons, such as lack of money or safety issues is different than being denied something because of being a girl. There is also a difference between things you want and need. Being denied the things you want, like new shoes, is different to being denied the things you need, like food.

Image 3

Say: Samira is 15 years old. One day when she came home from her friend's house, her mother told her that she has to get married next week to a man who requested to marry her. Samira doesn't want to marry this man, but her parents told her that she has no choice.

Ask: Is this a type of violence? If yes, what kind? If no, why not?

Say: This is a type of violence called "forced marriage." This is when someone has to get married when they don't want to get married, and they have no choice in the decision.

Image 4

Say: Anna's mom and dad argue a lot at home. One day, Anna was woken up at night and she could hear her parents shouting. She went to see what was happening, and she saw her father hit her mother.

Ask: Is this a type of violence? If yes, what kind? If no, why not?

Say: This is a type of "physical violence." Examples include hitting, pushing, using force to hurt or hold someone, or using any kind of material, for example, hands, a stick, or harmful tools to harm someone.

Image 5

Say: Nancy always goes to the same store to buy bread. One day, when Nancy tried to pay for the bread, the shopkeeper said she didn't need to pay. A week later, the same thing happened. Nancy was happy because she saved some money. But the third time she went, the shopkeeper asked Nancy if she would be his girlfriend. When she said no, he said to her that she cannot say no, because of all free bread he gave her.

Ask: Is this a type of violence? If yes, what kind, if not, why not?



Activity 1 (Continued)

Types of Violence



Say: This is a type of violence called sexual violence: Examples of sexual violence include rape, sexual favors in exchange for assistance, unwanted kissing or touching (including touching of private parts). It also includes someone requesting or forcing a girl to touch their private parts.



Note: We haven't introduced FGM as a type of violence yet, but it falls in this category.

- Was there anything we mentioned that you didn't think was a type of violence?



Say: A person's body belongs to them and no one has the right to hurt someone's body. If a girl experiences this type of violence, she should tell someone she trusts and she should know it is not her fault.



Activity 2

Consequences of Violence - Brainstorm



Do: Draw a picture of a girl. Each time a girl responds to the question below, write that consequence around the image of the girl.



Ask: When a girl experiences the different types of violence we discussed, what do you think can happen to her physically and emotionally (the way she feels)?

- o When the girls have finished responding, use the following list to fill in what they may have missed.



Say: There are physical consequences and emotional consequences to violence.

Physical

- Bruises, burns, cuts, bites, broken bones, bleeding
- Unwanted pregnancy
- STIs/HIV
- Infections

Emotional

- She might feel anxious, sad, or lonely.
- She may feel like she wants to run away.
- She may have low confidence.
- She might not be able to eat or sleep properly.
- She might not be able to concentrate on tasks.
- She might feel "numb" or even calm about what happened. She might feel shocked and like she can't understand what happened.



Activity 2

Consequences of Violence - Brainstorm



Emotional (Continued)

- She might be worried about what people will think and how she will tell them.
- She might think that it was her fault – even though this isn't true.
- She could be angry at herself. But she shouldn't be angry at herself, it is not her fault.
- She might be scared about what happened, this is a natural reaction.
- She might want to hurt the person responsible.



Say: She might feel different things that we didn't mention. There is no right or wrong way to feel after experiencing violence. Each person responds differently and that is OK. These feelings can last long after the girl experiences violence. But talking to someone can help. There are case/social workers available to speak to girls who may have experienced violence. The girl should always know that it is not her fault. She is not to blame.



Activity 3

Who is the Perpetrator?



Say: Sometimes people think of those who would hurt somebody else (a perpetrator) as strangers, who can be scary and aggressive, or someone who is sick.

- o Hand out a sheet of red dot stickers to each girl and stick drawings (no photos) on the wall (examples in resource section on page 263) of:
 - A police officer
 - A mean-looking stranger
 - A friend
 - Taxi driver
 - Landlord
 - Mother/father
 - Uncle (someone living in your house)
 - A Teacher
 - Doctor
 - Shopkeeper
 - Neighbor
 - Someone of influence in the community
 - Someone from an organization who is supposed to provide assistance (NGO worker)
- o Ask the girls to place a red dot on the person(s) they think could be a perpetrator of violence.



Activity 3 (Continued)

Who is the Perpetrator?



Say: Many of these people in the pictures play very important roles in the lives of girls. Everybody has nice and protective friends, people who provide services such as water, education, distributions, or neighbors. BUT, any one of these people could be a perpetrator. It is not always an unknown person (a stranger), it can also be people we know.

- When a perpetrator is close to a girl and someone they know, it can be very difficult to tell someone about what is happening to them. Sometimes they might feel if someone they love is being violent towards them or abusing them, then they must have done something wrong. This is not true, no one ever deserves to be abused or experience violence.
- If a girl is being abused or experiencing violence, it is never her fault. A girl should tell a person she trusts that she is being abused and that she might need help to stop it. If a girl does not know who to tell, case/social workers at the safe space can help. They will help girls develop a plan to try and keep them safe.



Activity 4

Identifying Violence Quiz



- o Divide the group into smaller groups of three to four girls. Give each group four sheets of paper and ask that they write each of these terms – one on each sheet: PHYSICAL, EMOTIONAL, SEXUAL, FORCED MARRIAGE (or they can draw an image that represents this).

Contextualization!

- o I want you to discuss as a group, and when you have made a decision together, hold up the paper with the term you think represents the type of violence.



Say: I am going to read a few scenarios and I want you to discuss as a group and when you have made a decision together, hold up the paper with the term you think represents the type of violence.

1. Samira's brother hit her because she went to her friend's house and didn't tell him. (Physical)
2. Salma was in a taxi and the taxi driver tried to stroke her leg. (Sexual)
3. Rokaiya's husband always tells her she is useless and that he should find another wife who will be better than her. (Emotional)
4. Yusra was walking down the street when a group of boys started making comments about the way she was dressed. (Sexual)
5. Farah's fiancé asks her to do things she is not comfortable with. When she says no, he says she owes it to him because he is always buying her gifts. (Sexual)

4

Activity 4 Identifying Violence Quiz



6. Sara's uncle is always telling her that she is silly and that nobody likes her. (Emotional)
7. A very influential man in the community offered to pay for the rent of Amal's family if she will be his friend. (Sexual)
8. Mariam's father told her that he found her a husband and that she must leave school to marry him. Mariam doesn't want to get married. (Forced marriage)
9. Siham's in-laws don't allow her to visit her family and friends and tell her she should stay in the house because women belong in the home. (Emotional)
10. Rima's employer pinches her really hard when she gets something wrong at work. (Physical)



Ask: Was it easy to identify the different types of violence? Were there some things I mentioned that you didn't think were types of violence?



Explain: All of the scenarios I mentioned were related to a type of violence. Sometimes, society treats women and girls differently than men and boys, and so we believe that some types of violence are actually normal, or are unable to see it as violence. For example, a husband telling his wife she is useless – this might be common and so we think it's normal, but it is still a type of violence. Or an in-law expecting the daughter-in-law to stay in the house, without seeing her family, is also a type of violence. Girls and women deserve to be treated with respect and live lives free of violence. We need to understand the different types of violence, so we are able to recognize them if they happen to us or women and girls around us.

5

Check-in

Name three types of violence. Who can be a perpetrator of violence?

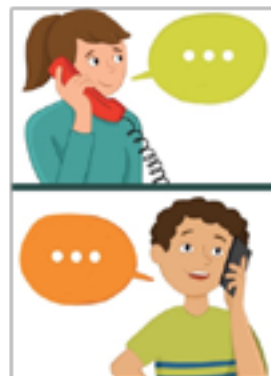
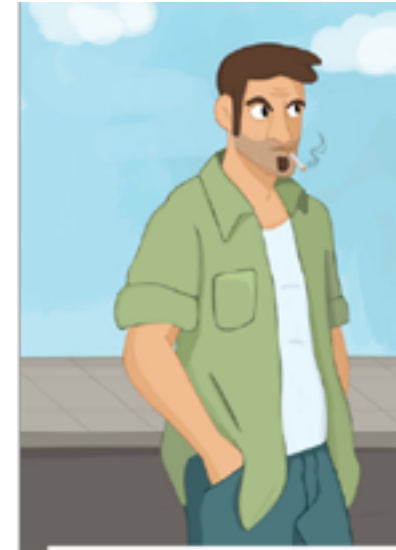
6

Takeaway

Until our next session, notice whether you see others in the community engaging in violence or abusive behavior. Talk with your safe person if someone has been or is being violent to you. Also, talk with us – your mentors/facilitators. Everything said is confidential and we can link you or someone you love to help. We will invite you to share your thoughts at the next session.

RESOURCE

Perpetrator Cards (Example)



S

SAFETY

Who is to Blame?

* **Note:** Invite a caseworker to the session, if possible.

Session Objectives:

- ▶ Girls understand that the perpetrator is always at fault.
- ▶ Mentors/facilitators observe girls' responses to blame and address victim blaming.

Skills: Creating safe options, confidence, assertive communication, creating boundaries, persistence

Build From: Our Safe Space, People I Trust, Communication, When Girls Are Hurt

Materials: Art Box, Drama Bag

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara is sitting with her friends when one girl, Leila, looks very upset. The girls ask her what happened. Leila said that she met a boy, and he had been buying her many gifts. Leila really liked him. Then one day he asked Leila to do something that she didn't feel comfortable with. He told Leila, "But I gave you all of these gifts! You owe me and I feel cheated wasting my money on you. Give me what I want in return!" Another girl in the group tells Leila it is her fault! She shouldn't have gone with the boy to begin with.

Do you think it is Leila's fault?

3 Let's Explore

Who is to Blame?

-  **Ask:** Why do you think Leila is or is not to blame?
-  **Explain:** People sometimes fully or partly blame the person who experiences violence, telling them that it is their fault, or they could have done something to stop it from happening, or they could have avoided it.
-  **Ask:** Is the survivor of violence ever to blame for what happens to them? *(Clarify that it is never the fault of the survivor. Instead of focusing on the person who is committing the violence, society often blames women and girls and tries to control their behavior, without looking at the behavior of those being violent.)*
-  **Ask:** Sometimes, when a girl experiences the types of violence we discussed in the last session, they might not want to discuss it with anyone. Why do you think this is? *(Don't know who to trust, scared of the news spreading, scared of judgement from people, think they are to blame, they are scared that others will blame them.)*
-  **Ask:** What could be some of the reasons why it's helpful to share this information with a trusted person? *(Feel you are not alone, they can help you find solutions and develop a plan.)*
-  **Ask:** How do you think Leila felt after the girl told her it was her fault? *(Sad, maybe she wishes she didn't tell anyone, feels judged by her friends.)*
-  **Ask:** Do you think this will encourage Leila to get help? *(If Leila feels she did something wrong, she may not try to get help, as she might be scared of being judged by others. She might keep it a secret and if something happens she won't feel able to tell anyone.)*

4 Activity I

Blame



-  **Explain:** The girls will start to walk around the room, taking up all of the available space. Tell them you are going to read some scenarios. For each scenario, you will ask a question. Each girl is to think about her answer as she walks. When the girls have decided on the answer to the question, they will stop walking. Once all the girls are standing still, ask a few girls to give their answer and their reason for their answer.

Scenario 1: A man forgets his phone on a table in a restaurant. Someone steals the phone. Who is to blame? *(It is the responsibility of the person who took the phone, because it is a decision that person made.)*

Scenario 2: A girl is walking home late at night after spending time at her friend's house. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Who is to blame? *(The girls may say that the girl shouldn't be walking at night or wearing those clothes. It's important to emphasize that sometimes we can try to be safer by walking in groups, but a girl is never to blame in this situation. The perpetrator made the decision to approach her, and he is responsible, not the girl, no matter what time of day it is, whether or not she is alone and regardless of what she is wearing - it was his decision.)*



Activity I (Continued)

Blame



Scenario 3: A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife and she hurts her arm. Who is to blame? *(They may say that the woman is responsible, as she should have completed her chores. It's important to tell them that under no circumstances is she to blame for being physically assaulted by her husband. There are different ways to solve problems and chores such as cooking can be done by both men and women.)*

Scenario 4: A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop, a group asks him to give them soda. The boy says no, so the group beat him. Who is responsible? *(They may say that the boy should have handed over his soda. It is important to say that even if the boy could have done that, he shouldn't have to and is not to blame, the group made the decision to behave in this way.)*



Ask: What can a girl do if she experiences violence?



Say:

- If a girl experiences violence, it is never her fault. A girl should tell a person she trusts that she is experiencing violence and that she might need help to stop it.
- If a girl does not know who to tell, case/social workers at the safe space can help. They will help girls come up with a plan to try and keep them safe.

- The survivor is never to blame for the violence that happens to them. Even if some people think that the survivor could do something to prevent the violence from happening, it's important to understand that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.



Do: Invite a case/social worker to explain to the girls the services of case management. Make sure to include that case/social workers can help girls approach difficult subjects with their mothers and other trusted friends. Give the girls a leaflet describing the case management services available at the safe space.



Activity 2

Exploitation and Trafficking



Explain: Sometimes, people might try to take advantage of girls or exploit them. This means using girls and getting a benefit in some way.

- The people that do this can be someone that girls know, or a stranger.
- They might act like someone girls can trust, and can often be very nice to girls in the beginning to gain their trust.
- Sometimes they can use tricks to make someone like and depend on them. They may tell girls that they are special, compliment girls, and give them gifts.
- After they have earned a girl's trust, they will often demand that the girl do things for money.
- Girls can feel pressured to do the things that they ask.
- They may feel confused, as they might think they like this person, or they might feel helpless, like they have no one to talk to. They might also be scared of being blamed, just like Leila felt!
- If anyone asks a girl to do something she is not comfortable with, does not respect her boundaries, and makes the girl feel guilty for not doing it, this is a warning sign.

Labor Exploitation

This is a different type of exploitation. In this case, someone might be promised an amazing job! In fact, it might sound too good to be true.

- Sometimes the people that do this will ask girls or their families to pay for the training first. Or they might say the job is based away from home, even abroad. Once a girl starts working, they may be violent towards the girl or not pay her money.
- Girls should talk to their trusted person or a case/social worker for more information or advice if they think this is happening to them or someone they know.



Activity 3

Dealing With Exploitation - Story



Exploitation Scenario Part 1

Farah and her older sister Harriet were sent by their mother to fetch bread from the neighbor. They have been sent there many times before to borrow bread, because the situation at home is difficult sometimes. When they arrive, the neighbor invites them inside for some tea. While they are drinking tea, he starts rubbing Harriet's arm.



Ask: How do you think the girls felt?

Exploitation Scenario Part 2

Just before they left, the neighbor offered to give them some money if Harriet would stay behind. It was a lot of money and would really help her mother.



Ask: What should the girls do?

Exploitation Scenario Part 3

Harriet said no, and the neighbor told her to take the money and that maybe she will change her mind next time.



Ask: What would you do now if you were the girls? (Make sure the group decides that they should tell someone about the incident, for two reasons:

1. To protect themselves from a repeat incident with the neighbor
2. To protect other girls from the neighbor



Ask: In groups, think about the following questions:

- What difficulties might a girl experience in deciding who to tell? (fear of punishment, fear that they will not be believed, fear of blame, fear of stigma and discrimination)
- How can the difficulties be resolved? (finding the right time to speak to their trusted person, speaking to them when they are sure no one else can hear, ask a friend to be there to support you, speaking to someone you trust in the safe space, looking for groups or activities to make friends)



Explain: It is important for a girl to report all types of violence to someone they trust - this could be a parent/relative, friend, someone at the safe space. Reporting helps to protect girls and others.

5

Check-in

When is it ok for someone to be violent towards women and girls? (Never!)

6

Takeaway

Until we meet next, try to be aware of conversations where you notice someone victim blaming. Let's share these examples in the next session.

RESOURCE

Staying Safe from Human Trafficking

Sex trafficking often starts as a relationship with someone who pretends to love and care about you. However, a trafficker uses love and affection as a trick to get you to compromise your safety for their gain.

- Never accept the requests of an older boy or a man you don't know to be alone with you or keep secrets just between the two of you.
- A trafficker will first tell you how special and beautiful you are, they might give you gifts, smother you with attention, and ask to see you alone, away from other people.
- A trafficker will then move to asking you to help him in some way.
- A healthy boyfriend or partner will consistently respect your boundaries, wishes, and safety.
- A person who loves and cares for you will never ask you to exchange sex for money, no matter how desperate the situation may seem.
- Never promise anyone, even someone you care about, to help them get money.
- If they ask you, remove yourself from the relationship immediately and find help.
- Only trust people whose actions show that they care about you and your well-being.

Labor trafficking often starts as the possibility of a legitimate work opportunity, particularly when you are desperate for money or support.

- Always have someone, a friend or family member, accompany you to a job interview.
- If someone treats you violently or abuses you in any way, leave the job immediately.
- Report the mistreatment to a trusted adult who will help you stay safe, and report the incident to authorities.
- Inform parents or a safe person if someone asks you to do a job for them that seems dangerous or is done in secret.
- Have your safe person or family members be with you when offered a work opportunity.
- Never give anyone, not even a boss, your official papers, identification, or work permit, even if they say it is a requirement of the job or that they just want to protect your documents.
- Always have a contract or some sort of formal agreement about any job that includes terms of the employment, payment, and the dates of service.
- If no contract exists, ensure that there is someone who can verify the legitimacy of the work offer and witness the terms you agree to with your employer.

 **Note:** Although reporting potential traffickers to authorities is important, there may be some cases where legal or law enforcement authorities are involved or sympathetic to trafficking activities. Determine what the best course of action may be for a girl involved with or at risk of trafficking, and update the tips above to reflect the given context.

S

SAFETY

How Can Girls Respond to Violence?

Session Objectives:

- ▶ Girls develop strategies for potential scenarios they might face.
- ▶ Mentors/facilitators observe girls' capacity to respond to scenarios and assess whether their response could be harmful/helpful.

Skills: Creating safe options, confidence, assertive communication, creating boundaries, persistence

Build From: Our Safe Space, People I Trust, Communication, When Girls are Hurt

Materials: Drama Bag, Art Box, informational leaflets on case management (adapted for girls)

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara is on her way to the market. She is already late to meet her friend. As she is walking down a busy road, a man in a car stops her. He tells her to get in to the car, and says he will drop her to where she wants to go. Sara is not so sure about what to do. He tries to grab her hand to convince her to get into the car.

What can Sara say or do in this situation?

(Write down the girls' suggestions on flip chart paper.)

3 Let's Explore Responding to Violence

 **Say:** You have identified different things Sara could say. What would be really effective in this particular situation is if Sara were to yell these things. The benefits of yelling include:

- o Alerting others that there is a problem
- o Shocking the aggressor

 **Say:** Remember when we practiced yelling “no” during the communication session? We will do the same now, but this time, we will yell “NO” or “STOP” thinking about our voice, tone, and intention for each situation. Find a place in the room. After I read each of these phrases, respond with “no” or “stop” like you would in real life.

 **Say:**

- Someone gives you a gift for no reason/opportunity.
- A neighbor invites you to come to his house while his family is away.
- Someone offers to give you a ride to where you are going.
- Someone comes closer to your physical space without your consent.

 **Ask:** How did it feel to yell “no” and “stop”? Do you think this is a technique that can be applied in real life? (*it can be used as long as we feel it is safe to do so.*)

 **Say:** When do we have to be careful about yelling?

 **Explain:** If there is nobody close by who will hear the girl yelling, it might not be helpful to yell. This could annoy the aggressor and make the person even angrier.

4 Activity I Scenarios



- o Split the girls into small groups and assign a scenario for each group.
- o Ask them to discuss the steps they would take to deal with the scenario they have been given. They should discuss the following questions as well:
 1. How should the girl react in that situation?
 2. Should she tell anyone? Who? What can she say?
- o When they have finished, they can develop a role-play on how they would respond to this situation (they do not need to act out the scenario itself).

Contextualization!

OLDER: Rabia and her sisters moved to a new village with their mother. They live with a distant relative. He makes Rabia feel very uncomfortable and she does not like to be alone with him and tries to avoid this as much as possible. (*Think about how to avoid being alone with him, if it's safe to say something to him and who she can tell.*)

OLDER: Maya's situation at home is very difficult. She lives with her mother and younger sisters, and her mother is very ill and cannot go to work. Someone much older in the community, who makes Maya feel uncomfortable, tells her that he wants to help. He says if she becomes his girlfriend, he will help her and her family. (*Think about who she can ask for advice and what she can say to him.*)



Activity 1 (Continued)

Scenarios



YOUNGER: Rabia lives in a camp and at night, when she goes to the toilet, she sometimes worries because the toilets do not lock properly. *(Report the issue to someone, go in groups to the toilet or with a trusted adult.)*

YOUNGER: Maya wants to go to school but she is not allowed to go. She is forced to stay at home while her younger brothers and sisters all go to school. *(Speak to a case/social worker, try to negotiate with parents, talk to a trusted adult.)*



Ask: Are these situations realistic to what girls actually experience? What other situations do girls face and how could they respond to those?



Say: Girls should try to find someone they trust to discuss issues related to violence they may be at risk of. They can also speak to a case/social worker at the safe space. A caseworker can help girls find solutions to managing these problems.



Activity 2

Do's and Don'ts



Say: You have shown us many good ways to respond to any risk you might face. Another thing we can do is try to be safer. There are many suggestions and tips I can share with you.

- But these tips are suggestions, and if girls don't follow these suggestions, it doesn't mean she is to blame if something happens to her. The perpetrator is ALWAYS to blame. These tips are simply here to try and help girls be safer from some of the threats they may be currently facing. They do not solve the issue of violence committed against girls and women in general.



Ask: Can we think of some things we should do to try to keep ourselves safe, and some things we should try to avoid doing to try and keep safe? If girls are unsure about what to do, who can they ask for advice? (Make sure they mention case/social workers.)



Activity 2 (Continued)

Do's and Don'ts



Do's	Don'ts
Always let someone you trust know where you're going and what time you should be home.	Walk by yourself at night.
Walk in well-lit areas with lots of people. Avoid dark, quiet areas, especially going to the toilet at night.	Don't accept rides from strangers.
Remove or hide harmful tools that could be used to hurt someone.	Tell strangers personal details about yourself (for example, where you live or work, your phone number).
Move into a room where you can escape or others can hear you.	Don't let strangers or people you don't know enter the house, especially when you are alone.
Agree with friends/sisters/etc. to make a specific sound when help is needed.	Don't carry too much money or valuables with you.
If you have to visit someone who makes you feel uncomfortable, ask your sister/other trusted person to come with you.	Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea.
Let someone you trust know if anyone in your community makes you feel uncomfortable.	Do not accept gifts from people who might try to ask you for favors.

4

Activity 3

Case Management



Say: Now we are going to use our imagination. I want you to walk around the room without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now...

Note: Take pauses between each sentence so that girls can take their time to imagine what you're telling them.

Say: Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see the different cloud shapes in the sky and there is lots of green grass beneath your feet. You see colorful balls bouncing in the grass, all around you. Some balls are big and heavy and bounce slowly, others are small and light and bounce up high and fast.

While walking, I want each one of you to catch a ball – you should catch a small light ball if you're feeling good today and a big heavy ball if you're not feeling very comfortable today.

Note: Do not ask girls to identify the type of ball they chose.

Say: After catching the ball, throw it back into the grass and watch it bounce away and keep walking until everyone starts walking in one circle.

Ask:

- How did you feel while walking?
- What could make girls catch a small ball?
- What about the big balloon?
- What are the things that can make a girl feel good? What are the things that can make her feel uncomfortable?

Explain: Sometimes, girls wake up in the morning and feel very good. Some other times, girls feel like catching a big ball because they don't feel good or comfortable. These girls might have some concerns or challenges they wish to talk about because each big ball can turn into a small one, but maybe they don't know who they can talk to. In our program, someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up about anything bothering her. We call this person a case/social worker. Girls can talk to a caseworker about their big problems and small problems. Girls can see them more than once with different kinds of problems.

Ask: What can girls go to a caseworker for? (Girls can go to a caseworker with any problem they are facing. If the caseworker thinks the girl needs help or support from someone else, the caseworker will connect the girl to that person, service.)

5

Check-in

Name two do's and don'ts we can try to do to stay safe.

6

Takeaway

Until we meet next, think about other do's and don'ts that we can use to keep safe. Talk to your trusted people to see what their tips and strategies are. Let's discuss our experience in the next session.



Note: Remember to do the safety mapping and planning activity from the Trust module again with girls.

S

SAFETY Setting Boundaries

Session Objectives:

- ▶ Girls understand the importance of boundaries a practice boundary setting.
- ▶ Mentors/facilitators observe girls' capacity to set boundaries and identify where their boundaries may be weaker.

1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2 Story Circle Sara

Sara was making more friends every day. She was able to go to her girl group, and she was catching up on her studies at school. However, there was a person who made her sometimes feel uncomfortable. An older boy next door to her tent would follow her around and put his hand on her shoulder to stop her from walking away. She didn't like it, but she didn't want to seem rude. He gave her a flower he picked one day and asked her to be "his." She didn't know what this meant or what to do.

What would you tell Sara to do? What are her rights?

Skills: Creating safe options, confidence, assertive communication, creating boundaries, persistence

Build From: Our Safe Space, People I Trust, Our Rights, When Girls Are Hurt

Materials: Hoop, Drama Bag, Art Box

3 Let's Explore Setting Our Boundaries



Explain: Personal boundaries are the lines that we draw and the agreements that we set among ourselves and others. Boundaries are like a strong but flexible hoop carried around our bodies. I can move my hoop aside and let someone close, or I can push it out and make space if I need to. The hoop can protect my body, my feelings, and my rights. It can also connect me to others.

Personal boundaries help keep us safe and in control of our well-being. Every girl and woman has the right to set and enforce her own boundaries.



Ask: Who do we set boundaries with? What makes it hard/easy to set boundaries?



Explain: Setting boundaries is a skill that we can use in many different situations, both with people we know and love, and with people we don't know.



Note: Do a recap on the My Rights session, and link these "rights" to "boundaries."

4

Activity I

Name It, Direct It, Repeat It, End It



- o Ask the girls to walk in the space for few seconds, then stop. Ask each girl to explore her physical sphere in the space. Tell her to see how much she can extend her limbs in front of her, behind her, up, diagonally, drawing big circles in the space with her legs and arms.



Say: This is how much you can occupy in a physical space. This is your sphere. Always be aware of this. Even when you are in a small space, you can reduce your sphere a bit, but you can always have it, and ask people to respect it.



Explain: Setting boundaries can be challenging. Many of us don't learn about boundary-setting as we grow up. Learning to set personal boundaries takes a lot of thought and practice. Having boundaries will help us to feel better about ourselves and our relationships. Setting a boundary is not the same as making a threat or trying to control someone. Setting a boundary is being clear and making a choice about what's best for you.



Say: I'm now going to give you some steps you can take when someone invades or passes across your personal boundaries and makes you feel uncomfortable.

1. Name the behavior. Naming the behavior can be as simple as stating, "Your hand is on my knee," or "You're in my personal space," or "You keep asking me to go somewhere with you even though I've already told you no." (Ask the group why this might be a useful technique to use.)
2. Give a directive. Tell the person exactly what you want them to do, as concisely and clearly as possible. This can sound like "Take your hand off my knee," or "Stay away," or "I want you to stop now." (Ask the group why this technique could be valuable.)
3. Repeat it. Stay focused on the directive you are giving, and don't let yourself be diverted until it is respected. Call it a broken record or skipping CD - this skill is about demonstrating persistence. (Ask participants why this technique might be useful.)
4. End it. Sometimes all this good boundary setting you've been doing does not lead to what you want. You're not in control of how other people act and respond to you, and sometimes people are just not willing to respect others. This may mean that you get up and leave the room, or that you seek out someone in the environment to assist you in ending the interaction, or that you end a relationship in which your boundaries are repeatedly disrespected.



Ask: In which situations could these techniques be used? When could it be risky to use these techniques? (Explain that sometimes when people have power over girls, responding in this way could make them even more angry. If girls find themselves in a situation where they cannot easily escape or call for help, they should think about using different techniques).



Activity 2

Girls Set Boundaries



- o Invite the girls to divide up into groups of three to four.
- o Assign a scenario to each group.
- o Give time for the groups to come up with a strategy about setting boundaries and invite them to use the techniques previously discussed, then act out their response to the scenario, for without acting out the scenario itself.

Contextualization!

- A girl's uncle hugs her in a way that makes her feel uncomfortable. He's done this since she was a little girl, but now that she's older, he tends to hug her a bit longer and more tightly. She doesn't like it.
 - Betty's friend gossips about everyone and says mean things about their other friends. Betty feels guilty about talking about others in an unfriendly way when they aren't around.
 - A girl's boyfriend wants her to be intimate with him, but she isn't ready. She loves him, but is not ready to get physical.
 - A girl's mentor wants her to help with cleaning up after group, but the girl really needs to study for a math test. She doesn't want to be rude to her mentor, but she can't help her.
- o Invite each group to present their role-play or strategy to the whole group.
 - o Encourage the girls to provide respectful feedback to each group. Inquire at to how they chose each technique and when it felt most difficult to set boundaries.

 **Note:** Notice which girls are more challenged in creating boundaries and what type of boundary-setting is the most difficult for the group. Notice whether girls are triggered by the discussion and provide individual support and connection as needed.

4

Activity 3 Hands on the Knee Game



- o Invite the group to sit in a tight circle, cross-legged, with their knees almost touching their neighbors' knees.



Explain: We're going to take turns going around in a circle, putting our hand on the knee of the person next to us. And, for the purposes of this game, the owner of the knee does not want the hand there. So we'll get a chance to try out some different boundary-setting techniques to let the other person know that we don't want their hand on our knee.

- o Check that all girls feel comfortable playing the game.
- o Each round is started by a mentor demonstrating with another mentor. Keep going around the room so everyone gets a chance.

First round: Do this without speaking.



Ask: What are some ways you could communicate this boundary without speaking?

Take a few examples from the group (such as: glaring, moving their hand, moving your knee, coughing on them, etc.). This round, the person with the hand is going to respect the boundary as soon as it's set, and remove their hand from other other person's knee.

Second round: Invite the girls to do the same thing in the other direction, and this time practice using a verbal boundary.



Ask: What are some things you could say to communicate this boundary?

Take a few examples (such as: "Move your hand," "Don't touch me," etc.). Again, the person with the hand is going to respect the boundary.

Third round:



Ask: Has anyone ever had an experience where you set a boundary with someone, but they just kept on coming like they didn't even notice?

Invite the group to use both verbal and nonverbal techniques to be super clear in communicating the boundary. Try different tactics, vary the level of intensity. Invite the person with the hand to hold out a bit, make the person they are touching convince them they're serious before they remove their hand.



Ask: How did it feel to have your boundary crossed? How did it feel to cross someone's boundary? What were some techniques people used that seemed especially effective?

(Affirm the tools people came up with. Emphasize the power of a consistent message: body language, words, tone of voice, facial expression, eye contact, repeating your words in a firm but respectful way.)

4

Activity 3

Hands on the Knee Game (Continued)



* **Note:** While the group discusses the experience, make the point that each person has a responsibility to respect other people's boundaries just as we'd like our own respected. All of us may sometimes find ourselves on the other side, unintentionally pushing someone in a way that they find uncomfortable, and this is a good opportunity to get a feel for what that's like, and to reassess how we want to handle that when we become aware it's happening. Remind the girls it can be okay to use humor, to lie, to make a commotion, to refuse to provide a reason for the boundary. It's not necessarily bad to act nice and smile, as many socialized girls have been trained to do — but it's also vital to feel empowered to act "rude" and strong.

5

Check-in

Name one technique for setting a boundary. Name a situation where a girl might need to set a boundary.

6

Takeaway

Until we meet next, practice setting boundaries in your everyday life. How does it feel? Is it easier to do set boundaries with some people over others? We'll invite you to share your experiences with the group next week.



SAFETY

Early Marriage Prevention



Session Objectives:

- ▶ Girls explore the impact and responsibilities of marriage.
- ▶ Mentors/Facilitators note how girls view marriage and the pressures about marriage that they face from family and the community.

Skills: Assertive communication, team work, positive social skills

Build From: Our Safe Space, Becoming a Woman, Healthy Relationships

Materials: Art Box, Drama Bag, nature box, baskets



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara came home from school and found her father talking with an older man. She found out that this man was the father of the older boy who sometimes made her feel uncomfortable. She also found out that the older man meeting with her father was asking about Sara and if she was ready for marriage. Sara knew her father loved her and wanted to protect her, but she did not want to marry this man. She needed to talk to her father about this.

What should Sara say to her father about why she doesn't want to marry?



Let's Explore What is Marriage?



Ask:

- What is marriage?
- What are some of the reasons why a girl might get married?



Say: Marriage is something that many people do. It is when two people come together to start a life and sometimes a family together. Marriage can be a good thing and it can also be very challenging. It's very important to understand what responsibilities marriage brings.



Activity I

Responsibilities of Marriage



- o Split the girls into small groups. Half of the groups will draw/write a story about a day in the life of a married girl. The other half will draw/write a story about a day in the life of an unmarried girl.
- o Ask them to think about the following:
 - How does she spend her day?
 - What chores does she have?
 - Does she have free time for herself?
 - Who does she have to take care of?
 - Who takes care of her?
 - What other responsibilities does she have?



Explain: There are many responsibilities that come with marriage, and if a girl is not prepared physically and mentally, then this can be a very difficult time for her. There are very important things for girls to do before they get married. Marriage and building a family can be difficult, and in order for it to be a good marriage, there is a lot of information to know.

- o When a girl marries young, she might not have any time for her friends and she might have difficulty raising children. Girls can feel sad and lonely. Girls might also experience health problems because of pregnancy.
- o Physically, younger girls (below age 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis, which needs to be fully grown to be able to deliver a healthy baby.
- o A girl must grow and develop and become ready and able to take on the responsibility of a home and raising children.



Activity 2

Should I Marry?



- o Tape drawings of four girls on the wall.
- o Present the stories of each girl facing the possibility of marriage. This can be done in two ways.
 - Read the stories to the group and pose the questions below.
 - Split the girls into four groups. Give each group a scenario that they will present back to the wider group from the perspective of a girl explaining why she wants to get married or not get married.

Contextualization!

- **Story 1** - 12-year-old girl whose father wants her to marry an older man in the next village so they can share land.
- **Story 2** - 18-year-old girl who has a healthy relationship with her boyfriend, but wants to wait until after her studies at school are finished and she has a job before getting married.
- **Story 3** - 15-year-old girl who is desperately in love with her 16-year-old boyfriend who says he will leave her if she doesn't promise to marry him.
- **Story 4** - 22-year-old who just came back from college and her boyfriend, of two years asks her to marry him.



Ask:

- Which girl is in the best position to get married now? (Story 4)
- Which girl should wait? (Story 2 & 3)
- Which girl needs help and support to avoid a marriage decision that could be harmful? (Story 1)
- In Story 1, why would the decision to marry now be harmful? She is very young and it is dangerous for a girl her age to get married due to the physical and emotional impact it could have on a girl.



Activity 3

Girls Helping Each Other in Solidarity



Contextualization!

- o Split the girls into three groups and give each group a scenario. Ask them to think about what advice they would give to the girl in that situation.

Scenario 1: Sophie's Story

When my parents asked me if I wanted to get married, I was 14 and I said yes! I wanted to have a nice wedding dress and have a celebration. I also thought I would have more freedom once I was married. But when we married, I was told to cook and clean all the time. I had children and did not have time to do anything else. I was tired and missed my old life.



Ask: Imagine you are Sophie's friends, and that before she got married she told you of her plan to marry. What advice could you have given her about getting married?

Scenario 2: Hannah's Story

I got married at 16 years old because life was difficult at home. My family couldn't afford for me to go to school and they didn't have enough money to take care of me and my siblings. So they made me get married. I got pregnant straight away and my pregnancy was not easy.



Ask: Imagine you are Hannah's friends and she comes to tell you that her parents want her to get married. What advice would you give her?



Note: Make sure you follow up this scenario by explaining:

- Young girls face a higher risk of dangerous fits during pregnancy, caused by high blood pressure. This can lead to exhaustion, infection, and other health issues.
- Young girls are also at high risk of delivering babies too early, before the baby is ready to be born.

Scenario 3: Aliya's Story

Aliya was married when she was 24 years old. She finished her education, and she was ready to take on the responsibility of marriage and her body was fully developed to be able to have children. Aliya made sure that all her children were able to have an education, and she was able to educate them on many important things in life.

4

Activity 3 (Continued)

Girls Helping Each Other in Solidarity



Ask: Why did Aliya wait to get married? What things happened in her life that allowed her to marry later? What can we do to encourage more girls to marry later? (Think about convincing parents, long-term consequences, etc.)



Say: A girl should marry when she has completed her education and established herself in her job - and then, only if she wants to. Also, she will know herself better if she marries later.



Ask: If a girl is in a situation where she is being forced to get married, who can she ask for help? (Make sure they mention a caseworker.)

5

Check-in

Name three effects of early marriage on a girl.

6

Takeaway

Until we meet next, notice people in your community who are married. Ask your female family members when they married and what it was like. Think more about things you would like to do before you marry. We'll invite you to share your experiences next week.

S

SAFETY

Female Genital Mutilation Prevention



* **Note:** This session should be facilitated with care. Make sure you understand the context first ensuring that the right language and approach is used to address this issue. For girls who have already experienced FGM, refer to the 'Guidance and Resource Sheet.'

Session Objectives:

- ▶ Girls understand the harm of FGM and think of alternative traditions to put in its place.
- ▶ Mentors/facilitators note girls that have had or are at risk of FGM and connect them with support if needed. (Check the national laws on FGM.)

Skills: Assertive communication, creativity

Build From: Our Safe Space, Our Bodies, Our Rights, What Makes a Girl

Materials: Art Box, Drama Bag, poster of clitoris for girls who have undergone FGM

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara was staying with an aunt, in her village, far from her own house one week. On the first evening, her aunt prepared dinner. Everyone was sitting together and Sara went to serve herself. Everyone looked at Sara like she did something wrong! Later in the evening Sara asked her aunt about this. Her aunt said that in their tradition in this village, the boys and men always eat before the girls and women. So that is why people were shocked. Sara was surprised; where she was from, this was not a tradition, everyone ate at the same time.

3 Let's Explore

What is Tradition?

... **Explain:** Tradition is a belief or behavior passed down within a group or society with certain meaning. Traditions are based in the past.

? **Ask:** Are traditions easy to change? (No)

? **Ask:** Are there traditions that are harmful? What are some harmful traditions? (For example, the preference of sons, dowry system, FGM, etc.)

- o Many cultures around the world practice different traditions to celebrate the period of transition between childhood and adulthood.

? **Ask:** Has anyone heard of female genital mutilation/cutting? (Make sure to use the relevant local term, for example, bush school.)

... **Explain:** Female genital mutilation/cutting is the cutting of a woman's or girl's external reproductive genital organs.

- o Remind girls of the external female genitalia discussed in the session 'Our Bodies' and show them the diagram of the external organs.

? **Ask:** What are the names of female external genitalia? (Labia, clitoris, urethra)

4 Activity I

FGM Story/Discussion (OPTION A)



Contextualization!

Scenario 1:

= **Say:** Amina and Christine are both 11 years old and are in the same class in school. They spend a lot of time together, but during school holidays they do not see each other much. But they are so excited about returning to school so they can share their stories. But this year, Christine does not come back to school. Amina waits for a few days, but Christine doesn't return. Amina goes to visit Christine's house, but Christine is very sick. During the holiday, her mother took her to be "cut." Christine developed an infection and lost a lot of blood.

- Amina is very sad to see her friend in this way. She tries to visit her when she can, and after some time, Christine starts to feel better. After some months, Christine tells Amina that now she must get married. But Amina tries to convince Christine to come back to school. Christine is unable to.
- When Amina visits Christine, she can see that Christine looks like she is in discomfort often, especially when she is menstruating or when she goes to the toilet. This really makes Amina sad to see her friend struggling so much.
- Christine gets married, and soon enough, she gets pregnant. She has some complications during her pregnancy because she was cut. There is a chance that she or her baby will be harmed during the pregnancy or delivery. Christine is very worried and so is Amina.



Activity I (Continued)

FGM Story/Discussion (OPTION A)



- Christine sees her friend Amina grow and develop into a successful young woman. One day, Christine asks Amina how she was able to finish school, start her business and be so active and happy. Amina explains to Christine that she was not cut when she transitioned to adulthood. Her parents refused to cut her, because they knew that it was harmful. Amina explained that it is against the rights of a child, that it is not a religious practice, and there is no reason to practice it. Plus, she explains, in this country it is against the law to cut a girl (check to see the law in your own country). Christine is shocked and said she wished she had this information before; if she had, she imagines that her life could have been quite different.



Ask: Have you heard similar stories in your community?



Ask: Have you heard about girls who do not want to be cut? What happens to these girls?



Ask: What can a girl do if she has been cut and is having health problems?



Explain: She should go to the nearest health clinic. A girl can also consult her mentor/facilitator who can support her to use these health facilities. She can also talk to a case/social worker about FGM at any time.



Activity I

FGM Story/Discussion (OPTION B)



Say:

- Amina and Christine are both 11 years old and are in the same class in school. They spend a lot of time together, but during the school holidays, they do not see each other. Their lives take two different directions.
- Christine goes to bush school (goes through FGM) during the summer, but Amina doesn't.
- Let's work in pairs and draw two pictures, one of Amina and one of Christine. Let draw where they will be in life in 10 years' time. What will their life look like? What will they be doing? How will their lives be the same or different?

o If the girls prefer, they can do this as a role-play instead.

How the story ended:



Say:

- Amina and Christine's lives turned out quite different because of their experience at 11 years old.
- The experience of bush school meant that Christine missed a lot of school, whereas Amina got to continue with her studies.
- Christine, because of her experience at bush school, was now considered to be ready for marriage, so she married young.
- Amina did not get married at an early age.



Activity 1 (Continued)

FGM Story/Discussion (OPTION B)



- Christine had children quite quickly after she got married. Amina waited until she was older to have children.
- Christine and Amina both have one thing in common: neither of them will let their daughters go to bush school.
- Christine now talks about her experience to other people to try to encourage them to think of other ways to celebrate their daughters who are growing older.



Ask: Have you heard similar stories in your community? Have you heard about girls who do not want to be cut? What happens to these girls?



Ask: What can a girl do if she has been cut and is having health problems?



Explain: She should go to the nearest health clinic. A girl can also consult her mentor/facilitator who can support her to use these health facilities. She can also talk to a case/social worker about FGM at any time.



Activity 2

A New Way to Celebrate Girls



Explain: We now know that traditions like FGM can be harmful to girls. For our future daughters, we hope to reduce the number of girls who are made to go through this ritual and find other ways to initiate girls into adulthood. Let's think of some ways we can introduce new celebrations for girls' transition to adulthood.

- o Have the girls think of and draw an alternative celebration for girls' transition to adulthood.
- o This could be a party, a ceremony where girls receive a special gift, or a period of time where girls meet with older girls and women and talk about the issues women face in the culture. Encourage the girls to be creative!



Explain:

- FGM has no medical benefits and can cause great short - and long-term harm to girls.
- FGM is against the rights of the girl. (Also check the legal status within the country. If illegal, it is important to highlight this point.)
- FGM is not linked to any one religion. It is a traditional/cultural practice.
- FGM causes trauma and stress for a girl during a very important stage in her life.
- FGM interferes with the healthy development of girls in puberty.
- A girl's transition to adulthood can be celebrated in healthy and supportive ways.
- FGM can cause physical complications that may interfere with pregnancy and child birth.



Activity 2

A New Way to Celebrate Girls



- FGM can also cause vaginal infections, pain, infertility. If a girl has gone through this, she should make sure she speaks to a health worker if she experiences any of these symptoms.
- FGM is used as a tool to control girls' bodies.
- Girls can talk to their mentor/facilitator if they want more information.
- Girls can talk to a case/social worker if they want more information, or if they have some concerns about FGM happening to them or someone they know.



Check-in

How can FGM affect a girl's health?



Takeaway

Until we meet next, think about the alternative ways to celebrate girls that we discussed and whether there are any new ways you can think of. We'll invite you to share your ideas when we meet next.

RESOURCE

Female Genital Mutilation

- FGM is done differently in different cultures. It is performed by non-medical as well as medical professionals.
- Many people, doctors, parents, and community leaders want to stop this tradition, as it has proven to cause serious short - and long-term health risks to girls.
- If you've had FGM, you should not be ashamed. But knowing some of the health risks and how to deal with them after the procedure is very important to your overall health and well-being.

 **Note:** This will be a difficult topic to deliver and needs tight coordination with the parents/caregivers and community outreach efforts. Girls should not feel responsible for stopping the ritual completely by themselves, but should be informed advocates for their own health. Extreme care and attention should be given not to shame girls who have undergone the ritual, and not to scare girls who may be facing it in the future. Mentors can take more than one session to discuss the issue and carry out the activities in this session.

Mentors should also connect girls who have undergone FGM with health professionals in the service network who can determine any immediate health needs and advise short - and long-term care as needed.

Mentors/facilitators may not feel comfortable giving out the information in this session. If you have any issues with facilitating this session or are not comfortable, reach out to your supervisor who can provide you with extra support.

RESOURCE

Female Genital Mutilation (Continued)

FGM Facts

- FGM is a human rights violation, torture, and an extreme form of violence and discrimination against girls and women. It is most often carried out on girls between infancy and age 15, though adult women are occasionally subjected to it.
- It ranges from the partial or total removal of the clitoris (clitoridectomy), to the removal of the entire clitoris and the cutting of the labia minora (excision), to its most extreme form, the removal of all external genitalia and the stitching together of the two sides of the vulva (infibulation) – all for non-medical reasons.
- FGM can have detrimental lifelong health consequences including: chronic infections; hemorrhaging; severe pain during urination, menstruation, sexual intercourse, and childbirth; psychological trauma; infertility; and in some cases, even death.
- It is estimated that more than 125 million girls and women globally have undergone FGM, and 30 million are at risk over the next decade.
- The practice is mostly carried out by traditional circumcisers, who often play other central roles in communities, such as attending childbirths. However, according to a 2010 World Health Organization study of existing data, the medicalization of FGM is increasing. More than 18% of all girls and women who have been subjected to FGM had the procedure performed on them by a health care provider, and in some countries the rate is as high as 74%.
- FGM has no health benefits, only harm.
- FGM involves removing and damaging healthy and normal female genital tissue, thereby interfering with the natural functions of girls' and women's bodies. FGM is generally done without anesthetic.
- FGM is often motivated by beliefs about what is considered proper sexual behavior, linking procedures to premarital virginity and marital fidelity. Many communities believe FGM reduces a woman's libido, and therefore it is believed it helps her resist "illicit" sexual acts. When a vaginal opening is covered or narrowed (infibulation), the fear of the pain of opening it, and the fear that this will be found out, is expected to further discourage "illicit" sexual intercourse among women with this type of FGM.
- Celebrating cultural values and heritage is important. However girls should be able to celebrate transitions to womanhood and learn about their cultural and community values without the harmful effects of FGM. Equality Now notes the tremendous social pressure that supports the continuity of the practice and the fact that many girls undergo FGM for many reasons. However, the social and economic pressures to undergo FGM do not negate the violation of human rights or the violence inherent in the practice. Compelling a girl or woman to undergo bodily mutilation in order to maintain social and economic status is itself part of the human rights violation.
- For more information visit:
http://www.equalitynow.org/what_is_FGM

RESOURCE

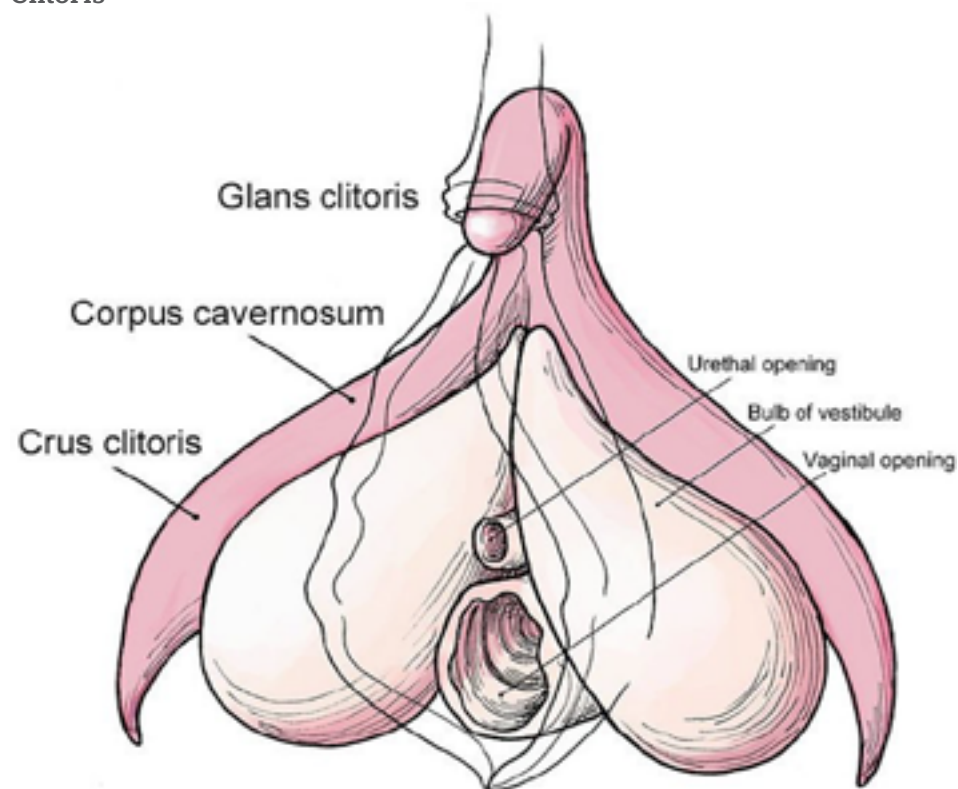
Girls Who Have Already Undergone FGM

- o You may decide to do this session with girls who have already experienced FGM. It is important to change the message so that girls don't feel uncomfortable or isolated because of the discussion.

Focus on the following points:

- Discussions with girls who have already been through the procedure shouldn't include messages about prevention focused on them. FGM prevention can be talked about more broadly, in relation to their younger family members (sisters, cousins, future daughters, etc.)
- Focusing on the consequences may also be difficult for girls to hear, but acknowledging what they may have experienced is valid. Girls should not be shamed for undergoing FGM.
- What could be helpful for girls is to understand the risks they may face as a result of FGM (for example, recurrent urinary and vaginal infections, chronic pain, infertility, cysts, and complications during childbirth) and how they can seek health support to mitigate these risks.
- It's important to explain to girls that many women/girls who have had FGM do enjoy a happy and satisfying sex life, and it is possible to have an orgasm even though the clitoris was removed. It is important to understand the biology of the clitoris and understand that it is not limited to the clitoris gland, which is the part that is externally visible.
- Show the participants the following diagram, explaining that the clitoris extends beyond what we see externally, with the entire organ being full of nerve endings.

Clitoris





SAFETY

Staying Safe Online



Session Objectives:

- ▶ To understand some of the threats girls face online
- ▶ To gain understanding of how to stay safe online

Skills: Safety awareness

Materials: Art Box



Welcome & Review

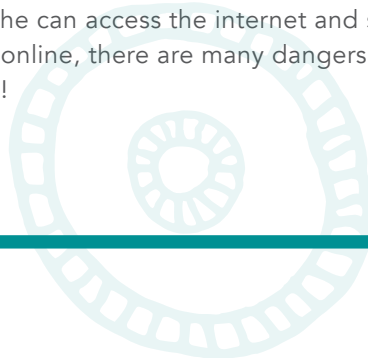
What did we talk about last week? Did you use anything you learned here at home?



Story Circle

Sara

Sara's parents gave her access to a mobile phone where she can access the internet and social media. She tells her friends how excited she is. Her friend Chifundo tells her to be careful when going online, there are many dangers to girls on social media. Sara is not sure she fully understands what Chifundo means. Let's help her find out!



3 Let's Explore



Ask:

- What are some of the risks girls face by using phones, internet and social media?



Explain: Some safety risks girls face may occur online through computers, smartphones, social media platforms or email. These risks impact girls more than boys due to the expectations placed on girls' behavior because of their gender. These safety concerns can sometimes mean that girls are denied access to the internet and other forms of communication, but this is not the solution. Girls have the right to access these forms of communication just like everyone else. Using these forms of communication safely can have great benefits and increase girls skills.

4

Activity I Types of Online Violence Against Girls



Say: I am going to share a few scenarios with you and we will discuss what is happening in the scenario.



Do: Read the following scenarios to the girls



Note: In all of these scenarios, it is important to emphasize that the girl is not to blame for what happened to her. It is always the fault of the harasser. However, there are some steps the girls can take to try to increase their safety in similar situations.

Scenario 1:

Hiba took some photos with her friends where she wasn't wearing her hijab. Since then, Hiba has stopped talking to one of the friends who is now threatening to share Hiba's photos with her family.



Ask:

- What is happening in this scenario?
- What steps could Hiba have taken to increase her safety?



Explain: Some things girls can do to increase their safety in a similar situation are:

- Think about who might have access to these photos and what they might do with them. While we may trust our friends, it is difficult to know who else has access to their phones and who might find the photos.



Activity I (Continued)

Types of Online Violence Against Girls

- While it may not always be possible, when taking photos, always think about whether you would be comfortable for others to see them, if not, maybe avoid taking them and only take photos you would be comfortable sharing openly.

Scenario 2:

Beatrice was talking to a boy online for a few weeks. Recently he's been pressuring her to meet him in person. Beatrice doesn't feel comfortable with this but he said that if she doesn't meet him, he will share the private messages between them in public.



Ask:

- What is happening in this scenario?
- What steps could Beatrice have taken to increase her safety?



Explain: Some things girls can do to increase their safety in a similar situation are:

- Be cautious of how much information you share with people you don't know online. These messages can stay online for a long time and it is difficult to control what people receiving these messages will do with them.
- Accept friend's requests from people you know. You can block or report who posts upsetting comments or content. Don't feel pressured to accept random friend requests. Check your privacy settings so that people you don't know don't see any information that you don't want them to see.



Activity I (Continued)

Types of Online Violence Against Girls

Scenario 3:

Lillian's social media profile was open to the public. There was a boy who would constantly message her, asking her for photos and for her to reply to his messages. Lillian would ignore him. But this boy would send her horrible messages when she wouldn't reply to him. This made Lillian very uncomfortable.



Ask:

- What is happening in this scenario?
- What steps could Lillian have taken to increase her safety?



Explain: Some things girls can do to increase their safety in a similar situation are:

- Avoid sharing personal information like phone numbers, location and date of birth with strangers online, or with people you don't know personally;
- Avoid adding personal details like phone numbers or date of birth to private profiles;
- Regularly check privacy and location settings, especially on mobile phones;
- Keep your social media setting to private instead of public – this will allow you to control who has access to the content you share.



Activity I (Continued)

Types of Online Violence Against Girls

Scenario 4:

Temba was checking her email one day when she saw a message come through from someone saying they had a video recording of Temba which they would share if Temba didn't send them money. Temba doesn't know what video they are talking about but is worried that if she doesn't send the money they might try to hurt her reputation.



Ask:

- What is happening in this scenario?
- What steps could Temba have taken to increase her safety?



Explain:

- Many people will try to 'scam' those that are less familiar with online safety. Sometimes they can send threatening emails that sound very scary but are not based in any truth. It is important not to panic when you receive such an email, in most cases this is a scam and simply deleting it will solve the issue.
- Keep passwords and log-in details private and do not share these with other people.
- If you use others' devices (with their permission) such as phones or computers remember to log out.



Ask: Does anyone have any questions about the information discussed?



Activity I (Continued)

Types of Online Violence Against Girls



Explain:

- Social media/the internet is an important resource because people can share interests, make and maintain friendships and learn new things. However, there are some risks that you need to be aware of as we discussed.
- Such risks need to be taken in great consideration for your own safety. Some of these risks include being exposed to inappropriate or upsetting content such as aggressive messages, comments or images or data breaches being shared with strangers or manipulated.
- It is important to remember that if you experience something like this, it is never your fault. It is always the fault of the harasser. However, there are some steps that girls can take to try to increase their safety in similar situations.
- If you do not comfortable with something or someone who is bothering you through social media, seek help through discussing the matter with an adult you trust. This can also include talking to a case worker at the Women and Girls Safe Space.
- If you or a friend of yours face a difficult situation related to social media or unwanted online attention it is possible to find a solution and a way out. Do not hesitate to seek help. A case worker is always available to help you think through solutions.

5

Check-in

What can girls do if they face similar situations to the girls in the scenarios we discussed today?

6

Takeaway

If you have an online presence, check your privacy settings. You can change them to something you are more comfortable with that can help you stay safer online.

Solidarity

S

Purpose

To strengthen the bonds between women and girls in the effort to reduce gender-based violence and achieve gender equity.

Solidarity Sessions

- Positive Peer Power
- Embracing Our Diversity
- Building a Movement of Girls
- We Are All Role Models
- Girl Facilitation
- Sharing Solidarity

Solidarity Concepts

- Solidarity
- Diversity
- Perspective
- Aspiration
- Leadership
- Advocate
- Activist
- Role Model

Solidarity Skills

- Teamwork
- Perspective
- Sense of Self
- Confidence
- Positive Social Skills
- Creating Safety
- Peer Mentoring
- Visioning

TIPS

For Solidarity Sessions

The sessions on solidarity are designed to create recognition of the shared experience of women and girls. They provide opportunities to recognize and bridge differences as well as create friendships that continue once the program is over. Additionally, Girl Shine believes that solidarity helps build positive gender identity and increases girls' safety through shared efforts and experience. The solidarity sessions should start solidifying those friendships and peer supports the girls have built over the duration of the Girl Shine curriculum and address any differences the girls may have had.

Some points to keep in mind:

- o Identify the various differences and identities that may be represented in the group, including ethnic, national, political, social, familial, physical, intellectual, or developmental capacities, etc., and consider how those differences may impact group dynamics.
- o Like with any controversial topics, mentors/facilitators should encourage solidarity while acknowledging and working with differences, political conflict, or cultural adherences that girls bring to the group.
- o Be aware of differences that could create an unsafe environment. Humanitarian settings are highly charged environments, and conflict between adults can be handed down to adolescents.
- o Encourage connection through reference to the shared experience the girls have of being in an emergency setting.



SOLIDARITY

Positive Peer Power

Session Objectives:

- ▶ Girls practice resisting negative peer pressure and encouraging positive peer power.
- ▶ Mentors/facilitators notice how positive and negative influences affect girls' lives.

Skills: Sense of self, positive social skills

Build From: Our Safe Space

Materials: Art Box, individual pieces of big paper, Saying "No" Tip Sheet



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



2 Story Circle

Sara

Sara was making new friends every day. Some girls were very supportive of her desire to catch up in school and stick to her study schedule. Other girls tried to get her to miss class and just socialize with them, saying studying isn't important and she was already smart enough. Sara liked these girls and wanted to socialize with them. She knew friends were important and she wanted to maintain her friendships.

What advice would you give Sara about how to handle the different pressures from her friends?

3 Let's Explore

The Power of Friendships

- ? **Ask:** What do we call it when we feel pressure from our friends or classmates to act or behave in a certain way? (*Peer pressure.*)
- ? **Ask:** What can some of these pressures be? (*What to wear, how to behave, etc.*)
- ? **Ask:** How can girls manage or avoid peer pressure? (*Saying "no," finding people who have similar interests to you, trying not to judge others.*)
- = **Say:** As we get older, girls start building more friendships with people outside of their family. Having friends and being a good friend becomes quite important. Friendships are very powerful. Friends can have a great influence on us, including what we say, like, choose, and dream about. This influence can be helpful or not so helpful. There are two ways we often can influence those close to us:
 1. Negative peer pressure is when our friends or others in our lives try to get us to do or think something that could be harmful or hurtful to ourselves and others.
 2. Positive peer power is the opposite of negative peer pressure. It is when we encourage or support each other in good ways, such as when we encourage each other to make good decisions to reach a goal or stay out of harm.
- ? **Ask:** What are times you have felt negative peer pressure or positive peer power? Which one feels better?

4 Activity I

Positive & Negative Pressures



- o Give each girl two pieces of paper.
- o Invite each girl to draw two pictures of herself. The first picture should be portray her experiencing negative peer pressure, and the second should convey her experiencing positive peer power.
- o Ask the girls to include a list or drawings of areas of their lives where they feel both negative peer pressure and positive peer power on those respective drawings.
- o Invite the girls to share their pictures with the group.
- ? **Ask:** What are the areas in your life where you feel the most negative pressure? The most positive power? How do you tell the difference?
- ... **Explain:** Refer to the Saying "No" Tip Sheet. Ask the girls what they think of the steps. How could they use the steps to push back against negative peer pressure or encourage positive peer power?
- * **Note:** Many girls may only have received negative peer pressure and not received much positive support. Notice how the girls view positive and negative influences in their lives. What do they see as normal, the negative or the positive?



Activity 2

Practicing Positive Power



- o Divide the group into smaller groups of three to four girls. Invite them to listen to the story below and create a role-play.

Contextualization!

YOUNGER GIRLS:

Faith likes going to school. She hopes to create her own business one day and wants to learn the skills she needs to see her dream come true. Faith's other friends don't like school, many of them are getting married soon. They say they are grownups now and school is useless. They think Faith should also get married so she can be like them. When they meet, they are always talking about their weddings, and Faith is beginning to feel left out. She really wants to stay in school, but is also afraid to lose her friends.

OLDER GIRLS:

- o Let the girls come up with their own scenarios based on their own experiences of peer pressure.

ALL AGES:

- o Ask all of the groups to think about the following:
 - Is this a common situation in our community?
 - What should the person in the story do?
 - Would the suggested strategy work in real life?



Ask: How can we support our friends when we see them pressured into something? What support do we want from our friends?



Check-in

Name one example of negative peer pressure. Name one example of positive peer power. Which do you prefer?



Takeaway

Until the next session, notice times when you feel either negative peer pressure or positive peer power. Think about how you can react to these situations using your saying "no" skills. We'll invite you to share your experiences at the next session.

RESOURCE

Saying “No”

Being able to say “no” is an important skill. Sometimes, we might think saying “no” is always negative or wrong. But saying “no” is important for maintaining our personal boundaries and choosing the people and messages that influence our life. Saying “no” can help us navigate negative peer pressure and encourage the more positive support that we need from our friends and family.

Think about how you could use the following steps to repel negative peer pressure:

Communicate Your Choice Clearly by Saying “No”

Say “no thanks;” sometimes it’s just that easy.

Repeat Yourself

Be firm in your position and continue to repeat your response, “no thanks.”

State Why

Give a reason why; try saying, “No thanks, I have to be up early tomorrow” or “No thanks, that is money I need.”

State the Truth

People don’t like being accused of peer pressuring others, so try stating the obvious, “The peer pressure I am feeling is pretty strong,” and then walk away.

Walk Away

It is always an option to not respond and just walk away.

Change the Subject

Try suggesting something better to do with your time, “No thanks, do you want to...”

Be Proactive

If you know you are in a situation where you are likely to be pressured into something you are not comfortable with, leave before it happens.

Accept the Person, Reject the Behavior

If the person is giving you a hard time try telling the person, “I respect your choice to do that, so please respect mine not to.”

Invite the group to come up with a role-play to practice the steps outlined above.



SOLIDARITY

Embracing Our Diversity

Session Objectives:

- ▶ Girls explore similarities and differences and how diversity enriches the group experience.
- ▶ Mentors/facilitators note ethnic, tribal, or geographic differences that require deeper work for group cohesion.

Skills: Diversity, perspective, team work

Build From: Our Safe Space, People I Trust

Materials: Art Box, Drama Bag



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara noticed a new girl living in the camp. She seemed different from the other girls - she was married and had children. None of the girls in the group were married. Sara wanted to invite her to the girl group. She remembered how lonely she felt when she first arrived. She asked the girl if she would like to come with her to the next session. The girl said she didn't think the other girls would accept her because she was married and had children, and they might not have anything in common.

What could Sara tell her new friend so she felt more comfortable?

3

Let's Explore Our Differences & Our Similarities

- o Invite the girls to engage in a discussion about the similarities and the differences they are aware of in their Girl Shine group.



Ask:

- What are some of the differences we see in our group?
- What are some of the similarities?
- What are some benefits about differences? What are some benefits about similarities?
- What are some challenges about differences? What are some challenges about similarities?
- How can both help us be a great and supportive Girl Shine group?



Note: Mentors should note the differences or similarities that come up during the discussion. Identify those points that reflect surrounding political or social conflicts within the given context. Pay attention to those girls who seem hesitant to participate, particularly those who are from minority or underrepresented groups. Connect with those girls to ensure they feel safe. If differences seem significant, focus on activities and ice breakers that continue to build group cohesion.

4

Activity I Creating Diversity



Explain: All of us have different talents, traits, stories, and beliefs. These differences represent our diversity and create the rich fabric of our Girl Shine group.

- o Divide the group into four different groups.
- o Invite each group to create a drawing, collage, or sculpture that includes and blends together the similarities and differences identified in the previous discussion. This could be a drawing of a girl, a poster, or something else that represents the multiple identities of our group.
- o Post each piece to the safe space walls.
- o Invite each group to share their piece with the group.



Ask: Why did you choose these specific differences and similarities?



Note: Any differences that the girls do not include in their art pieces. Do they represent any surrounding political or social tensions that may not have been discussed extensively? Reaffirm that Girl Shine is a safe space for all girls, and a place to create peaceful connections and friendships.

4

Activity 2

As I See It



Explain: The world we live in is huge. Each person sees the world through their own eyes and experiences, even when looking at the same things.

- o Invite the girls to find a partner.
- o Ask each duo to stand back-to-back.
- o Invite each girl to identify five things that they see in front of them.
- o Ask each duo to switch places so each person can see what the other person looked at previously.
- o Invite each girl to identify things that they see in front of them from this angle.
- o Have each girl share what they saw from each perspective.



Ask: How many things did you both notice when looking in the same direction? What did you see differently? Why do you think I asked you to do this particular game? Why do you think we sometimes see things differently than others?



Note: Invite girls to find a partner who may be different from them in some way. Emphasize how people can be looking at the same exact view but come away with a completely different description of what they saw. Invite them to consider how “perspective” plays out in their lives.

5

Check-in

What are two examples of similarities in our group? What are two examples of differences? Name two reasons why having differences in our group is important.

6

Takeaway

Until we meet next, notice the differences and similarities among your family members, friends, and those who live around you in the community. We’ll invite you to share your experiences with the group at the next session.



SOLIDARITY

Building A Movement of Girls

Session Objectives:

- ▶ Girls explore ways women and girls can help each other be safe and build a strong supportive network among themselves.
- ▶ Mentors/facilitators encourage girls to support each other and note where differences among them stand out.

Skills: Team work, safety awareness, creating safety

Build From: Our Safe Space, Embracing Our Diversity, When Girls are Hurt, Who is to Blame

Materials: Ball of string, Art Box, pre-cut out hands/symbols



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara noticed two younger girls who had just arrived at the camp. They seemed scared and anxious, just like she did when she first arrived. She decided to reach out to them and show them around the community. Sara showed them the map that she created in her girl group, which highlighted areas that were safe and those that were risky for girls. The two girls seemed to look up to her and asked her if she would visit them again. Sara said she would be glad to.

What other ways could Sara support the girls and be a role model to them?

3

Let's Explore Our Shared Experience



Explain: Women and girls share many experiences and challenges. We are mothers, sisters, daughters, leaders, and make positive changes in our community. There are situations where we need to support each other. Sometimes, we provide support and others times we receive it.

- o Invite the group to think of situations where they can support each other. Allow girls to lead the discussion, but add in the following ideas, which are critical to building solidarity among women and girls:
 - Encourage each other to do well and stay in school.
 - Protect each other as a group when out in the community.
 - Hold men accountable if they act dangerously or are disrespectful.
 - Say "no" to harmful traditions and practices together.
 - Believe a girl or woman when she says she is being harmed.
 - Support women leaders and learn from them.
 - Help each other plan, set goals, and dream.
 - Be a role model to girls younger than you.

4

Activity I Web of Strength



- o Ask the girls to find a space in the room where they feel comfortable (standing or sitting).
- o Give one girl the ball of string/yarn.



Explain: The girl will hold on to the string and pass the ball to another girl. As she passes the ball, she will tell the girl a quality/characteristic that she admires in her or would like to learn from her.

- o If the girls are confused, the facilitator can start and give clarification. For example, "I like that you are always smiling" or "I like that you ask many questions," etc.
- o The girls should continue this until everyone is connected through the string.



Explain: This web you have created is your web of strength. It represents the great qualities you have and the support you can give to each other now and after we finish all of our sessions in the girl group.

4

Activity 2 Women and Girls Against Gender-Based Violence



Explain: Remember when we talked about the different types of violence that women and girls can experience in their homes and communities. Can anyone remember any of the girls from the scenarios or stories that we heard?

- o Ask the girls to remind the group of some of the stories; if they cannot remember, you can remind them.



Ask: Let's think about how we can show support to girls like them. What messages do we want to give these girls, what do we want to say to them, what would we like to give them? (Love, hope, strength.)

- o Invite the girls to each take some paper and art supplies. Ask them to draw an outline of their hand and cut it out (or provide pre-cut hands, or any other symbol that works in the particular context).
- o Each girl should write or draw the things she wants to share with these girls.
- o Hang each one on the wall of the safe space.
- o Invite the girls to take a step back to see how much support and solidarity there is in the room for girls who experience violence.



Note: Remind the girls that, as always, perpetrators are responsible for violence. However, girls and women can affect change and make themselves safer by building solidarity and working together to find solutions.

5

Check-in

Tell me three ways girls can support each other.

6

Takeaway

Until we meet next, think about other ways to build solidarity between girls and women in your life. Think about how much strength women and girls could have if they worked together, and invite your friends and family members to support each other. We'll invite you to share your experiences at the next session.



SOLIDARITY

We Are Role Models

Session Objectives:

- ▶ Girls explore the concept of role models, how they can be role models, and how role model connections can be integrated into life planning.
- ▶ Mentors/facilitators explore the choices of role models that girls make and identify the values and beliefs behind those choices.

Skills: Aspiration, goal setting, visioning, perseverance

Build From: Our Safe Space, Sense of Self

Materials: Role Model Cards, Art Box, Role Model from the Community (speaker)



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

At the safe space where Sara goes, there is a girl called Salma. She is 17 years old and she is a volunteer. She helps in some of the activities for women and girls. She helps women and girls during the activities like art, music, knitting. She also gives girls and women information if they have a question. Girls at the center say that Salma is a role model to them.

What is a role model?

3 Let's Explore

Thinking About Role Models

 **Explain:** Role models are special people whose behavior, example, or success is or can be followed by others, especially by younger people.

 **Ask:** What can a role model do for us?

 **Say:** She is someone we look up to, admire, and learn from.

- She serves as an example of what path in life might be possible, even if it seems impossible.
- She shows us behaviors and ways of doing things that we would like to do, as well.
- She can be someone you know or someone you don't know but know about because of achievements and the admiration from those around her.
- As girls, we can learn a lot from older girls and women who have walked in our shoes, kind of like your mentors/facilitators here in the group. They were girls like you once, and have gone through a lot of the same things, have had some of the same hopes and fears. They can serve as inspiration and aspiration.

 **Note:** Give an example of a role model in your life if girls are having difficulty naming one or understanding the concept.

4 Activity I

Role Models



- o Split the girls into small groups and in their group, ask them to share the women/girls who have been role models for them, who they find inspiring, and whose qualities they would like to have for themselves.
- o Ask them to explore in the group the following questions: What are the qualities of this woman/girl? Do they have any skills? What are they good at?
- o When they have finished, they can share their ideas with the wider group.

 **Explain:** A role model can sometimes be someone we don't know, someone who has achieved great things, and serves as an inspiration to many women and girls. They include women who have:

- Persevered through difficult times to go on and do great things.
- Achieved something that not many women have done before or at all.
- Excelled at a sport, activity, or art.
- Been funny, creative, and who challenge existing norms.
- Work against oppression of women and other vulnerable groups.



Activity 1 (Continued)

Role Models



Contextualization!

- o Post the Role Model Cards around the safe space. Invite the girls to share their feedback on the achievements of the women represented. Also add Role Model Cards relevant to the local context.



Explain: These strong and accomplished girls and young women were once just like you. They had dreams for their futures, but maybe they even had doubts about whether they could achieve those dreams. Over time, they gained the confidence, drive, perseverance, and skills to realize their dreams and become role models to other girls around the world.



Activity 2

Role Models in our Community



- o Identify someone from the community who is a role model. This can be someone who has completed their education, organizes activities in their community, or has an inspiring story to tell. This could be someone who girls/women turn to, someone who is a natural leader, etc. This could even be a teacher or outreach worker.
- o Ask this person to share their story about their personal achievements with the girls.
- o Below are some guiding questions for the role models:
 - Who are you?
 - Tell us about yourself, where are you from, how old are you, did you complete school?
 - How do you spend your time?
 - What kind of success would you like to share with us?
 - What positive messages would you like to share with girls?
 - Can you tell us more about your role in society?
 - Despite the challenges that you may have faced, how have you managed to deal with this and achieve the things that you wanted do?



Ask: Do you have any questions for our guest?



Activity 3

Me as a Role Model



- o Invite the group to consider what it would like to be a role to someone else? Have they ever been a role model? What did it feel like? If you haven't been a role model, what do you think it would be like?
- o Invite each girl to draw or write a story about their future selves. Who will they be? What will they be doing? They could choose a profession, a place they would live, or a specific achievement.
- o Explain how you will be a role model to others. Will you be doing something that girls haven't done before? Leading a country? Owning a business? Teaching?
- o Invite each girl to post their drawing and role model description on the walls of the safe space among the other Role Model Cards.
- o Ask the girls to do a gallery walk of the girls in the group.

 **Ask:** Was it easy to think of your future vision? How do you feel seeing yourself as a future role model?

 **Note:** Notice girls who may have a hard time with the activity. Adolescents living in situations of chronic stress will often be challenged envisioning a future for themselves. Check in with these girls and assist with some initial thoughts about ways they can be a role model. More exercises around visioning are included in the Visioning module.



Activity 4

Preparation for the Next Session



- o Split girls into small groups and tell them that in the next session, they will all have the opportunity to facilitate a 10-minute session and an icebreaker/energizer of their choice.

 **Say:** In your groups, you should think about the following:

- What is the topic you want to present on? This could be looking back at a topic we already discussed or providing information or an activity on a new topic.
- Will you choose a new topic or one already done before?
- What do you need to help prepare (information, materials, etc.)?
- Make a list of the materials you need so that we are able to provide them in the next session.

 **Say:** You will have time to prepare in the next session.

5

Check-in

Tell me three ways girls can support each other.

6

Takeaway

Until we meet next, think about other ways to build solidarity among girls and women in your life. Think about how much strength women and girls could have if they worked together, and invite your friends and family members to support each other. We'll invite you to share your experiences at the next session.

RESOURCE

A Survivor Of Violence & Education Advocate



Malala Yousafzai

Malala was 15 years old when she survived an attack on her life simply because she wanted to get an education in her town in Pakistan. She has been an activist for girls' education since she was 11 years old and now she speaks up for the rights of girls everywhere to get an education. She wanted to be a doctor, but now she wants to go into politics. She is planning to attend university in the UK.

“When the whole world is silent, even one voice becomes powerful.”

RESOURCE

Child Marriage Activist



Memory Banda

Memory went against cultural tradition when she refused to get married at age 13. Girls from her community would go to a camp to help prepare them for marriage. Memory refused to go, especially since her sister was married at age 11 and she didn't want to experience the same future. Many people teased Memory and said she was silly to not go to the camp.

Memory said that many of the girls in her community had forgotten how to read and write after they got married and became mothers at such a young age. With the support of an NGO, Memory supported the women to group together to learn how to read and write again.

Inspired to make a change, and with the help of girls in her community, Memory pushed through a local law which banned child marriage in her area.

At only 18 years old, Memory took the issue to Malawi's parliament, where she texted political representatives asking for their support, and sparked the increase of the legal marriage age in Malawi from 15 years old to 18.

"I knew what I wanted in life. I had a lot of dreams as a young girl. I wanted to get well-educated, to find a decent job and future."

RESOURCE

Female Pilot



Esther Mbabazi

Esther wanted to be a pilot since she was 4-years-old. She used to see planes in the sky and think to herself that they must be flown by someone! She managed to achieve her dream at age 24 when she became a pilot for Rwanda's national airline carrier - RwandAir.

She had many critics. She recalls some of the objections to her career path. They would tell her, "Why would you want to be a pilot, it's a male's field." "Women are not as strong as men." She would have to explain to people that flying does not really require you to carry the whole aircraft!

Mbabazi refuses to let her critics win and is determined to continue being a role model for others. She hopes that her achievements can provide inspiration to girls who might not think they can attain their dreams jobs.

"Time has changed, women are out there working. Technology has changed, and everyone has the brains to do something. It's not about how big your muscles are!"

RESOURCE

Olympic Swimmer



Yusra Mardini

Yusra was 18 years old when she made her way to Greece from Syria with her sister on a boat. During the trip, the motor on the boat stopped working. Yusra, her sister, and two other people got into the water and pushed the boat with many other people on board for three hours until they reached Greece. Yusra loves swimming, and when she finally reached Germany she continued her swimming training.

She was able to swim in the Olympics in Brazil on the refugee Olympic team, a great achievement!

“I want all refugees to be proud of me. I want to encourage them that even if we are not in our homeland and had a tough way that we can still do great things. It is hard to leave your home, very hard.”

RESOURCE

FGM Activist



Nancy Tomee

Nancy from Kenya was a young girl when she refused to have FGM. She experienced a lot of bullying and abuse from the community.

Many people were angry at her decision and actually dragged her to the cutting ceremony and she escaped by struggling free and getting away. She returned home after completing her primary education and again her parents were pressuring her to get cut.

It was then that a local organization came in to support Nancy. They spoke to her parents and persuaded them to allow Nancy to do a different ceremony that didn't involve cutting.

Now, as a young adult, she is leading a movement to empower girls and women to end FGM and child marriage. She has become a role model for her generation.

“I refuse to witness my mother’s suffering and then to repeat the cycle. I have decided to set an example. I am going to be a role model. I will be an example.”



SOLIDARITY

Girl Facilitation

Session Objectives:

- ▶ Girls have the opportunity to lead a session and build their confidence.
- ▶ Mentors/facilitators can assess the girls' knowledge and skills that the girls have learned during the curriculum.

Skills: Leadership, teamwork, presentation, confidence, planning, creativity

Build From: Our Safe Space, Positive Peer Power, Girl Solidarity

Materials: Art Box, Drama Bag, Nature Box, additional materials requested by girls



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Today, Sara wants to hear a story from you!

Who would like to tell a story for Sara?



Let's Explore

Girl Group Facilitation



Say: Today is your chance to lead the session, thinking about everything you have learned over the last few months.

- You will all have the chance to present something that is important to you. This could be looking back at a topic we already discussed or providing information or an activity on a new topic.
- Allow girls to form small groups with other girls who may want to present on the same topic and give them some time to prepare their activity.
- Ask the girl groups if they have any questions, support them with the materials they need.
- Remind the girls of the group agreements and for all girls to be respectful of one another and support each other during the activities.



Activity I

Girl Group Facilitation



- o Give each group 10 minutes to present activity.
- o Ask each group to take turns facilitating their session.
- o Ask the girls to do an energizer between each session.

 **Note:** Give the girl groups positive feedback after their facilitation. This session is not about highlighting their gaps, but giving them confidence to believe in themselves and share their experience. Correct any harmful information they are giving to the group - otherwise let them take the lead!



Ask:

- How did you feel during the facilitation of the session?
- What were your favorite sessions and why?
- Would you like to do similar sessions with the community or other girls younger than you on some topics?
- Which topics? (List these.)



Check-in

What did you learn from the sessions today?



Takeaway

Until we meet next, share some of the information you have learned over the last few weeks/months with someone you trust. What do they think about the information you have learned? Let's discuss your experiences at the next session.



SOLIDARITY

Sharing Solidarity

Session Objectives:

- ▶ Girls have the opportunity to start thinking about how to be active change agents in their community.
- ▶ Mentors/facilitators help girls transfer their solidarity skills to the community.

Skills: Leadership, teamwork, presentation, confidence, planning, creativity

Build From: Our Safe Space, People I Trust, My Safety Map, Our Support Services, Our Rights, Girl Facilitation

Materials: Art Box, Drama Bag



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara is really inspired by the brilliant girls she has met through her girl group. She is amazed by how strong and powerful they are and how much information they have learned and the skills they have built. Sara really wants other girls in her community to have the opportunity to participate in a similar group. She thinks it will be really helpful for them.

**How can Sara encourage girls to attend these groups?
How can she raise awareness of these groups?**



Let's Explore Girl Group Facilitation



Say: We have learned many things during these after sessions and you now have lots of information and skills that are important to share with other girls in your community.



Ask: Do you know of girls your age who are not participating in this program, or other programs or services in the community? What could be some of the reasons for this? (There is no need to identify individual girls, but rather think more broadly: girls out of school, married girls, newly displaced girls etc.)



Note: The group could focus on girls who have not joined their circle, or those who are not participating in or accessing other services, such as school or health care. Give the girls some time to think of answers.

- o Ask them to volunteer to share their ideas. Write their answers on flip chart paper.

4

Activity I

Each One, Reach One



Say: Now we are going to split into small groups and each group should do a role-play. Imagine you are talking to your friend who you know is out of school, married, or not participating in any activities.

- The role-play should show how the girl who participated in Girl Shine can give information to the girl who is not attending. What can you tell her about the things you learned, the services at the center, the time and place, etc?
- The girl participating in Girl Shine can give information about the activities from her own experience. She can try to find a solution for the girl if she is interested in attending.

o Ask the girls to work in pairs and then to present their role-plays to the wider group.



Ask:

- What could we do to support more girls to join Girl Shine?
- What kind of information do we want these girls to know?
- If you don't feel comfortable giving this information to girls, who do you think can do this and how should they do it?



Note: Girls are not expected to be outreach workers. They are not expected to approach girls they do not know. This is specifically related to girls they do know, their neighbors, family members, etc. They are not expected to raise awareness for the safe space, they are simply sharing their own experiences. If girls are not comfortable sharing their experience outside of the group, it's ok just to practice this in the safe space, they do not have to talk to other girls in the community.

5

Check-in

Which girls do not generally participate in these types of activities? How can they be encouraged to participate?

6

Takeaway

Until we next meet, see if you have the opportunity to talk to a friend who is not participating in Girl Shine about your experience. See if you can convince her to attend the safe space for other activities (if you feel comfortable doing this). If anyone has any experiences to share, we can discuss them next week.

Visioning



Purpose

To give girls space to practice perseverance, plan for their future well-being, and connect with the community.

Visioning Sessions

- My Life Goals
- Why Save?
- My Wants and Needs
- Making Spending Decisions
- My Life Journey
- Our Girl Shine Community Event
- Preparing for Our Girl Shine Community Event
- My Girl Shine Experience

Visioning Concepts

- Goals
- Decisions
- Wants
- Needs
- Save
- Resilience
- Vulnerability

Visioning Skills

- Setting Goals
- Self-assessment
- Self-awareness
- Self-reflection
- Making Decisions
- Saving

TIPS

On Visioning

The Visioning module is designed to encourage girls to think about their future needs and wants as well as to practice the social and emotional skill of perseverance. Often, adolescents who have experienced extreme stress and crisis find it difficult to imagine a positive future or a future at all, given the risks and dangers faced in the present. The sessions will give girls creative space to think about their hopes in a safe environment and to build from small and immediate successes to longer-term hope and visioning. The Visioning sessions should be sequenced towards the end of the program cycle. Girls may need to practice the social and emotional skills and feel safe in the program before engaging in planning for the future.

Tips for organizing and facilitating the sessions include:

- o For the Why Save session, consider the environment in which the girls are living and what access there is to money. Even in resource-restricted environments, girls can become more familiar with their current and future economic choices and the resource environment around them.
- o Stay attuned to how girls react to the discussion about money and how they describe their access to it, particularly in environments where getting basic needs is difficult.
- o Encourage girls to think about having independent access to and choice about finances as they grow older, particularly in environments where women have limited decision-making over resources.
- o If your program has the capacity or if services exist within your program area, link girls up with financial institutions or programs offering financial assets or saving programs for girls.
- o Use role-plays and improvisation activities to increase flexible thinking and contribute to building up a visioning “muscle” for girls.
- o Give girls the space to dream big, but also encourage them to think about the specific skills and characteristics needed for their dreams and how they might be achieved. For example, if a girl wants to be a doctor, encourage her to identify what she likes about doctors - e.g. they help people,...they know science - and then encourage her to find ways to practice those skills herself in the present.



VISIONING My Life Goals

Session Objectives:

- ▶ Girls understand short-term and long-term goals and explore their personal short-term and long-term term goals.
- ▶ Mentors/facilitators note how comfortable girls are with setting goals and encourage practicing goal setting in daily life.

Skills: Goal setting, team work, positive social support

Build From: Our Safe Space, Being Confident, We Are All Role Models

Materials: Art Box, Goal Setting Resource Sheet



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara was inspired by her mentor and girls in her girl group. They all shared ideas and future dreams. It was hard to think about the future, especially since she wasn't sure if she could ever go back to her home country. But Sara thought about maybe being a mechanic. She loved cars and was fascinated about how they work. She knew there were some courses on how to be a mechanic, but she wasn't sure how to join. It was overwhelming to even think about how to become a mechanic, especially given her situation, where she lived, her responsibilities, etc. Plus, many people told her it would not be possible because she is a girl and girls don't usually do this job.

What advice would you give Sara to help her realize her ambitions? How could goal setting help her?

Do you think being a girl means she cannot do this job? *(She can do anything she sets her mind to.)*

3 Let's Explore What Are Goals?

 **Explain:** Have you ever thought about something you want to do in the future, but couldn't figure out how to get there? For example, do you want to go to school? Do you want to have a certain job? Do you want to learn a particular skill? Goals can help us.

Goals help us to achieve those things we want to do. You can use goals to help get things you need or want right now or in the future. There are two types of goals to think about.

- Short-Term Goals are things that we want to do in a short period of time, like by the end of the day, next week, or even in a few months. For example, cleaning the house today or passing an exam in two months.
- Long-Term Goals are things that we want to do over a longer period of time. For example, graduating from school or getting a job that we really want.
- You can define what short-term and long-term means to you. But most of the time, short-term goals are something you can achieve relatively quickly, while long-term goals take more work and time.

4 Activity I My Goals



- o Invite the girls to get on their feet for a stand-up game. Read a list of statements out loud. Invite the girls to stand up if the statement sounds like a goal they would be interested in pursuing. When girls are standing, ask "Is this a short-term or long-term goal?" Let the girls discuss any difference of opinion on whether a goal statement is short - or long-term.

 **Explain:** I am going to read statements and if the statement is a goal for you, you should stand up. After each statement is read, I will ask one of you who is standing if the goal is a short-term goal or long-term goal.

- I want to cook a nice meal for my family this week.
- I want to play with my sisters or brothers tomorrow.
- I want to get married and have children when I am older and ready.
- I want to make a new friend this year.
- I want to learn new things at school or work.
- I want to have a job I like when I'm older.
- I want to own my own business one day.
- I want to be on time to my Girl Shine sessions.
- I want to buy new clothes this year.
- I want to volunteer to be a mentor when I am older.



Activity 1 (Continued)

My Goals



Ask:

- Can you think of other goals we can use for this activity? (Continue the game using some examples provided by the girls.)
- How easy was it to decide if a goal was long-term or short-term?
- Why is goal setting important? (It helps to motivate you, helps you plan and organize so you can achieve the things you want to.)



Activity 2

5 Tips for Setting Goals



Note: For younger age groups, get them to think about goals that are not so distant in the future.



Explain:

1. Set your goal with as many details as possible. This helps us imagine the action we want to take. For example, "I'm going to take a walk three times a week" is a more specific goal than "I am going to exercise more."
2. Be patient with yourself and the process. It can take a couple of months before you are able to work on your goal — like attending a course twice a week to do better in math. Working towards your goal becomes a routine part of your life. Your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.
3. Say your goal out loud to yourself and your friends regularly. Say it each morning and remind yourself of what you want and what you're working for. Writing it down works, too. Every time you remind yourself of your goal, you're training your brain to make it happen.
4. Pick a goal that pleases YOU. You are more likely to achieve it because you want it, not because a friend, teacher, parent, or someone else wants you to. It is easier to stay motivated if it is your own goal.
5. Keep trying small. It may take a few tries to reach a goal. But that's OK — it's normal. Break a goal down even further if it ever seems overwhelming.



Activity 3

Short-Term and Long-Term Goals



- o Invite the girls to think about setting their own short - and long-term goals.
- o Give each girl two pieces of paper and a pen/pencil.
- o Invite the girls to write or draw a short-term goal on one piece of paper and a long-term goal on the other.

✱ **Note:** For younger girls, make sure this goal is not too far in the future.

- o Give the girls 10 to 15 minutes to do this.
- o Ask the girls to pull up their short-term goals. Invite them to find other girls who have similar short-term goals. As a small group, have the girls identify the steps needed to achieve the short-term goal.

✱ **Note:** For younger girls, you may need to pair them with other girls with similar goals.

- o Do the same for the long-term goals.
- o Invite five to six girls to share a short - and long-term goal and explain the steps their group came up with to achieve those goals.

✱ **Note:** Notice how comfortable the girls are with identifying goals for themselves. Offer examples of goals that you might choose for yourself, but guide the girls toward choosing their own goals so they can practice what it feels like and explore where it might be challenging. If they are still having difficulties, invite the girls to think about a goal that they can achieve today or even by the end of group. The idea is to present goals as manageable and helpful, in order for girls to practice choice and control in their lives.



Activity 4

Girl Shine Daily Goal Challenge



- o Invite the girls to participate in a “Girl Shine Daily Goal Challenge.”



Explain: The Daily Goal Challenge is a joint practice that our group can do together when we’re outside of group. The challenge will give each of us an opportunity to practice the skill of setting goals in our lives, from the small to the big. At the beginning or at the end of the day, set a small goal that you can achieve in the coming day. Goals could include:

- Being the first person up in the morning.
- Keep your study area clean and organized.
- Finish the book you are reading.
- Say “hi” to a girl who is new to the group.

- o The idea is to practice setting and completing goals that are realistic and achievable. The more practice we get at setting small, daily goals the easier it will be to think about setting bigger goals for the future.



Say:

- If setting goals is challenging, don’t worry or be mad at yourself. Setting goals can be challenging for anyone, particularly if it is a new skill. It will only get better with practice.
- Focus on very small goals, such as: I will get up when I see the sun on the horizon; or I will try to be kind to myself when I feel sad; or I will hop on one foot for 10 seconds. It doesn’t matter what the goal is. The challenge is to say or think of something you want to do, and then do it.
- The challenge is not a competition, but a way to share our practice around setting goals and help each other get better at it.



Note: Goal setting is a great skill for developing perseverance. The more the girls can practice having some control over their lives, the less trapped they will feel in their circumstances. For girls having a hard time with goal setting, encourage them to keep their goals simple, short, and achievable. The point is not the goal itself, but setting what it is you want to do and figuring out the steps in between now and getting there.

5

Check-in

Name one of the five tips for setting a goal. Name a goal that you worked on in your small groups.

6

Takeaway

Until the next session, talk with your friends or safe person about the goal you came up with today. Ask them for their support and share your successes with them. We'll invite you to share your experiences next week.



VISIONING Why Save?

✳ **Note:** This session may be challenging if girls do not have any access to money. Highlight why it is important to have savings skills and knowledge. Even if it doesn't apply right now, it could be useful in the future.

Session Objectives:

- ▶ Girls explore the importance of saving in relation to their future goals.
- ▶ Mentors/facilitators notice girls' attitudes towards saving.

Skills: Self-assessment, financial skills

Build From: Our Safe Space, My Life Goals

Materials: Art Box



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Sara is feeling hopeful now after attending the session on life goals. She is really excited to reach her goal of becoming a mechanic! But for her to reach her goal, she will need to save some money. She will need to pay for her mechanic training. But Sara doesn't have a job!

What are her options to try to save money?

✳ **Note:** Be aware of any risky strategies the girls suggest.

3 Let's Explore Our Dreams

 **Note:** For younger girls, change the visioning activity to one to two years.

 **Say:** I want you to close your eyes for just a moment, and think about how old you are now. How old will you be in five years? Think about yourself five years from now. Where are you living? What are you doing?

- Now, I want you to think about one thing you want to achieve in five years' time. Got it?
- o Make sure that all girls have thought of at least one dream. Then, ask three to four volunteers to share their dreams.
- o Then make the connection between the girls' dreams and the need to save.

 **Say:** Now that we have all thought about some of our dreams, I want everyone to stand up and clap if reaching your dream will involve having some money.

- As we can see, most of our dreams need some money to be reached. So we need to be smart about how we earn, spend, and save our money so that our dreams can come true.

 **Explain:** Some girls may think that because we don't have money right now, this is not an important topic for us. But in the future, we may have some money and we will need to know how to save. These skills can be very useful to us later in life and we should be prepared in advance to handle this.

4 Activity I Why Save?



 **Say:** Today we will start by talking about putting money aside because it is the key to being clever about money. We call "putting money aside" saving. So let's start with a short activity to find out a little more about what managing money really means.

 **Note:** For the game below, make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to keep the energy of the game up!

 **Say:** I am going to say a series of statements and ask you to stand up for each one that is true for you.

Stand up if you:

- Walked here today.
- Are wearing green.
- Never saved money before.
- Like to spend money.
- Know how much money you (your family) spent on food last week.
- Wish you had more money.
- Are saving for something specific you want.
- Think saving is important.
- Think saving money is difficult.



Activity I (Continued)

Why Save?



Ask:

- For those of you who think that saving is important, why do you think so?
(Helps you use your money better, helps you depend less on other people, makes you feel secure when you have a problem and need money, helps you to plan for the future and achieve those plans.)
- Why is saving money difficult?
(You do not have regular income, do not have any extra money, you give any leftover money to parents for household expenses, spend extra money on things like sweets or lotion, do not have a safe place to keep money aside.)
- What would make you want to save money?
(Take care of personal needs/wants, avoid depending on other people, be able to make own decisions, help out family with household needs.)
- What would make you not want to save money?
(It is not safe to save, you can lose your money, money is too little to save, don't know how to save.)



Explain: Managing money involves all these things:

- saving money
- spending money
- planning how you will spend your money, and
- keeping track of how you spend your money.



Say: Since most of us do not have enough money to pay for everything we need and want, we have to make choices about what we will buy and what we won't. We try to save for things we will want in the future. We figure out how to stretch our money to cover the necessary expenses we face. It can be hard. If we have no income, one suggestion is to explain to your parents and caregivers what you need money for. Share with them your goals and plan and see if they are able to support you.



Activity 2

Our Priorities



Explain: You have named many different reasons to save. Most will relate to one of the following main reasons (or categories) for saving.

1. The first main reason is: personal or family use, which can include food, clothes, rent, or snacks.



Ask: What are other examples of personal or family use? (Sanitary towels, lotion, books, etc.)

2. The second main reason is: emergencies - those unexpected events that we need to deal with right away. Some examples are illness, accidents, or natural disasters.



Ask: What other emergencies can we save for? (Theft, parent loses a job, move unexpectedly to a new location, etc.)

3. The third main reason is: future opportunities - like those ideas some of you have for the future. We can save to meet these goals. We might save money for school fees, to get training in a skill or trade, or for a special occasion.

o Assign a place for each of these three main reasons in the room. When you have pointed out the three places:



Say: Your job is to decide which of these main reasons to save is the most important for you. Choose one, and go stand in the location assigned. You have 15 seconds to make your choice and move!

Once everyone has moved to their place:



Say: Now, spend two minutes sharing with the others who have chosen the same main reason why you think this reason to save is the most important.

- Select a volunteer from each group to explain to everyone why they chose the category they did.



Ask the other two groups: Do you agree? Why or why not?



Explain: You might have guessed by now that there is no wrong answer for which of these categories is the most important. They are all good reasons to save, and the importance depends on the individual's or family's needs and wants. The level of importance might also change over time. But in reality, it can be difficult to save for all three. Sometimes you have to decide what is most important to you.



Activity 3

What Are Your Savings Goals



Explain: Like Sara, many of you hope to achieve something by saving. First, close your eyes and think of one saving goal you have that you can achieve in a short time – within the next one to two months. Maybe this is related to one of your dreams. Got it?



Note: If girls do not have any money to save, move directly on to the longer-term savings goal (below), thinking about a situation where they may start having access to money.



Say:

- That is your first goal.
- Ok, keep it in your mind for just a moment! Now think of a different goal, something you want to be able to purchase that will probably take one to two years to save for (or six months to one year for younger girls). Turn to your neighbor and share with each other your two goals.



Note: Check girls' understanding by asking for some examples of their first and second savings goals.



Explain: The first savings goal you just thought of – the goal that will take you a few months – can be called a short-term goal. You can achieve short-term goals in a relatively short amount of time.

The second saving goal you just thought of – the one that will take a year or more – is a long-term goal. This goal is like a big dream that you can achieve some time in the future with planning and hard work.



Ask: How can having a savings goal help you to save?

(When you are saving for something that you really want, or that is really important to you, you are motivated to save and have discipline to control your spending.)

5

Check-in

Name two reasons why saving is important.

6

Takeaway

Until we meet next, think about practical ways you can save. If you think a trusted adult can help you with your savings goal, try to speak to them and tell them your dreams and goals (short - and long-term). Let's discuss our experience in the next session.



VISIONING My Wants and Needs

 **Note:** For more sessions on financial education, refer to Population Council¹ Financial Education Curriculum for Adolescent Girls Empowerment Program.

Session Objectives:

- ▶ Girls understand the difference between wants and needs.
- ▶ Mentors/facilitators notice how girls view money and plan for their current and future use of it.

Skills: Self-assessment, financial skills

Build From: Our Safe Space, When Girls Are Hurt, Why Save

Materials: Art Box, tape, Wants and Needs Signs, Drama Bag



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

To try and reach her savings goal, Sara spoke to her trusted person who told her of an opportunity to babysit. Sara knew money in her family was tight and they weren't able to help her save for her mechanic's training. Sara offered to give her money to her family, but her mother wanted her to keep it for herself. "Be smart in how you use it, one day when you are a mechanic you will be able to earn more money than now so don't waste your money," said her mom.

What are her options to try to save money?

¹ http://www.popcouncil.org/uploads/pdfs/2013PGY_FinancialEducation_AGEp.pdf

3 Let's Explore Needs & Wants

 **Explain:** Sometimes, it's difficult to get money for all the things we need. As we get older and we take on more responsibility, we may start having access to our own money and can make decisions about how to get it and spend it. Let's think about saving money, deciding what to spend it on, and most importantly, how to get what we need safely.

-  **Ask:**
- What are the ways people make money or get the things they need in the community?
 - What are safe ways to get money? What are unsafe ways people get money?
 - Who has power and control over money?
 - What is the difference between a "need" and a "want?"

Things we spend money on can be divided into needs and wants. Needs are things we could not live without and are critical to us, like water and food. Wants are things you want to have. They may be important, but we could postpone buying them if we needed to. We all deserve to have both what we need and what we want. But sometimes we have to think to pick one over the other.

Contextualization!

 **Note:** If currency is not used, adapt 'Let's Explore' to reflect how resources are gained or exchanged in the given context.

4 Activity I Wants and Needs



-  **Say:** I want you to imagine a line now between this side of the room and that side of the room. One end of the line represents our NEEDS. The other end represents our WANTS.
- o Choose two places in your room or area to represent "wants" and "needs" so that girls can form a line between the two places. Place signs and also use tape for the line if possible.
-  **Say:** I'm going to say an expense, something that we could spend money on. Your job is to decide if this expense is a WANT or NEED. If you think that the expense is only a need, place yourself close to the sign that represents NEEDS. If you think that the expense is only a want, place yourself close to the sign that represents WANTS. But if you are not sure, or you think that in some cases the expense could be either a want or a need, place yourself somewhere in the middle of the two signs.
- o When you are sure everyone understands the game, read the following expenses, one at a time. After each expense, give the girls time to place themselves along the line of wants/needs.
-  **Note:** For the game above, make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to keep the energy of the game up!



Activity 1 (Continued)

Wants and Needs



- | | |
|-----------------------------------|--------------------|
| 1. Water | 7. Sanitary towels |
| 2. A second pair of shoes | 8. Medicine |
| 3. Top-up for your mobile | 9. Hair products |
| 4. Sweets | 10. New scarf |
| 5. Food | |
| 6. Savings in case of emergencies | |

When finished:



Ask: Are needs and wants the same for everyone? After two to three girls have had a chance to answer.



Say: Needs and wants are often different for different people. But to manage our money well, we have to decide what needs and wants are for us. The key to saving is making good decisions about spending our money. If you can spend less money and save even just a little bit, you will attain your savings goals in the end. Your short-term loss can become your long-term gain.



Activity 2

Ariana & Juliet



Contextualization!

Read: Ariana and Juliet work together at a hair salon in Juliet's home. The two girls make a little money each month. Both girls use up their money each month. Everybody thinks that Juliet makes more money than Ariana because Juliet wears more new clothes and shoes. Juliet wants to look good at work and when she is out with friends. She often takes buses while Ariana walks. Juliet often buys soda and candy at a local shop, while Ariana drinks water or tea at home. Ariana saves money each month in a savings group. It has not been easy, and she has to cut down on spending money a lot. Her one treat is sweets from the local baker. She just loves these treats. Ariana has decided to wait a few months before buying a new pair of shoes. Ariana buys snacks from time to time, and sometimes gives money to her mother for household needs. Both Ariana and Juliet buy food for their families. Both girls also put some money away each month in hopes they can pay their own school fees and return to school.



Ask:

- How are Ariana and Juliet spending their money?
 - What decisions are each of the girls making?
 - Who is spending their money on needs?
 - Who is spending their money on wants?
- o In your groups, make a role-play about the story of Ariana and Juliet. In the role-play, imagine that Juliet has come to Ariana for advice. What kind of advice can Ariana give to Juliet?
 - o Once the groups have finished performing their role-play, ask the girls if the advice Ariana gave to Juliet was realistic.

5

Check-in

Name two wants and two needs.

6

Takeaway

Until we meet next, think about the things you are spending your money on and categorize them into wants and needs. Let's discuss the difference in the way we see our spending now that we know the difference between wants and needs. Girls who don't have access to money can still categorize the things that are purchased for them by caregivers into wants and needs.

S

VISIONING Making Spending Decisions

Session Objectives:

- ▶ Girls learn how to make smart spending decisions.
- ▶ Mentors/facilitators notice how girls make spending decisions.

Skills: Self-assessment, financial skills

Build From: Our Safe Space, Decision-Making, Why Save

Materials: Art Box, small pieces of paper, Drama Bag

1

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara has been really good at saving up for her mechanic's course. But she has a birthday party coming up and she would love to buy some new shoes! She needs to decide what to do with her babysitting money this week. Should she put it aside for her long-term goal or should she spend this week's money on shoes?

What steps can Sara take to make this decision?

3

Let's Explore Smart Decisions



Say: Let's remind ourselves of how to make smart decisions.

- List my options.
- Ask others for advice.
- Think about the pros and cons.



Ask: How can we connect this with making smart decisions about spending?



Say: List my options. For example, spend the money or don't spend the money, spend it now or later, etc.

- Ask others for advice and ask trusted people what they would do in this situation.
- Think about pros and cons. For example, "What will happen if I spend the money? What will happen if I don't spend the money?" etc.



Say: Let's play a game and find out!



Activity I

The Spending Game



Contextualization!

- o Ask the girls to sit in a circle or gather around so that everyone can see. Give each girl five pieces of paper and tell them that each one represents five (00/0) of their local currency—so take care of them!



Say: We are going to play a game called the Spending Game. In this game you are going to have a number of opportunities to spend the 25 (00/0) of your local currency I have just given you. Each of you will make your own choices — and there is no right or wrong way to spend your money.



Say: I want all of you to imagine that it is Saturday and you have decided to go to the bazaar to buy a gift for Mother's Day. You each have 25(00/0) that you earned from tutoring/working in the market over the last two months — and you will now have a number of opportunities to spend it.



Note: As the girls spend money, make a note of what each one buys from you.



Say: You are walking to the bazaar, it is very far and it is hot and your feet are tired. A taxi driver asks if you want a ride to and from the bazaar—it costs 5 (00/0) for a return trip. Pay me 5 (00/0) if you accept her offer and then take a quick drive to the bazaar (or just keep walking on your tired feet).

- You arrive at the bazaar (in the taxi or by foot) and you see that some of your friends are already there. Your best friend asks if you have enough money to buy you and her something to eat. Pay me 5(00/0) if you decide to buy you and your friend some lunch (or just tell her that you are not hungry and keep moving).
- While you are going towards your favorite shop, a street vendor catches your eye. He has some very attractive dresses for sale—and matching sandals that you know your mother will love. The price is only 20(00/0), but he says you have to decide right away as he only has a few outfits available. Pay me 20(00/0) to buy the dress and sandals from him or move on.
- Next you go to your favorite shop where the owner knows you and gives you good prices. She has some very nice jewelry for 15(00/0) and a good supply. Pay me 15(00/0) to buy a beautiful necklace.
- You keep looking in other shops in case you find something else. You see a gift shop selling beautiful scarves. You are sure your mom will love them. You find one for 10(00/0) and it's your mother's favorite color. Pay me 10(00/0) to buy the scarf—or move on.
- You remember that you have run out of soap and lotion at home and you see a very good opportunity to buy one of each for just 5(00/0). Pay me 5(00/0) or miss out on this good price.



Activity I (Continued)

The Spending Game



- You receive a call from your brother who tells you to bring home some bread because it is finished in the house. You go to the shop and buy bread and also some other food items that you noticed you don't have at home. Pay me 5(00/0) if you want to buy the missing items for the house.
- You are getting ready to go home when you see that your Auntie is in the Bazaar. She asks if she can borrow 10(00/0) from you to buy some medicine as she is not feeling well. Pay me 10(00/0) if you lend the money to her.
- Your brother calls you again, this time he tells you that the electricity in the house has finished and he needs you to go and top up the electricity at the shop in the bazaar. If you don't do it, there will be no electricity in the house until someone else can go and top up. Pay me 15(00/0) to top up the electricity.
- As you are finishing shopping in the bazaar, you trip over and you break your shoe. Pay me 5(00/0) if you want to buy a new pair of shoes.
- Now it is time to go home. If you paid for a ride with the taxi driver, then go home with him. If not, then enjoy the walk home.



Say: Thank you for playing the game.



Ask:

- What did you end up spending your money on? And did you save any?
- Are you happy with how you spent your money?
- How did you make your decisions?



Explain: It is important to prioritize our needs and wants and to always make sure we have all our basic NEEDS before starting to buy our WANTS. All people like to buy WANTS and it is of course okay! We don't need to feel bad or guilty if we spend money on a WANT, as there is no right or wrong when it comes to this. When we have some money left, we can always save them for later. Savings can be used to provide WANTS or NEEDS in the future and could help us in case of emergencies when we feel that we need money we might not have. Sometimes, people (who are older than us or who have more influence or power) ask us to buy things for them which we might feel are not necessary or needed. We can express our opinion, but sometimes we might feel that we should buy them to avoid problems with those people. We should talk to a trusted adult if this happens.



Activity 2

Budgeting



Explain: Now that you have thought about your spending decisions, it is time to learn about something called a “budget.” A budget is a tool to help you plan for the money that you earn and the money that you spend. We can use it to plan both our “money coming in” and our “money going out” over a period of time. It can help us to spend our money wisely, and to save more money than we might without it. A budget is simply our planned “money coming in” and how we will spend that money over a period of time—like a week or a month.



Note: If flipchart paper is available, prepare a budget as a sample and post it so everyone can see, or make a photocopy of the budget for each girl. If there is no flipchart paper, show girls the budget on this page. Explain the different sections of the budget.

Money I have (coming in)	Amount
	25 (0/00)
Money I want to spend (going out)	Amount
Transport	
Food	
Clothing	
Medicine	
Remaining Savings	Amount

4

Activity 2 (Continued)

Budgeting



Say: Now let's work with another group member to plan for round two of the Spending Game. We will all start out with the same amount of money (25 (0/00) which we can put in our "money in" row, and we will have the same choices to make. But this time we have a chance to plan ahead and make a budget. So take a few minutes to "budget" how you will use your money. Then we will quickly go through the same steps for the game.



Do: Repeat all the same steps (buying choices) as in round one.



Ask:

- What did you end up spending your money on? Did you save any?
- How did you make your decisions this time? Were they different or the same?
- Are you more happy with how you spent your money this time? Why?

5

Check-in

What are the three steps to making a smart decision?

6

Takeaway

Over the next week, if you need to make any spending decisions, think about the smart decision-making steps before each expenditure. Next week we can share whether this made any changes to our spending and whether this was a useful idea or not.

S VISIONING My Life Journey

Session Objectives:

- ▶ Girls explore their own stories and pasts, they further reflect on what they want for their future, and practice anticipating challenges they will face pursuing their goals.
- ▶ Mentors/facilitators notice how girls think about their past, future, and the challenges they will face in pursuing their goals.

Skills: Self-assessment, financial skills

Build From: Our Safe Space, We Are All Role Models, My Life Goals, Why Save

Materials: Art Box

1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2 Story Circle Sara

Sara has been thinking a lot about her life lately, what she has achieved and what she hopes to achieve in the future. She already set her goals and knows what she wants, but she needs to make sure she doesn't forget about these goals. She wants to try hard to make sure she can achieve them.

How can Sara deal with some of the challenges she might face in reaching her goal?

3 Let's Explore Dealing with Challenges

Say: Preparing for challenges can be difficult as we don't know what those challenges will be. But there are some things we can do. We have learned many skills during our group sessions that will help us deal with challenges.

Ask: What are some of those skills or information?

List some of the following:

- Making smart decisions
- Communication
- Being confident
- Building relationships
- Knowing how to ask for help



Activity I

My Story, My Identity



Explain: Each of us has a story tell. Each of our stories is different and important. Our stories, our lives, our experiences make up who we are and build our sense of self. A sense of self is our reflections of who we are, our talents, our skills, and our personalities. Each person has a sense of self that grows and flourishes as we grow up. We thought about some of these things in previous activities, such as 'Who am I' and 'I have, I can, I am'.

- o Divide the girls into pairs.
- o In the pairs, invite the girls to take turns sharing some key moments in their life – the experiences that have shaped who they are. A few examples might include: the first day of school, completing a project, moving to a different place, a special event, etc.



Note: If the girls struggle with this, prompt them further by asking them to think about key experiences at different life stages e.g. when you were a very young child, or between five to nine, 10-4, etc.

- o Invite them to share what makes them unique and what they are confident about in themselves.
- o Go to each group and make sure they know what to talk about.
- o Listen and help by giving examples if they are unsure.
- o Invite the girls to come back. Each girl will share the story of their partner. Their partner can help them if they forget something.



Note: This may be the first time girls have been asked to tell their own individual story. The individual lives and experiences of girls are often suppressed and not given consideration within their family or community. This can be a powerful exercise and it may take a couple of times for each girl to feel comfortable enough to fully participate. Feel free to return to this activity and use it so girls can have multiple opportunities to interact and learn the stories of other girls in the group.



Activity 2

My Life Line



- o Give the girls individual pieces of paper and some colored pens (preferably flip chart paper or other large paper).
- o Ask them to draw a line across the middle of their paper, they will mark one half “past” and one half “future.”
- o If they cannot write, they can draw a symbol to indicate past and future.
- o For the past, they should put the things discussed in the previous activity in the “past line.” They can think of other things they also didn’t mention. They should put the happy things above the line and sad things below the line. They can write them down or put a symbol to represent them.
- o The very middle of their timeline is this present moment. They can do the same for the things currently happening in their life.
- o Next, ask them to think about the important moments they will have in their future – examples could be graduating from school, finishing this program, getting a job, finding a partner, making new friends, mastering a skill. They should plot these points on the second half of the timeline in the same way they did for the past and present. Finally, ask them to connect the dots in chronological order.



Note: For younger girls, you may need to get them to think about the more immediate future and not too far in the distant future.



Ask:

- Are you excited about the future?
- Do you have a clearer picture of what you imagine for your future?
- Do the sad things or challenges we face help us to become stronger?

4

Activity 3 My Future Challenges



Explain: The group is going to create a mural. A mural is a painting on a wall that sometimes tells a story through different scenes that fit together (hold up a few examples). Ask the group to pick a well-known story to illustrate. Ask one person to go up to the wall and start the mural. They must have some part of their body touching the wall. The second person continues the mural, also touching the wall. They must also have some part of their body in contact with the person behind them. One by one, the girls should join the mural until the group decides it is complete. Now ask one of the participants not in the mural to read the story from one end to the other.

- o Have the group leave the wall and explain that now we are going to create a character – a girl. Together, come up with a name. Explain to the girls that Character A is a typical girl and we are going to illustrate her life and the barriers she may face as she grows up. Have the group choose a future aspiration that Character A wants to pursue and should be illustrated in the mural.
- o The first girl to be part of the mural should be Character A as a very young girl – and as the mural moves along she will go through different life stages. Have the girls repeat the exercise above, telling the story of Character A's life and the barriers she has faced.
- o Allow the girls to enter the mural to help Character A find solutions to her challenges. They can play the role of other people in Character A's life, or they can be Character A themselves if they have a solution to the problem. With the girls still frozen in the scene, ask each in the mural to say a quick few words about who she is in the scene and what she is seeing and what she is feeling.



Ask: How can we use this activity to think about our own future challenges and dealing with them?



Explain:

- **Think big** - sometimes we can be our biggest barrier, we need to believe in ourselves and the things we can do.
- **Set goals** - we already discussed that setting specific goals and imagining them can help us achieve them by thinking about them in small, manageable steps.
- **Identify your resources** - what do you have that can help you deal with the challenge? Do you have supportive friends or trusted adults you can turn to for advice or help?
- **Don't give up** - sometimes when we face challenges, we may stop trying to achieve our goals. We should try not to let challenges demotivate us or make us feel we cannot achieve something. Stay positive and keep trying.

Example Murals



5

Check-in

How can we deal with challenges that may come in the future?

6

Takeaway

Let's talk to our trusted person about how they deal with challenges, and ask if they have any tips and techniques for us when it comes to the challenges we might face in the future. Let's discuss our experience next week.

S

VISIONING

Our Girl Shine Community Event

Session Objectives:

- ▶ Girls develop their plan for their community event.
- ▶ Mentors/facilitators support girls in the planning process.

Skills: Communication, confidence, teamwork

Build From: Our Safe Space, Our Safety Map, Our Support Services, Decision-Making, Girl Facilitation

Materials: Art Box, six to seven everyday objects, Drama Bag

1

Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2

Story Circle

Sara

Sara's girl group is soon coming to an end. But before they finish, Sara and the girls from her group have decided to do an event to celebrate everything they have learned during the sessions. Sara and her friends are really excited and have so many ideas, but they need to decide on one idea as a group.

How can they decide on an idea?

3

Let's Explore Our Community Event



Say:

- Our own group will be coming to an end in some weeks/months. During the time we have spent together you have all shared so much of your knowledge and skills with me and with each other. It's now time for us to share this with our community (if you feel comfortable with this).
- Before we decide on our idea for the community event, let's get the creative side of our brain working so we can make sure our idea is fabulous!



Activity 1

How Many Uses Are There For My Object?



- o Divide the girls into small groups and give each group an everyday object.
- o Give the girls five minutes to think of as many uses for their object as possible.
- o When they have finished, go around each group and ask them to show one use of their item. Then do more rounds until the groups run out of ideas for their object.
- o For example, using a bucket as a chair, a hat, a hole in the ground.
- o The winner is the group that can come up with the most uses for their object.



Explain: The idea behind this activity is to get you feeling and thinking creatively as we start planning for our community event.



Activity 2

Choosing Our Event



Say: Now we have our creative muscles working, let's think about what we want to do for our event! There are no right or wrong answers, we will all think of some ideas and share them with each other and then we will decide as a group on one idea.

- o Ask the girls to walk around the room, tell them you will do a visioning exercise.



Say: I want you to imagine yourself, three months from now, looking back on the community event, remembering how the day went. Let's start from the beginning of the event. I want you to image where the event was - was it here in the safe space, was it somewhere else? (PAUSE) Who was at the event? Were there people from your family, school, work, other people in the community? (PAUSE) What happened during the event? Were there some activities? Games? Did anyone talk? Who was leading this? What was included? Any topics in particular? (PAUSE) How did the event end? Was there a closing activity? (PAUSE) How did you feel after the event? Tired? Happy?

- o Bring the girls back into a circle, and ask them to share the things that came to their mind when they did the activity.
- o Write their suggestions on flip chart paper.



Say: From all of these wonderful suggestions, let's think about what we can actually do.



Activity 2 (Continued)

Choosing Our Event



-  **Note:** The event does not need to be a public or community event, the girls may also decide that they want to work on a longer-term project within the center or hold an event at the center. While we want to encourage them to engage with the community, we also need to ensure they feel safe to do so. They may want to select specific individuals to participate and not organize something for the wider community. It is important to consider all options and not limit them specifically to a community event.



Activity 3

Our Plan



- o From the previous activity, help the girls go through their ideas and choose an event that is realistic, possible within the time frame, doesn't pose a risk to girls, and doesn't involve an excessive budget.
-  **Note:** You should also discuss with your supervisor in advance whether there is a budget available for the community event or small projects and if so, how much.
- o Put the flip chart paper where the girls can see it. Tell them that they will develop a plan for the Girl Shine community event that they will all work on together.



Ask: So now that we have all of these great ideas, which ones do we want to include in our event?

Examples could include:

- We want to hold a drama performance for the community.
- We want to have a poster campaign with positive messages about girls or awareness for parents; this event will be the launch event.
- We want to have drop-in tea and coffee discussion sessions with girls over one week.
- We want to give information to parents on the importance of the sessions at a meeting.



Note: You can do a ranking exercise to help girls decide on activities (they can vote for their favorite one). When deciding on an activity, it is important to probe the girls to get them to think about their choice in more detail.



Activity 3 (Continued)

Our Plan



Questions could include:

- Is this realistic?
- Is this something we feel comfortable and safe doing?
- Is this something we feel we are able to achieve in our timeframe?



Ask: What do we want the result or effect of our event to be (on ourselves or others)?

Examples could include:

- We want to raise awareness on an important topic through drama.
- We want adults to recognize the good things that adolescents do.
- We want to be able to talk to girls and give information in a safe place.
- We want more girls to start coming to the safe space to benefit from the activities.



Ask:

- Who can help us? Who do we need to work with? (*Staff at safe space, teachers, parents, etc.*)
- What materials and resources do we need? (*Posters, costumes for drama, cameras, etc.*)
- What steps do we need to take to do this? (*Deciding on the tasks and who will be responsible.*)
- What specific things do we want caregivers to help with? (Make sure this is fed into the Girl Shine Family Curriculum session.)

- o Give the girls time to think about the answers to these questions. When they are ready, fill in a group work plan together.
- o Discuss which steps (if any) they will take before the next session.

Our event will be (what we will make, do, or create):

The effect/impact of our event will be:

What steps will we take?

Who will be responsible for specific steps?

When will they complete this by?

What do they need to do this, what support?

What will happen once they do these steps?

5

Check-in

What is the event idea that we have?

6

Takeaway

Before our next session, talk to people you trust about the event idea, get their feedback and find out if and how they can support you. Let's discuss our experiences next week.

S

VISIONING

Preparing For Our Girl Shine Community Event

 **Note:** You can do this session with girls as many times as needed until the event is fully planned and organized.

Session Objectives:

- ▶ Girls work on their plan for their community event.
- ▶ Mentors/facilitators support girls in the planning process.

Skills: Communication, confidence, teamwork

Build From: Our Safe Space, Our Safety Map, Our Support Services, Decision-Making, Girl Facilitation

Materials: Art Box, group plan

1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

2 Story Circle

Sara

Sara and her friends are still planning for their event! Their event is coming up in a few weeks' time and there is still a lot to prepare!

How can Sara and the girls work together to make sure the event goes smoothly?

3 Let's Explore What Did People Say?



Ask:

- What feedback did you get from people you spoke to about the event?
- Did they give you any advice or suggestions?
- Was there anything they offered to support with?



Note: In parallel to supporting the girls with preparing and organizing their event, it is important to discuss with your supervisor and get their support in the planning process.

4

Activity 1

Hours of the Day



- o Ask the girls to move into their own space in the room. Tell them that you are going to walk them through the event day, and without speaking, they are going to act out what they are doing on the day of the event based on the time of day you mention. For example, if you start with 6 am, perhaps they are lying in bed or just waking up. As you move to 9 am, perhaps they are walking to the girl group to prepare for the day ahead. They shouldn't speak, but silently act out what they are doing at that time.
- o Give them a few minutes to prepare themselves – ask them to think about where they are, who is around them, what they will be doing, seeing, and feeling. Then begin with 6 am, 7 am, 9 am, etc., and watch them act out these moments of that day.



Ask:

- How did you feel at different hours during that day?
- Did you think of anything concerning the day that you didn't think about before?
- What about our graduation? Should this happen at the event or just as a girl group?

4

Activity 2

Event Planning



Say: We are now going to go through a checklist to see what stage we are at in the planning. Let's keep referring to this checklist as we plan.

- What has been achieved?
- What needs to be done to reach the goals?
- What support is needed?
- Allocation of specific tasks to people?
- Materials needed?
- Timeline?
- When will we meet again?
- What is the agenda for the next meeting?

5

Check-in

What do we need to prepare before we meet next time?

6

Takeaway

Are there things we can do to help prepare for the event outside of our girl group meeting?



VISIONING My Girl Shine Experience

Session Objectives:

- ▶ Girls develop their plan for their community event.
- ▶ Mentors/facilitators support girls in the planning process.

Skills: Communication, confidence, teamwork

Build From: Our Safe Space, Our Safety Map, Our Support Services, Decision-Making, Girl Facilitation

Materials: Art Box, ball. Optional: certificates (if not distributed at community event), M&E Integrated Tools Guidance for 'Creative Summary' on page 253, 'Who am I' page 242 and 'Our Network Maps' page 249 of Part 1, post-it notes



Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



Story Circle

Sara

Today is the last day of Sara's group. She is feeling sad that the group will be over, but also excited about what's next! Sara is worried about the end of the group a little bit. She is thinking about how she will fill the time that is usually dedicated to her girl group.

What can Sara do to continue her participation in the safe space or use what she has learned during the girl groups?

3

Let's Explore What Happens Next?

Contextualization!

 **Note:** Give girls options on how they can stay involved. It is important to discuss this with your supervisor first to see what resources you have and what plans there are to continue future Girl Shine groups.

 **Explain:** the idea of future Girl Shine groups and see if they would be interested in participating.

- Explain potential opportunities to be future mentors (for older girl groups).
- Explain potential opportunities to volunteer during other activities at the safe space.
- Explain potential do book time at the safe space for them to continue meeting.
- Explain how they can raise awareness of the girl groups in the community.
- Explain how they can be involved in evaluating the program to help shape future programs.
- Explain how they can be involved in Girl Engagement Groups (discuss with your supervisor - this is explained in Part 1 of Girl Shine.)
- Explain the services available to them, either through this safe space or other organizations offering opportunities to girls.



Ask:

- Do you have any other suggestions or ideas about what could happen next and what you would like to do?
- What are the next steps we need to take to follow up on this?



Note: It is important to note all the next steps and share this with your supervisor who can help to support with the follow-up of the plans and also to keep note of girls who would like to be mentors so they can be kept in mind for the mentor recruitment process, as well as included in the calendar for other recreational activities they may want to volunteer with.



Activity 1

Creative Summary



- o Divide the girls in small groups and ask each group to remember things learned from the past sessions that were the most important to them and ask them to present these learned things in a creative way.
- o They can do still images, or a series of small scenes, or write a song, or draw posters with main messages, whatever they want.
- o Leave them the space for working creatively together in group and guide them when needed (20 minutes).
- o Let each group present their work and highlight the main messages within the big group.
- o Ask the girls what topics they might be interested in for future interventions, then what they wish to improve in the curriculum, and take notes.
- o Explain that you may be in touch with them for follow-up after the groups have finished with some questions about their experience.



Activity 2

What I'm Taking With Me



- o Ask the girls to make a circle. Holding the ball, explain to the girls that when the ball is passed to them, they will share with the group one thing they are taking with them from the sessions in the girl group.
- o they can take a few seconds to think about this.
- o The mentor/facilitator can start by giving an example of what she is taking with her from her experience with the group.

Optional: Graduation certificates, if not done at the community event.



Activity 3

Who Am I?



Step 1: Me

- Girls should write their name or have a symbol on the paper (they will use this name/symbol at the end of the program, so they need to remember it).
- Using colored pens, girls can draw a figure that represents them.
- They can draw facial expressions to show how they feel.
- They can use their favorite colors for their clothes.

Step 2: People I Trust

- Around the figure, girls will draw the people who they can trust, their closest friends, family, etc. If they are able to write, they can write who these people are. If not, they can just draw them.



Say: All of us have people and things that can help us; let's put these people around our figure.

Step 3: What I Can Do

- Draw or write down the things you are good at – your skills, talents, and qualities.
- These can be things that you are proud of or things that people have told you that you do well.
- These can also be related to the way you behave with other people.
- Ask the girls to put their figures up on the wall and share one piece of information with the group.
- Mentors/facilitators should compare these figures with the figures done at the beginning of the curriculum to assess any change in girls' social networks and skills.



Activity 4

Our Network Map



- o Give girls post-it notes and markers/colored pens.
- o Draw an outline of a girl on flip chart paper.



Say: This girl represents all of us in this room and others in our community.

- Let's think about the places around her where she can go to access activities and services.

- o Split the girls into small groups.



Ask: What do we have close by in our community that girls can access?

- Is there somewhere you can go to get information on the things that you wanted to learn, but that were not included in these sessions?



Say: Use one post-it note for each place a girl can go to. They can write the name of the place or draw it.

- o Ask them to stick the notes around the girl. If the service is nearby, they can stick it closer to her. If the service is far away, they can put it at the edge of the paper.



Ask: Has everyone heard of these services?

- Do we know when we can go to these services? (For example, what day/time?)
- Do we know how to register for activities?
- Do we know how to contact them?
- Fill in the missing details for girls based on the referral information that you have, and tell them of any other service they did not mention.



Activity 5

Our Group Gift



- o Ask everyone to sit in a circle. Give each girl two pieces of paper. Ask them to think about a gift they want to give every girl in the group. It can be something abstract, for example, "I give the group the gift of my friendship;" "I give the group the gift of always listening to their problems;" "I give the group the gift of always supporting them."
- o The girls should write or draw these on their paper and fold them in half, putting them in a pile in the center of the room.
- o Next, ask the girls to think about a hope they have for the group and complete the sentence: "I hope you..." An example might be: "I hope you find success;" "I hope you are always surrounded by people who love you;" "I hope that you finish school."
- o They should write or draw these hope on their second piece of paper, fold them in half and put them in a second pile in the center of the room.
- o One by one, have a volunteer open up the pieces of paper that are gifts. The girl who wrote the gift should explain what she is giving to the group. Repeat this with the hopes as well. After each piece of paper is explained, tack them up to the wall so the girls can see what they collectively have given each other and what their group hopes are for the future.



Check-in

Thank the girls for their participation and let them know that they are still more than welcome to engage in the safe space activities and engage in other ways you have discussed including, in Girl Engagement Groups. Older girls may even be recruited as mentors, and girls can also set up information sessions with other girls. They can and should still access all services that have been offered to them at the safe space. They should continue sharing new ideas with the safe space personnel for possible interventions in the future.



PART 2
Girl Shine Life Skills Curriculum