



A PRACTICAL HANDBOOK FOR CREATING AND LEADING A GIRLS' CLUB



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A PRACTICAL HANDBOOK FOR CREATING AND LEADING A GIRLS' CLUB



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2018

Julia Fan and Susan M. Blaustein

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Additionally, this Handbook draws from experts in the field of youth and girls’ development and education, and would not have been possible without the enthusiastic support of the following organizations and individuals:¹

(Click to link to website)

- ◇ Amnesty International
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- ◇ Elisa Knebel
- ◇ FHI 360
- ◇ Girl Effect
- ◇ Girl Pride Circle
- ◇ Haiti Adolescent Girls Network
- ◇ Human Rights Campaign Foundation
- ◇ Institute of Reproductive Health, Georgetown University
- ◇ International Rescue Committee
- ◇ IRC International Water and Sanitation Centre
- ◇ LitWorld
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- ◇ South African Medical Research Council
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- ◇ World Association of Girl Guides and Girl Scouts



WomenStrong is sincerely grateful for these organizations’ support for this Handbook and for their commitment to open-source knowledge-sharing in service of improving the lives of girls around the world.

¹ For more information on the contributions of these organizations to this Handbook, see Part V: Works Cited.

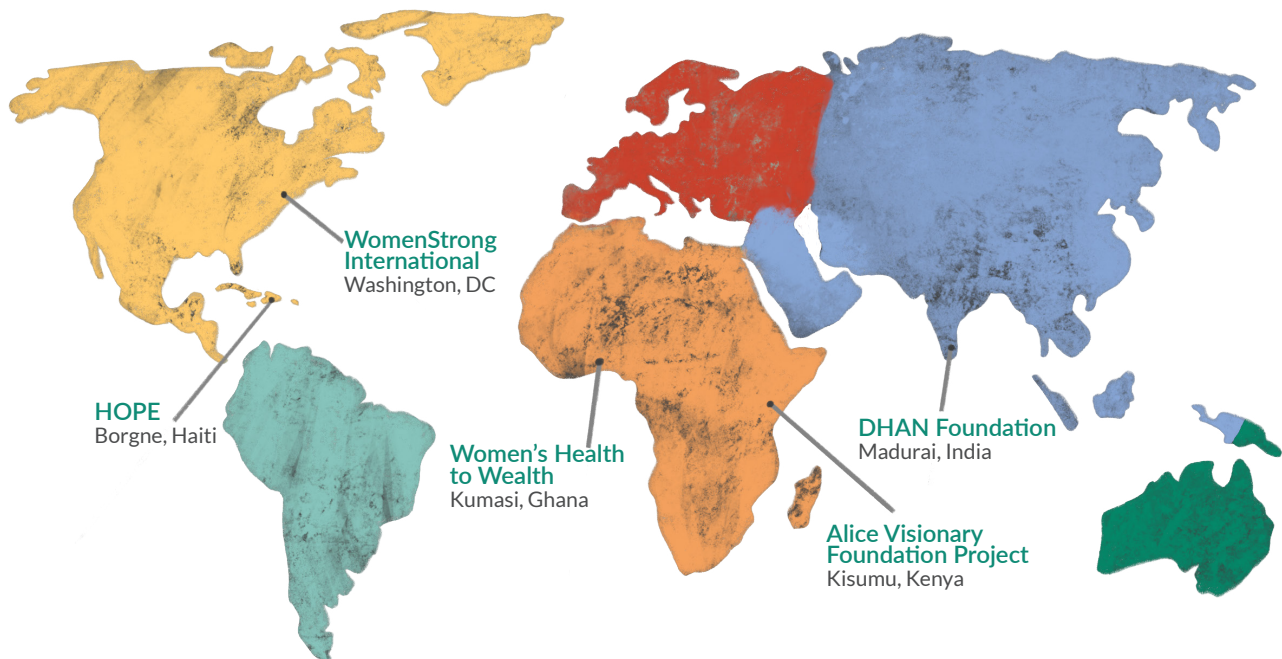


About WomenStrong International

At WomenStrong, we know the path out of poverty and toward a more just and prosperous world can be found by making women and girls strong.

WomenStrong International is a global consortium of nonprofit organizations working with women and girls to end extreme urban poverty. In collaboration with the Consortium, WomenStrong develops, finances, and shares powerful, women-driven solutions that transform the lives of women and girls, their families, and their communities. In health, education, safety, and economic empowerment, WomenStrong solutions are for women, by women, on their journey toward more fulfilling lives and the creation of a more just and prosperous world.

One such solution across four of WomenStrong's Consortium Members is our Girls' Clubs—spaces for girls' growth, education, support, and empowerment. Each program's Girls' Clubs have their own unique characteristics based on the local context and on the needs of the girls with whom they work. The experiences of these Consortium Members in implementing Girls' Club programs deeply inform this Handbook.



About WomenStrong International Consortium Members



Alice Visionary Foundation Project (Kisumu, Kenya)

Alice Visionary Foundation Project (AVFP), located in Kisumu, Kenya, works on health, economic empowerment, education, and safety for women and girls. AVFP's director founded the Girls' and Boys' "Empowerment Clubs" program in Kisumu as part of her earlier work with Columbia University's Millennium Cities Initiative (MCI), whose work in Kenya's third largest city has continued under AVFP and WomenStrong, since MCI closed in 2015.² MCI's partner in launching the Kisumu Empowerment Clubs was the New York nonprofit LitWorld, whose "7 Strengths" curriculum was utilized in order to focus on strengthening literacy skills and self-esteem.³ AVFP has since incorporated a number of other widely used resources (many of which are shared here) and has also localized its Empowerment Club curriculum considerably, using local readings and activities deemed well-targeted for the population it serves. As of July 2018, AVFP currently runs four Empowerment Clubs, serving 113 girls and 38 boys, in public primary schools in the Manyatta informal settlements of Kisumu.⁴



DHAN Foundation (Madurai, India)

DHAN Foundation (DHAN) works in 14 states across India and runs WomenStrong-supported programs in Madurai City, in Tamil Nadu State. DHAN is rooted in community mobilization, starting with Self-Help Groups, or Kalanjiam, in which women develop greater financial literacy, economic stability, and freedom. DHAN also works on health, advocacy, shelter, urban infrastructure, sanitation, and education. DHAN's Girls' Clubs are part of the organization's community health program and have a deep health focus. DHAN has run Girls' Clubs for over a decade in other parts of India, but WomenStrong support has enabled DHAN to launch Clubs in the city of Madurai, beginning in mid-2015. DHAN's Clubs are community-based and run by Club-elected peer educators, Self-Help Group members, and DHAN field staff. DHAN's Clubs do not have a set curriculum, as the curricular material is developed by the peer educators and DHAN field staff, based on the needs of the girls in each Club. As of July 2018, DHAN has 8,175 girls in its 536 Clubs. DHAN also established Boys' Clubs in Madurai in March 2016, to address boys' and men's roles in effecting gender equality and to reduce drug and alcohol addiction. As of July 2018, DHAN had 64 Boys' Clubs, with 785 members.

² Founded in 2014, WomenStrong International builds on the work of Dr. Susan M. Blaustein and Columbia University's Millennium Cities Initiative by continuing partnerships with AVFP and Women's Health to Wealth (WHW) and adding innovative non-profit organizations in India, Haiti, and the United States.

³ LitWorld, *LitClub Curriculum: The 7 Strengths* (LitWorld, 2011).

⁴ The Clubs operate in several Kisumu "upper primary" schools—that is, in public school grades 5–8—and are designed for students aged 10–15. Given repeated and fervent requests of Empowerment Club graduates for continued support once they have moved on to boarding school (high school), AVFP now runs Teens' Clubs for Empowerment Club alumnae when they are back in town during the long breaks between school terms, as a way to continue the education and support they had received in the Empowerment Club. The teens are also trained as peer educators and mentors and provide support and mentorship to Empowerment Club participants. For the purposes of this Handbook, unless otherwise noted, discussion of AVFP's Clubs will primarily refer to the Empowerment Clubs that meet regularly in school for upper primary-aged students.



Haiti Outreach Pwoje Espwa (H.O.P.E.) (Borgne, Haiti)

Haiti Outreach Pwoje Espwa (H.O.P.E.) operates in Haiti's northernmost commune of Borgne, an area of 80,000 inhabitants who live in several agglomerations of villages and in the impoverished seaside town of Borgne. H.O.P.E. runs a comprehensive health program, including a hospital, mobile health services, and health education. It also provides community outreach and capacity-building programs, including adult literacy and commune-wide women's and girls' empowerment programs such as Mothers' Clubs, and is also developing income-generating opportunities and training for women and girls.

H.O.P.E. officially launched its Girls' Clubs program, called Espas Pa'm or "A Space of My Own," in January 2017, in partnership with the Haiti Adolescent Girls Network (HAGN) and the affiliated New York-based Population Council. H.O.P.E.'s Girls' Clubs were conceptualized and built using the Population Council's Girl Roster and Girl-Centered Program Design tools, which helped identify girls of appropriate ages in Borgne who were potentially at risk.⁵ H.O.P.E.'s Girls' Clubs use a HAGN-developed, *kreyol* language curriculum, customized for the Haitian context.⁶ As of July 2018, H.O.P.E. operated five Clubs, with 110 girls participating.



Women's Health to Wealth (Kumasi, Ghana)

Women's Health to Wealth (WHW) works in Kumasi, Ghana, on the issues of health, economic empowerment, education, and safety for women and girls. WHW established its own Girls' Clubs in February 2015, in partnership with Ghana Education Service in government schools. WHW's executive director revised and expanded a program she had first introduced in Kumasi City schools as part of Columbia University's Millennium Cities Initiative, which preceded and led to the creation of WHW and its own ongoing work with women and girls. The Millennium Cities program, initiated in conjunction with MCI partner LitWorld, initially used LitWorld's curriculum to increase self-esteem and literacy. MCI's Kumasi project director gradually localized the curriculum by including more culturally attuned readings, indigenous (Twi language) songs, and other activities.⁷ When MCI closed, and its Ghana director founded WHW as a WomenStrong Consortium Member, WHW and WomenStrong set up three dozen Girls' Clubs, of which, as of July 2018, 34 were operating in four districts in and around Kumasi, with 1,069 participating girls.⁸

5 Karen Austrian and Dennitah Ghata, *Girl-Centered Program Design: A Toolkit to Develop, Strengthen, and Expand Adolescent Girls Programs* (Population Council, 2010), <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>; and Population Council, *The Girl Roster Toolkit* (Population Council, 2015).

6 Haiti Adolescent Girls Network, *My Own Space* (Haiti Adolescent Girls Network, November 2016).

7 Abenaa Akuamo-Boateng, *2015 WHW Girls' Club Curriculum* (Women's Health to Wealth, 2015); and Abenaa Akuamo-Boateng, *2016 WHW Girls' Club Curriculum* (Women's Health to Wealth, 2016).

8 In addition to its Girls' Clubs, WHW also runs Adolescent Reproductive Health Fora (ARHF) for girls in Senior High School (grades 10–12). The ARHFs are held approximately once per term or per school year and are organized in conjunction with several health care partners on topics related to sexual and reproductive health. While some Handbook lessons would be relevant for the ARHFs, this Handbook is primarily designed for Clubs that meet more regularly and that (in general) serve younger girls, between the ages of 10 and 14. Thus, discussion of WHW's Clubs refers to its Girls' Clubs, not to WHW's ARHF program, unless otherwise noted.



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⁹ Chapter 15: Financial Literacy contains a lesson on the Social Capital Credits (SoCCs) program. If you choose to implement this program with the girls in your Club, it is recommended that you introduce this chapter and program early on in your Club sessions, so that the girls have time in the Club to earn and redeem their SoCCs points. See Lesson 15C: Social Capital Credits for more information.

List of Acronyms and Abbreviations

- AGI:** Adolescent Girls' Initiative
- ARHF:** Adolescent Reproductive Health Forum (Fora), a program of Women's Health to Wealth
- AVFP:** Alice Visionary Foundation Project
- BOM:** [School] Board of Management
- DCE:** [in Ghana] District Chief Executive
- DEO:** [in Ghana] District Education Office
- DHAN:** DHAN Foundation
- FGM/C:** Female Genital Mutilation/Cutting
- GAGE:** Gender and Adolescence: Global Evidence
- GBV:** Gender-Based Violence
- GCC:** [in Ghana] Girl Child Coordinator
- GES:** Ghana Education Service
- GS&L:** Group Savings & Loan
- H.O.P.E.:** Haiti Outreach Pwoje Espwa
- HAGN:** Haiti Adolescent Girls Network
- HIV/AIDS:** Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
- IRC:** International Rescue Committee
- JHS:** [in Ghana] Junior High School
- KAP:** Knowledge, Attitude, and Practice
- LGBT:** Lesbian, Gay, Bisexual, Transgender
- LSTC:** Life Skill Training Course, a program of the Adolescent Girls' Initiative
- MCI:** Millennium Cities Initiative, a project of Columbia University's Earth Institute
- MOU:** Memorandum of Understanding
- NGO:** Nongovernmental Organization
- S.M.A.R.T. Goals:** Goals that are Specific, Measurable, Actionable, Realistic, and Timely
- SHS:** [in Ghana] Senior High School
- SoCCs:** Social Capital Credits
- STI:** Sexually Transmitted Infection
- UDHR:** Universal Declaration of Human Rights
- UN:** United Nations
- USAID:** United States Agency for International Development
- VAW:** Violence Against Women
- WASH:** Water, Sanitation, and Hygiene
- WHW:** Women's Health to Wealth



Letter from WomenStrong Founder/Executive Director Susan M. Blaustein ———○

* All of us would agree: our children are the future.

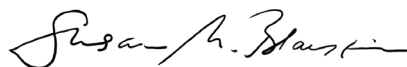
They are all precious, and each is unique, with boundless potential. Together, they will redefine our planet for generations to come.

Regardless of their circumstances, all children must have support, love, nourishment, and skills in order to thrive. At WomenStrong International, given the special vulnerabilities of girls worldwide, we focus on their ability to meet their essential needs and on equipping them with the critical strengths and awareness that will enable them to lead healthy, fulfilled, and productive lives. Working closely with girls in impoverished communities in Ghana, Haiti, India, and Kenya, our WomenStrong Consortium Members know the world of difference a trained mentor and a sense of sisterhood can make in helping them feel loved, respected, and able to thrive. The power of groups, so intrinsic to the power of Girls' (and Boys'!) Clubs, reveals that you are part of something larger than yourself, that others may have experienced similar challenges and are eager to share solutions, and that together, with learned strength, skills, and confidence, you can overcome those challenges and move on.¹⁰

The 16 chapters offered here, each of which is also a downloadable module online, represent a universe of best practices for empowering *all* children with the tools and skills that can make this vision possible. The values, lessons, activities, and takeaways shared here include those imparted daily in a wide array of settings by our own WomenStrong Consortium Members in our Girls' and Boys' Clubs. Topics range from building self-confidence, to acquiring financial literacy skills, to understanding the mechanics of reproductive health, to navigating complex relationships: the knowledge needed to lead fully actualized lives.

The Start-Up Guide that leads off this volume is designed to help teachers, mentors, school administrators, parents, and/or peers set up and operate a Girls' or Boys' Club and anticipates some of the hurdles you may encounter, based on our own and others' experience. We invite you to read, test, and use whatever portions of our Start-Up Guide and Curriculum seem most appropriate for your setting and for the children and youth with whom you work, in any sequence, in any setting, at any time. We at WomenStrong International welcome your feedback, which you can contribute by writing to us at info@womenstrong.org. We look forward to improving our offerings on the basis of your experience. We are in this together, sharing the keen desire to see our children thrive.

Let us share what we know, therefore, and share broadly what we learn from each other—with the common aim of imparting vital skills and knowledge to those we are raising to inherit the earth.



Dr. Susan M. Blaustein
Executive Director
WomenStrong International

¹⁰ As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

INTRODUCTION

“ If you educate a man, you educate an individual,
but if you educate a woman,
you educate a nation. ”

- Dr. Kwegyir Aggrey, Ghanaian educator



Educating women starts with educating girls, and WomenStrong International believes that educating girls makes girls strong. Strong girls will create a strong world in which we all want to live. Educated girls grow into educated women who earn more income, marry later, have fewer children, and make healthier life choices than those not able to complete their education. All these impacts are good not only for girls and women, but also for their families, their communities, and their countries. But accessing a good education for girls living in extreme urban poverty can be very difficult.

WomenStrong International, in partnership with four of its Consortium Members, began its own Girls' Clubs to meet the greatest needs of girls in their respective communities. Girls' Clubs provide girls with a safe space to grow and develop into confident and powerful young women. Clubs can deliver supplemental education on important topics, such as sexual and reproductive health, that may not be taught in schools, and are essential for out-of-school girls to learn, as well. Most importantly, Clubs serve as a social connection for adolescent girls at a crucial time in their development, when girls may be at risk for abuse, violence, or pressured to drop out of school. This social connection gives girls a resource and a place to turn to in the face of those coming-of-age challenges. WomenStrong's Consortium Members began their Girls' Club programs to support adolescent girls during this crucial time. After running these Clubs for a number of years, each of these organizations has valuable lessons to share about how it has adapted the Girls' Club program model to meet the needs of girls on the ground in four distinctly different sociocultural contexts, in Ghana, Haiti, India, and Kenya.

This Handbook includes both a Girls' Clubs Start-Up Guide for designing, planning, and implementing a Girls' Club, and a modular Girls' Clubs Curriculum that WomenStrong has developed out of its own Consortium Members' experience, as well as from the knowledge of other experts on girls' education and empowerment.

This Handbook is written for Girls' Club Facilitators, whether they are teachers or community members, but it can also be useful for education or gender program officers or administrators working in individual schools, government education departments or ministries, nongovernmental or community-based organizations, parents, and others who share WomenStrong's passion for helping strong, educated girls to build their confidence and fulfill their potential. Designed to be easily consumable for busy Facilitators without the time to sort through hundreds of curricula, the Handbook includes chapters on topics crucial to adolescent girls' successful development. It is intended to serve as a quick reference guide and curriculum for Facilitators who want to create a customized Club that teaches what their girls most need. Our Handbook draws on many existing curricula and reworks specific learning materials to be customizable for most contexts, so that they can address the needs of local girls and boys. By citing the practices of WomenStrong's four Consortium Members, users of this Handbook can see different ways in which this Girls' Club model and curriculum might usefully be adapted to suit their own contexts.

The Handbook's Start-Up Guide offers a broad overview of how to set up a Girls' Club, enriched by experiences from WomenStrong's four Consortium Members. The Start-Up Guide's first section provides background information most relevant for Girls' Club Program Administrators about Club formation and then provides more general information useful for Program Administrators and Facilitators alike. Our Start-Up Guide does not attempt to dictate the best way to set up a Club; rather, it raises questions and issues to consider when forming a Club. The different innovations devised by WomenStrong Consortium Members to address the challenges their girls face serve as guiding examples of ways in which a Girls' Club might function and might be adapted to the local context.

The second part of the Handbook is a 16-chapter curriculum to be used during Club sessions by Facilitators. Each chapter consists of 2–5 approximately 60-minute lessons and is written such that it can be taught alone or in conjunction with other chapters.¹¹ Because the curriculum is modular—that is, it is designed to be used or downloaded as needed, without necessarily following in sequence—Facilitators can skip chapters that are not relevant and go straight to those that can help meet their girls' most urgent needs. The chapters are arranged in a suggested order, but again, they can be re-ordered and customized as needed, based on context and on Club members' ages. The materials for this curriculum come from WomenStrong's own sites, as well as from experts and organizations with long track records of working with adolescent girls.

While throughout this document the term "Girls' Clubs" is used, many Girls' Clubs also include or engage boys in some way. Most of the topics in this Handbook are applicable to boys and to Boys' Clubs. How these materials are taught, though, may need to be modified, depending on the gender composition of your Club. Throughout this Handbook, Club participants are frequently referred to as "girls," but again, these lessons can readily be applied to address the needs and interests of boys.



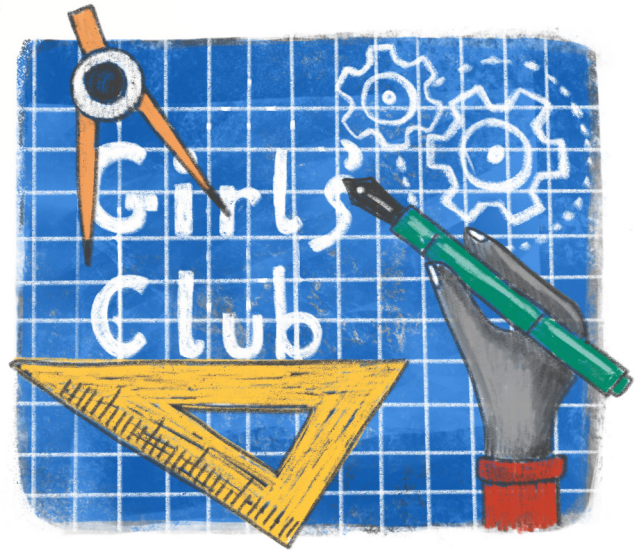
11 While each chapter can be taught on its own, lessons *within* a given chapter may be codependent and should be taught in order.

PART I:

START-UP GUIDE

Part 1: Girls' Club Start-Up Guide

This section of the Handbook, the Girls' Club Start-Up Guide, is a simplified reference guide for how to design and implement a Girls' Club. This Guide is intended for individuals and organizations interested in and/or in the process of building a new Girls' Club or Girls' Club program. The success of a Girls' Club is largely determined by the structure and management of the Club and can vary depending on the Club's objectives, which are developed during the program design and planning phases. Therefore, WomenStrong chose to include this Start-Up Guide in its Handbook, so that all Girls' Club Facilitators and Program Administrators have the tools they need, first to create and then to implement a successful Girls' Club that will produce the intended results in the lives of your Club participants.¹



This Start-Up Guide discusses key topics to consider in planning, designing, forming, and managing a Girls' Club. For each topic related to creating and running a Club, this Guide provides examples selected from the experiences of WomenStrong Consortium Members to demonstrate the different ways a Club might be run, depending on your setting and the needs of the girls with whom you intend to work.² This Guide does not attempt to prescribe “best practices” to be used in all settings, but rather presents the most important program design points to consider when creating your own Club and offers examples of how WomenStrong Consortium Members structured their own programs in relation to each point. You should then consider your own context, resources, and needs, as you address each of these key Girls' Club design and management topics.

The first section, “Planning for a Girls' Club,” is written specifically for Girls' Club Program Administrators, rather than for Facilitators. Program Administrators may have access to more resources and may be more familiar than a Club Facilitator with this kind of program planning. For a Facilitator interested in starting your Girls' Club immediately, you are welcome to skip to Section 2, “Club Design and Formation.”

¹ Girls' Club Facilitators are the individuals teaching or leading the Girls' Clubs. Facilitators may be teachers, parents, community leaders, or development practitioners. For more on Facilitators, see the section entitled, “Recruiting Facilitators.” Girls' Club Program Administrators are those organizing and operating the Girls' Clubs. They may or may not be the same people as those facilitating the Club.

² This Handbook draws on the experiences of four of WomenStrong International's Consortium Members: Women's Health to Wealth (WHW) in Kumasi, Ghana; DHAN Foundation (DHAN) in Madurai, India; the Alice Visionary Foundation Project (AVFP) in Kisumu, Kenya; and Haiti Outreach Pwoje Espwa (H.O.P.E.) in Borgne, Haiti. To learn more about these four organizations, see “About WomenStrong International Consortium Members,” or visit www.womenstrong.org.

A Identifying the Problem, Devising the Solution

If you are reading this Handbook, you have probably already decided to establish a Girls' Club or Girls' Club Program. A Girls' Club may be the right program for your community, but, if possible, before deciding to set one up, a needs assessment of the community should be conducted. A needs assessment can be as simple as facilitating an informal focus group with girls in your community. This is important for your Girls' Club Program because the problem(s) identified by your assessment will inform the Club's objectives, which, in turn, will inform the design of and programming for your Club(s).



What is the problem you are trying to solve? Which girls' needs are not currently being met in your community? The problems in the community must first be understood, in order to solve them. How did each identified problem begin? Why does this problem exist? There are many needs assessment tools that can be used to analyze challenges within a community.³ This process should be as participatory as possible, ideally, involving girls, parents, community leaders, and local government representatives.⁴

Once the key problems in the community have been identified, you can then evaluate whether a Girls' Club Program can help provide the most appropriate solutions. If possible, try to research other program models that may be relevant to addressing the identified problems, what outcomes those programs produced, and how reproducible or applicable those programs might be in your community. A review of 44 different evaluations of Girls' Clubs and life skills programs by Gender and Adolescence: Global Evidence (GAGE) found that Girls' Clubs positively impact girls' knowledge and empowerment in the following areas:

- ◇ gender equality, including changing gender discriminatory norms and practices,
- ◇ psychosocial gains, including confidence in expressing one's opinions and feelings, growing friendships, and developing a stronger relationship with adults, such as the girl's own parent(s),
- ◇ educational achievement and knowledge,
- ◇ economic wellbeing, through vocational training, financial literacy education and support for savings, and
- ◇ civic engagement, including girls "negotiating with elected officials to improve local services and reporting child abuse or planned child marriages to the authorities, to taking part in village councils."⁵

3 A few useful needs assessment tools include: Peace Corps Office of Overseas Programming and Training Support, *Participatory Analysis for Community Action (PACA) Training Manual* (Peace Corps Information Collection and Exchange, 2007), <http://files.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf>; JBS International, Inc. and USAID, *A Rapid Needs Assessment Guide: For Education in Countries Affected by Crisis and Conflict* (JBS International, Inc. and USAID, February 2014), <https://eccnetwork.net/wp-content/uploads/USAID-RNAG-FINAL.pdf>; and Population Council, *The Girl Roster Toolkit* (Population Council, 2015).

4 In some settings, such as in a post-conflict, drought-afflicted or acute crisis zone, only a narrower consultation will be possible, to ascertain the primary challenges facing girls in a given community that might prompt the formation of a Girls' Club.

5 Rachel Marcus, Nandini Gupta-Archer, Madeleine Darcy, and Ella Page, *GAGE Rigorous Review: Girls' Clubs, Life Skills Programmes and Girls' Well-Being Outcomes* (Gender and Adolescence: Global Evidence (GAGE), September 2017), <https://www.gage.odi.org/sites/default/files/2017-10/GAGE%20Girls%20Club%20Report%20FINAL.pdf>.

There are many factors to consider when evaluating program models, including the demographics of the community, the specific target of the intervention, local cultural norms, socioeconomic and geopolitical factors, and existing initiatives and programs offered by nongovernmental organizations (NGOs) and government. Those deeply affected by or related to the problem, especially girls, may have valuable input into the program design, so girls and boys themselves should be consulted as much as possible. Engaging leaders, local government, and parents creates community buy-in that will make the program more successful and sustainable. You might consider engaging even such seemingly unrelated segments of the community as religious and business leaders—both to get their understanding and buy-in to the program, and possibly to obtain some meaningful support, whether formal or in-kind (e.g., an offer of the use of space, transport, supplies, or volunteers). Other programs in the community should also be researched so that you are aware of existing programs or activities that may be addressing the same issues.

According to the World Bank’s Adolescent Girls Initiative’s (AGI) “Resource Guide,” Girls’ Clubs are “most appropriate in cases where there are severe supply-side social constraints; particularly relevant in conflict-affected settings with low social capital and where gender discrimination is pervasive.”⁶



Women’s Health to Wealth (WHW): The Problem and the Solution

When WomenStrong Consortium Member Women’s Health to Wealth (WHW) first began speaking with district governments and school administrators in the peri-urban areas around Kumasi, Ghana, about ways in which WHW could help local women and girls, WHW learned that many girls in these communities did not like going to school and felt uncomfortable doing so. For one thing, girls struggled at school when they were menstruating, due to the lack of sanitary hygiene products and the near-universal absence of safe, sex-segregated toilets at school. Boys, and even teachers, made fun of or bullied many girls at school. This behavior diminished the girls’ self-esteem, as they internalized many of the insults hurled at them.

Additionally, many of the girls were unable to continue in school due to financial issues, such as their families not being able to pay for school fees, uniforms, or basic school supplies. Teen pregnancy, due to sexual abuse and to a lack of sexual and reproductive health education, also led girls to drop out. Thus, WHW determined that a program was needed to help keep girls in school and to educate them about their health, self-esteem, and the value of education.



DHAN Foundation (DHAN): The Problem and the Solution

While female infanticide in India has decreased, son preference and discrimination against girl children are still common, due in part to the high “bride price,” or dowry, which a girl’s parents must pay. Despite free education provided by the Government of India to all children through grade 10, families do not always consider girls’ education to be a priority and often encourage their daughters to marry before they turn 21.⁷ Gender-based violence, often fueled by substance abuse, is another major issue for girls and women across India. In addition to compromising their safety, gender discrimination also affects girls’ health and nutrition. Men and boys are regularly given the best food in many households, leaving less nutritious food for girls and women, resulting in shockingly high anemia rates for girls (85.5 percent of girls were anemic when they joined DHAN’s Girls’ Club). WomenStrong Consortium Member DHAN Foundation (DHAN) thus saw the need for supplemental education to combat these issues and chose to root its Clubs in health education.



⁶ Adolescent Girls Initiative (AGI), “Diagnosis and Targeting” (webpage) in *Adolescent Girls Initiative: A Resource Guide* (online) (World Bank, 2015), https://www.s4ve.org/agi/html/Targeting_And_Diagnosis_Selecting_A_Program_Model.html.

⁷ The legal age for a girl to get married in India is 17; for a boy, the legal age is 21.



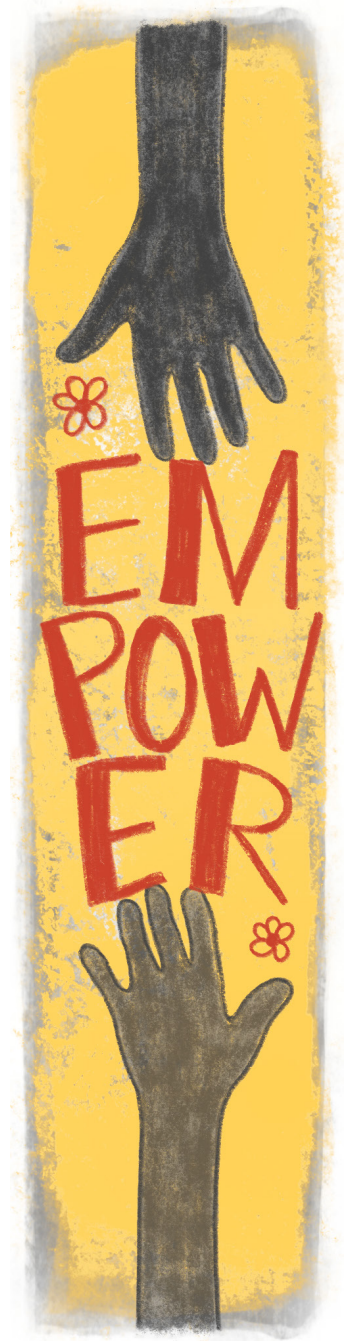
Alice Visionary Foundation Project (AVFP): The Problem and the Solution

WomenStrong Consortium Member Alice Visionary Foundation Project (AVFP)'s Girls' Clubs, called Empowerment Clubs because they serve both girls and boys, address several different issues. In Kenya, and across much of sub-Saharan Africa, talking about sex is taboo, so many young people do not know even the most basic things about sex, puberty, and reproductive health. This makes children particularly vulnerable to sexual abuse, because they do not know their rights or how to handle abuse. Additionally, in Kisumu where AVFP works, HIV/AIDS has long been rampant, with infection rates as high as 22–25 percent, leaving many children orphaned and some HIV-positive themselves.⁸ Lastly, AVFP sought to bring attention to the unique vulnerabilities of the girl child and the challenges she faces in completing school. AVFP therefore saw the need for a program to educate girls and boys about gender, sexual and reproductive health, human rights, self-confidence, leadership skills, and, together with these topics, the vital importance of education.



Haiti Outreach Pwoje Espwa (H.O.P.E.): The Problem and the Solution

Dr. Thony Voltaire, medical director of WomenStrong Consortium Member Haiti Outreach Pwoje Espwa (H.O.P.E.), was alarmed at the high local rates of teen pregnancy and girls' lack of understanding about their own bodies. Gender-based violence, the high dropout rate for adolescents from poorer families, and discrimination are also major problems in Haiti's northernmost seaside town of Borgne. These challenges for girls led H.O.P.E., in partnership with Haiti Adolescent Girls Network (HAGN), to utilize the Population Council's Girl Roster Toolkit so as to better understand the needs and vulnerabilities of girls in their communities and to identify the most at-risk girls, initially, in the town of Borgne.⁹ With the data from this survey, H.O.P.E. decided that a community-based Girls' Club program was the most effective way to meet these vulnerable girls' needs. H.O.P.E. started five Clubs in different neighborhoods in Borgne.



8 Okun Oliech, "The State of HIV AIDS in Kisumu County," *U Report*, January 30, 2017, <https://www.standardmedia.co.ke/ureport/article/2001227683/the-state-of-hiv-aids-in-kisumu-county>.

9 *The Girl Roster Toolkit* provides program managers tools and materials to identify specific populations of girls, usually vulnerable or at-risk girls, and to design more targeted programs that can meet the needs of those girls. For more information, see: Population Council, *The Girl Roster Toolkit*.

B Community Engagement and Support

Gathering support for a Girls' Club program from key community members and parents is important at each stage, from Club formation, to its management, to scaling. Support for the Club can be gathered by holding community meetings, disseminating information, conducting a training, or making house visits. In any community, the understanding and support of key stakeholder groups are critical to the Club's eventual success. Although those groups deemed essential will differ from context to context, we have identified several common critical segments of any community whose positive influence can help ensure that a new Girls' Club gets off to a good start. Additionally, GAGE finds that continued engagement and sustained outreach with these key stakeholders through meetings and trainings, such as the Positive Discipline training that AVFP runs (to be discussed below), will increase the impact and effectiveness of the Club.¹⁰

i) Parents:

Prior to the introduction of or in the early stages of a Girls' Club, it is recommended that you hold a workshop, meeting, or information session with parents, to explain the objectives and purpose of the new Club. This is important for three reasons. If parents do not understand what the Girls' Club is, they may be hesitant to let their girls (or boys) participate in the Club. Additionally, parents should know what the Girls' Club is teaching their children, in the event that girls have questions or want to share what they are learning in the Club with their parents. Finally, parents may begin to see positive changes in their girls due to the Club, so it is helpful to tell parents about the work that you are doing with their girls.

ii) Community Leaders (e.g., Civic Leaders, Business Leaders, Religious Leaders, Women's Rights Advocates):

Broader community support for your Girls' Club program is very important. Community support and understanding of the Club's objectives is especially important if the Club is sharing information about such sensitive topics as gender-based violence or sexual and reproductive health. Misunderstandings about the teaching of such topics could threaten your Club's continued operation in the community. If community support is high, this support could be leveraged into engagement and additional resources for the Club, such as the use of a community space or church, an in-kind donation, or the recruitment of community members as volunteer Facilitators or mentors.

iii) Local Government:

Support from local government is vital, especially if the Club is based in a government school. School administrators, teachers, health administrators, local politicians, and even law enforcement officers should be informed about the purpose and general content of your Girls' Clubs program so that they understand how the program can support their own work and initiatives (ensuring that the girls within their jurisdictions have the opportunity to be healthy, safe, and well-educated, with bright futures ahead of them) and, in turn, how they might support the program. A local government, school district, or health department, for instance, might be able and willing to provide supplies, funding, human resources, or other resources to the Clubs. Conversely, a lack of government support could at some point pose a threat to your Club's sustainability.

¹⁰ Marcus et al., *GAGE Rigorous Review*.

iv) Men and Boys:

Lastly, support from men and boys is essential, given that, in most of our WomenStrong settings, men tend to be the final decision-makers. In some communities, men may also be one of the biggest threats to girls' safety, so educating men about the importance of safe education and development for girls may also serve to protect girls. Additionally, boys should be educated about gender equality and encouraged to support girls. Teaching boys about gender equality and sexual and reproductive health helps boys better protect themselves and understand why they should support girls in their community.

Men and boys need not be singled out, however. Men will inevitably be involved in meetings as parents and local officials, and should be especially encouraged to attend community outreach meetings that include a broad array of community stakeholders and where their buy-in can be important in solidifying support for anchoring your Club within the community.¹¹ To win the understanding and support of boys at a coeducational school where your Girls' Club is being established, a new Girls' Club can be announced and explained as part of a school or grade-wide assembly. It is important to emphasize why girls need additional support, given the discrimination and unique challenges girls face, so that boys are not jealous or feel left out by not having their own Club.



WHW: Community Engagement and Support

WHW worked very closely with each local district government to set up its Girls' Clubs program. WHW first met with the district chief executive, as well as the relevant district officers, to explain WHW's mission and programmatic model and to learn about the challenges girls face in their district, from their perspective. WHW then signed a written partnership agreement with each district education office, and each district chief executive selected schools a) where WHW was most needed, and b) that met the following criteria, which were developed by WHW to ensure the Clubs' feasibility and effectiveness:

1. A small Junior High School (JHS) so that WHW would be able to reach at least 50 percent of the girls at the school with its Clubs program—given that WHW's maximum Club size is 30 girls, a school with no more than 60 JHS girls was determined to be ideal.¹²
2. An area where the rates of girls continuing from Primary School to JHS and from JHS to Senior High School were particularly low.
3. A school with at least one, preferably two female teachers who reside in the community.
4. The school should be close enough to Kumasi that WHW staff would easily be able to monitor and meet with Facilitators as needed.

Having the district government choose the schools ensured political buy-in from both local government and the individual schools themselves. WHW then met with the headmasters, potential Facilitators, and community leaders (anyone active in the schools, government and religious institutions, and the local sheriff), to get their support and to learn what issues they believed girls faced in their community.

11 If a separate Boys' Clubs program is planned, much of this discussion can take place in the same setting, with special attention paid to boys' own challenges during adolescence. If you are planning on setting up a coeducational Empowerment Club, you might consider explaining to those attending your community outreach meeting(s) that when delicate or sensitive subjects are addressed in the course of the Club sessions, you plan to separate the girls from the boys so that these topics can be discussed in a single-sex environment.

12 Junior High School (JHS) in Ghana is equivalent to the former junior high schools in the U.S. (grades 7-9). Students enter JHS after Primary School, spend three years in JHS, and then, if they pass their Senior High School (SHS) entrance exams, they enter SHS for another three years of secondary education.



DHAN: Community Engagement and Support

When DHAN forms new *Kalanjiam* or Self-Help Groups for women in the communities where DHAN works, it first conducts a comprehensive community survey and collects data on each member's household and family, including the ages and sex of her children.¹³ Often, women who have begun to reap some of the benefits of participating in the *Kalanjiam* will ask DHAN to start a Girls' Club so that their daughters might also have the chance to participate, learn, and grow, as they themselves have. When this happens, DHAN can be assured of community support, without which the organization will not open a new Club.



AVFP: Community Engagement and Support

AVFP engaged local and county government officials in the formation of its Empowerment Clubs. AVFP first met with the county education officer and the sub-county education officials to introduce AVFP and its mission and to explain the AVFP Empowerment Clubs model. The sub-county education official then selected a specific Kisumu education zone with challenges AVFP could address with its Empowerment Clubs. Once the specific education zone was identified, AVFP met with the zonal education official to pick the specific schools where AVFP would initiate its Empowerment Clubs. AVFP then met with those school principals and signed a memorandum of understanding (MOU) with the individual schools.

AVFP also engaged parents once the Clubs were established. Special festive celebrations are sometimes held on international commemorative days, often with mothers and daughters together, to promote closer family ties. Many women in AVFP's Group Savings and Loan (GS&L) groups noticed the impact of the Empowerment Clubs on Club members (their children), and, like DHAN's *Kalanjiam* members, asked AVFP if their own girls could join the Clubs.¹⁴ This has made AVFP's Clubs very much in demand, indicating strong community support. Additionally, AVFP conducts Positive Discipline trainings for teachers, school board of management members, and some parents, which have helped deepen their understanding of children's rights and to alter the school environment for students, including the girls in AVFP Empowerment Clubs.¹⁵



In-School Clubs, or Out-of-School Clubs?

The first key question to consider when forming Girls' Clubs is whether this will be an in-school Club (held at school, during the school day or after school, and/or with teachers from the school as Facilitators) or an out-of-school Club (held somewhere else in the community, not necessarily affiliated with or related to any school).

There are advantages and disadvantages to each type of Club. The choice of an in-school or out-of-school Club also depends on your Club's objectives and the target population you hope to reach. If your target population is out-of-school girls because these girls seem to most lack access to information and/or other resources, then clearly an in-school Club would not advance your objectives. If your objective is to help keep girls in school, then meeting during school time may be a positive incentive and might give them the critical support they need to stay in school.

13 DHAN's *Kalanjiam* are the organizing structure for its economic empowerment programs that begin by training women in savings and loans, linking them with formal banking institutions, training them in vocational skills, and lastly, providing other important information for their development, such as on nutrition and health.

14 AVFP's Group Savings and Loan (GS&L) program empowers women, organized into a group, to save and loan each other money so as to improve or start new businesses and increase their financial stability.

15 For more on Positive Discipline training, see "AVFP: Facilitator Training" and these resources: Pepa Horno Goicoechea, *Non-Violent Discipline: A Guide for Training Professionals* (Save the Children, 2008), <https://resourcecentre.savethechildren.net/library/non-violent-discipline-guide-training-professionals>; and Joan E. Durrant, *Positive Discipline in Everyday Parenting (Fourth Edition)* (Save the Children, 2016), https://resourcecentre.savethechildren.net/node/7509/pdf/pdep_2016_4th_edition.pdf.

As already discussed, when creating an in-school Girls' Club, there must be buy-in from local school administrators, teachers, and, if operating in a government school, then also from the local government. If there is support from the school where you plan to establish the Club, there can be many advantages to working with a school, including the provision of a classroom, supplies, a government-trained teacher whom you can train as a Facilitator, relatively easy recruitment of girls, and easy access to the Club for girls. However, when working in a school, the Club loses some autonomy, because the Club must work within a given school's rules and schedule. For example, the Club may be limited in time or space, due to the students' schedules and the needs of other teachers and programs. As a condition of a given school's support, the Club may also be required to do specific kinds of testing or evaluations.

With an out-of-school Girls' Club, Clubs can be more flexible and have complete autonomy. The Club can be held wherever is safest and most accessible for the girls and can take place at times when girls are most likely to attend. However, organizing a Club out-of-school requires more initial set-up work, because the organizer is starting from the beginning. This includes identifying a location, informing all relevant stakeholders, finding a convenient time, and recruiting Facilitators.

WHW: In-School Clubs

Given that one of the objectives of WHW's Girls' Clubs is to help girls stay in school, running its Clubs in school best aligns with this objective. WHW chose to establish its Clubs in school for two additional reasons: first, Ghana's public school programs are strong and well-regarded, in the sub-Saharan context; second, the Ghana Education Service recognizes both the importance of girls' education and the lack of parity in post-primary enrollments. Ghana Education Service placed a girl child coordinator in every school district, but has not provided those coordinators with the resources or curricula that would help them carry out their mandate. Therefore, girl child coordinators are predisposed to be receptive to a thoughtfully conceived, planned, and articulated program that would help the school districts retain and continue to motivate their girls.¹⁶ As mentioned above, the in-school setting brings additional support from teachers and administrators and makes the set-up and scaling of the Clubs significantly easier.



H.O.P.E.: Out-of-School Clubs

H.O.P.E.'s Clubs are neighborhood-based and serve the poorest and most vulnerable girls in the town of Borgne. Being out of school is one of the factors that make girls vulnerable, so H.O.P.E.'s Clubs are held outside of school, so as to reach those girls.

¹⁶ The Ghana Ministry of Education established the Girl Child Education Unit in 1997 and expanded this unit upon the government's embrace of the Millennium Development Goals, the third of which was to ensure gender parity in primary education. The girl child coordinator is the main official responsible for implementing this girls' education agenda. There are girl child coordinators at every level of government, down to the district level.

D Recruiting Facilitators

Recruiting dedicated, sensitive, and passionate Facilitators is essential to the success of any Girls' Club. A high dropout rate for Facilitators is not good for the program, so recruiting and maintaining trained Facilitators is very important. One way to decrease Facilitator dropout is by ensuring that the Facilitator program is "demand-driven," meaning that Facilitators see the value of the Club and actively want to participate.



"We are producing quality leaders. Maybe I will have one girl who will say, 'Mary made me like this.'

I will be part of their futures."

— Mary, a WHW Girls' Club Facilitator

Why would someone want to be a Facilitator in your Girls' Club? One way to incentivize Facilitators is through compensation. Facilitators will spend a significant amount of time mentoring and facilitating the girls, and their own socioeconomic status may make facilitation a hardship, so these issues should be considered when deciding whether or not to compensate Facilitators. However, Facilitators ultimately should be committed to their Club members' growth and success and not solely motivated by compensation.

Many Facilitators report that working with girls in their Club is very rewarding and fulfilling. As mentors to the girls, they are aware of the impact these Clubs have on the girls and thus feel mentally and emotionally "compensated" for their work. They may have participated in a similar Club when they were younger, which may motivate them to "give back" as a Facilitator; or they may wish they had been able to participate in such a program, back when they were girls or boys. Facilitators may also see the impact of this work on the community at large. WHW's female Facilitators report that their own self-confidence and public speaking have improved because of the positive environment fostered by the Girls' Clubs program.

Girls' Clubs Program Administrators should also develop criteria or basic standards that Facilitators must meet before their recruitment or hiring is finalized. These criteria might address the Facilitator's sex, geographic location, minimum education level, employment, or age. When running a Club in school, Facilitators are often teachers, who are relatively easy to recruit. When working out-of-school, Girls' Club Program Administrators may need to recruit volunteers personally or solicit nominations from the community. Facilitators could also be recruited through an application process.



WHW: Recruiting Facilitators

WHW's Facilitator recruitment was conducted within the existing school system. After preliminary meetings with school heads and district Ghana Education Service staff, where selection criteria were discussed and agreed upon, the school heads then conferred with the female staff and selected those teachers who met the criteria. The criteria for selection required that the Facilitator should: reside in the community where the Club is located; be a female teacher; and teach either English Language or Social Studies in JHS, as WHW also wanted to help the girls improve their oral and written English.¹⁷ Starting in 2015, WHW trained 85 teachers as Facilitators, with 69 of them currently still serving as Facilitators. In its third year of operation, WHW also had four male teachers assisting lead female Facilitators in four schools.

¹⁷ Living in the community is an especially important Facilitator criterion to WHW, which has found that many of the challenges and threats girls face tend to happen outside of school. Having Facilitators reside nearby means that they understand the context of the girls' lives and that in an emergency, they can intervene as needed, outside of school hours.



H.O.P.E.: Recruiting Facilitators

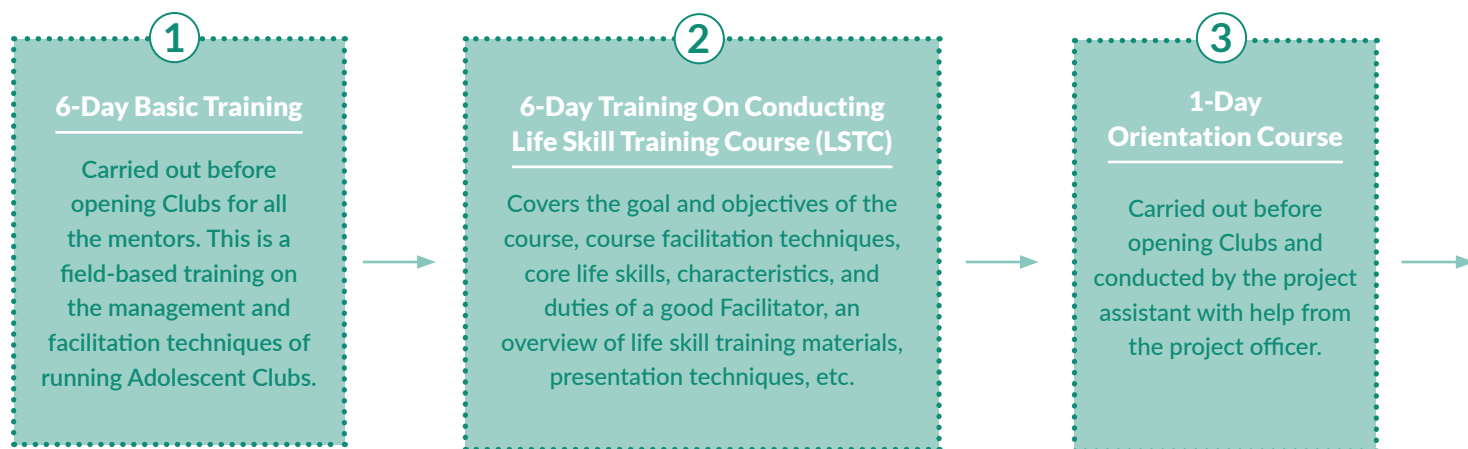
H.O.P.E. held a three-day training workshop for potential Girls' Club mentors (as Facilitators are called in H.O.P.E.'s program) a few months prior to the launch of the Clubs. Members of the commune-wide Young Adults volunteer group were invited to apply to attend the training workshop, and 70 were selected to attend. After the training, the list of candidates for Girls' Club mentors was narrowed to 15 trainees on the basis of their post-training evaluation test scores. In order to manage and evaluate these first few Girls' Clubs, H.O.P.E. chose to begin its five Clubs in and around the town of Borgne. Two of the 15 mentors who live near Borgne were selected to run those five Clubs. The other 13 mentors worked with community leaders to start 23 Clubs in the mountainous areas. Due to limited capacity, H.O.P.E. cannot directly monitor and support all of those other Clubs, but H.O.P.E. frequently checks in with and provides supplies to four of them.

E Training for Facilitators

While this Handbook is a stand-alone guide to starting and running a Girls' Club, Facilitator training is always vital to a successful Club. An initial orientation training should cover: why this Girls' Club is being established; the objectives of the Club; the role and responsibility of being a Facilitator; and an overview of the curriculum to be used. In covering the curriculum, Facilitators should be trained in how to relate to the girls during Club sessions, how to handle sensitive subjects, and how to adapt the lessons to address the needs and demographics of their girls. Furthermore, Facilitators serve as a resource for the girls during a potentially risky time in their lives, so it is important to also train the Facilitators in mentorship. Training does not replace thoughtful preparation for each lesson, though — a reality that should also be communicated at the initial Facilitator training. Refresher trainings held each month, each semester, or each term are also useful, as they afford an opportunity for Club Administrators to correct any questionable practices and may enable the Facilitators to share amongst each other, give feedback to the Administrators, and have their questions answered.

The AGI Life Skills Training Program summarizes as follows its authors' method of training the mentors who facilitate its Clubs:

AGI Life Skills Training Program's Facilitator Training Schedule ¹⁸



18 Adapted from BRAC Southern Sudan, *Adolescent Girls Initiative (AGI) Program: Operational Manual* (BRAC Southern Sudan, April 2010), 19, https://www.s4ye.org/agi/html/Implementation_Delivering_Life_Skills_Training.html.



WHW: Facilitator Training

WHW has a robust Facilitator training program that includes providing a transportation stipend and lunch during the training and meetings. If the training takes place far from the community, WHW also provides overnight housing for Facilitators. The objectives of the Facilitator training are:

- To identify and explore factors adversely affecting the education of girls in their communities;
- To explore together some possible strategies to address the issues raised;
- To orient Facilitators to WHW as an organization;
- To review and train Facilitators on the WHW Girls' Club draft curriculum; and
- To finalize timelines for the start of Girls' Clubs in their schools for the coming term.

New Facilitators go through a comprehensive four-day residential training that covers the WHW Girls' Club curriculum, as well as general training on how to relate to the girls and to create a "safe space" for them.¹⁹ New Facilitators are taken through the entire Girls' Club curriculum by existing Facilitators as if they themselves are girls in the Club. Additionally, new Facilitators are also encouraged to observe existing Clubs as much as possible, but not fewer than three times.

New and existing Facilitators participate together in a one-day training at the beginning of each term, which includes training in and a review of the curricular content. Suggestions for the improvement of activities are made at these refresher trainings.

There is also a one-day meeting at the end of every term with the lead Facilitators, to review things that occurred during the course of the semester that were positive, that may have raised questions in the Facilitators' minds, or that may have caused concern. WHW also provides any additional training it deems necessary, based on Facilitators' weekly reports submitted to WHW throughout each term.

4

1-Day Orientation Before Starting LSTC

Provides mentors with orientation on LSTC administrative issues and preparation of all the materials needed for the course.

5

1-Day LSTC Refresher, Conducted At The Midpoint Of The Course

Allows mentors to share their experiences, discuss solutions to their problems, and learn about the content for the remainder of the course. Participation is required for all mentors and is held at the mentor's branch office.

6

1-Day Refresher

Allows mentors to share their experiences managing and running Clubs and to develop solutions to problems they face. Participants include other mentors and staff.

¹⁹ A "safe space," while physically safe, also refers to a physical space or group in which girls feel comfortable talking about any issues they are dealing with, without fear of being teased, scolded, harassed, or punished.



AVFP: Facilitator Training

AVFP Facilitators, who are all school teachers, attend a training session during which they learn about AVFP, review the curriculum, and set expectations. Sometimes local Ministry of Education officials also attend the trainings, having been invited by AVFP and the school district so that they can be fully apprised of what is involved in the program and hopefully lend their encouragement and institutional buy-in. Facilitators also attend bimonthly meetings at which they discuss new ideas and activities for the Clubs and any problems or challenges that may arise.

As child abuse and corporal punishment (primarily caning) have been identified as chronic problems in Kisumu, AVFP introduced the “Positive Discipline: What It Is and How to Do it” training for teachers, interested administrators, and parents.²⁰ Eliminating corporal punishment is essential to creating a safe space for students and Club members so that they can feel free to express themselves and to ask questions without fear of a beating. Studies have also shown a correlation between the reduction of corporal punishment and the reduction of sexual violence; in this case, AVFP introduced the training, developed by Save the Children, during a particularly acute spate of sexual violence perpetrated against young girls in and around the Manyatta slums, where AVFP and WomenStrong work.²¹



2 CLUB DESIGN AND FORMATION

A Objectives of the Girls’ Club

Defining the objectives of your Girls’ Club is one of the most important steps in establishing one. The Club’s design, curriculum, target participants, recruitment methods, logistics, and evaluation methods may all differ, based on the objectives and desired outcomes for your Club.

Girls’ or Boys’ Clubs can address many different problems for girls and boys. Problems can be identified through a needs assessment and in conversations with parents, community leaders, girls, and others in the community, as discussed above in the section, “Identifying the Problem, Devising the Solution.” Then, taking into consideration your resources and capacity to address these problems, you can choose on which issues to focus in your Club, and what outcomes you hope to achieve in relation to these problems. To get you started, here are some possible objectives for a Club:

- ◇ Helping to keep girls in school
- ◇ Getting at-risk girls back in school
- ◇ Increasing girls’ self-esteem and confidence
- ◇ Preparing girls to be economically stable and successful
- ◇ Empowering girls to be leaders in their respective communities
- ◇ Filling the curricular gaps in girls’ schooling and education
- ◇ Improving girls’ overall health
- ◇ Preventing teen pregnancy
- ◇ Helping to protect girls from unsafe practices, such as child marriage or female genital mutilation
- ◇ Increasing girls’ resiliency and awareness of their rights in order to reduce gender-based violence and child abuse

²⁰ Durrant, *Positive Discipline in Everyday Parenting*.

²¹ Laetitia Antonowicz, *Too Often in Silence: A Report on School-Based Violence in West and Central Africa* (UNICEF, March 2010), https://www.unicef.org/cotedivoire/Too_often_in_silence_Report.pdf; and Lana Wells and Alina Tanasescu Turner, “Corporal Punishment and Domestic Violence: The Case for ‘Anti-Spanking’ Legislation,” *Law Now*, January 6, 2014, <http://www.lawnow.org/corporal-punishment-and-domestic-violence/>.



WHW: Objectives

One problem WHW identified was the high dropout rate for JHS girls. WHW began Girls' Clubs to teach girls the necessary skills and knowledge to keep them in school and to enable them to continue on to SHS. Through their participation in one of WHW's Girls' Clubs, WHW believes girls will:

- Improve their self-esteem
- Be confident in themselves
- Feel comfortable speaking in front of others and voicing their opinions
- Be knowledgeable about their rights
- Be and feel knowledgeable about their bodies and their health
- Be motivated to stay in school, with dreams that inspire and excite them to work hard



DHAN: Objectives

DHAN's Girls' Club objectives are to:

- Increase the overall development of adolescent girls in terms of knowledge, skills, and attitude
- Instill positive nutrition behavior
- Promote a healthy and hygienic environment
- Build confidence in girls
- Form a healthy generation of young women

To meet those objectives, DHAN's programs focus on the following five subjects: nutrition, health, sanitation, mental health, and guidance counseling regarding their future. In October 2016, DHAN added financial literacy to its curriculum, with a girls' savings group program.

DHAN also chose to establish Boys' Clubs, to accelerate social change. The objectives of the Boys' Clubs are to promote gender equity and to create awareness about the dangers of drug addiction, which fuels gender-based violence and is a serious local health problem and risk for boys and young men.



AVFP: Objectives

AVFP's Club objectives are the social, academic, emotional, mental, and physical development of in-school children, to increase resilience and to improve literacy for members of the Empowerment Clubs. Given the rampant sexual abuse and lack of sexual and reproductive health knowledge, the Club also aims to increase Club members' knowledge, so that they can be safe, understand the power of decision-making, and achieve their long-term goals.



H.O.P.E.: Objectives

H.O.P.E.'s Girls' Club objectives are for girls to be safe, protected, and prepared for a future of their choice. H.O.P.E. aims to decrease teen pregnancy and the prevalence of domestic violence among participants.

B Who Is the Target Population?

Given the objectives and goals outlined above, the target population for your Girls' Club must be articulated, as well. The first step in defining your target population is to understand the characteristics of the girls in the community where you are setting up the Club. This may have already been done in the first step of the Girls' Club formation, during the needs assessment process. There are several helpful tools that you can use to better understand the girls in a community.²²

After identifying who is in the community, in order to accomplish the previously defined objectives, you may need to narrow those to whom you plan to reach out.

Here are some questions to consider:

- ◇ Will your Club only work with girls, or also with boys?
- ◇ What age range of girls is your Club intended to reach? Will you include girls of different ages together in one Club?²³
- ◇ Are the girls you hope to recruit for the Club currently enrolled in school, or are they out of school?
- ◇ Are the girls vulnerable in some way (that is, are the majority or a sizable number of them orphaned, HIV-positive, married, pregnant, or have children)?²⁴
- ◇ Is there a geographic limit circumscribing girls' participation in your Club?
- ◇ Is there a socioeconomic class or level you would like to target for participation in the Club?
- ◇ Is the Girls' Club connected to any other programs your organization is running, such as Mothers' Clubs or Group Savings and Loan Groups? And if so, are there any criteria related to participation based on these other programs (e.g., the mother must participate in the Mothers' Club in order for the daughter to participate in the Girls' Club)?



DHAN: Target Population

Girls in DHAN's Clubs are aged 10–18 and range from grades 6–12. All of the girls are in school, due to the Indian government's robust school system that provides free education, books, lunch, and transportation to and from school through 10th grade. DHAN's Girls' Clubs grew out of their mothers' *Kalanjiam*, or Self-Help Groups, at the request of the women in the group, who wanted the same for their daughters. While having a mother in a *Kalanjiam* is not a prerequisite to becoming a Girls' Club member, approximately 80 percent of Girls' Club members do have mothers in a *Kalanjiam*. For DHAN's Boys' Clubs, boys aged 10–17 are eligible.

Another important point to consider when defining the target population for the Club is to ensure that the Club is “demand-driven,” meaning that it is something the target population would demand or want. Again, the Club must be something that meets a critical need in the community. Once your participants have been selected, therefore, consider whether a Girls' Club is something the participants you have chosen would want or demand. Why would the girls or boys whom you hope will choose to participate decide to join the Club? Will the benefits of participating be apparent to them?

²² See footnote 3 for more needs assessment tools.

²³ It is highly recommended to begin your Girls' Club with girls as young as possible. As a girl child ages into an adolescent girl, she will face many challenges and become more vulnerable. A Girls' Club can provide much needed support and valuable resources and knowledge to its members, so starting the Club as young as possible can ease that transition and protect those girls.

²⁴ These vulnerabilities must be addressed in your Club's program design, such as by providing transportation, childcare, and/or additional medical care.



AVFP: Target Population

The criteria for participation in AVFP's Empowerment Clubs are that the adolescent should be between the ages of 10–16, must be a registered student at the school, and must be particularly vulnerable in some way.²⁵ All participating schools have significant populations of vulnerable students. AVFP accepts both girls and boys but usually holds the Empowerment Clubs' sessions separately, especially when covering sensitive topics.



H.O.P.E.: Target Population

H.O.P.E.'s Girls' Clubs target Borgne's most vulnerable girls ages 10–24, including girls who are out of school, are orphaned, and/or have only one parent. Given that H.O.P.E.'s Girls' Clubs program is still in its pilot phase, all the girls live in or near to the town of Borgne so that they can easily access the Club.



Recruiting Girls

Girls who fit into the target population profile developed above should be recruited for the Club. In general, Girls' Clubs tend to have 20–40 girls. Yours can be any size, depending on the level of personal attention you would like to provide to the girls and the number you believe is critical for ensuring lively sessions and high morale. Either Club Program Administrators or Facilitators are responsible for recruiting girls to join the Club.

Recruitment methods include:

- ◇ Conversations with individual girls (this works best if the recruiter, likely the Facilitator, is from the community and personally knows at least some of the girls in the community)
- ◇ An information session about the Girls' Club, to explain to potential Club members the purpose of the Club and what they will do in the Club, should they choose to join
- ◇ Visiting house-to-house, to inform individual households about the Girls' Club and to ask whether there might be any girls in the community whom you might not be aware of, who might be part of your target population, and who would like to join the Club (local norms and safety should be considered for this method)
- ◇ Enlisting community leaders and influencers to spread the word about the Club
- ◇ Advertising on posters, local radio, or whatever local forms of information dissemination are known to be successful in reaching ordinary community members and households

As the Club Facilitator, you must also decide when girls can join the Club: At the beginning only? At the start of a new semester? Anytime? This depends on the structure of your curriculum, as well as on other processes your Club (and the school, if your Club is school-based) may have in place. The curriculum in this Handbook is organized in modules that can be taught separately, meaning that no single lesson is dependent on the others. Thus, girls can join a Club using this Handbook's curriculum at any time, because they will not have missed prerequisite lessons.

As mentioned above, the reasons why a girl might join the Club should also be considered when recruiting. Girls may want to join because they are genuinely interested in learning about the Club's curricular topics. They may want to join because someone they respect, such as a teacher, parent, community leader, or enrolled friend, has already invited them. They may think the Club sounds like fun and promotes friendship. Whatever the reason, for the Club to be sustainable, the Club must be an activity in which girls are eager to participate.

25 "Vulnerable" for AVFP can be defined as children who are HIV-positive, orphaned (defined as having lost at least one parent), low-income, those who live in abusive, violent, or unhappy homes or who have a history of behavioral problems in school.



H.O.P.E.: Recruiting Girls

H.O.P.E.'s potential Girls' Club participants were identified based on the results of the Girl Roster survey, which aids in identifying "vulnerable" girls, as discussed above. The Girls' Club Program Coordinator visited these girls' homes to explain the program to parents and to invite them to an orientation meeting. At the orientation meeting, parents and guardians learned more about the program and gave permission for their girls to participate. Girls were divided into three age groups: 10–12; 13–18; and 18–24 (this group is for women with children). Each group of about 25 members of a similar age then became an official "Girls' Club."



AVFP: Recruiting Girls

AVFP runs its Girls' Clubs through schools, so the primary recruitment method is through teachers and school principals. The Club Facilitators present the Girls' Club program to other teachers at the school and explain the criteria for participation.²⁶ Then the teachers select students from their class roster whom they consider "vulnerable" and submit those names to the school principal. The principal verifies that the students do in fact meet the "vulnerable" criteria. Lastly, students are notified of their selection. AVFP's Empowerment Clubs are very popular, and many students wish to join. This recruitment method was created to ensure that AVFP's Clubs are of manageable size.

D Logistics

Realistic and locally specific logistics for your Club are vital to its success. When deciding on the time, location, and length of your regular Club sessions, consider the resources available, the local context, and the constraints (physically, geographically, safety- and transportation-wise, and financially) the girls may face in participating in the Club.

i) A Safe Location:

First and foremost, the Club must meet somewhere that is safe for all of its members. A safe location is one where girls can get there and back without having to take unsafe transport or pass through dangerous neighborhoods. The Club must also be held at an hour when it is safe for the girls (or boys) to travel and at a place where girls feel safe speaking openly and freely. Additionally, the location should be covered and protected from bad weather, with enough space for all the girls. For in-school programs, this will likely be a classroom; for out-of-school programs, this could be a community center, religious space, or even a protected outdoor space (one of DHAN Foundation's Girls' Clubs takes place in a cul-de-sac!).²⁷

ii) Length of Session:

The curriculum in this Handbook is designed such that each lesson takes 60 minutes.²⁸ Depending on the age and energy level of your girls, 10–15 minutes at the beginning of each session may be necessary, to gather the girls and to get them settled in their seats. Thus, up to 90 minutes may be optimal for a single session, including teaching time and management of the girls.²⁹

26 See "Target Population."

27 Finding a safe and amply large location may be a constraint for some programs. For in-school Clubs, classrooms may be in short supply and may lead to the Clubs being held before or after school. For out-of-school Clubs, finding a safe space may be limited by the community's support or by the local safety situation, such as in a conflict or post-conflict zone or a refugee camp.

28 Some Facilitators report that complicated subjects may take more than 60 minutes and could readily be split into two lessons or sessions. If you find this as well, and if at all possible, feel free to divide the lesson into two.





29 Particularly for in-school Clubs that meet during the school day, a session's length will likely be restricted by the amount of time allotted by the school. For example, the schools where AVFP operates its Clubs only allow 40 minutes per session; as this is not enough time to complete the full lesson, these Clubs often take more sessions to complete a lesson or chapter than originally designed. Of course, if your time is limited by a school schedule, competing need for the space, or other factors, you can adjust the number and length of your warm-ups and other activities to suit the context in which you find yourself.

iii) Time:

Ideally, Girls' Club sessions should be held at a time when the girls do not have classes and are not too tired. For in-school Clubs, most students tend to be exhausted by the end of the school day. Some schools have free periods or break times in the middle of the day, which is an ideal time to hold a session for in-school Clubs. As mentioned above, the Clubs should take place during a time of day when it is safe for girls to travel to and from the Club.

iv) Frequency:

Girls' Clubs can meet as often or as infrequently as needed, or as will work, given your local context. Some Clubs meet once per week, which provides continued support to vulnerable girls. For Clubs with girls in more stable situations, once a month may be enough. Some Clubs, such as AVFP's Teens' Clubs or WHW's Adolescent Reproductive Health Forum (both designed for high school students), only meet a few times per year, usually during their long boarding school vacations. The information and lessons in this Handbook are designed for Clubs that meet regularly (once per week to once per month).

Girls' Club Logistics at WomenStrong Consortium Member Clubs			
 WHW (Ghana)	 DHAN (India)	 AVFP (Kenya)	 H.O.P.E. (Haiti)
Meets: In school	Meets: Out of school	Meets: In school	Meets: Out of school
Location: Classroom	Location: Public places, such as in a cul-de-sac or a rented space	Location: Classroom	Location: Church
Session Length: 90 minutes, giving girls time to gather and settle down; the lessons take 60 minutes to complete	Session Length: 90 minutes	Session Length: 40 minutes ³⁰	Session Length: 90 minutes
Time: During a free period in the school day	Time: Varies	Time: During the school day, in the afternoon	Time: Friday, Saturday, or Sunday
Frequency: Once per week during the school semester, for 10 weeks	Frequency: Once per month	Frequency: Once per week	Frequency: Once per week

³⁰ As mentioned above, the school only allotted its standard academic period length of 40 minutes to AVFP's Club sessions; however, Facilitators report that this is not enough time to complete each week's lesson.

E Suggested Materials

All Clubs can be customized depending on the resources available, and all lessons can be carried out even without the suggested materials. For this curriculum, it is suggested that each girl have a pen or pencil and a notebook or journal to use throughout the term. Ideally, the Facilitator should have:

- ◇ Chalkboard and chalk
- ◇ Sheets of large paper (such as flipchart paper) that can be attached to a wall or chalkboard
- ◇ Notebooks or paper for each girl
- ◇ A4 (or 8.5"x11") sheets of paper
- ◇ Tape, paste, string, or some kind of adhesive
- ◇ Markers or thick pens for Facilitator
- ◇ Pen or pencil for each girl
- ◇ Colored pencils, crayons, pens, or markers
- ◇ Erasers
- ◇ Pencil sharpener(s)
- ◇ Ruler
- ◇ A pair of scissors
- ◇ Ball, rock, or other small object that can be held in hand (this is used for activities to encourage all girls to share)
- ◇ A large plastic container with a lid, for storing and preserving these supplies for Club use

If resources allow, technology can also be incorporated in your Club. Mobile phones can be used to connect the girls between Club sessions and to communicate important reminders and messages to the girls.

F Budgeting

A budget should be created for your Girls' Club that includes all items you anticipate will be needed in the course of the term or year. These items could be purchased by the Club if there is funding available, or they could be obtained through partner or parent donations, community contributions, or provided by the school. Some items that may be included in the budget are:

- ◇ Facilitator compensation or stipend (e.g., for transportation, refreshments during trainings, etc.)
- ◇ Supplies
- ◇ Rewards for the girls or boys, if applicable ³¹
- ◇ Snacks and drinks for the Club
- ◇ Possible trainings, as desired or needed
- ◇ Space rental, as needed
- ◇ Transportation to/from a special outing, as appropriate



3 MANAGEMENT OF THE CLUB

A Preparing for Each Session

At least one week prior to each session of the Girls' Club, you should begin re-reading the lesson plan for the next session, to ensure that you understand the content, are familiar with the suggested activities, and have all the materials you may need to execute that particular lesson plan. Other Facilitators report that they also use that time to customize the lessons, based on the interests and needs of their specific girls. As long as the content

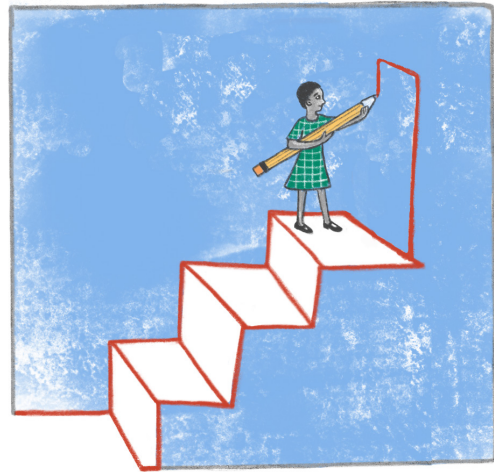
³¹ For example, WHW uses the Social Capital Credits program (see Part II: Chapter 15) to incentivize positive behavioral change in its girls, such as good school attendance or high grades. Through such good behavior or performance, the girls can "earn" such desired goods or "rewards" as school supplies, school uniforms, or a sanitary kit prepared by WHW that includes essential hygiene items (underwear, toothbrush, and sanitary pads).

is taught accurately, the specific activities and methods for teaching are open to customization. For newer Facilitators, you may wish to stick to the original lesson plans until you feel comfortable with the material. WHW Facilitators report spending 60–90 minutes each week preparing for their lessons.

Contingency plans for Facilitators when they have to miss Club sessions should also be created. Some Clubs have two Facilitators, one primary and one secondary, and other Clubs have a back-up Facilitator or Club Administrator who is prepared to step in, if needed. If no Facilitator is available to fill in, care must be taken to communicate to the girls that their session has been cancelled, given that some girls may travel or forgo other activities to attend the Club.

B Selecting Club Leaders

To encourage leadership and increase self-esteem, many Clubs have girl leaders, who can be helpful to the Facilitator in running the Club and managing the group of girls. The exact duties of Club leaders and the positions they hold can be determined by the Club Facilitator or by the girls themselves. A Club leader can help organize sessions, gather and settle girls for a Club session, take attendance, lead songs or dances, manage supplies, and even lead the Club. Girls can elect their own Club leaders, or the Facilitator can choose them.³²



WHW: Club Leaders

In WHW’s Clubs, five girls are elected to be President, Secretary, Treasurer, and two additional supporting members of the Club, and they serve in those positions for two years. The President of the Club starts all Club sessions with the “opening greeting/song” and ends it with the “goodbye song.” The President also conducts sessions in the absence of the Facilitator, or assists the Facilitator with sessions and plans community-building activities with other Club leaders. The Club Secretary assists the Facilitator with roll call and the marking of the attendance register, supports the Facilitator with record-keeping (compiled from menstrual cards and Social Capital Credits [SoCCs] cards), keeps records of special activities such as health visits, excursions, and visitors, and generates information on Club activities to be shared with members and nonmembers alike.³³ The Treasurer keeps records of the Club’s assets and is responsible for bringing the Club supplies box to and from Club sessions. The two supporting members are responsible for getting the girls to Club sessions on time, keeping order during sessions as needed, helping the Facilitator and Secretary share materials during Club sessions, and sharing information on Club activities with other students at the school. In honor of their hard work, these five girls are awarded 10 SoCCs points each at the end of each term if they perform their duties satisfactorily. On exiting the Club when the girls graduate JHS, they also receive a special certificate of service and a badge of honor.

³² Indeed, these are exactly the roles played by the girl leaders in WHW’s Clubs, who are elected by each Club’s membership at the start of the term.

³³ For more information about SoCCs, SoCCs cards, and SoCCs points, see Part II: Lesson 15C on Social Capital Credits.



DHAN: Club Leaders

DHAN's Girls' Clubs are run by their Club leaders, who play a central role in DHAN's Girls' Club program. Each DHAN Club elects three leaders from among its members: President, Treasurer, and Secretary. The President is responsible for presiding over Club sessions, the Treasurer keeps Club minutes, and the Secretary relays messages and other information to the members. DHAN invites these girl leaders to its Girls' Leadership Forum, where they meet together with all the girl leaders across the region.³⁴ Girls learn about their Club responsibilities, the subjects to be covered in the Club, peer mentorship, and public speaking. Each Club leader is responsible for that Club's lessons and activities in two of the Clubs' six areas of focus: health, nutrition, hygiene, sanitation, mental health, and guidance/career counseling. Trainings on these topics are led by DHAN health associates, all longtime *Kalanjiam* participants who have been trained in all six of these areas. Ideally, for peer-to-peer mentoring and Club sustainability, two of the Club leaders would be between the ages of 14 and 16, with one girl over the age of 16.

Like the Girls' Clubs, DHAN's Boys' Clubs also have a President, Treasurer, and Secretary. These leaders undergo a smaller training program, with different topical focus areas, given their slightly different objectives.



AVFP: Club Leaders

AVFP's Club leaders are Club graduates who act as mentors to current Club members. AVFP has two tiers of mentorship for their two Clubs: the Empowerment Clubs for ages 8–13 and the Teens' Clubs for ages 13–19. Graduates of AVFP's Teens' Club have the opportunity to serve as mentors and leaders in the Teens' Club. They are responsible for mentoring the current Teens' Club girls, answering the often embarrassing or sensitive questions from the Club's anonymous Questions Box, and sometimes also visiting their former Empowerment Clubs as motivational speakers. The criteria to be a Mentor in the Teens' Club include: being a graduate of the Teens' Club; passing one's primary and high school examinations; attending college; being well-spoken and expressive; and being eager to attend Teens' Club sessions and to share and learn with other girls. The Mentors are chosen based on meeting these criteria, expressing interest in being a Mentor, and having demonstrated confidence when they were Teens' Club members. Once chosen, the Mentors meet with AVFP staff and go through a mentorship training.³⁵

C Having Fun!

It is important to remember that girls are children who not only need to play, but who also learn through play. Given the often serious content of the curriculum, it is important to communicate this content in fun and creative ways, as many of the activities suggested in this Handbook do. Whether the topic is intrinsically funny or potentially embarrassing, or when the girls seem stressed or distracted, perhaps by intense exam preparation or by having sat still all day in a particularly hot classroom, the girls should know that their Girls' Club time is special and will afford them the opportunity to share, learn, and have fun.

When things seem particularly stressful, it can be helpful to be a bit spontaneous! You might consider taking the girls outside, playing a game, or changing your activity plan so that the girls have an opportunity to relax and play. You may find that sometimes Club discussions are freer, livelier, and franker, when you are all doing something together that is fun and that requires part of the girls' attention.

³⁴ Over the last two years, DHAN has held six peer educator and leadership trainings for 1,523 adolescent girls.

³⁵ AVFP uses the following training guide: Karen Austrian and Dennitah Ghatai, *Girl-Centered Program Design: A Toolkit to Develop, Strengthen, and Expand Adolescent Girls Programs* (Population Council, 2010), <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>.

Another way to ensure that the girls have some relaxation time together is to schedule and plan such times. These might be planned for after school, before school, over the weekend (if there is a safe place to gather, and if transport is not too costly), or on special commemorative days that can be fun to celebrate together, while giving you the chance to impart certain information.

For such before-school, after-school, or weekend playtime, you might consider organizing a game of football, holding a songfest or dance festival, taking a trip to a local attraction the girls have chosen (possibly by voting), or presenting some of their songs, dances, a skit, or an art show to the school community or to a wider community.³⁶

D Observing Special Commemorative Days

Throughout the year, there are a number of commemorative days related to girls' rights and girls' health that you may wish to observe, such as:



- ◇ **January 31:** Street Children's Day
- ◇ **February 12:** Sexual and Reproductive Health Awareness Day
- ◇ **February 20:** World Day of Social Justice
- ◇ **March 8:** International Women's Day
- ◇ **April 22:** Earth Day
- ◇ **May 28:** International Menstruation Day
- ◇ **June 1:** Children's Day
- ◇ **September 8:** World Literacy Day
- ◇ **October 11:** International Day of the Girl Child
- ◇ **November 19:** World Toilet Day
- ◇ **November 25:** International Day for the Elimination of Violence Against Women
- ◇ **December 1:** World AIDS Day
- ◇ **December 10:** Human Rights Day

These days are an opportunity for the girls to connect with the global community on a specific issue, enabling them to feel part of a larger movement beyond themselves. Commemorative days also help raise awareness regarding the featured issue within the community. These occasions also give the girls an opportunity to show their peers, teachers, parents, and the community some of the things they have been learning and to demonstrate their leadership skills. As examples, Table 3 below describes how WomenStrong Consortium Member Girls' Clubs celebrated the International Day of the Girl Child in 2016.

³⁶ If you and your Club members choose to prepare a presentation about what the girls are learning either for the school or the community, this, too, could be a fun undertaking that might include preparing artwork (or songs or dances or a skit) during a brief portion of each session over a number of weeks.

INTERNATIONAL DAY OF THE GIRL CHILD

Activities by WomenStrong Consortium Members, 2016



WHW

On International Day of the Girl Child on October 11, 2016, WHW's Girls' Clubs held special school assemblies at which Club members spoke about the importance of girls' education, participated in school and community trash collection, marched through their community with songs and chants about girls' rights, and made announcements on the community PA (public address) speaker system in support of girls' rights and education.



DHAN

DHAN gathered all 7,000+ of its Girls' Club participants together for a large celebration in honor of Girls' Day. DHAN also launched its new Girls Savings Program to teach girls financial literacy and to instill in them positive financial behavior, even at this early moment in their lives. Girls danced and sang, too!



AVFP

AVFP brought together three different Clubs for a special assembly, after which Club members broke into small groups, where they discussed some of the challenges they face and brainstormed their own solutions to those challenges. Facilitators introduced Club members to the Sustainable Development Goals and to essential human rights principles, including their rights as children. The children then did a body-mapping exercise, sang, danced, and ate lunch together.³⁷



H.O.P.E.

In honor of International Day of the Girl Child, H.O.P.E. brought together 50 adolescent girls and their parents to launch its new Girls' Clubs program, called *Espas Pa'm*, or "A Space of My Own." Parents and girls learned about H.O.P.E.'s plans for the Clubs, what kinds of activities they would be doing, and what kinds of information would be shared during Club time. This event was used to create excitement around the new program, which, as the newest WomenStrong Girls' Club program, officially began the following year, in January 2017.

E Support for Girls Beyond the Club

Some of the girls you are working with may need additional support beyond Club hours. Some girls may simply want to stay after the Club session to talk, if they have something particular on their minds, while others may want to come back outside of school hours, to have a chance to sit down with the Facilitator in private. Simply being available supports the girls, who then know there is a trusted adult to whom they can turn, in a moment of need. It is ideal if the Facilitator lives in the community, close to the school so that the girls know where to reach her/him and can visit them in the evenings or over the weekend, should the need arise.

³⁷ Body-mapping is a way of expressing oneself artistically by representing aspects, facts, and/or keepsakes one wants to share on a tracing of one's body (or head and shoulders), either through painting, drawing, collage, or mixed media.

Peer or community mentors may also help provide this additional needed support. Obviously, as a teacher or Girls' Club Facilitator, you have your own life and family and cannot always be available to the girls when emergencies or needs for a private conversation arise. It makes sense, therefore, for those girls most in need of such outside consultations to have the name(s) of one or more of those mentors. Well in advance of sharing anyone's contact information, you will need to secure the permission of any peer or community mentors willing to serve this important function on an as-needed basis; you should also take the time to orient these thoughtful volunteers about the purpose and work of the Club, including an overview of the topics covered and some sense of the issues concerning your girls, so that they can be prepared, should they be called upon by a girl in crisis. If there are helplines or mobile phone applications for adolescent girls or for people experiencing specific issues, those resources should also be shared with girls, if they have access to a phone or smartphone.

Missing multiple days or weeks of school is usually a sign that the girl is at risk in some way. She may simply lack funds for sanitary pads and feel she needs to stay home during her period, or her absence may be due to pregnancy, illness, or death in her family, abuse, or financial hardship. If a girl is absent often, or for several days consecutively, it is recommended that you try to figure out what is happening with her, and support her, if appropriate. This could mean visiting her home, calling her or her parents, notifying the principal at her school or other community leaders. You should judge what is culturally appropriate and safe for you and the girl.

WHW: Support for Girls

One of the main objectives of WHW's Girls' Clubs is to keep girls in school. When a girl has been absent from school for several days, the Facilitator often goes to the girl's house to see how the girl is doing. The Facilitator may have some idea of what is going on with the girl based on her menstrual cycle tracker, or from information from other students or peers. In several cases, a Facilitator, with the support of WHW staff, has counseled girls to come back to school after getting pregnant or having a child. The Facilitator will speak with the girl about her future and explain to her that even with a child, her education will be her most important tool for realizing her dreams.

DHAN: Support for Girls

Keeping girls in school is not a major problem where DHAN works, because it is compulsory by law for girls to complete 10 grades of school. However, DHAN does provide counseling to parents of anemic girls. DHAN health associates visit the households of each anemic girl, educate her family on the causes of anemia and its impact, and offer counseling on iron/folic acid and nutrition, including tips for recipe preparation.

Working with Other Clubs

Girls often enjoy casual competition with other Clubs and meeting other girls from nearby areas. When possible, coordinating activities among Clubs, such as a football match or advocacy march, is a great way to encourage bonding and community for the girls, beyond their own Club.



WHW: Working with Other Clubs

WHW's 34 Girls' Clubs often compete through football matches. This is a fun and safe way for girls to get out of their own communities, meet new girls, exercise, and compete! Sports also build self-esteem, promote a healthy lifestyle, and teach teamwork. The Girls' Clubs provide transportation for the girls to the other communities where they play their matches, usually on Friday afternoons, when they have free periods at school.



AVFP: Working with Other Clubs

AVFP's Clubs, which take place in three different schools in the same informal Kisumu settlement and one in the rural area, come together to celebrate special events, such as the International Day of the Girl Child, International Day of Menses, or Mother-Daughter Day. For Mother-Daughter Day, AVFP brings the Club members and their mothers together for a picnic, presentations on sexual and reproductive health, and some interactive exercises where they have the (sometimes rare) opportunity to speak frankly to each other. Club members enjoy meeting each other, and their anticipation and the excitement of preparing for these gatherings creates a lively and festive atmosphere for those special days.



Building Partnerships

Another way to enhance the Club experience is for the girls to have the opportunity to work when possible with partner schools, organizations, or government agencies. These other organizations may have additional resources, knowledge, or skills that could enrich the subjects you are teaching and boost girls' communications and relationship skills. However, it is important that these partners be trained appropriately before they begin to work with girls in your community and that they be informed of any unique characteristics of your participants (e.g., poverty, a disability, a recent or traumatic death in the family, etc.).

One important focus of many Girls' Clubs is health. This is an area where numerous partners can provide additional resources and support. Working with local health care providers, government health ministries, and/or health-focused NGOs can greatly enhance the health outcomes of the girls in your Club. In some cases, health issues may negatively impact girls' school or Club attendance, making it an even more important issue to address. To avail your Club of health partners, it is first important to identify your girls' health needs. After that, the Club Administrator or Facilitator can reach out to the relevant local organizations, to see whether they might be open to collaborating. Health care providers or NGOs can conduct health screenings for such common issues as anemia and sexually transmitted infections (STIs) for girls in your community or can even provide immediate care, such as administering pregnancy tests, medications, or eye or dental exams. Health partners can also provide more detailed health education and even health care products, such as toothbrushes or sanitary pads, to your Club. Even if health is not a major focus of your Club, health-related emergencies may occur, so it is important that each Facilitator knows where they can refer girls, if they need medical attention.



WHW: Partnerships

WHW receives a lot of support from local government and schools, as demonstrated by the organization's close collaboration with the school districts in forming the Clubs. As the district administrators began seeing the positive impact of WHW's Girls' Clubs, they asked WHW to expand into other schools, and more districts began requesting Clubs. WHW wanted to expand, but had limited staff, so it asked the government for additional support from the district government's girl child coordinators. The girl child coordinators agreed and participated in WHW's Facilitators' training, to be better prepared to support the Clubs. They now provide monitoring and evaluation support to WHW by visiting each Club in their district once a month and reporting back to WHW.³⁸

WHW also utilizes many partnerships to meet the health needs of the girls in their Clubs. WHW receives sanitary pads and toothbrushes from AmeriCares, a U.S.-based nonprofit that distributes surplus medicines and medical supplies worldwide. Given the high prevalence of teen pregnancy and STIs borne by the girls in WHW Club communities, WHW formed a relationship with Marie Stopes International, a sexual and reproductive health NGO that provides pregnancy counseling, abortion services, and prenatal care at low to no cost. WHW even arranged for teams of local opticians and dentists to travel to its Girls' Club schools, to (respectively) screen the girls' vision, perform refractions, teach the girls about dental hygiene, and conduct dental cleanings.



DHAN: Partnerships

One of the first activities for any new DHAN Girls' Club is an anemia screening, which is conducted by DHAN health associates. This provides DHAN with robust data on anemia rates of the girls in their Clubs, making it possible for DHAN to ensure that those girls with worrisome levels of anemia are able to obtain quickly the appropriate medication and counseling. Given the high rate of anemia among Club members (85 percent of girls who joined WomenStrong's and DHAN's initial Clubs), DHAN wanted to provide iron and folic acid tablets to the girls. Government schools provide these free of charge, so DHAN contacted the local government schools, informed them about those girls in need of the supplements, and the schools then confirmed that the girls were taking the tablets. For girls in private schools or out of school, DHAN acquired the supplements from government hospitals, which DHAN then distributed directly to the girls.



H.O.P.E.: Partnerships

H.O.P.E.'s Clubs are run in partnership with the Haiti Adolescent Girls Network (HAGN). With an introduction and support from WomenStrong and the New York-based Population Council, and after a Girl Roster workshop and training session in Haiti's capital led by the Population Council and attended by H.O.P.E.'s leadership, H.O.P.E. implemented the Girl Roster Toolkit and Girl Roster Survey in the town of Borgne and submitted the data to HAGN and the Population Council, which returned the analyzed data to H.O.P.E., along with a HAGN-customized curriculum in Haitian *kreyol* that is tailored to the girls' identified needs.

38 See the next section, "Record-Keeping, Monitoring, and Evaluation," for more information about WHW's monitoring and evaluation practices.

Record-Keeping, Monitoring, and Evaluation

Record-keeping, monitoring, and evaluation are important in measuring the accomplishments of your Club, as well as areas for improvement. As the Facilitator, understanding how your Club may have affected participants will allow you to see what you are doing well, what can be improved, and the important difference you are making in the girls' lives. Funders, partners, and community members may also ask to see this information, so it is important to keep as much data as possible. Doing so, though, does not need to be complicated!

A roster of all girls in the Club should be kept in a single notebook. The following basic information should be recorded when a girl joins the Club: name, grade in school (if in school), date of birth, date she joined the Club, age at the time of joining, and comments (if needed). Additional data may be collected throughout the Club term, including attendance and school grades. Finally, given that the girls are learning about their own reproductive health, you should assist them in tracking their menstrual cycles. This will help the girls better understand their reproductive health, get to know and respect their own bodies, and will allow you to verify whether a particular girl may be pregnant or why she may be absent from school at a particular time of the month. As mentioned above, tracking attendance and menstrual cycles helps the Facilitator to identify at-risk girls, to follow up with them at home, and to understand how the Club might be able to support them.

WHW: Monitoring and Evaluation

WHW has a robust reporting system in place that provides it with information about the strengths and weaknesses of its Girls' Club program. Each week, Facilitators submit a report to WHW program staff. This report includes data on attendance, any changes to Club membership, the session covered, any issues with girls' menses or health, and the spending report for the Clubs' Social Capital Credits program (SoCCs). This information is used in WHW's grant reporting to donors and informs the end-of-term training that WHW conducts with Facilitators.

Additionally, given WHW's strong relationship with the district ministries of education, the district girl child coordinators assist in the monthly monitoring of the Clubs. As previously mentioned, the girl child coordinators visit each Club in their district at least once during the month and then submit a report to WHW that, very much like the Facilitator's own reporting, provides data on attendance, changes in Club membership, issues with girls' menstruation or health, and any other challenges and comments they may observe or hear about from girls, teachers, or administrators.

WHW is tracking the following concrete outcomes from the Girls' Clubs:

- increased school attendance
- increased grades and test scores
- increased number of girls continuing on to SHS
- decreased number of girls dropping out of JHS
- decreased days of school missed due to illness
- increased number of girls taking on leadership roles in their classes, school, family, and/or community
- increased participation (raising hand, speaking up in class, etc.) on the part of girls in the classroom, in the course of the normal school day

In addition to this basic record-keeping used for Club management, evaluation of the Club is also useful. This impact data could be gathered by measuring change in girls' knowledge, attitudes, and practices. This can be measured with pre- and post-tests before and after each lesson, each chapter, each term, each year, or over the course of a girl's participation in the Club.

Some common impact indicators for your Girls' Club that can be measured through surveys or interviews are:³⁹

- ◇ Girls' confidence about participating in class discussion and answering questions
- ◇ Girls' knowledge of their rights and of what to do if their rights are not being respected
- ◇ The degree of positive change in girls' participation in public life, including by assessing their relative comfort appearing in public spaces
- ◇ Opportunities available for girls to network with peers
- ◇ Girls' participation in decision-making processes (particularly those related to her rights), at the household, school, and community levels
- ◇ Girls' access to services available in the community
- ◇ Degree of change in the school and learning environments (i.e., gender-equitable learning opportunities and safer, girl-friendly school environments)
- ◇ Girls' ability to articulate issues and barriers they face
- ◇ Girls' meaningful and consistent participation in civic action
- ◇ Equitable allocation of resources and workload at home, especially in comparison to boys
- ◇ Improved education outcomes, retention, and progression through the education cycle
- ◇ Awareness of gender-based violence and mechanisms for redress/prevention⁴⁰



39 A few useful monitoring and evaluation guides include: Gerison Lansdown and Claire O'Kane, *A Toolkit for Monitoring and Evaluating Children's Participation: A 10-Step Guide to Monitoring and Evaluating Children's Participation. Booklet 4* (London: Save the Children, 2014), <https://resourcecentre.savethechildren.net/document-collections/toolkit-monitoring-and-evaluating-childrens-participation>; Corinne Davey, *Girl Safety Toolkit: A Resource for Practitioners* (Girl Hub), 83–103, <http://www.viva.org/wp-content/uploads/2017/10/Girl-safety-toolkit.pdf>; and Youth Scotland and Evaluation Support Scotland, *Measuring Outcomes 2* (Edinburgh: Youth Scotland), http://www.youthworkessentials.org/media/51546/measuring_outcomes_lres.pdf.

40 FHI 360, "Girl-Centered Programming: What Are We Really Doing?" FHI 360 on behalf of Interagency Youth Working Group, USAID, 2013, <http://www.youthpower.org/resources/girl-centered-programming-what-are-we-really-doing-summary-recommendations-promising-programs-resources-and-tools-shared>.



DHAN: Monitoring and Evaluation

Health is the core focus of DHAN's Girls' Clubs, so baseline health screenings are conducted when girls join a Club. As mentioned, of all the girls screened for DHAN Girls' Clubs at their inception, 85 percent were shown to have some level of anemia. DHAN was able to conduct these screenings itself because it runs a comprehensive health program, maintains and trains health care staff, and collaborates closely with the public health service, to which it refers the most severe cases. Other Clubs might need a health partner (whether from the public, nonprofit, or private sectors) in order to conduct this kind of screening.

DHAN also uses Knowledge, Attitude, and Practice (KAP) surveys to measure behavior change and knowledge education in their Clubs, each with its own set of indicators to measure these outcomes.



AVFP: Monitoring and Evaluation

AVFP conducts pre- and post-tests for each year that help the organization evaluate "key takeaways." Because AVFP's Clubs are schools-based, these kinds of direct learning indicators are important for securing continued school support. AVFP also tracks Club members' performance on national standardized tests, as indicators of girls' academic prowess, progress, and changes over time in their levels of confidence. AVFP also tracks Club attendance and any additional leadership roles Club members take on outside the Club.



4

CONCLUSION

This **Girls' Club Start-Up Guide** is intended to help you think through the most important aspects of your Girls' Clubs as you are in the process of setting up your program. The examples provided for each aspect demonstrate how WomenStrong Consortium Members customized their Clubs based on their resources, context, local partners, government support, and, most importantly, the needs of their girls. Once you have thought through these questions and have set up your Club, you are ready for Part II: Girls' Club Curriculum.

The Curriculum covers 16 topics for adolescent girls (and boys) and can be taught in any order, although a suggested order is provided. You can also choose to only teach selected chapters, based on what is needed in your community. Each chapter contains several lessons that can be customized, depending on your Club's resources, time, location, culture, age, and gender composition. The most important aspect of the Club, after all, is that it provides the support that your girls need!

PART II:

GIRLS' CLUB CURRICULUM

Part 2: Girls' Club Curriculum

The second part of the Handbook is the WomenStrong Girls' Club Curriculum. Designed to be a simple teaching tool for Facilitators of Girls' Clubs, this section draws on curricula from girls' education and development organizations. WomenStrong and its Consortium Members selected the topics to be included, based on their experience running their Girls' Clubs in Ghana, Haiti, India, and Kenya. Each chapter in this Handbook was developed after a thorough review of existing curricula on the topic, and the most relevant activities and content were adapted or excerpted for use here.



This curriculum consists of 16 chapters, each with between 2 and 5 60-minute lessons. Each chapter is designed to be an independent module and is not dependent on any other part of the curriculum, although lessons within a chapter are codependent and build on what was taught in the previous lesson.¹ Facilitators should select those chapters that contain relevant material that can support and empower girls in your local context. Opportunities to customize each chapter and lesson are noted throughout, and Facilitators are invited to adapt these lessons in any way that will make the material more relevant and applicable to their Club members. This may include adaptations based on Club members' ages, gender, education, fluency level, ability, and socioeconomic class.² As previously mentioned, this curriculum can also be used in coeducational or Boys' Clubs. In some cases, this can be done by simply changing "girls" to "boys;" in others, more customization may be required. For coeducational Clubs, there are some topics, such as sexual and reproductive health or gender-based violence, that may be best taught in single-sex environments, so that Club members can be comfortable asking questions and fully participating in the lesson. Furthermore, Facilitators operating Clubs in conflict, post-conflict, politically restrictive, or other sensitive contexts should consider these circumstances when selecting chapters and adapting this curriculum.

While each lesson is designed for a 60-minute Club session, some lessons may take longer, depending on the educational foundation of Club members, including literacy and English fluency (if the Club is conducted in English). Each lesson begins with a brief description of the lesson, its purpose, learning objectives, materials needed, and Facilitator preparation (beyond the usual reading and preparation all Facilitators should do prior to any lesson). The lesson then details activity instructions, starting with a Welcome Activity (usually the same activity in each lesson, and one that is specific to your Club), a Warm-Up Activity, activities specific to the content of that lesson, and a Wrap-Up Activity. Annex 1 contains additional welcome activities that you can teach instead of what is listed in the lesson. Annexes 2 and 3 contain additional warm-up and wrap-up activities that can be done in addition to the warm-up and wrap-up activities listed in the lesson. Some lessons also include optional, supplemental activities to be conducted outside of the 60-minute Club session and optional homework assignments that can deepen the understanding of those topics taught in the lesson. Throughout the lesson instructions, WomenStrong suggests specific language that a Facilitator can use in delivering introductions, instructions, and key messages to the girls. These texts are marked in italics offset by quotation marks.

1 Chapter 15: Financial Literacy contains a lesson on the Social Capital Credits (SoCCs) program. If you choose to implement this program with the girls in your Club, it is recommended that you introduce this chapter and program early on in your Club sessions, so that the girls have time in the Club to earn and redeem their SoCCs points. See Lesson 15C on Social Capital Credits for more information.

2 This curriculum was written for girls aged 10–14 but can be adapted to meet the needs of girls aged 8–22.

WELCOME TO YOUR GIRLS' CLUB!

1 CHAPTER

LESSON 1A

WHAT IS A GIRLS' CLUB?

Brief Description

In this introductory lesson, girls will learn what the Girls' Club is and will share what they hope to get out of the Club and why they joined.¹ Girls will also begin building relationships with each other.²

Purpose

Girls are excited to join the Club and to form a community of peers. The Facilitator learns more about the girls, so that he or she can tailor the Club to meet their needs.³

Learning Objectives

- Girls know the purpose of the Girls' Club and what they will learn as part of the Club.
- Girls clearly understand how they can benefit from participating in the Club.
- Girls meet each other and begin to feel comfortable with each other.

Facilitator Preparation⁴

- For the Warm-Up Activity, make nametags for each girl using large letters. If you don't have nametags, use small pieces of paper, preferably with tape on the back, so the girls can wear them. Use first names only. If some girls know each other and others do not, a nickname or second name may be used for identification.

- For Activity 3, prepare the template for the Identity Web in advance.⁵ Draw a big circle on a large piece of paper that all the girls can see. Then draw a triangle for each girl in the Club at successive points around the circle, and write each girl's name next to one of the triangles. In the middle, draw a small circle, and write your Club's name inside this inner circle, if your Club is already named. Otherwise, add the name during this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Ball, rock, or other small object that can be held in hand (optional)
- Notecards, small pieces of paper, or regular size paper that can be torn
- Sticky nametags if available (otherwise, small pieces of paper and tape can be used)
- Pen or pencil for each girl
- Tape, paste, string, or some kind of adhesive



1 Depending on the recruitment method for your Club, girls may not have "chosen" to join, but may have instead been selected by teachers, parents, or others. In this case, skip Activity 2.

2 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

3 WomenStrong recognizes that the use of gendered pronouns, such as "he/she," is shifting in many parts of the world to be more inclusive. However, WomenStrong has chosen to use these commonly accepted pronouns to ensure this curriculum is clear for users in all contexts. Please feel free to substitute "they/them" or other gender-neutral pronouns throughout the curriculum, if such usage is understood and more appropriate to your cultural setting.

4 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

5 See p. 1-4 for Identity Web Template.

LESSON INSTRUCTIONS

Welcome! (15 minutes)

Welcome the girls, and introduce yourself, if the girls do not already know you.

Then say:

“ Welcome to your very first Girls’ Club session! This Club is for YOU! I think our Club needs a name, don’t you?⁶

Solicit a few reactions to get the girls involved and feeling comfortable. Once you sense that they feel more at ease, ask:

“ What do you want to call our Club?

Ask the girls for suggestions. Make sure that most of the girls like the name and that they agree on it. They can do so by voting for the name, making arguments for their preferred name, etc. This is a warm-up exercise to help the girls start interacting in a new way and grow more comfortable with each other.

Say:

“ Great! Now, let’s choose how we want to begin each session of Club _____ [use the girls’ new Club name]. We can start with a song, dance, or special greeting, and we can begin each Club session this way. How would you like to start your Club?



You may need to provide examples to the girls and help them create their own unique welcome.⁷ Once they have created their welcome, do it together, and make it celebratory and fun!

Warm-Up Activity: That’s Not My Nametag! (10 minutes)⁸

This warm-up activity is adapted from FHI 360’s *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.⁹

Distribute the nametags you prepared to the group, making sure that no girl gets her own nametag. The girls should not wear the nametag.

Let the girls mingle. Each girl should find the girl whose nametag she has. For example, if Sarah has a nametag that says “Mary,” Sarah should find the girl called Mary and give Mary her own nametag (someone else has Sarah’s nametag and will be trying to find Sarah, to give Sarah her nametag). When the girls find each other, they should introduce themselves, put their own nametags on, and ask each other to share 3 fun facts about themselves, such as where they are from, their favorite food, or their favorite sport.

⁶ For existing Clubs, a new name is not needed. The organization responsible for the Club may also have a name for the Club already. If a Club name has already been selected, skip this.

⁷ For ideas of welcome activities, see Annex 1.

⁸ For a list of additional warm-up activities, see Annex 2.

⁹ FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 1, 3, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf.

✱ Activity 1: What Is a Girls' Club? (5 minutes)

This is your opportunity to share with the girls what their Club is all about. Some things you might want to share with the girls are:

- ◇ Why this Club was started
- ◇ The Club's objectives¹⁰
- ◇ Topics to be covered in the course of the year/semester
- ◇ The kinds of activities they will do in the Club
- ◇ What they can expect to learn in the Club

Here is a sample explanation of a Club adapted from WomenStrong Consortium Member Women's Health to Wealth:

We are a special group of girls who would like to learn more about ourselves as readers, writers, thinkers, and leaders who will bring about positive changes in ourselves, friends and families, communities, and country, and make the world a better place to live.

Our special group is a Girls' Club. This Club will provide a safe place for you to share your own ideas and thoughts on girls and women and to talk about issues that you think are important for girls, your Club, and other like-minded Clubs around the region and the world. This will be done in a respectful, peaceful, and fair manner.¹¹

✱ Activity 2: Why Do I Want to Be in this Club? (10 minutes)¹²

The purpose of this activity is for girls to share why they joined the Club and for you to learn what they hope to accomplish in the Club. You can do this in several ways:

- ◇ You can call on girls and then write their responses on the chalkboard or on a large piece of paper, or you can simply allow girls to reply verbally, out loud.¹³ If they are giving their responses verbally, make sure they speak up—this is a good chance to learn that their voices and thoughts deserve to be heard!
- ◇ Girls can stand in a circle and pass around an object, such as a rock or a ball. Girls are only free to speak when they have the object in their hand. When a girl has the object, it is her turn to answer the question. Then she passes the object to the person next to her, so that the object eventually makes its way around the circle. This ensures that all girls have an opportunity to speak.
- ◇ For Clubs providing individual mentorship and individual attention, it is useful to have a record of why girls joined the Club and what they hope to accomplish. This will allow you to recall their answers and to work with them individually on those issues throughout the semester (if in school) or the series of Club sessions (if out of school). If this is the case for your Club, ask the girls to write their full names and responses on a small piece of paper or a notecard. Collect their answers, and store them somewhere safe and private. Alternatively, you could record their answers in your record book, if desired, which also would then need to be kept in a safe and private place.

¹⁰ For guidance on creating Club objectives, see p. S-12 in the Start-Up Guide.

¹¹ Abenaa Akuamo-Boateng, 2015 *WHW Girls' Club Curriculum* (Women's Health to Wealth, 2015), 1. This text from WHW is based on: LitWorld, *LitClub Curriculum: The 7 Strengths* (LitWorld, 2011), 17–18.

¹² If you are using a questionnaire or baseline survey (see p. S-26 in the Start-Up Guide, for more on the reasons for doing so), this is the ideal time to distribute the survey and to ask your girls to fill it out. For Clubs in which girls did not "choose" to join, skip this activity.

¹³ If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

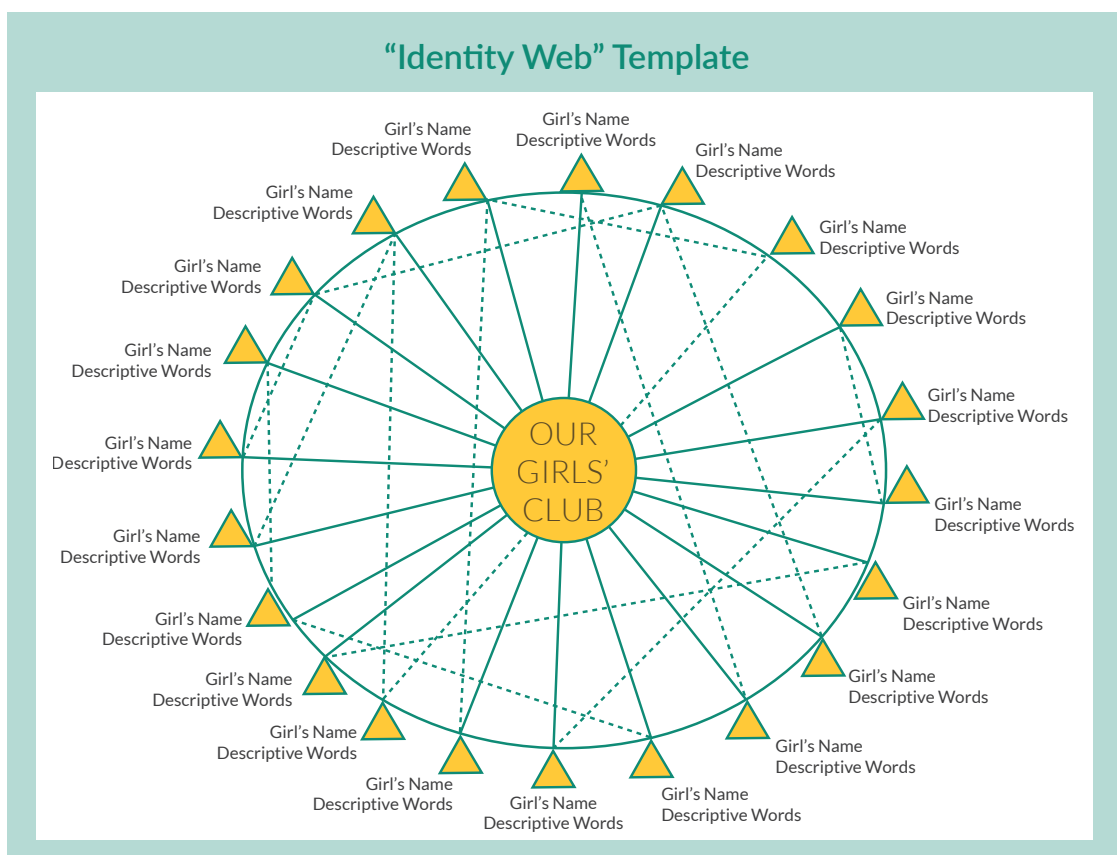
✳️ Activity 3: “Identity Webs” (15 minutes)

This activity is adapted from LitWorld’s *LitClub Curriculum: The 7 Strengths* and Women’s Health to Wealth’s 2015 *WHW Girls’ Club Curriculum*.¹⁴

Hang the Identity Web diagram that you prepared on the chalkboard or a wall. Fill in the name of your Club in the center of the Web, if not already written. Invite the girls to stand up in a circle or semicircle, so that they can still see the diagram.

“ To continue getting to know each other, we are going to make an Identity Web. I have drawn the beginning of the Web on this paper. [Point to diagram] Let’s go around in a circle and mention our names and just a word or two that shares one special thing about who we each are that we want others to know about us. As you share, I will record one thing about you on our Identity Web. I [the Facilitator] will share first. I am [your name]. You can call me Auntie [your name, e.g., Mary] and I am a grandmother of two wonderful boys.¹⁵

Ask one girl to start. As the girls share, write a few words about what each one shares, such as “sister,” “daughter,” “football,” or “drawing,” next to their name on the Identity Web. After each girl speaks and after you have written her descriptive word(s), connect her triangle to the center Club circle, to make it clear that she is part of the Club.



14 LitWorld, *LitClub Curriculum: The 7 Strengths*, 18–19; and Akuamo-Boateng, 2015 *WHW Girls’ Club Curriculum*, 1–2.

15 Please use whatever title is culturally appropriate for the girls to call you.

Once all the girls have shared, ask them to identify the common words written next to each girl's name and to join those girls' triangles with a line between them. For example, if Patricia and Beatrice both say they like to sing, draw a line connecting Patricia and Beatrice on the Identity Web. You can begin by joining a line or two, and then ask the girls to do the rest. Keep going until all the things the girls have in common have been identified. Then you can say:

“ Well done, girls! Now look at our drawing. This is called an “Identity Web.” It shows how many things we have in common. Just look at that—who knew we are all connected!?”

Wrap-Up Activity (5 minutes)¹⁶

Thank the girls for their active participation today. Tell them how excited you are to begin this Club adventure with them, and give them a brief preview of what you will be working on together in the next lesson.



LESSON 1B

OUR GIRLS' CLUB CONSTITUTION

Brief Description

In this lesson, girls establish a safe space for their Club by writing a Girls' Club Constitution. This also teaches the girls the importance of rules in all parts of life and society.

Purpose

Girls understand the importance of following their own Constitution so that everyone can be safe and free to play, learn, and express themselves.

Learning Objectives

- Girls learn about constitutions and why they are important.
- Girls create their own Constitution that will govern their Club.

Facilitator Preparation

If you are doing the warm-up activity for ages 13–18, obtain at least one copy of your country's constitution or an international agreement or convention, such as the Declaration on the Rights of the Child or the Universal Declaration of Human Rights.¹⁷ If possible, have enough copies to distribute to the girls so they can all read together!

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Ball, rock, or other small object that can be held in hand
- Pen or pencil for each girl



¹⁶ As with the welcome activity, many short activities can be carried out to bring a given session to a close. To see a list of fun wrap-up activities, see Annex 3. Topic-specific wrap-up activities are provided in each lesson of the curriculum, as available.

¹⁷ A copy of a simplified version of the Universal Declaration of Human Rights can be found in Annex 5.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Why Do We Need Rules? (10–20 minutes)

This warm-up activity is adapted from LitWorld's *LitClub Curriculum: The 7 Strengths, Year Two*.¹⁸

Today the girls will be creating their own Girls' Club Constitution, so that their Club can run safely and smoothly. We offer two different warm-up activities to choose from, based on the age and/or reading level of your girls.

Activity for ages 7–12 (10–15 minutes):

Choose a sport that is popular in your community and popular with the girls. Ask the girls to explain the rules of the game.¹⁹ Next, ask the girls:

- Why does this sport have rules?
- What purpose do the rules serve?
- What would happen during the game/match if there were no rules?

Activity for ages 13–18 (15–20 minutes):

Choose a Constitution or an international agreement for the girls to review. This could be your country's Constitution or founding document, or an international convention, such as the Declaration on the Rights of the Child or the Universal Declaration of Human Rights. Depending on the length of the document, girls can take turns reading part or all of the document aloud. Discuss with the girls:²⁰

- Why do countries have Constitutions? (Or, if you are using an international Convention or Universal Declaration, you might say, "Why might the international community need such Declarations [or Conventions]?)
- What would happen if they did not have Constitutions [or Declarations, or Conventions]?
- What purpose does the Constitution [or Declaration or Convention] serve?

Both Activities: Conclude with the following:

“ This Girls' Club is just like [sport/country]. We also need rules, so that we can safely learn, share, and play. So, let's create them now!

18 LitWorld, *LitClub Curriculum: The 7 Strengths, Year Two* (LitWorld), 10–11.

19 If the girls are very energetic and time allows, girls can actually play the sport briefly as a fun warm-up activity.

20 Adapt these questions based on the document that you are using.

* Activity 1: Creating a Girls' Club Constitution (30 minutes)

This activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.²¹

Say:

- “ Just like in [sport/country], our Club cannot function without rules that keep everyone safe and having fun. We can call this a “Constitution,” which is a document that governs how we will conduct ourselves in our Club.

Make sure you have a chalkboard, a large piece of paper, or cardboard on which to write and which all the girls can see.

- “ What are some rules you think are important to make sure our Club is safe, fun, and full of learning?”

Ask the girls to suggest rules and to write them on the board, paper, or piece of cardboard. You may also suggest rules, if there are some that must be included and that are non-negotiable. Here are some suggested rules used successfully by FHI 360:²²

- ◇ Only one child speaks at a time.
- ◇ Everyone gets a chance to speak.
- ◇ Come on time.
- ◇ Everyone should participate and not only some.
- ◇ Everyone should listen to the other person's views.
- ◇ Do not make fun of another.
- ◇ Do not pass on secrets outside the training session.
- ◇ Everyone should respect everyone else.
- ◇ Treat everyone else equally.
- ◇ Do not say bad words.
- ◇ Do not hit anyone.
- ◇ Never ask others about their HIV status [or other sensitive subjects].²³



Once the girls have finished brainstorming about the rules, ask a girl with neat handwriting to come to the board. Ask her to write your Club's name at the top of the paper and then to write the word, "Constitution" underneath the name. Tell all the girls this is now everyone's chance to decide which rules they want in their Constitution. Review each rule suggested, and ask the girls if they agree. You can judge if there is a consensus (if you do this, from time to time, you can ask your Notetaker [the girl you asked to write on the board], whether she agrees with you, as a way of showing the girls that they are all equal and that you value their judgment). Alternatively, the girls can vote on each of the rules. Some rules may be non-negotiable for the Club, such as, "No violence." When the girls agree on a rule, ask your Notetaker to copy that rule neatly onto the Constitution paper.

21 FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, Module 1, 7.

22 Same as previous footnote.

23 Same as previous footnote.

Once you have gone through all the rules, ask the girls whether they feel ready to vote to approve the Constitution. If they do, hold a vote. However, if one or more of the girls are not ready to approve the Constitution, ask them why, and lead a brief discussion about whichever draft Constitutional provision is bothering them. You can say that even though you do not have a lot of time, it is important to resolve these concerns and to make sure everyone agrees on the Constitution that will govern their Club. Try to resolve the concern within 1 to 2 exchanges among the girls, so that you can go ahead and hold this important vote!

Praise the girls for writing their own Constitution. Then ask them:

““ *What should we do if someone violates the rules in our Constitution?*

Facilitate a discussion of the repercussions. They could be as simple as doing 10 push-ups, singing a song, or explaining why they felt it was OK to violate their own rules.

NOTE: Writing their own Constitution gives the girls ownership rights to their Club and to everyone’s behavior when they are in the Club. The more the girls appreciate and agree with the importance of the Constitution, the more likely they will be to obey the rules and to feel like full participants in the Club and in each Club activity.²⁴

* Activity 2: Electing Club Leaders (10 minutes)²⁵

As described in this Handbook’s Start-Up Guide, many Clubs elect girl leaders in order to: (a) support the Facilitator in the Club’s management; and (b) promote leadership skills and agency for the girls.²⁶ How many and which positions your Club elects are up to you and your girls! Some possible Club positions include a President, Vice-President, Treasurer, Secretary, Notetaker, and Supplies Manager. Each of these positions should then have roles and responsibilities outlined, such as:

- ◇ Gathering and settling girls in their seats for the start of the Club;
- ◇ Taking attendance;
- ◇ Being the designated scribe for writing on the board or on large white paper;
- ◇ Taking notes during the session;
- ◇ Keeping track of and organizing all supplies and/or records;
- ◇ Managing Club finances and/or savings if applicable, given Club curriculum;
- ◇ Communicating with Club members outside of the Club; and/or
- ◇ Assisting the Facilitator with other tasks, as needed.

You and your girls can decide which responsibilities go with each position. For instance, the Club Secretary could take attendance and take notes, or she could take attendance and be the “designated scribe.” The Treasurer could manage Club finances and also keep track of supplies.

24 Moreover, if the girls feel that their Club is successful and that they are learning new things and making new friends through their Club activities, chances are that they will behave according to Club rules even when they are not participating in Club activities, which would be a win-win all around, and a great testament to your role as Club Facilitator!

25 To have time for this activity in a 60-minute lesson, Facilitators will have to move the girls through the warm-up activity and the creation of the Constitution quickly, saving about 10 minutes to complete this final activity.

26 See Part 1: Girls’ Club Start-Up Guide, “Selecting Girls’ Club Leaders,” p. S-19.

To begin the election process, describe these different positions to the girls so that they understand what each position is responsible for. Ask if they have any questions about the positions. If not, then ask the girls to nominate themselves and each other for the positions. Each nominated girl should be asked if she accepts the nomination before she is added as a candidate. Write on the chalkboard or on a piece of paper the names of each candidate who has accepted the nomination for each position. If time allows, the girls can give brief speeches on why they would like to serve in that position and how they can contribute to the Club in that role.

Then, going through each position, ask all Club members to vote. Each member can only vote for one candidate for each position. To encourage the girls to be honest, and so that no one's feelings are hurt, it is best to vote anonymously. Explain the process, as listed below, to the girls before beginning, so they understand how to vote.

1. Ask all the girls to close their eyes before voting begins.
2. You, the Facilitator, will announce the first position and names of all the girls running for that position.
3. Tell the girls you will now call out each of the candidates' names again one by one, and that they should raise their hands only once, for the girl that they would like to vote for. Make sure that they keep their eyes closed!
4. Call out each candidate's name for that position, and record how many girls raised their hand for each candidate.
5. Do this for all positions before asking the girls to open their eyes.
6. Last, announce the winners! Be sure to congratulate ALL girls who ran for a position, and make sure everyone is supportive of each other, no matter if they won or lost.

Wrap-Up Activity (5 minutes)

Thank the girls for their active participation today. Give them a brief preview of what you will be teaching in the next lesson. As always, feel free to incorporate one of the suggested wrap-up activities, if you have time!



2 GOAL-SETTING

CHAPTER

LESSON 2A WHERE I CAME FROM, AND WHERE I AM GOING

Facilitator's Note

This chapter helps girls set goals for themselves and their future.¹ Once girls have set their own goals that they are working hard to achieve, it will be easier for them to avoid risky behaviors that may get them off-track, and to persevere during especially challenging times.

One way to excite girls about setting goals for themselves and their future is to bring in successful guest speakers who can talk with the girls about setting goals and demonstrate personally what the girls might be able to achieve one day. This kind of event can inspire the girls to dream of even bigger goals! You will likely need to arrange a separate session with such a guest or guests.² Invite the speaker(s) to share their journey from childhood (or from whatever age your Club members are) to where they are today. You could also bring several speakers to talk about careers the girls may be interested in. Although you may think older, more established women would be the best speakers, young women who are only in high school or college, just a few years older than your girls, can be motivational, because they are the easiest for the Club members to relate to. If your Club is all girls, a female speaker will likely be most effective. Speakers from the girls' own community, or who have faced similar hardships to those your girls face, would also be people to whom they can relate. Of course, exactly how you structure the panel, who the speaker is, and what they talk about is up to you.

Brief Description

In this lesson, girls look at the major events in their life and identify things that helped them get where they are today. Then they will be introduced to the concept of goals and begin to create goals for themselves.

Purpose

Girls feel accomplished about where they are in their lives and are motivated to work hard to achieve their dreams.

Learning Objectives

- ◉ Girls recognize their achievements over the course of their lives.
- ◉ Girls are empowered to set aspirational goals for their future that will motivate and inspire them.

Facilitator Preparation³

None specific to this lesson.

1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 The 2 lessons designed here do not allow time, within a 60-minute lesson, for a guest speaker, so a guest speaker will require a separate or special Club session.

3 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

Materials Needed ⁴

- Football
- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Colored pencils, crayons, pens, or markers
- One large piece of paper for each girl



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁵

Warm-Up Activity: Football! (10 minutes)⁶

This warm-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.⁷

Given that today's lesson is about goals and goal-setting, a warm-up activity with a commonly understood goal prepares the girls for this lesson and introduces the idea of a goal in a fun context. If space permits, and a ball is available, play a brief 10-minute football game. Be sure to shout, "GOAL!" if someone scores.

* Activity 1: Road of Life (30 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* and LitWorld's *LitClub Curriculum: The 7 Strengths, Year Two*.⁸

Explain the following:

“ Today we are going to do an exercise that helps us think about our lives: where we started, how far we have come, and where we would like to go in the future. Let's start by looking at our lives so far. Try to think about your life as a road each of you travels along, from birth to death. Sometimes the road is bumpy, and sometimes it is smooth; sometimes it seems very narrow and you cannot see very far ahead; sometimes it seems very wide and open. Now we will create this “Road of Life” map together!

Give each girl a large sheet of paper and some colored pens or pencils. Ask the girls to spread out, so they have enough room to draw.⁹

Give the following instructions:

“ First, in the middle of the paper, please draw yourself as you are today. Next, draw a road from the bottom-left corner of the paper that winds its way up to you, in the middle of the paper; then continue that road up to the top-right corner. Your road will go from the bottom-left corner to the top-right corner of the paper, with you in the middle.

4 For an adaptation of Activity 1 for low-resource Clubs, see: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Girls! Community-Based Life Skills for Girls: A Training Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 20–21, http://www.thehealthcompass.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf.

5 For ideas of welcome activities, see Annex 1.

6 For a full list of warm-up activities, see Annex 2.

7 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* (Nairobi: Population Council, 2015), 44, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

8 Same as previous footnote, 40–41; and LitWorld, *LitClub Curriculum: The 7 Strengths, Year Two* (LitWorld), 4–6.

9 For an adaptation for low-resource Clubs, see: Johns Hopkins, *Go Girls!*, 20–21.

As the Facilitator, you can also draw your own roadmap on the chalkboard or on a large piece of paper as you explain the instructions to the girls. However, it is not recommended to give examples of significant events or to share the girls' examples while others are still working, as they may feel obliged to draw or copy what other girls share.

Pose the following questions:

“Thinking about the road you have travelled between your birth and today, what are 3 significant things, good or bad, that have happened to you? Please draw those 3 things in the order in which they happened to you, along the road between your birth and where you are today.”

Once the Club members have drawn those 3 significant events, you can continue:



“Along your journey, you have probably faced challenges, or blocks in your road. What are some things that have helped you overcome those challenges and move forward along your road so far? Please draw a few of those “helpers” along the first half of your road, where they make sense to you.”

After the girls draw the first half of their road, with 3 significant events and a few “helpers,” say:

To draw the second half of our road, we now need to think about the following questions:

- Where is your road taking you?
- Where do you want to end up in your life, or in your future?
- “○ Think of yourself in 5, 10, or 15 years’ time: Where will you be in your life? Where do you want to be?”

These questions will help you think about what you want to achieve in the course of your life. Draw 3 goals you want to accomplish in the future along the top-right half of your road. Give the girls time to draw these goals.

Now, what specific things do you think can help you achieve those goals? Draw those “helpers” along your road.

When the girls have completed their roadmaps, invite them to post the roadmaps on the walls or other surfaces in your Club space. If you want to encourage public speaking as part of this lesson, you can also ask a few girls to present their roadmaps to the class, time allowing.

Wrap-Up Activity: Sharing Circle (5 minutes)¹⁰

Invite the girls to stand in a circle. Ask a question about today's activity, and throw the football (or a small easily thrown object) around the circle. Each girl who catches the football should answer that question. Make sure everyone gets to answer at least one question.

Some questions you might ask, regarding today's activity:

- ◇ What are your reflections on our roadmap exercise?
- ◇ What was it like thinking about your lives up until now?
- ◇ Does anyone want to share what one of your significant events is?
- ◇ Can anyone tell us which things have helped you on your journey so far? What about things you believe will help you achieve your goals in the future?
- ◇ What was it like thinking about your goals and wishes for the future? Was it hard? Was it easy? (You might also ask: If it was hard, or if it was easy, why do you think it was that way?)
- ◇ Does anyone want to tell the group one of your goals for the future?
- ◇ What are some of the actions you can take now, to move toward those goals?



LESSON 2B

ACCOMPLISHING MY DREAMS

Brief Description

In this lesson, girls will learn what a “S.M.A.R.T. Goal” is, set their own S.M.A.R.T. Goals for the year, discuss how to overcome potential obstacles to meeting those goals, and identify actions they can start taking now to achieve their goals.

Purpose

Girls set goals for the future that motivate and inspire them to persevere and stay in school, despite the barriers and challenges they may face along the way.

Learning Objectives

- ⦿ Girls are able to define what a S.M.A.R.T. Goal is.
- ⦿ Girls can identify potential barriers to achieving their goals.
- ⦿ Girls have set S.M.A.R.T. Goals for their future.
- ⦿ Girls can define short-term steps to accomplish their long-term goals.

Facilitator Preparation

- ⦿ Prepare the poster explaining S.M.A.R.T. Goals. See Activity 1 below.

¹⁰ For a full list of wrap-up activities, see Annex 3.

Materials Needed

- Small pieces of paper (can be torn from a larger sheet)
- Pen or pencil for each girl
- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Notebooks for each girl
- “Road of Life” roadmap created during Lesson 2A
- Ball, rock, or other small object that can be held in hand



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: “I Can’t Funeral” (10 minutes)¹¹

This warm-up activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.¹²

Distribute a few pieces of small paper and a pen or pencil to each girl in the Club.

Say:

“Please write things you think you cannot do on the pieces of paper. For instance, you might write something like, “I can’t get good grades,” or “I can’t become a doctor.” These things might be related to your schoolwork or to achieving your goals, as we discussed during our last session. Your sentences should be phrased as, “I can’t _____.” Write these “I can’t” sentences on your pieces of paper.

When the girls are done, ask them to stand in a circle, holding their pieces of paper.

Say:

“Girls, we are gathered here today to say goodbye to someone who has been in our lives a long time. Today, we are going to have a funeral for “I can’t”—for all the things that you think you cannot do. It is very important to believe in yourself, in order to accomplish your dreams and goals. As the American inventor and businessman Henry Ford once said, “Whether you think you can, or you think you can’t—you are right!” Now we are going to bid farewell to all of the “I can’ts” that you wrote down, because you CAN do it, if you believe in yourself!

Invite the girls to tear up their pieces of paper and discard them victoriously into a waste bin. Celebrate the girls throwing away these negative self-esteem statements, and encourage them to believe in themselves!

11 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this lesson by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

12 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 46.

✿ Activity 1: Creating S.M.A.R.T. Goals (15–20 minutes)

This activity is adapted from Simply Outrageous Youth’s *S.M.A.R.T. Goals* and the Haiti Adolescent Girls Network’s *My Own Space*.¹³

Say:

“ Now that we said goodbye to “I can’t,” let’s talk about the goals you created last week in your roadmap. Who would like to share some of the goals you created?

Ask 2–3 girls to share from their roadmaps, to remind everyone about their goals. Encourage and praise the girls for sharing their goals:

“ Well done! You all created wonderful goals. Now we want to make those goals “S.M.A.R.T.” A “S.M.A.R.T.” Goal is: *Specific, Measurable, Actionable, Realistic, and Time-bound*.

Hang the S.M.A.R.T. poster you created on a wall at the front of the Club space. Explain each word in the S.M.A.R.T. acronym, using the text below.

This S.M.A.R.T. explanation is closely adapted from Simply Outrageous Youth.¹⁴

S

S stands for “Specific.” You need to be clear about what you want to happen.

- Not Specific: “I want to make good grades.”
- Specific: “I want to have a 93-point average in science by May 26, 2018.”

M

M stands for “Measurable.” You should be able to track your goal.

- Not Measurable: “I want to score a lot of goals in the football game.”
- Measurable: “I want to make at least nine out of 10 goals in the next football game.”

A

A stands for “Action.” What small specific actions must you take to achieve this goal?

- Not Actionable: “In order to make a 93-point average in science by May 26, 2018, I must study.”
- Actionable: “In order to make a 93-point average in science by May 26, 2018, I need to read over my science notes every night for 20 minutes.”

R

R stands for “Realistic.” Can you achieve these goals? Is it doable?

- Unrealistic: “I want to score 200 goals in one football game.”
- Realistic: “I want to make two out of every three goals I attempt.”

T

T stands for “Time.” You should set a timeframe for your goal.

- No time: “I want to learn to play the piano.”
- With time: “I want to learn to play ‘Twinkle, Twinkle, Little Star’ by June 3.”

¹³ Simply Outrageous Youth, *S.M.A.R.T. Goals* (Simply Outrageous Youth, 2006), <https://simplyoutrageousyouth.files.wordpress.com/2017/10/smart-goals.pdf>; and Haiti Adolescent Girls Network, *My Own Space* (Haiti Adolescent Girls Network, November 2016), 234–38.

¹⁴ Simply Outrageous Youth, *S.M.A.R.T. Goals*.

Answer any questions the girls have about S.M.A.R.T. Goals. Once their questions are answered, say:

Now let's apply the S.M.A.R.T. Goals formula to the goals you wrote on your roadmap last session. Please open your notebooks and rewrite your goals, so that they are "S.M.A.R.T." Please write each goal on a new page, and, as you write it, ask yourself whether it meets all the requirements to be truly S.M.A.R.T.

Walk around and help the girls with their goals. Make sure they are applying the S.M.A.R.T. formula properly. When the girls are done, ask a few girls to share their original goal and how they rewrote it to be a S.M.A.R.T. Goal. Congratulate the girls on a job well done!

* Activity 2: We Are Unstoppable! (10–15 minutes)

Say:

Now you have beautifully crafted goals that you can keep in mind when you face challenges. What kinds of challenges do you think you might face in reaching your goals?

Call on girls to share what challenges they might face. You or a Club member should write these challenges on the left side of the chalkboard or a large piece of paper. Even though the girls have different goals, they might face similar challenges.

Once you have 5–6 challenges on the chalkboard or paper, go through each challenge and brainstorm some solutions to these challenges with the girls. Write the girls' solutions next to the challenge, ideally in another color marker or chalk, if available. Some challenges may have more than one solution. Be sure to discuss each solution, so that the girls really understand it and how they might use that solution to address that challenge.

To end the activity, say:

Look at all of these useful solutions you have created. With all of these solutions on hand, you will be unstoppable in reaching your goals!



* Activity 3: Time for Action! (10 minutes)

Say:

- “ Now that you know how to overcome obstacles that might get in the way of your goals, let’s start working towards them. Please take out your notebooks, and open to the page with your first S.M.A.R.T Goal. What are 3 actions that you can take now—today, this week, or this year—to work towards this goal? Write these in your notebook. Once you’ve completed this for Goal 1, move on to Goal 2, and then to Goal 3.

Wrap-Up Activity: Goal Sharing (5 minutes)

This activity is adapted from Save the Children’s CHOICES curriculum.¹⁵

Have girls gather in a circle to share their goals and actions. Use a ball or a small object that can be thrown or passed around the circle. When a girl is holding the ball or object, it is her turn to share one of her goals, and one of the actions she created to achieve that goal. Then she should pass the ball or object around the circle until everyone has had the chance to share. If the girls are shy about sharing their goals, say:

- “ By declaring your goals out loud, your goals are more likely to come true, because you never know who might be able to help you reach those goals. Please share with us!

Optional Homework Assignment: Family Dreams

This activity is quoted directly from Save the Children’s CHOICES curriculum.¹⁶

- “ This week, discuss with your family (mothers, fathers, aunts, uncles, grandmas, etc.) the different hopes and dreams they had in life when they were your age. Make sure to ask both male and female adults in your family. Ask them if they have hopes and dreams for you and your siblings. See if there are differences in their hopes and dreams for brothers and sisters.

For girls: Find some time to sit with your mother or another female adult or older sister whom you trust to share your dreams for the future. Ask how they may be able to help you take small steps to start your journey to fulfill those dreams. Also try to find adult women in your community who are taking steps to fulfill different kinds of dreams, and see if you can find out how they are doing that.

15 Save the Children, *CHOICES: Empowering Boys and Girls to Transform Gender Norms: A Curriculum for Very Young Adolescents in Bolivia* (Save the Children, 2013), 17.

16 Same as previous footnote, 18.

3 THE VALUE OF EDUCATION

CHAPTER



LESSON 3A

WHY DOES EDUCATION MATTER (And what can school do for me?!)

Facilitator's Note

Throughout this chapter, it is important to be sensitive and nonjudgmental. Girls who may have left school should feel accepted and supported by other club members and the Facilitator.¹ If out-of-school girls feel supported, they may be encouraged to return to school or to ask how they might return to school.²

Brief Description

In this lesson, girls will learn about the benefits of completing school and the importance of education to *all* aspects of life.

Purpose

Girls are inspired and motivated to work hard and stay in school.

Learning Objectives

- Girls understand why their education is valuable for their future.
- Girls learn strategies for doing well in school.

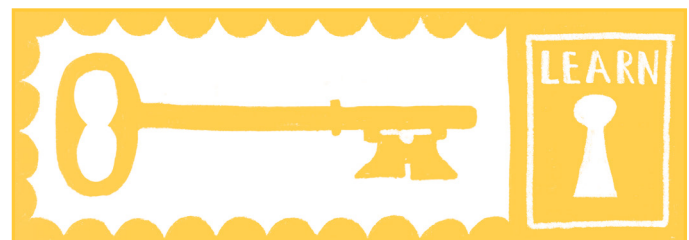
Facilitator Preparation³

Write the following 2 facts on the chalkboard or on 1–2 large pieces of paper:

- For girls, an extra year of education increases her future income by 10–20%.⁴
- The more educated a girl is, the later she tends to marry. When women marry later, they usually have fewer children, and are better able to care for those children, making the children healthier.⁵

Materials Needed

- Chalkboard and chalk, or 1–2 large pieces of paper and thick pen or marker for Facilitator



1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Girls! Community-Based Life Skills for Girls: A Training Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 26, https://www.thecompassforsbc.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf.

3 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

4 Carla Koppell, "Educate Girls, Develop Nations," *Impact Blog*, USAID, April 18, 2013, <https://blog.usaid.gov/2013/04/educate-girls-develop-nations/>.

5 Elina Pradhan, "Female Education and Childbearing: A Closer Look at the Data," *Investing in Health* (blog), The World Bank, November 24, 2015, <http://blogs.worldbank.org/health/female-education-and-childbearing-closer-look-data>.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁶

Warm-Up Activity: Jasmine's Story (30 minutes)⁷

This warm-up activity is adapted from Johns Hopkins University's *Go Girls! Community-Based Life Skills for Girls: A Training Manual*.⁸

Say:

“Today, girls, we are going to tell the story of Jasmine, a girl just like you. Jasmine has a goal: to open her own cloth and dried goods stand, so that she can support herself. She also wants to get married and have children.

Divide the girls into 2 groups. Ask one group to prepare a skit about Jasmine staying in school and, after completing school, opening her own vendor stand. Let the girls come up with their own ideas about what Jasmine's future might be like, but if they cannot, some things that could happen to “Stay in School” Jasmine could be:

- ◇ With the skills and knowledge she gained at school (e.g., writing skills, math, etc.), Jasmine is successful in running her vendor stand.
- ◇ People respect Jasmine, because she completed school, and they buy from her stand.
- ◇ Jasmine makes many friends while in school, and they buy from her stand.
- ◇ In school, Jasmine learns about family planning, so she is able to plan her pregnancies, stay healthy, and tend her vendor stand.

Ask the other group to prepare a skit in which Jasmine quits school at age 13 to open her own vendor stand. Let the girls come up with their own ideas about what Jasmine's future might be like, but if they cannot, some things that could happen to “Drop Out of School” Jasmine could be:

- ◇ Jasmine gets pregnant and has a baby.
- ◇ She often leaves her stand empty to visit friends or see her boyfriend. Her customers become angry and go to a different stand.
- ◇ Jasmine makes a little money at her stand, but she spends most of it on medicine for her baby and does not have any money left over for herself.
- ◇ She misses her friends—most of them stayed in school.

Invite both groups to act out their skits. Discuss the skits by asking:

“How did staying in school help or hurt Jasmine's goal of having her own vendor stand?”



⁶ For ideas of welcome activities, see Annex 1.

⁷ Today's warm-up activity is related to the chapter topic, education. For a full list of warm-up activities, see Annex 2.

⁸ Johns Hopkins, *Go Girls!*, 27.

✱ Activity 1: Discussion on the Value of Education (20 minutes)

This activity is adapted from Women's Health to Wealth's 2015 WHW Girls' Club Curriculum.⁹

Introduce the activity:

- “ “ *We just discussed what could happen to Jasmine if she stays in school, and what could happen if she does not. Staying in school helped Jasmine reach her dreams. Let's talk more about education—Why do you think education is important?*

Give the girls a few minutes to answer and discuss. Praise their answers, and thank them for sharing. If the girls have not already mentioned these benefits of education, add the following points:

Education opens up the world to you and makes you more aware of opportunities.

- ◇ Education makes you very confident and builds your self-esteem.
- ◇ Education plays a major role in women's empowerment, as it gives women equal opportunities.
- ◇ Educated women are more concerned about preventive health issues.
- ◇ Education is important, as it helps secure your future and that of your family.
- ◇ Education is vital for the economic growth and prosperity of a nation.

Lastly, show the 2 facts, listed in the Facilitator Preparation section of this lesson plan, that you wrote on the chalkboard or paper, and explain them to the girls.¹⁰

Wrap-Up Activity: Sharing Circle (5 minutes)¹¹

Ask the girls to stand in a circle for their final activity. Say:

- “ “ *Jasmine's dream was to open her own stand. In one sentence, what is your dream that will keep you motivated and determined to stay in school?*

Each girl should share her dream, going around the circle in order. When the girls are done, thank them for sharing their dreams, and remind them that getting an education is a great step towards realizing those dreams!

Optional Homework Assignment: Dreaming with a Trusted Adult

This activity is adapted from Johns Hopkins University's *Go Girls! Community-Based Life Skills for Girls: A Training Manual*.¹²

Instruct the girls:

- “ “ *Between now and the next session, identify at least one adult you trust, and share your dream with them. Talk to this adult about your decision and strategies to stay in or return to school, and ask him or her to support you.*

9 Abenaa Akuamoaa-Boateng, 2015 WHW Girls' Club Curriculum (Women's Health to Wealth, 2015), 11.

10 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

11 For a full list of wrap-up activities, see Annex 3.

12 Johns Hopkins, *Go Girls!*, 28.



Brief Description

In this lesson, girls will identify obstacles to staying in or going back to school, and will learn to be prepared to face obstacles and deterrents to their education.

Purpose

Girls are equipped with the tools and knowledge they need to surmount obstacles to getting the education they deserve. Girls are given positive information about education, despite stereotypes of the girl child.

Learning Objectives

- Girls learn about resources and strategies to help them stay in or return to school.
- Girls are able to identify and are prepared to deal with obstacles to pursuing their education.

Materials Needed

- 21 sheets of A4 (8.5x11) paper
- Marker or thick pen
- Colored pencils, crayons, pens, or markers (optional)



Facilitator Preparation

Prepare the “Factors Influencing Education” signs for Activity 1. Each sign should be on A4 (8.5x11) paper, with one factor on each sign. The factors are:

1. Having kind and supportive teachers
2. Boys in school who bully girls
3. Going to school on an empty stomach
4. Being responsible for your own upkeep, hygiene, and appearance
5. Being respectful to everyone
6. Being in a sexual relationship
7. Being the one responsible for earning money for the family
8. Getting married as a teenager
9. Trekking long distances on foot to get to school
10. Being self-confident
11. Studying at all times to pass your exams
12. Attending school when you are menstruating
13. Becoming pregnant while in school
14. Parents providing your basic needs
15. Attending school close to your house
16. Asking questions or being active in class
17. Teachers sending you on errands during classes
18. Lack of toilet facilities in the school
19. Having attentive and concerned parents making sure that you are in school every day
20. Having friends who support you to make good decisions
21. Drinking alcohol and/or using drugs¹³

13 Akuamoaa-Boateng, 2015 WHW Girls' Club Curriculum, 9.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: “Tide’s In/Tide’s Out!” (10 minutes)

This warm-up activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.¹⁴

Draw a line representing the seashore across the floor or ground (you can also use this as the “stream” for Activity 1 below), and ask participants to stand behind the line. Make sure there is room for each girl to stand comfortably side by side. (You may need to go outside if your Club meets in a small space.)

Explain to the girls:

- ““ When I shout, “Tide’s out!”, everyone jumps forward over the line. When I shout, “Tide’s in!”, everyone jumps backwards over the line. If the Facilitator shouts, “Tide’s out!” twice in a row, participants who move are OUT. Let’s play!

* Activity 1: Crossing the Stream to Reach Your Dreams! (40 minutes)

This activity is adapted from Women’s Health to Wealth’s 2015 WHW Girls’ Club Curriculum.¹⁵

Say:

- ““ At our last Club session, we talked about Jasmine and about how staying in school helped her realize her dream of opening her own vendor stand. We also talked about how education can help you reach your dreams. This week, we are going to look at some of the things that might get in the way of your education, and some of the things that can help you stay in school.

Ask all the girls to stand on one side of the Club space. Hand out the “Factors Influencing Education” signs you prepared before the Club session; depending on how many girls are in your Club, not every girl will get a sign.

Explain to the girls:

- ““ Imagine that there is a stream that runs through the middle of our classroom [or space where your Club is taking place]. Where we are now, on this side of the space, is where you are right now, in your life and your schooling. On the other side of the space is graduation from (senior) high school.¹⁶ To get from here to the other side of the space, all the way to your graduation, you must cross this stream. However, you have to be careful—there are crocodiles in the stream! There are also some rocks in the stream that can help you get safely to the other side. Each of the signs that some of you are holding is a factor that influences your education. These factors are either “rocks”—things that can help you stay in school—or “crocodiles”—things that can make it harder for you to finish school.¹⁷ Let’s talk about each of these “crocodiles” and “rocks” together, one by one.

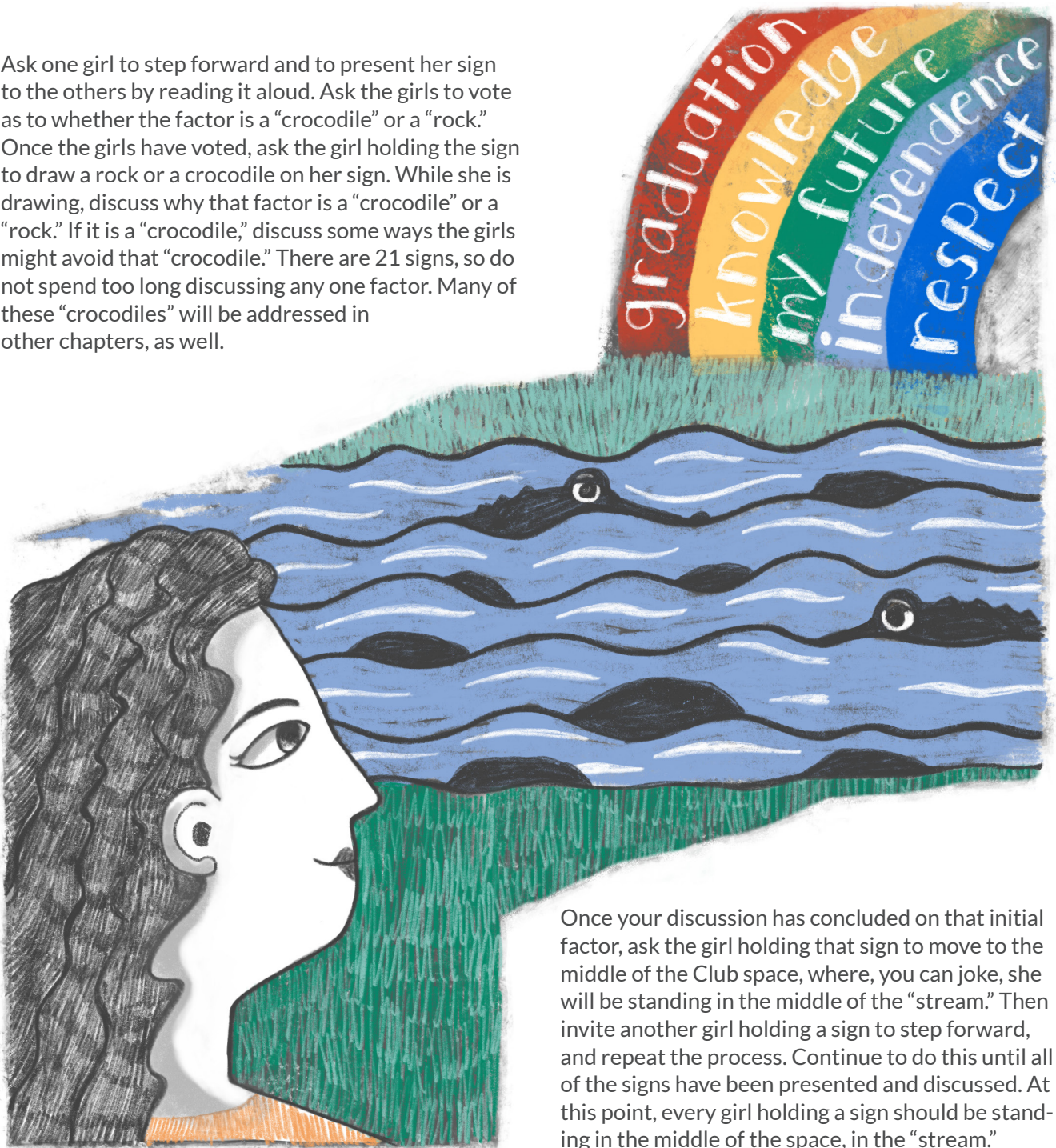
14 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* (Nairobi: Population Council, 2015), 325, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf

15 Akuamoaa-Boateng, *2015 WHW Girls’ Club Curriculum*, 9.

16 Insert here the appropriate term for the level of schooling the girls are striving to achieve.

17 It is important not to say that the “crocodiles” make it impossible to finish school, because you do not want to discourage the girls, especially those who may have dropped out or experienced those “crocodiles,” such as pregnancy.

Ask one girl to step forward and to present her sign to the others by reading it aloud. Ask the girls to vote as to whether the factor is a “crocodile” or a “rock.” Once the girls have voted, ask the girl holding the sign to draw a rock or a crocodile on her sign. While she is drawing, discuss why that factor is a “crocodile” or a “rock.” If it is a “crocodile,” discuss some ways the girls might avoid that “crocodile.” There are 21 signs, so do not spend too long discussing any one factor. Many of these “crocodiles” will be addressed in other chapters, as well.



Once your discussion has concluded on that initial factor, ask the girl holding that sign to move to the middle of the Club space, where, you can joke, she will be standing in the middle of the “stream.” Then invite another girl holding a sign to step forward, and repeat the process. Continue to do this until all of the signs have been presented and discussed. At this point, every girl holding a sign should be standing in the middle of the space, in the “stream.”

For the remaining girls who did not have signs (if any), ask them to make their way across the stream to the other side, by going from “rock” to “rock.” Each girl can illustrate her journey by placing her hand on the shoulder of the girl holding each rock sign on which she relies. The girl crossing the “stream” should read aloud each “rock” she is using and should avoid the “crocodiles.” The girls holding the rock signs should stay in place and hold up their signs, so that their friends can easily navigate across the space and find the “rocks.” Once all the girls without signs have navigated safely to the other side of the “stream” (or space), ask all the “crocodiles” and “rocks” to go to the other side. Close the activity by praising the girls and saying:

“ Look! We all made it safely to graduation! Now we are prepared to pursue our dreams!

Wrap-Up Activity: Sharing Circle (5 minutes)

Now ask the girls to form a circle. Ask one girl to help you collect all the signs. (You can display them in your Club space, if you and/or the girls wish.) Ask the girls to go around the circle and each share one “rock” they have in their life right now. (All the girls have at least one “rock”—you!)



LESSON 3C

THE BIGGEST CROCODILES

Facilitator’s Note

This lesson contains sensitive subjects, including alcohol and drug use, and gender-based violence. Some girls in your Club may have experienced gender-based violence or may have family members or friends who have used alcohol and drugs. Girls may become upset by subjects discussed in this lesson, so be sure to know where girls can go for support on these issues, such as to a counselor, a local police office, or to a hospital or healthcare provider.

Brief Description

In this lesson, girls will learn about why some people engage in alcohol or drug use and how they personally can avoid drugs and alcohol.

Purpose

Girls are dissuaded from using drugs and alcohol and know how to protect themselves from these substances in the future.

Learning Objectives

- ◉ Girls understand the dangers of drug and alcohol use and how it can negatively impact their lives.
- ◉ Girls have strategies to avoid drug and alcohol use and know how to say “no” to drugs and alcohol.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Alcohol Barriers (10–15 minutes)

This warm-up activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.¹⁸

To get the girls talking about today's subject, ask the girls to describe the first thing that comes to mind when you say the word, "alcohol."¹⁹

After that discussion, draw a stick figure of a girl on one side of the chalkboard or paper. Write the words, "your goal," on the other side of the chalkboard or paper. Explain:

“When alcohol or drugs are used, we tend to do things we normally would not have done, because our decision-making is not as sharp when we use alcohol. For example, using drugs or alcohol may lead us to have unprotected sex. Unprotected sex can be a barrier to reaching our goals, because it can lead to an unplanned pregnancy, contracting HIV, etc. What are some other things we may do when alcohol is in our bodies, that we might not do when alcohol is not in our bodies? How might any of those things be a barrier to achieving our goals?”

For each example the girls give, ask:

“How might that be a barrier to reaching our goal?”

After each girl responds, ask her to draw a barrier, such as a wall, line, or rock, between the stick figure girl and her goal on the chalkboard or paper. After everyone who wants to has drawn a barrier, ask the girls to count the barriers on the board. Say:

“Without a doubt, alcohol creates many barriers between us and achieving our goals.”

Based on this visual observation in front of them, ask the girls:

“If alcohol makes it more difficult to reach our goals, why do people drink alcohol? We will explore that question now.”

18 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 96, https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf.

19 If there are specific drugs that are a problem in your community, feel free to substitute those drugs for alcohol in this activity, or talk about that drug in addition to alcohol.

* Activity 1: Lute's Story (35–40 minutes)²⁰

This activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.²¹

Ask one of the girls to read out Lute's story, or ask the girls to take turns reading.

The following paragraph is reprinted here with permission from Johns Hopkins University:²²

Lute started to drink sweet wine when she gathered with other young people at a funeral wake for a dead relative. While the adults would stay near the home, sharing food and stories, the young people would go off into the dark by themselves to listen to music and share wine. There was always wine at the many funeral wakes. At first, Lute said no to drinking wine, but her friends teased her about being a baby. She wanted to fit in and be more grown up, and the older youths whom she admired were drinking, so she said yes. At first, she liked how the wine made her feel – all warm and popular and sexy – but later she just felt sick in her stomach and head. Lute vowed that she would never drink again. But at the next funeral, an older boy she liked – Mapi – offered her wine and acted like she was special. So, she said yes. She and Mapi took their wine and went away from the others to talk and drink in private. Lute does not remember how much she drank or exactly what happened next, but she thinks that she and Mapi had sex – even though she thought she had said no.

After the girls read the story, explain:

“ Let's discuss what happened in Lute's story by examining each of the decisions Lute made. Each day, we make many decisions, like which road to take to go to school or work, what to eat for breakfast, or what to wear. Each time we make a decision is called a “decision point.”²³ Let's discuss Lute's story by looking at different decision points she had.



20 The authors of this story are from Botswana, Malawi, and Mozambique, so Lute is likely a common name in those countries. You are welcome to change the character's name, so that she is relatable to girls in your community.

21 Johns Hopkins, *Go Students!*, 97–98.

22 Same as previous footnote.

23 For a full lesson on decision-making and decision points, see Johns Hopkins, *Go Students!*, 62.

Discuss the following questions with the girls. Refer to some possible answers below each question, for your reference.

“ “ *What were some of the consequences or potential consequences of Lute’s drinking?*

Some possibilities may include: she felt sick to her stomach/head; she was raped; she might have become pregnant; she might have contracted a sexually transmitted infection (STI), such as HIV; she might lose respect for herself, etc.

“ “ *Why did Lute decide to drink?*

Some “whys” might include: because she wanted to fit in; she did not want to be teased; she wanted Mapi to like her, etc.

Say:

Now that we have identified some of the reasons why Lute consumed alcohol, let’s talk about some strategies or other choices she could have made instead of drinking alcohol, by thinking about the positive and negative consequences of her decisions at each decision point. Remember, a decision point is when we have the opportunity to choose what to do next. Some decision points Lute had included:

- “ “ ◉ *after she was teased, she had the choice to drink, or not to drink;*
- ◉ *after she got sick, she had the choice to drink, or not to drink;*
- ◉ *when Mapi asked her to drink with him, she had that same choice—to drink or not to drink, and to go off alone with Mapi, or not.*

Looking at each decision point, how can she think ahead, or strategize, to avoid the risk of alcohol use or misuse associated with this decision? What could Lute have done instead of drinking? What other choices did she have?

For example, for the decision point about whether or not to drink, examine why she chose to drink, and what else she could have done instead of drinking.

- ◇ One reason she chose to drink was because she did not want to be teased. **Strategy other than drinking:**
 - ◉ Listen to music with the other young people, but sit with a friend who also does not drink, and promise to support one another in not drinking.
 - ◉ Use assertive communication: “I feel sad when you tease me, because it makes me feel like I do not belong, and I would like for you to please stop now.”
- ◇ Another reason she chose to drink was to impress Mapi. **Strategy other than drinking:**
 - ◉ Invite Mapi to join her and a friend to talk, instead of going off alone with him to drink.

Wrap-Up Activity (5 minutes)

Ask the girls what they learned from Lute’s story. Thank the girls for actively participating in today’s session!

4

CHAPTER

SELF-ESTEEM AND LEADERSHIP



LESSON 4A

I LOVE MYSELF!

Brief Description

In this lesson, girls learn about the concept of self-esteem and carry out 2 activities to boost their own self-esteem.¹

Purpose

Girls are confident in their ability to pursue their dreams and are supportive of each other.

Learning Objectives

- ◉ Girls recognize their own strengths and positive attributes.
- ◉ Girls understand how they can support each other in building high self-esteem, and how supporting others makes you feel good, too.

Facilitator Preparation²

None specific to this lesson.

Materials Needed

- Tape, paste, string, or some kind of adhesive
- Marker or thick pen for each girl (pens or pencils are OK if no markers or thick pens are available)
- Notebooks or paper for each girl



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.³

Warm-Up Activity: “A Pat on the Back” (15–20 minutes)⁴

This warm-up activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.⁵

1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in “boys” wherever “girls” are mentioned.

2 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

3 For ideas of welcome activities, see Annex 1.

4 For a full list of warm-up activities, see Annex 2.

5 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual* (Peace Corps Office of Overseas Programming and Training Support, September 2016), 29–30, <https://www.scribd.com/document/356257817/Peace-Corps-Health-and-HIV-Life-Skills-Manual-Office-of-Global-Health-and-HIV-OGHH-Revised-September-2016-Publication-M0063-Life-Skills-Manual>.

Introduce today's lesson:

In order to accomplish our goals, we must believe in our own ability to accomplish them. Belief in your own ability to do something is known as "self-confidence." Self-confidence helps us succeed in life and is very closely related to "self-esteem," which is how we see and value ourselves.

“ To recognize our own strengths and to boost our self-esteem, we are going to talk today about the things we love about ourselves and about each other. To begin, take a piece of paper, and write your name across the top of the paper. Then stick the paper to your back with tape. Now you will all take 10 minutes to walk around the room and write things on each others' papers on everyone's backs.⁶ There are 2 questions you can answer on each others' papers:

- What positive words would you use to describe each person?
- What happy message would you like to give to different people in the room?

Allow the girls to do this for 10 minutes. Walk around to make sure no one is writing mean or critical things on other girls' papers, as that would defeat the purpose of the activity. After 10 minutes, ask the girls to take the paper off their backs, and read what everyone wrote about them. If time allows, you can also invite the girls to share a few of the messages with the group.

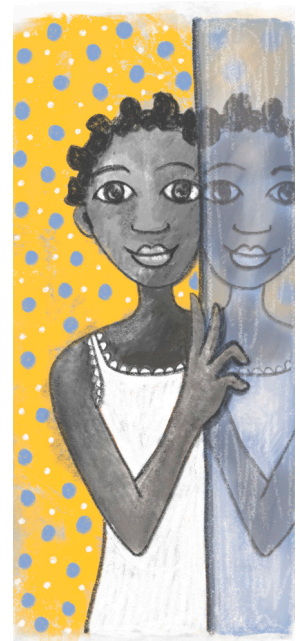
* Activity 1: What Is Self-Esteem? (10 minutes)

This activity is adapted from the Peace Corps *Life Skills Manual*.⁷

Ask and discuss the following questions (possible answers included in brackets):

Let's talk more about the concept of self-esteem.

- What does self-esteem mean to you? [Answers may include: how you see yourself, believing you are worth a lot or are valued, personal strengths, loving yourself, etc.]
- Can you think of an example where you did something because you or someone else had low self-esteem? What about high self-esteem? [An example of an action taken due to low self-esteem could be drinking alcohol or accepting gifts from a boy or a man who tells you that you are very pretty. An example of an action taken due to high self-esteem could be running for a Club or school officer position.]
- Where do you think self-esteem comes from? What is the source of someone's self-esteem? [Self-esteem frequently comes from the faith your parents or guardian have in you, local beliefs or religion, the image of the "ideal" girl or boy in your community, the way others treat you, personal reflection on your life, etc. Ultimately, though, self-esteem comes only from your own beliefs about yourself, rather than from what anyone else says about you. That is why it is called self-esteem!]



⁶ If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

⁷ Kathleen Callahan and Ruth Mota, *Life Skills Manual* (Washington, DC: Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, 2001), 197, http://files.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf.

✿ Activity 2: “Finding Your Glow” (30 minutes)

This activity is adapted from the Peace Corps Youth Camps Manual: GLOW and Other Leadership Camps.⁸

Say:

“Thank you all for saying such kind and positive things about each other in our warm-up activity today! Isn’t it wonderful that we can be supportive of each other and make others feel better about themselves, just by saying something nice? You each have this ability all the time: the ability to lift each other up. We are going to carry out another activity now that helps us see this more clearly.

Ask the girls to take out their notebooks or a new piece of paper. The girls should draw a medium-sized circle in the middle of the paper, and inside the circle, write, “ME.” Then the girls should write or draw other qualities about themselves that they love, such as being a good friend, being honest, or being smart. They can also write any of the qualities their fellow Club members wrote on the paper on their backs during the warm-up activity. Explain:

“These qualities or characteristics you like about yourself are an important part of your self-esteem. They are the voice inside your head that tells you that you are important – you matter, despite what anyone says or anything going on in your life. Sometimes, you or someone you know may hear other messages or words to describe you that are not so positive. You may even have negative thoughts or messages about yourself in your head. But you can actually choose the words you want to use to describe yourself, so make sure they are positive!

Once the girls have finished filling in those words, instruct them to draw a second, larger circle around the first one, so there is one circle within another. Inside that new circle and outside the first smaller circle, the girls should write things they can do well, such as singing, cooking, or reading. Say:

“There are many talents, skills, and gifts each of you already possess. Knowing that you are capable, that you have something to contribute and to offer to others, is another important concept we will explore throughout the next few lessons.

When the girls have completed that step, explain:

“When someone is very confident and happy, people sometimes describe her or him as “glowing,” the way



⁸ Katie Green, Youth Camps Manual: GLOW and Other Leadership Camps (Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, January 2013), Part 5, 27, <http://files.peacecorps.gov/library/M0100.pdf>.

a bright light or candle glows. This last step is designed to help you shine brightly and glow! Part of finding your glow is supporting others to do the same, because contributing to others' sense of self-esteem can make you feel good, too. Close your eyes again, and think about how we support each other in finding our glow. Think about someone you know who makes you feel good about yourself. What are the things they say? How do they act toward you? What do they do?

Now open your eyes. Draw a shape outside your larger circle that demonstrates the circles glowing. This might look like the rays of the sun, or the glow of a candle. Inside that glowing shape and outside the second circle, write or draw ways you can help others increase their self-esteem and find their own glow.

If the girls are unsure what to write, you can give them a few examples, such as listening when others are speaking, telling each other when that person does a good job, or encouraging others to succeed. At the end of the exercise, the girls' drawings should look like the illustration on the previous page.

Invite the girls to share what they drew with a partner.

Additional Optional Activity: Shout-Outs (10–15 minutes)

If your Club space allows you to leave posters on the walls, you can choose to hang up the girls' glow drawings for a week or more. After hanging them up, attach another sheet of paper underneath and write, "Shout-Outs." On this part of the paper, the girls can then write a "shout-out," a note that calls attention to something good done by another person. For example, if Mary helped Beatrice complete her homework, Beatrice could write, "Mary helped me with my homework," on the shout-out portion of Mary's glow paper. This allows the girls to continue to support and encourage each other over the weeks.

Wrap-Up Activity: Introductions (3–5 minutes)⁹

To complete today's lesson, invite the girls to pick 1–3 of their favorite qualities about themselves. Then the girls can walk around and introduce themselves to each other and share these qualities. For example, "My name is Ruth, and I am loving, helpful, and calm."



LESSON 4B

LET'S BE A TEAM!

Brief Description

Girls learn about and play a fun game related to teamwork and explore the concept of peer educators and mentorship.

Purpose

Girls see how they can support and contribute to each other and to others in their community, through teamwork, peer education, and mentorship.

⁹ For a full list of wrap-up activities, see Annex 3.

Learning Objectives

- Girls understand the benefits of teamwork.
- Girls learn about peer education and mentorship and may be interested in mentoring or educating others in the future.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Pen or pencil for each girl
- Small pieces of paper (can be torn from a larger sheet)
- A pot, bowl, basket, bucket, or any other kind of container that can hold small pieces of paper



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Human Knot (10–15 minutes)

This warm-up activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹⁰

Introduce the activity and lesson:

“ Today, girls, we are going to be talking about teamwork, as it relates to self-esteem, self-confidence, and leadership. We will begin with a fun activity called the human knot!

Instruct the girls to stand in a circle. Each girl should first put her right hand in the circle and join hands with another person randomly (but NOT the person next to her). Then each girl should put her left hand in the circle and join hands with another person randomly again (but NOT the person next to her and NOT the same girl whose other hand she is holding). Now the girls are in a knot! They have to untangle themselves to end up in a perfect circle, with no one's arms crossed or tangled. It is OK at the end if some of the girls are facing outwards from the circle, as long as everyone is in a circle with no crossed arms. It seems impossible, but there is always a way to untangle everyone—the girls may have to be creative! They can move around to untangle the knot, but no one can let go of another person's hand. Go!

When the girls have untangled themselves, ask a few girls to share with the Club what they learned about teamwork from this activity.

* Activity 1: Teamwork (10–15 minutes)

This activity is closely adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹¹

In this activity, you will discuss the concept of teamwork with the girls, building off of the human knot activity they just completed. Discuss the following with the girls (suggested answers in brackets):

¹⁰ Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 13.

¹¹ Same as previous footnote, 14.

- ◇ *What do we mean by the term “teamwork?” [Teamwork is when you work with those around you effectively and efficiently to meet your goal or target.]*
- ◇ *We often think about teams and teamwork when we play sports. Why is it important to work as a team in sports? [We are each able to contribute strengths towards the accomplishment of a goal—scoring points!]*
- ◇ *Where do you think teamwork applies in your lives? How could we better our lives by using teamwork? [In school or the classroom; with siblings, doing household chores; with their neighbors, to keep the environment clean; etc.]*

Discuss teamwork further by touching on the following:

“ *All team games involve teamwork, and it would be very difficult, if not impossible, to compete successfully without it. Individuals are empowered when they work with others as a team because they have the support of their team. Teams reduce the vulnerability of individuals and groups, which enables them to progress further toward meeting their goals. Teamwork involves supporting and aiding those around you. This applies in life, as well. Your friends and family are part of your team, and you need to support and help each other to overcome the challenges we all face. When you are working as a team, you are able to accomplish much more. T-E-A-M can stand for: T-together E-everyone A-achieves M-more!*

* Activity 2: Peer Educators and Mentors (10–15 minutes)

Explain:

“ *We have learned several ways you can empower and support each other to reach your dreams, through teamwork and the glow activity from the last lesson. One additional way to boost your self-confidence and prepare yourselves to be future leaders is by finding and working with a mentor or becoming a peer educator.*

Discuss the following questions with the girls:

- *What is a mentor? And how would you find one? [A mentor is an experienced or trusted advisor or supporter who guides another in important life decisions and pursuing her goals. Mentors can be friends, parents, teachers, or other trusted members of your community. To find a mentor, a girl can make a list of possible mentors or people who may know of someone who can be a mentor and then ask those people if they would be willing to be her mentor.]*
- “ *What is a peer educator? [A peer educator is a peer or someone of approximately the same age or experience level who is teaching other peers about a subject.]*
- *What are the benefits of learning from peer educators? [Many young people learn better from a peer who may teach in a way or ways that is more relatable or clear than the way(s) used by a teacher or other educator.]*
- *Why would someone want to be a mentor or peer educator? [Many peer educators and mentors find the experience of educating and/or mentoring to be very rewarding because they are contributing to the education of others and developing themselves as leaders, which may help them pursue their own goals and dreams.]*

(continued)

- *What knowledge and skills do you have to offer others?* [Girls can share skills they have or topics they are especially knowledgeable about.]
- “ ◦ *How do you become a peer educator?* [Many peer educators receive special training and may have a supervising teacher or mentor to guide them. If such training exists in your community, girls can approach those teachers or mentors and ask to join the program. If your community does not have such a program, you and your girls could create one!]
- *To whom might you become a mentor?* [Classmates, peers, siblings, younger girls in your community]



Wrap-Up Activity: Pot of Gold (15 minutes)

This wrap-up activity is adapted from World Association for Girl Guides and Girl Scouts *Free Being Me: Empowering Girls Through Improving Body Confidence and Self-Esteem (Activities for Ages 7–10 Year Olds)*.¹²

Explain:

- “ *In Ireland, there is a well-known legend about the leprechaun (a mischievous Irish fairy or elf). He had lots of treasure that he kept inside an old pot, hidden at the end of the rainbow. We are all special, a bit like the leprechaun’s treasure, except what makes us really special comes from inside us. Let’s share one of those special things with each other!*

Distribute one small piece of paper to each girl. On the paper, she can write one of her favorite qualities about herself on one side, and her name on the other side. Given today’s lesson is all about teamwork, girls could write one quality they have that is important for teamwork. Then, each girl can put her slip of paper in the pot or other container used for this activity. The qualities the girls put in the pot are the “gold!” Once all the girls have put their gold in the pot, girls can take turns drawing a piece of gold out of the pot and reading out loud the girls’ name and the quality written on the paper. Everyone can give that girl a high-five, or clap, or find some other way to praise her for her good quality.

¹² World Association of Girl Guides and Girl Scouts, *Free Being Me: Empowering Girls Through Improving Body Confidence and Self-Esteem (Activities for 7–10 Year Olds)* (Dove and World Association of Girl Guides and Girl Scouts), 8, <https://free-being-me.com/media/Free-Being-Me-7-10-activity-pack1.pdf>.

Optional Additional Activity: Finding Peer Educators and Mentors

Supporting girls in your Club to mentor younger girls or boys in your community is another great way to help girls see their own value and realize all they have to offer others. Depending on the structure of your Club, you could invite some girls to be peer educators. To do this, you would need to provide additional support and training, so that they are equipped to be teaching their peers about certain subjects. Throughout this Handbook, there are many activities where you can empower girls to lead and educate each other, with minimal preparation.

Alternatively, if there are people in your community, ideally young women, who are potential mentors, it would be great to pair them up with girls in your Club, although that may not be possible in all contexts. It may be useful to invite a guest speaker who is a relatable female role model and leader to speak to your Club. Just like the girls' role models, the speaker could be a community or government leader, or could even be an empowered big sister. This speaker can inspire the girls and demonstrate what positive self-esteem looks like. Time for a guest speaker is not allotted in this lesson, so a special event or additional lesson would need to be created, in order to have enough time to host the guest speaker.



LESSON 4C

I AM A LEADER

Brief Description

Girls have the opportunity to experience leadership through a fun activity and then, as a group, to explore the qualities of their leadership role models.

Purpose

Girls see themselves as leaders and know the skills they need to develop into inspirational leaders like their role models.

Learning Objectives

- Girls experience quiet leadership through the Warm-Up Activity and see how they can exhibit that kind of leadership in everyday life.
- Girls understand the key qualities and traits of the leaders they admire.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper
- Marker or thick pen
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Notebooks or paper for each girl



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Driver and Car (20 minutes)

This warm-up activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹³

Divide the girls into pairs. Assign one girl to be the car and the other girl to be the driver. The car must keep her eyes closed the entire time and follow the instructions of the driver, to avoid a collision with another car. The driver's job is to give instructions to the car so that they do not crash into other girls, but neither the car nor the driver is allowed to speak. The driver must communicate to the car using the following hand signals:

- ◇ A touch on the middle of the back means: Walk.
- ◇ Subsequent touches on the middle of the back mean: Walk faster.
- ◇ A touch on the right shoulder means: Turn right.
- ◇ A touch on the left shoulder means: Turn left.
- ◇ A touch on the head means: Stop.

Remind the drivers to touch the cars gently, and to be very careful! Start the exercise by letting the girls wander around the Club space, with the driver directing the car. After 1–2 minutes, tell the girls to switch roles. Once both girls have had a chance to play both roles, bring everyone back together, and discuss the following questions:

- ◇ How did it feel being a car?
- ◇ How did it feel being a driver?
- ◇ Which did you prefer? Why?
- ◇ What were some of the challenges of being the car?
- ◇ What were some of the challenges of being the driver?
- ◇ What did you enjoy most about each role?
- ◇ What did this exercise teach you about leadership?
- ◇ What does it mean to be an effective leader?
- ◇ Is there any value in following?
- ◇ Does following have a role in leadership? If so, what is that role?



13 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 210–11.

✿ Activity 1: Good Leaders (30 minutes)

This activity is adapted from the Haiti Adolescent Girls Network’s *My Own Space* and LitWorld’s *LitClub Curriculum: The 7 Strengths, Year Two*.¹⁴

Say:

“ Now we are going to think about qualities of leadership by looking to our leadership role models. I would like each of you to think of your leadership role model—that is, someone to whom you look up as a leader. The person could be a community leader, a leader in your school, or even a leader in your family. Think about the qualities and skills that person has that make her or him a good leader. You may write notes in your notebook. I will ask a few of you to give a short 1–2-minute presentation about your leadership role model.

After 5 minutes, invite one girl to stand up and give a short presentation about her leadership role model, focusing on what makes that kind of person a good leader. This will also allow the girl to practice public speaking, an important skill for all leaders. After the girl completes her presentation, ask the other Club members what leadership skills and qualities they heard the presenter mention. Write these on a large piece of paper or on the chalkboard. Invite another girl to give her presentation and repeat this discussion. Allow as many girls to present their leadership role models as time allows. By the end of the activity, you will have a list of leadership skills and qualities.

Conclude the activity:

“ You can see that there are many different qualities leaders possess, but not all leaders have the same leadership style. Some leaders lead by example, meaning they act the way they want others to act. Others lead by instruction, which means that they exhibit leadership by teaching or guiding others. It is also important to remember that all the leaders we discussed worked hard to develop those skills, and you can develop any of these skills yourself, too!

Wrap-Up Activity: Walk Around (5 minutes)

Invite the girls to walk around the Club and to share with each other about the leadership role model they selected for Activity 1.

14 Haiti Adolescent Girls Network, *My Own Space* (Haiti Adolescent Girls Network, November 2016), 143–45; and LitWorld, *LitClub Curriculum: The 7 Strengths, Year Two* (LitWorld), 62–68.

5 COMMUNICATION

CHAPTER



LESSON 5A

THE BASICS OF COMMUNICATION

Brief Description

In this lesson, girls will learn about nonverbal communication, the importance of listening, and how to manage feelings of stress.¹

Purpose

Girls are able to read nonverbal body language and to understand how listening can help them better communicate and protect themselves. Girls also can cope with feelings of stress in a healthy and productive way.

Learning Objectives

- Girls learn how to distinguish different emotions based on nonverbal cues.
- Girls know the signs of not listening and experience what it is like to be not listened to.
- Girls can identify the signs of stress and learn how to manage stress in an appropriate way.

Facilitator Preparation²

For the Warm-Up Activity, write the following emotions on individual slips of paper: anger, sadness, depression, confusion, happiness, excitement, shyness, rejection, fear, disappointment, stress, and exhaustion. These pieces of paper together make one set of “emotion choices” to be used in the activity. Prepare one set of “emotion choices” for each group (each group should have 4–6 girls, so you will need to calculate how many groups are needed to prepare for this activity based on the number of girls in your Club). Each set of emotion choices can be placed in a container of some kind, and each slip of paper should be folded so that the girls cannot see what is written on the paper.



Materials Needed

- Small pieces of paper (can be torn from a larger piece of paper)
- Marker or thick pen
- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive (to paste paper onto wall)
- Several containers (bucket, hat, bag) to hold the emotion choice papers for the Warm-Up activity (see Facilitator Preparation for details)

¹ As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in “boys” wherever “girls” are mentioned.

² Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.³

Warm-Up Activity: How Am I Feeling? (20 minutes)⁴

This warm-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* and the Peace Corps *Health and HIV Life Skills Manual*.⁵

Introduce this chapter's topic, communication:

“ For the next few lessons, we will be talking about communication. What do you think communication is, girls?

Allow the girls to answer, then continue, and add:

“ Communication is how we share information or ideas with other people. This can be through verbal communication, such as talking, or nonverbal communication, such as our body language. Today we are going to explore nonverbal communication and how we receive communication (in other words, how we listen).



Divide the girls into groups of 4–6 and give each group one set of “emotion choices,” as described in the Facilitator Preparation above. The girls in each group should take turns randomly drawing one slip of paper from the container holding the emotion choices. After a girl draws a slip, she should silently act out the emotion on that slip for the rest of the girls in her group, who should then guess which emotion she is acting out.⁶

After 5–10 minutes, bring the girls back together to discuss what they learned from the activity. Some possible discussion questions include:

- ◇ How did you know which emotion the actor was acting out?
- ◇ What are some common gestures we use to communicate our emotions?
- ◇ Why do people sometimes use nonverbal communication instead of verbal communication?
- ◇ Is it possible not to use nonverbal communication?
- ◇ Can nonverbal communication contradict verbal communication?

³ For ideas of welcome activities, see Annex 1.

⁴ For a full list of warm-up activities, see Annex 2.

⁵ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* (Nairobi: Population Council, 2015), 31, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf; and Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual* (Peace Corps Office of Overseas Programming and Training Support, September 2016), 23, <https://www.scribd.com/document/356257817/Peace-Corps-Health-and-HIV-Life-Skills-Manual-Office-of-Global-Health-and-HIV-OGHH-Revised-September-2016-Publication-M0063-Life-Skills-Manual>.

⁶ If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

* Activity 1: You Are Not Listening! (20 minutes)

This activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* and South African Medical Research Council GHRU's *Stepping Stones, South African Adaptation*.⁷

Say:

“Another important aspect of communication is listening. We all do a lot of talking, and I bet that when you are talking, you are probably talking to someone who you hope is listening to you, right? Listening is a very important part of communication, because if the person you are talking to is not listening, then what you are saying has little or even no meaning. Listening is also very important in resolving conflict. How do you know if another person is not listening?”

Allow the girls to answer and write their answers on the chalkboard or on a large sheet of paper.

The girls' answers may include saying that the other person:

- ◇ Interrupts to change the subject or to talk about themselves
- ◇ Looks away
- ◇ Looks at his or her watch or phone
- ◇ Starts talking to someone else
- ◇ Begins to do something else
- ◇ Walks away
- ◇ Does not stop the work she/he is already doing
- ◇ Looks bored
- ◇ Says he/she will be back in a minute and does not come back



Thank the girls for their answers, and explain the next part of the activity:

“Each of you will find a partner. Once you have a partner, choose who will be the listener first, and who will be the speaker. The speaker will talk to the listener about something that is very important to the speaker. The listener will not listen, by engaging in one of the non-listening behaviors we just discussed and that are written here. [Point to the chalkboard or paper where these behaviors are recorded.] Then in a few minutes, I will tell you to switch roles. Go!”

Support the girls in finding a partner. Then give them 2 minutes to carry out the activity, before instructing them to switch roles. After both girls have played both roles, bring everyone back together again.

Discuss the following questions:

- How did it feel to speak to another person who was clearly not listening?
- “○ Do these situations happen to you in your life? If they do, are you usually the speaker or the listener?
- What could happen if you do not listen when others speak?

⁷ FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 3, 4–6, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf; and Rachel Jewkes, Mzikazi Nduna, and Nwabisa Jama, *Stepping Stones, South African Adaptation* (Pretoria, South Africa: South African Medical Research Council GHRU, 2002), 20, <https://www.whatworks.co.za/documents/publications/86-stepping-stones-training-manual/file>.

✿ Activity 2: Dealing with Stress (15 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.⁸

Introduce this next activity:

“ Now we are going to talk about something a little different from listening. We are going to talk about stress. What is stress, and what are some symptoms of feeling stress?

Allow the girls to answer and discuss, making sure that the following points are mentioned:

- ◇ Stress can be defined as the body’s reaction to a change that requires a physical, mental, or emotional adjustment or response.
- ◇ If you are stressed, you may experience feelings of anxiety, irritability, fear, moodiness, or embarrassment. You may have thoughts of self-criticism, difficulty concentrating or making decisions, forgetfulness or mental disorganization, preoccupation with the future, repetitive thoughts, or fear of failure.
- ◇ Feeling stress may lead you to stutter; have difficulty speaking; cry; yell at friends or family; grind your teeth or clench your jaw; act impulsively; laugh nervously; begin or increase smoking cigarettes, drinking alcohol, or taking drugs; be more prone to accidents; or it may increase or decrease your appetite.
- ◇ Feeling stress (also informally termed, “being stressed”) also may have physical manifestations, including tight muscles, cold or sweaty hands, stomach aches, headaches, shaking hands, pounding heart, dry mouth, fatigue, rapid breathing, sleep problems, or back or neck aches.⁹

After discussing what stress is and what it looks like to feel stress, ask the girls to brainstorm aloud some ways to cope with stress. You can use the following table as a reference, closely adapted with permission from the Peace Corps:¹⁰

✿ COPING WITH STRESS ✿
<p>Take a deep breath!: Stress often causes us to breathe shallowly, and this almost always causes more stress! Try taking a minute to slow down and breathe deeply.</p> <p>Talk it out: Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher, or church leader can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid serious problems later. Writing down thoughts and feelings can also help clarify the situation and give you a new perspective.</p> <p>Take a “minute vacation”: You cannot always run away, but you can dream. 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 pleasant sounds, smells, and temperature.</p> <p style="text-align: right;"><i>(continued)</i></p>

8 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 145–47.

9 Same as previous footnote, 145–46.

10 Same as previous footnote, 147.

(Coping With Stress, continued)

Pay attention to physical comfort: Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, go somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.

Get physical: When you feel nervous, angry, or upset, release the pressure through exercise or physical activity. Try to find something you enjoy, and make regular time for it. This can be anything from playing a game with friends to doing some regular physical work that you like. Running, walking, or dancing can be done anywhere. Working in the garden, cleaning, or playing with younger children can relieve stress, relax you, and energize you! Remember, your body and mind work together.

Take care of your body: Healthy eating and adequate sleep fuel your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress, so eat well.

Laugh: Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!

Manage your time: Plan ahead. Make a realistic schedule for yourself and include time for stress reduction. Trying to take care of everything at once can seem overwhelming. Instead, make a list of what you have to do, then do one thing at a time, checking them off as they are completed. Do the most important or unpleasant ones first; then the rest of your day will be less stressful. Recognize when you are most stressed, and allow yourself some reasonable breaks, like taking a walk or otherwise changing your scenery.

Know your limits: A major source of stress is people's efforts to control things over which they have little or no power. When in a stressful situation, ask yourself: Is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control.

Must you always be right?: Do you get upset when things don't go your way? Consider cooperation or compromise, rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

Have a good cry: Big boys and girls do cry. A good cry during stressful times can be a healthy way to bring relief to your stress and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.

Look for the good things around you: It is easy to see only the negative when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing little light or joy into your life. Commit yourself to actively noticing five good things around you, like positive or enjoyable moments or interactions.

Wrap-Up Activity (3 minutes)¹¹

Invite the girls to adopt some of the stress-coping techniques that you created together, and ask a few girls to share which ones they are promising to do in their lives. Thank the girls for listening and for participating in today's activity!

¹¹ For a full list of wrap-up activities, see Annex 3.



LESSON 5B

AGGRESSIVE, PASSIVE, AND ASSERTIVE COMMUNICATION

Brief Description

Today's lesson introduces the concepts of aggressive, passive, and assertive communication and allows the girls to practice assertive communication.

Purpose

The purpose of this lesson is to equip the girls with powerful communication skills that can enable them to express their thoughts and feelings, request support when needed, and protect themselves.

Learning Objectives

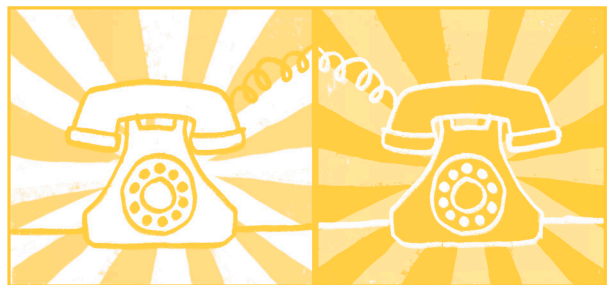
- Girls can identify aggressive, passive, and assertive communication styles.
- Girls know how to use "I Feel" statements to communicate assertively.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Marker or thick pen
- Tape, paste, string, or some kind of adhesive (to paste paper onto wall)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Telephone (10 minutes)

Introduce today's warm-up activity:

☺☺ *We are going to start today with an activity related to our last Club session on listening!*

Have all girls sit or stand in a line or circle. Whisper a sentence in the ear of the first girl. She will then whisper the same sentence (what she heard you say) to the next girl. Then that next girl will whisper what she heard to the girl after her, and so on, until the sentence makes it to the very last girl. The very last girl should then say what she heard out loud. Usually what the last person heard is completely different from the original sentence!

Tell the girls what the original sentence was, and say:

☺☺ *See how difficult listening can be? It is completely normal that you each heard different things. This shows us how careful we have to be with our communication, to make sure that the other person understood what we said and what we meant to say.*

* Activity 1: Aggressive, Passive, and Assertive Communication (25 minutes)

This activity is adapted from South African Medical Research Council GHRU's *Stepping Stones, South African Adaptation*, FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, and the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.¹²

Explain:

“ Today we are going to talk about several different styles of communication: aggressive, passive, and assertive. To begin this discussion, I will say the same sentence in these 3 different styles of communication.

The phrase you will say is, “Where are you going?” First, say it aggressively, which could mean saying it in a loud, angry voice while glaring at the girls and shaking your fists. Next, say it passively, which could mean saying it softly, as you gaze down and make your body small, with shoulders hunched. Lastly, say it assertively in a clear, confident voice, while standing up straight and looking at the girls. Then, have the girls guess which example was which style of communication. Say:

“ Now that you have an idea what these 3 different styles of communication look like, let's learn more about each of these communication styles, starting with aggressive communication. What are some characteristics of aggressive communication?



Write these answers on the chalkboard or on a large piece of paper (be sure to leave room for the other 2 kinds of communication, as you will do this same activity for each communication style). Some possible answers include:

- ◇ Shouting
- ◇ Frowning
- ◇ Speaking ill of or complaining about someone else
- ◇ Talking about someone else behind their back
- ◇ Shaking or pointing fingers or clenched fists at someone
- ◇ Physically showing, threatening, or using force
- ◇ Nagging someone
- ◇ Taking revenge on someone, such as saying, “I’ll get you back!”
- ◇ Threatening
- ◇ Correcting or insulting another person
- ◇ Insisting that you are right and the other person is wrong

The most important aspect of aggressive communication is that when someone is using this kind of communication, that person has no regard for the other person’s feelings or thoughts. Invite the girls to stand up and say, “Where are you going?” in an aggressive way, so that they start to understand this style of communication.

¹² Jewkes, Nduna, and Jama, *Stepping Stones*, 79–82; FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, Module 3, 15–16; and Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 118.

Repeat the same exercise for passive communication, and invite the girls to repeat the same phrase using passive communication. Some possible answers for what passive communication looks like include:

- ◇ Speaking in a low or quiet tone
- ◇ Giggling
- ◇ Using a hesitant voice
- ◇ Hiding your face or mouth with your hands
- ◇ Fidgeting
- ◇ Pouting or sulking
- ◇ Pretending you did not hear
- ◇ Making weak excuses, such as you forgot you had to do something, or you are sick
- ◇ Staying silent
- ◇ Not making eye contact
- ◇ Sagging or shrugging shoulders
- ◇ Slouching your shoulders or back, and generally making your body smaller
- ◇ Being polite when you actually feel angry or hurt

The most important aspect of passive communication is that you are (a) not expressing what you really want to say, (b) hoping that you get what you want without saying it, or (c) letting others decide for you.

Last, discuss what assertive communication looks like. Possible answers may include:

- ◇ Standing firmly and with good posture
- ◇ Speaking with a clear, confident, and firm (but not rude or angry) voice
- ◇ Making eye contact
- ◇ Using strong but not challenging body language
- ◇ Listening to others
- ◇ Answering respectfully, while expressing your actual thoughts or feelings

Assertive communication delivers a message or information respectfully and honestly by expressing your feelings, without hurting or putting down the other person.

Conclude the activity by discussing:

- “ “
 - *Can you tell us a few examples from your life where you saw aggressive communication being used?*
 - *Passive communication? Assertive communication?*
 - *Which kind of communication do you think will help you achieve your goals and enable you to do the things you want to accomplish in your life?*

* Activity 2: “I Feel” Statements (15 minutes)

This activity is adapted from South African Medical Research Council GHRU’s *Stepping Stones, South African Adaptation*.¹³

Say:

Now that we have discussed these 3 styles of communication, let’s practice assertive communication, so that we can clearly and respectfully share our thoughts and feelings without hurting others. One effective assertive communication method is to use what we call “I Feel” statements. “I Feel” sentences allow you to express your thoughts out loud without blaming the other person, they make the other person more likely to listen to you, and they make it possible to have an actual conversation. “I Feel” sentences have a very simple structure (you may wish to write this on the chalkboard or on a piece of paper):

1. Action: “When...”
2. My Response: “I feel...”
3. Reasons: “because...”
4. Suggestion: “What I’d like is...”

For example: When you tease me because I do not want to drink alcohol and have sex with you, I feel hurt and sad because I do not feel accepted or respected by you. What I would like is for you to respect my feelings about alcohol and sex and to stop teasing me.

Divide the girls into pairs, and instruct each girl to pick a situation she is struggling with that involves another person. Each girl should then create an “I Feel” statement that demonstrates assertive communication by allowing her to state her feelings or thoughts respectfully and honestly. Her partner should coach her in making the statement clear and free from blame. Allow the girls to practice for 5 minutes. Then bring everyone back together, and ask a few girls to share their statements. Close the activity by asking the girls:

“ How could using “I Feel” statements make a difference in your life?

Wrap-Up Activity: Walk Around (5 minutes)

Invite the girls to walk around the room and to share with at least 3 people what they learned today about communication.



LESSON 5C

CONFLICT RESOLUTION

Brief Description

In this lesson, girls will learn how to deal with feelings of anger and how to resolve conflicts between or among people.

Purpose

Girls are able to control their anger and resolve conflict in a productive and safe way.

Learning Objectives

- ◉ Girls learn simple coping mechanisms for dealing with their own feelings of anger.
- ◉ Girls understand the peacemaking rules and the core values in conflict resolution and are able to employ those in interacting with others among whom there seems to be conflict.

¹³ Jewkes, Nduna, and Jama, *Stepping Stones*, 83–85.

Facilitator Preparation

- ◉ Write the 4 skit scenarios for Activity 2 on a large piece of paper or on the chalkboard. If you choose to write on the chalkboard, be sure to leave room on the board for writing during Activities 1 and 2. Here are the scenarios, closely adapted with permission from the Peace Corps:¹⁴
 - * **Daniel** is upset because his mother told him he was not allowed to go to a football match with his friends on Saturday afternoon, even though he had already made plans with his friends. What should Daniel say to his mother?
 - * **Alice** has a big exam at school on Friday. On Thursday afternoon, she realizes that she is not well prepared for the exam and is worried that she will not pass. Her sister wants Alice to help her make dinner, but Alice wants to study. What should Alice do?
 - * **Isaac** notices that his friend Joseph is wearing the jacket that was stolen from him last week. Joseph tells him that another friend let him borrow the jacket. How should Isaac talk to Joseph?
 - * **Margaret** stopped seeing her boyfriend George. Now he is telling other boys at school that they had sex, even though it is not true. What should Margaret say to George?

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive (to paste paper onto wall)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Resistance (10 minutes)

This warm-up activity is adapted from the South African Medical Research Council GHRU's *Stepping Stones, South African Adaptation*.¹⁵

Introduce today's lesson and warm-up activity:

“ We have been talking for the last few lessons about communication. While we always want to communicate respectfully, sometimes conflicts do arise. Today we will talk about how to deal with conflict.

Ask the girls to form 2 lines facing each other across the Club space, and ask each girl to pair up with a girl from the other line. Each pair of girls should touch their palms together. Choose one line to be “Line 1” and the other line to be “Line 2.” In the first round, the girls in Line 1 will push against the girls in Line 2 with only their palms,

14 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 154.

15 Jewkes, Nduna, and Jama, *Stepping Stones*, 78.

and the girls in Line 2 can respond in whatever way they like. Do this for 30–60 seconds. Then ask the 2 groups to switch, so the girls in Line 2 are pushing against the girls in Line 1 with their palms, and the girls in Line 1 can react however they would like. Do that for 30–60 seconds. Then ask the girls to return to their seats. Discuss the following questions:

- ◇ How did you respond when the other person was pushing against you?
- ◇ When someone pushes you, do you push back, or do you give up?
- ◇ How does this relate to situations that happen in your life?



* Activity 1: Dealing with Anger (15 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹⁶

Say:

“ Sometimes when there is conflict, one or more persons involved is/are angry. We are going to talk about the emotion we call anger and about how to deal with feelings of anger.

Explain the following introductory text about anger, reprinted here with permission from the Peace Corps:¹⁷

“ Anger is a completely normal, usually healthy, human emotion that ranges from mild irritation to intense rage. When it gets out of control and turns destructive, it can lead to problems. Like other emotions, it causes physical changes. When you get angry, your heart rate, blood pressure, and [adrenaline] levels go up.¹⁸ You could be angry at a specific person or event. Worrying about personal problems or remembering traumatic events can also cause you to feel angry. Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviors, which allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us.

¹⁶ Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 148–49.

¹⁷ Same as previous footnote, 148.

¹⁸ Adrenaline is a hormone our bodies release when we are afraid or sense danger. It speeds up your heart rate and starts other changes that prepare the body to handle an emergency. (Definition derived from WebMD.)

Ask the girls the following question:

“ *What are some inappropriate expressions of anger?*”

Some possible answers may include physically abusing yourself or someone else, yelling, lashing out at others, name-calling, bullying, or damaging physical property.

Say:

“ *There are also many appropriate and productive ways to deal with anger. What are some appropriate expressions of anger or appropriate ways to deal with anger?*”

Write the answers the girls say on the chalkboard or on a large piece of paper. You may use this table of anger management techniques for reference, closely adapted here with permission from the Peace Corps:¹⁹



ANGER MANAGEMENT TECHNIQUES



Ask yourself if this will matter 10 years from now. Chances are you will see things from a calmer perspective.

Tell yourself, “It is frustrating, and it is understandable that I am upset about it, but it is not the end of the world, and getting angry is not going to fix anything.”

Have you ever done the same thing to someone else, even if by accident? Do you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.

Remind yourself that getting angry is not going to fix anything, and that it will not make you feel better (and may actually make you feel worse).

Try counting to 10 before saying anything. This may not address the anger directly, but it can minimize the damage you will do while you are angry. Or try counting to 10 with a deep slow breath between each number. Deep breathing helps people relax.

Imagine a relaxing experience. Close your eyes, and travel there in your mind. Make it your anger-free place.

Non-strenuous physical activities, like walking, can relax your muscles and help you feel much calmer.

Give yourself time and space alone. Physically move away from situations that make you angry.

Say:

“ *Thank you for all of your great suggestions, girls! Next time you realize you are angry, try out one of these anger management techniques.*”

¹⁹ Same as previous footnote, 149.

✿ Activity 2: Conflict Resolution (10 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.²⁰

Explain:

“ Now that we have learned to deal with our anger, let's talk about dealing with conflict. When there is a conflict between 2 people, and you are trying to resolve it, what are some things you should not do?

Answers may include name-calling, accusing, insulting, interrupting, ignoring, using sarcasm, threatening, stereotyping (statements which label people and make them angry/resentful), judging, blaming, stating opinions as fact, expecting someone to read your mind, hitting, punching, slapping, or screaming. Thank the girls for their answers and say:

“ These different actions you named are also called “communication blockers” because they block communication between people. This kind of behavior may make people angrier or even more upset, making it more difficult to resolve the conflict. Now let's discuss some of the things you can do to resolve the conflict. Some of these may even be things we have learned in the Club! What actions or behaviors can you use to resolve conflict?

Write the girls' answers on the chalkboard or on a large piece of paper. Then share with the girls the following peacemaking rules and conflict resolution values, reprinted from the Peace Corps (you could also write these on the chalkboard or a large piece of paper):²¹

Peacemaking Rules	✿	Core Values in Conflict Resolution
<ol style="list-style-type: none">1. Identify the problem.2. Focus on the problem, not the person.3. Attack the problem, not the person.4. Listen with an open mind.5. Treat the other person's feelings with respect.6. Take responsibility for your own actions.		<ol style="list-style-type: none">1. Cooperation2. Affirmation3. Empowerment4. Neutrality5. Confidentiality

Wrap-Up Activity: Let's Resolve It! (20 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.²²

Give the girls the following instructions:

“ Now that we have learned so many techniques for resolving conflict, let's practice them by acting out a few skits!

Divide the girls into pairs. Assign each pair of girls one of the scenarios you wrote on the chalkboard or on large pieces of paper, as outlined in the Facilitator Preparation for this lesson. You will be assigning multiple pairs to the same scenarios, as there are only 4 scenarios. Give the girls 10 minutes to prepare their skits. Then, bring everyone back together, and choose one pair to act out each of the scenarios.

²⁰ Same as previous footnote, 154–56.

²¹ Same as previous footnote, 155.

²² Same as previous footnote, 154.

RELATIONSHIPS

6 CHAPTER

Facilitator's Note

This chapter deals with some adult content, such as sexual relationships, drugs, and alcohol. If these topics are not appropriate for the age(s) of the girls in your Club, feel free to change or omit the mention of any of these topics.¹



LESSON 6A

MY RELATIONSHIPS

Brief Description

In this lesson, girls will map the relationships in their lives and learn new skills to improve communication in one of their most important relationships, the relationship with their parents.²

Purpose

Girls know the positive qualities to look for in a good friend and are able to advocate for and express themselves in conversations with their parents.

Learning Objectives

- Girls are aware of all the relationships in their lives.
- Girls understand that everyone seeks different qualities in a good friend, and each person's relationship with another is unique.
- Girls have new tools to effectively communicate with their parents and other adults.

Facilitator Preparation³

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Notebooks or paper for each girl



1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 In this chapter, girls' relationship with their parents is discussed; however, it is possible that not all of the girls in your Club live or have relationships with their parents. They may live with an aunt or uncle, grandparents, adopted parents, or in an orphanage or shelter. In these cases, be sure to adapt the discussions involving parents to include guardians and/or other family members.

3 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁴

Warm-Up Activity: “Won’t You Please Please Smile?” (10 minutes)⁵

This warm-up activity is adapted from LitWorld’s *LitClub Curriculum: The 7 Strengths*.⁶

Introduce the activity:

“Today, girls, we are going to start with a very silly activity. Please come stand in a circle. I will choose one girl to be “it.” The “it” girl will walk up to another girl in the circle and say, “Friend, I like you. Won’t you please, please smile?” The girl whom the “it” girl is addressing must try NOT to smile. If she smiles, then she becomes “it!” If she does not smile, then the “it” girl must approach another girl in the circle and deliver the very same message; this goes on until she gets someone to smile. The “it” girl does not have to go in order around the circle. Let’s play!”

* Activity 1: Relationship Mapping (25 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.⁷

Introduce this new chapter and lesson:

“For the next few weeks, we will be discussing our relationships with the people in our lives, such as our parents, siblings, friends, boyfriends or girlfriends, and other adults. We will start by looking at all of our current relationships. Please take out a piece of paper or your notebook and a pen or pencil. Draw 4 concentric circles (circles inside each other). Inside the first circle, write your name.⁸ Just outside that small circle, inside the second circle, write the names of the people closest to you in your life. In the next 2 circles, write the names of those who are next closest to you in your life. Do this until all of your circles are filled.”

Give the girls 5 minutes to carry out this activity, and then invite them to share their circles with a partner for 5 minutes. After the girls have shared, bring them together again, and discuss the following questions:

1. Did you and your partner list the same kinds of relationships, or were there differences?
2. Did you and your partner write your family members, friends, neighbors, teachers, religious leaders, or others in the same circles?
3. What are some words that describe what you value in the people to whom you feel closest?

⁴ For ideas of welcome activities, see Annex 1.

⁵ For a full list of warm-up activities, see Annex 2.

⁶ LitWorld, *LitClub Curriculum: The 7 Strengths* (LitWorld, 2011), 70.

⁷ Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual* (Peace Corps Office of Overseas Programming and Training Support, September 2016), 42–44, <https://www.scribd.com/document/356257817/Peace-Corps-Health-and-HIV-Life-Skills-Manual-Office-of-Global-Health-and-HIV-OGHH-Revised-September-2016-Publication-M0063-Life-Skills-Manual>.

⁸ If you have girls in your Club with limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

* Activity 2: Communicating With My Parents (20 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.⁹

Say to the girls:

“ Now we are going to focus on one of the most important relationships we have: the relationship with our parents. I know you all love your parents very much, and they love you, too! But do you ever disagree with your parents? Do they ever say “no” when you ask them for something, or when you ask whether you can do something?

Allow the girls to share, then continue:

In this activity, we are going to discuss how you can improve your communication with your parents, to reduce the number of disagreements you may have. There are 4 skills you can use when speaking to your parents and you have a disagreement [you may wish to write these on the chalkboard or on a large piece of paper you have pasted on the wall]:

- “ ○ *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.*
- *Be calm: present your topic calmly and with facts.*
- *Listen to what your parents or guardians have to say: consider their point of view (or points of view, if they happen to disagree!) and whether they might be right. Remember that parents generally have your best interests at heart.*

Now let’s examine how we can apply these 4 skills by looking at some disagreements you frequently have with your parents. Who can give me an example of a disagreement you have had with one or both of your parents?

Ask a few girls to take turns giving an example each and then to explain how each might apply to that example one or more of the skills she just learned.

Wrap-Up Activity (2 minutes)¹⁰

Invite the girls to try one of those skills during their next disagreement with their parents. Thank the girls for their active participation today!



⁹ Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 137.

¹⁰ For a full list of wrap-up activities, see Annex 3.



LESSON 6B

GOOD FRIENDS, BAD FRIENDS

Brief Description

In this lesson, girls will discuss positive qualities of good friends and learn about how to respond to bad friends or others who might put pressure on them.

Purpose

Girls are prepared to deal with peer pressure so that they are able to make their own decisions about their actions and activities.

Learning Objectives

- ◉ Girls can articulate those positive qualities that are important to them in a good friend.
- ◉ Girls learn about the concept of peer pressure.
- ◉ Girls know ways to respond to common forms of peer pressure.

Facilitator Preparation

None specific to this lesson.

Materials Needed

None.



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Counting (10 minutes)

This warm-up activity is adapted from LitWorld's *LitClub Curriculum: The 7 Strengths*.¹¹

Invite the girls to stand in a circle. The object of this game is to count up to the number of girls you have in the Club (for example, if you have 30 girls in your Club, the objective is to count to 30). One person at a time, in no planned order, should start counting. Each person can only say one number. If 2 people speak at the same time, start over at 1. No one can say anything other than a number. In order to win this game, the girls will need to watch each others' faces and body language to communicate nonverbally who should speak next. Play until you count up to the number of girls in your Club, or until 10 minutes have passed.

* Activity 1: Friend Wanted (20 minutes)

This activity is adapted from Johns Hopkins University's *Go Girls! Community-Based Life Skills for Girls: A Training Manual*.¹²

¹¹ LitWorld, *LitClub Curriculum: The 7 Strengths*, 64.

¹² Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Girls! Community-Based Life Skills for Girls: A Training Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 38, http://www.thehealthcompass.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf.

Welcome the girls to the topic for this lesson:

“ “ *Today we will be talking about our friends and about what qualities make a good friend. To start, each of you will create a 30-second radio advertisement for a new friend. In this advertisement, please include what positive qualities, interests, and hobbies you are looking for in this new friend. You can think about some good friends you already have, to come up with ideas for your advertisement. Please take a few minutes to do this, and then we will share our radio advertisements with each other!*

Allow the girls 5 minutes to create their advertisements. Then put the girls in groups of 4–6, and invite each of them to share her advertisement with the group. After all the girls have shared, bring the Club back together to discuss the following questions:

1. Was everyone in your group looking for the same qualities?
2. Do you think boys and girls want the same qualities in a friend? Why or why not?
3. What qualities do you offer to a friend, or to a friendship?

* Activity 2: Peer Pressure (25 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹³

Explain this activity:

“ “ *We just discussed all the positive qualities we would want in a good friend. Sometimes our good friends have negative qualities, too, that might lead them to try to influence us to do things we do not want to do or that are not good for us. This is called “peer pressure.” Can anyone give me an example of peer pressure?*

Take a few answers from the girls, then continue:

“ “ *We are going to work on how we can resist peer pressure by looking at some common peer pressure situations. I will divide you into groups, and give each group a scenario. Your job, as a group, is to determine what to do in that situation and then to create a skit to illustrate the problem and your solution.¹⁴ Then each group will present their skits (including their peer pressure scenario and the response the group came up with) to the whole Club.*

Organize the girls into 5 groups. Use the situations below, or feel free to create new ones.

These 5 scenarios are closely adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹⁵

1. A group of girls are sitting together and talking about the latest fashions. They start making fun of one of the girls who has not been able to buy any new clothes lately. The girl says that she does not have the money. The other girls tell her she should ask for money from Paul, her neighbor who is 10 years older than she is. The girl says she knows he would give the money, but then he would eventually expect her to have sex with him. Create a skit showing how this girl could handle this situation assertively.
2. A group of boys are hanging out watching a football match. They are joking around and having a really good time together. One of the boys in the group takes some alcohol out of his backpack. He starts drinking and tries to get the others to drink, too. He says there is more to drink outside and tries to pressure his friends to join him in drinking. Some of his friends agree. Create a skit showing how the friends who do not agree could handle this situation

(continued)

13 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 124–27.

14 If you have taught Chapter 5: Communication to the girls, invite them to use the assertive communication techniques that they learned in Chapter 5 to respond to peer pressure.

15 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 124–27.

3. A group of boys is talking about the girls in their neighborhood. Most of the boys say they have had sex and are teasing their friend about the fact that he has never had sex. Create a skit showing how this teenager could handle this situation assertively.
4. A group of friends is chatting about their boyfriends during break time. Each of them is bragging about how much time she spends with her boyfriend instead of studying. One of the friends tells the others the importance of education and of spending time studying, instead of just being with a boyfriend. Create a skit showing how the girl uses her persuasion skills and assertiveness to influence her friends positively.
5. A group of friends are hanging around the market. They are talking about how bored they are. They really wish they had something to do. One of them suggests they go to the grocery store and steal some chocolate. Some of the friends agree—excited to do something on this boring day! As the group walks to the store, one of them is not comfortable with the idea and suggests they go to her place and watch a movie. To convince her friends not to steal, she explains to them the dangers of stealing. She also explains how exciting and fun it will be for all the friends to spend time together and watch a movie. Create a skit showing negative and positive peer pressure and the benefits of avoiding negative peer pressure.

Give the girls 10 minutes to create their skits. Then ask the groups to present for each other. Allow the girls to briefly discuss each skit and, specifically, the response the group created.

Wrap-Up Activity (3 minutes)

Remind the girls to use the solutions each group created next time they are in a peer pressure situation. Thank the girls for their great participation today!



LESSON 6C

AM I READY?

Brief Description

Girls will discuss the difference between love and sex, decide for themselves if they are ready to have sex, and learn ways to resist any external pressure to have sex.

Purpose

Girls have the knowledge and skills to choose to delay sexual activity and to protect themselves from peer pressure.

Learning Objectives

- ◉ Girls understand the difference between love and sex.
- ◉ Girls know the questions to consider before having sex.
- ◉ Girls are equipped with ways to resist pressure to have sex.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Notebooks or paper for each girl



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Is This Love or Sex? (15 minutes)

This warm-up activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.¹⁶

Introduce this lesson and the first activity:

“ In today's Club session, we will continue talking about relationships. Today we will focus on romantic relationships, including love and sex.

Ask the girls:

- ◇ Are love and sex the same thing?
- ◇ Can you be in love and not have sex?
- ◇ Can you have sex and not be in love?

“ Let's examine the difference between love and sex in 3 short stories.

You can read these stories, ask a girl in the Club to read them, or copy them onto the chalkboard or a large piece of paper. These stories are closely adapted from Johns Hopkins University's *Go Students!*:¹⁷

- ◇ Tim's friends tease him because he has not had sex yet. His friends tell him that Mary has had sex already and wants to do it again. Tim sees Mary walking home from school and proposes sex to her. She agrees.
- ◇ Martina and Moffat love each other very much and have agreed to wait until they marry to have sex. They find many ways to show their love without having sexual intercourse.
- ◇ James and Gertrude love each other, but they cannot afford to get married yet. They want to enjoy their sexual life together now and have agreed to use a condom every time they have sex.

¹⁶ Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 65–66, https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf.

¹⁷ Same as previous footnote.

After reading these stories, continue:

“ “ Now I will read 3 statements. Your job is to match each statement to the correct couple from the stories:

- ◇ These 2 love each other and have protected sex together.¹⁸[James & Gertrude]
- ◇ These 2 have sex together but do not love each other. [Tim & Mary]
- ◇ These 2 love each other but do not have sex together. [Martina & Moffat]

Once the girls have correctly matched the statements, revisit the questions posed at the beginning of this lesson, and ask the girls whether their opinions have changed.

* Activity 1: Am I Ready? (15 minutes)

This activity is adapted from the Peace Corps *Health and HIV Life Skills Manual*.¹⁹

Explain:

“ “ As we just discussed, you do not need to have sex to show that you are in love. What are a few other ways you could show you love your partner?

Take a few answers from the girls, then continue:

“ “ At some point in your lives, you may decide that you would like to have sex, but it is important to be sure you are ready. In this activity, we will answer the different questions you should ask yourself before you agree to have sex. Answer each of these questions for yourself now in your notebook or on a sheet of paper, based on how you feel right now.

Read out loud the following questions, adapted from the Peace Corps *Health and HIV Life Skills Manual*:²⁰

1. Would my parents approve of me having sex now, if they knew?
2. If I get pregnant, am I responsible and financially secure enough to provide for the baby's emotional and financial support?
3. Does the man/woman I am with make me feel good about myself?
4. Will I be glad when I am older that I lost my virginity at the age I am now?
5. If the relationship breaks up, will I be glad I had sex with this person?
6. Am I sure no one is pushing me into having sex?
7. Am I able to comfortably talk to my partner about sex and about his sexual history?
8. Am I absolutely sure my partner is not infected with a sexually transmitted infection (STI)?²¹
9. Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV, and other STIs?
10. Do I feel safe with my partner?²²

18 "Protected sex" is when 2 people have sexual intercourse while using some form of protection from STIs and pregnancy, such as a condom.

19 Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 141–42.

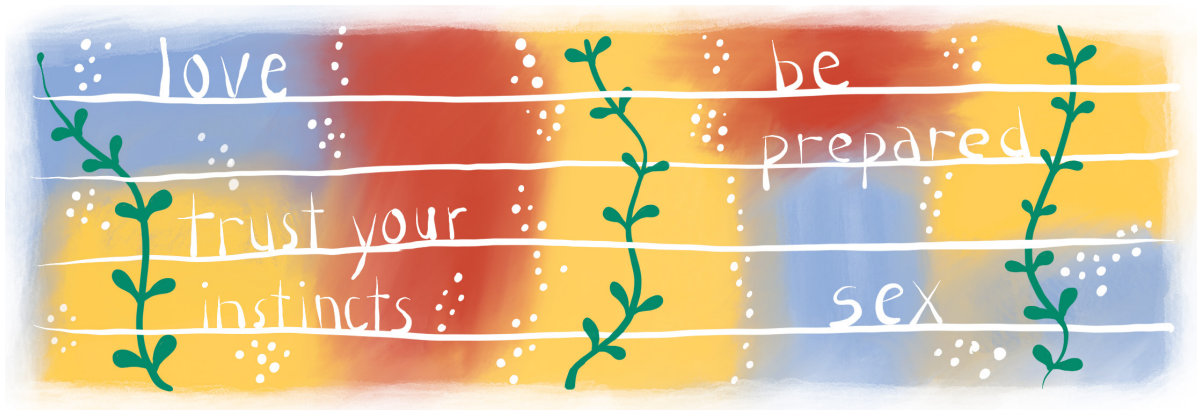
20 Same as previous footnote, 141.

21 For more on STIs, please see Chapter 9: Sexual and Reproductive Health.

22 If a girl feels unsafe with her partner, she should speak with a trusted adult about the situation and get support to leave that relationship.

Say:

“ If you answered “no” to any of these questions, you should probably not start a sexual relationship or should perhaps end the one you are currently in. No matter what you choose, it is important that you choose for yourself whether or not you want to have sex, especially before you find yourself in a situation where someone may propose having sex.



* Activity 2: The Best Response (25 minutes)

This activity is adapted from the Peace Corps *Life Skills Manual*.²³

Explain this activity:

“ During our last Club session, we talked about peer pressure. One type of peer pressure is people pressuring you to have sex, to take drugs, or to drink alcohol. It is important to think in advance about these kinds of peer pressure situations that might happen to us, so that we can plan ahead how we would reply. Let’s practice together now about how to respond to peer pressure. Please form groups of 4.

As needed, assist the girls in forming groups. Select 1 group of 4 to serve as the judges for this activity. Continue:

“ I am going to read out some common “lines” that people use to pressure other people. These lines could come up when someone is trying to pressure you to have sex, to drink alcohol, to take drugs, to disobey your parents’ rules, or to do anything else you do not want to do. After I read out the line, quickly brainstorm the best response to that line with your group.²⁴ I will give you 1 minute to create your response, and then each group will share its response. The panel of judges will select the best response. The group with the best response will get 1 point. Let’s play!

23 Kathleen Callahan and Ruth Mota, *Life Skills Manual* (Washington, DC: Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, 2001), 183–86, http://files.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf.

24 If you have taught Chapter 5: Communication to the girls, invite them to create their “best responses” using the assertive communication techniques that they learned in Chapter 5.

You can create your own lines or use the following lines for this activity, closely adapted from the Peace Corps *Life Skills Manual*.²⁵



1. Everybody is doing it.
2. If you truly love me, you will do it.
3. I know you want to—you are just afraid.
4. We did it once before, so what is the problem now?
5. But I have to have it!
6. If you do not do this with me, I will not see you anymore.
7. Girls need to have sex. Boys give them vitamins (to make their breasts grow).
8. If you do not, someone else will!
9. Practice makes perfect.
10. You cannot get pregnant if you have sex only one time!
11. You do not think I have a disease, do you? Don't you trust me?
12. But I love you. Don't you love me?
13. Nothing will go wrong. Do not worry.
14. But we are going to be married anyway. Why not just this once?
15. Aren't you curious?

Conclude the activity:

“ Next time someone tries to use these lines on you, you will be prepared! Great job, girls!

Wrap-Up Activity (3 minutes)

Thank the girls for their great participation today!



LESSON 6D

SAFE SURFING²⁶

Brief Description

In this lesson, girls will learn the basics of internet safety, including whom to connect with online, what to post, with whom to share it, how to preserve your digital reputation, and what to do if she or someone she knows is being cyberbullied.

Purpose

Girls are safe and can protect themselves while enjoying the benefits of the internet and social media platforms.

²⁵ Callahan and Mota, *Life Skills Manual*, 183–84

²⁶ This lesson is about navigating the internet and social media safely. If this is not something your girls do regularly, then you may skip this lesson.

Learning Objectives

- ◉ Girls know what social networks and social media platforms are.
- ◉ Girls think critically about what they post on which platform and with whom they share those posts.
- ◉ Girls are aware of their digital reputation and how to preserve it.
- ◉ Girls can protect themselves from cyberbullying and know how to deal with it if it happens to them or someone else.

Facilitator Preparation

Some countries have laws against cyberbullying, as discussed in Activity 2. Check online and with others who might know as to whether your country has passed specific legislation against cyberbullying, so that you can inform the girls of their rights and of the areas where they may not be protected by law.

Materials Needed

- Pen or pencil for each girl
- Notebooks or paper for each girl
- Internet access and a device to access the internet²⁷



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Social Networks (15 minutes)

This warm-up activity is adapted from the World Association of Girl Guides and Girl Scouts, *Surf Smart: Staying Safe Online*.²⁸

Say:

“In the first lesson in this chapter on relationships, we drew relationship maps that included the most important people in our lives. These people can also be called our “social network,” and we have many great tools with the internet to stay connected to these people, even if they do not live near us. These tools are also called “social networks,” or “social media.”

Take a poll among Club members regarding the most commonly used social media platforms by asking the girls which platforms they use and how many people use each platform. Common social media platforms may include Facebook, Twitter, Instagram, Snapchat, WhatsApp, and WeChat. For the next few questions, use examples from the platform most commonly used among your members.

²⁷ If you do not have internet access in your Club space, you may skip part of “Activity 1: Good Reputation,” which requires the Club members to search for themselves online.

²⁸ Andii Verhoeven, *Surf Smart: Staying Safe Online* (London: World Association of Girl Guides and Girl Scouts, 2015), 8, <https://www.waggs.org/en/what-we-do/surf-smart/surf-smart-resources/>.

Ask the girls:

- *When someone sends you a request to add or “friend” you, how do you decide whether to accept or not?* [Remind the girls that they should only accept requests from people they actually know.]
- *What are some things you should consider, when adding people to your social media platforms?* [Remind the girls that accepting someone’s request may mean that person can see anything you have posted in the past. Consider whether this is a person you want seeing and accessing that content regularly.]
- “ “ ◦ *How do you decide what you want to share on your social media platform?* [Remind the girls that anything posted on the internet is very difficult or even impossible to take down, because it may always be searchable. When the girls are applying for university or future jobs, employers and admissions offices may look at their social media platforms, so the girls should not post anything they do not want to be publicly available online.]
- *How do you decide who to share it with?* [Remind the girls that some content is only appropriate for their close friends and family, so they will need to choose wisely with whom they share their content.]

* Activity 1: Good Reputation (20 minutes)

This activity is adapted from World Association of Girl Guides and Girl Scouts, *Surf Smart: Staying Safe Online*.²⁹

Say:

- “ “ *Now we are going to talk about your digital reputation. What is a “digital reputation?”*

Give the girls an opportunity to answer, then continue:

Your digital reputation is the online image you present through your online actions. This includes the photos you upload, the blog posts you may write, emails or texts you send, and comments you make in chat rooms, messenger services, online forums, or websites.

- “ “ *Imagine you are applying for a job or university. Write down 5 things you would like to say about yourself in your application. Then look at your social media profile. Does your social media profile align with the things you plan to put on an application? Is there anything on your social media profile that you would not want to put on an application?*

Allow the girls to discuss. Then, explain the next part of the activity:

- “ “ *Next, search for your name on the internet. What do you think are the top 5 things your online profile says about you, based on what showed up in your search? What can you do to be sure that the person offering the job or course sees what you want them to see, if they were to search for your name on the internet?*

²⁹ Same as previous footnote, 30.

* Activity 2: Cyberbullying (10 minutes)

This activity is adapted from the World Association of Girl Guides and Girl Scouts, *Surf Smart: Staying Safe Online*.³⁰

Explain:

“ As we have discussed before in our Club, no one likes being bullied. Did you know that you can even be bullied online? Cyberbullying is when someone uses technology to be cruel to someone else. Sometimes people think that because cyberbullying is online, it is not as serious as bullying at school or elsewhere, but this is not true: cyberbullying can be just as harmful as in-person bullying. In some cases, given the ability for things to spread rapidly on the internet, cyberbullying can be even more harmful. Because cyberbullying is not face-to-face with another person, the bully can feel anonymous and might not understand the implications of his or her actions. As members of this Girls' Club, there are things we can do to stop cyberbullying and to help our friends if it happens to one of them. What do you think you can do to stop cyberbullying or to deal with it, if it is happening to you or a friend?

Some possible answers:

- ◇ Tell a parent, teacher, or another adult
- ◇ Do not respond to the person directly, and block them from contacting you on that social media platform
- ◇ Some social network platforms have a “Report” or “Report Abuse” button—click it!
- ◇ Save copies of the emails, texts, and conversations
- ◇ In some countries, cyberbullying is a crime and can be reported to the police.

Wrap-Up Activity: My Internet Safety Promise (10 minutes)

This wrap-up activity is adapted from the World Association of Girl Guides and Girl Scouts, *Surf Smart: Staying Safe Online*.³¹

Wrap up today's lesson:

“ We have learned a lot today about how to be safe on the internet. What have you learned today that you can implement in your life? Let's each write down a promise we would like to make to ourselves about using the internet safely. Please take out a sheet of paper, and write your promise, in big letters.

Conclude the activity:

“ Great job, girls! Please take this promise home with you, and put it near your computer or wherever you access the internet. And stay safe!



³⁰ Same as previous footnote, 27.

³¹ Same as previous footnote, 35.

7 GENDER

CHAPTER

Facilitator's Note

In this chapter, you will be discussing gender, sex, and gender roles with your girls.¹ To prepare you for this conversation, here are a few guiding definitions you can use to explain these concepts for all the lessons in this chapter.

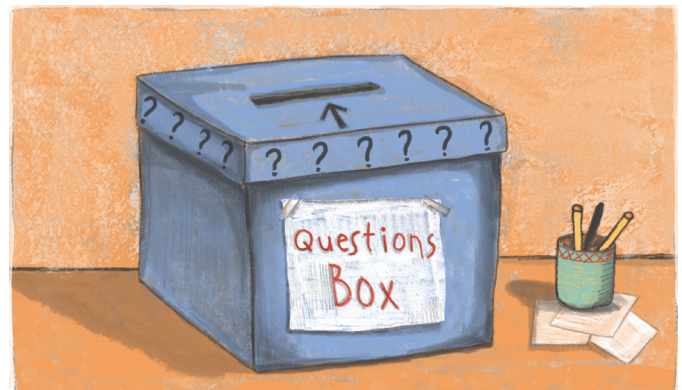
Definitions of Key Terms for this Chapter:

Sex: Sex, in this context, refers to the physiological differences in men's and women's bodies. Only the female body includes organs and hormones that enable women to menstruate, get pregnant, give birth to children, and breastfeed. Only the male body has organs and hormones that produce sperm with the capacity to make women pregnant. These differences are the work of nature and cannot change.

Gender: Gender describes the differences in the ways men and boys and women and girls are viewed by society and expected to behave: their dress, the work they do, the way they speak, and their social status. These differences are created by our culture, which means we can change them! Sometimes, particularly during adolescence and early adulthood, young people are uncertain of their gender identity and sexual orientation and may feel the need to experiment with different identities and orientations.² This is normal, and young people going through such periods of experimentation need to be treated with respect and compassion.³

Gender Roles: Every culture has expectations of how men and women should act and what their roles in society should be. These expected roles are known as gender roles. Fulfilling these roles can give people a sense of belonging, but these

roles can also limit people's activities and choices, in particular, those of women and girls. This, in turn, can leave them feeling less valued than men. Many women take pride in caring for their families and becoming mothers. However, gender roles can keep women from enjoying equal rights and opportunities in society. While gender roles tend to grant men access to power and greater control of resources, men's options and opportunities are also limited by gender roles, and men, too, can feel a lot of pressure, due to the roles and expectations that society places on them. When people's lives and freedom are restricted because of gender roles, everyone (women, men, their families, and communities) suffers.⁴



1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 See Lesson 7C for more on gender identity and sexual orientation.

3 Sex and Gender definitions adapted from: Katie Green, *Youth Camps Manual: GLOW and Other Leadership Camps* (Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, January 2013), Part 5, 22, <http://files.peacecorps.gov/library/M0100.pdf>.

4 Definition adapted from: Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* (Nairobi: Population Council, 2015), 24, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

Questions Box: Given the sensitive nature of this chapter, some girls may not feel comfortable asking questions in front of each other, or even just in front of you. One way to ensure that girls are able to ask any questions they may have about this or any other sensitive topic is to create an anonymous questions box. This box should be kept in the space where the Club is located and should be available as much as possible, so that girls can put their questions in the box discreetly. Periodically, you should open up the box and answer the questions; however, you must take care to protect the girls' privacy, as they may be embarrassed to ask these questions in front of the rest of the Club. In some Clubs, such as the Teens' Club in Kisumu, Kenya, run by WomenStrong Consortium Member Alice Visionary Foundation Project, peer mentors open the box during Club sessions and read and answer the questions out loud.⁵ Sometimes the peer mentor asks the same question back to the Club members, to give others an opportunity to respond to their peers. The peer mentor then supplements or corrects the explanation, as needed. The Club members also have an opportunity to ask more questions about the peer mentor's explanation, if they wish. Another way to answer these questions is for you to copy the questions from the box onto clean sheets of paper (so that no one can be identified based on her handwriting) and to write responses to the questions on that new paper. Then you can hang up the questions and answers during the next Club session, for all the girls to read. Many of the girls probably have the same questions, so it is good to answer them in a way that everyone can see or hear. Exactly how and when you answer these questions is ultimately up to you, as long as the girls' privacy is protected.



LESSON 7A

GENDER AND SEX - WHAT'S THE DIFFERENCE?

Brief Description

This lesson teaches girls the difference between gender and sex and that gender is created by our culture, not by our biology.

Purpose

Girls can differentiate between gender and sex and understand which aspects of being a girl are fixed and which can change.

Learning Objectives

- ◉ Girls are clear on the definitions of gender and sex and are able to differentiate between the 2 terms.
- ◉ Girls realize that many commonly held beliefs about boys/men and girls/women are defined only by society and/or by tradition, rather than by nature, and can therefore change.

Facilitator Preparation⁶

- ◉ Write the definitions, listed on the previous page, of sex and gender on large pieces of paper to display during this lesson. You can simplify the definitions as needed.
- ◉ For Activity 2, you can make a sign that says, "Sex," and another that says, "Gender," or you can simply use the definition signs you have already created.

⁵ If you choose to answer the questions in this way, make sure that the girls cannot see the handwriting on the paper, so that the girls' anonymity is protected.

⁶ Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁷

Warm-Up Activity: Being a Boy, Being a Girl (15 minutes)⁸

This warm-up activity is adapted from the Safe Schools Program's *Doorways I: Student Training Manual*.⁹

Introduce the activity:

To start our session today, we are going to consider what it means to be a boy or a girl, and which aspects of being a boy or girl can change over time. First, please take out your notebooks. Please write and complete the following 2 sentences in your notebook.¹⁰ The first sentence is, "I am happy that I am a girl, because ____." The second sentence is, "I wish I were a boy, because ____." Please write those 2 sentences in your notebook, and complete them with your answer.¹¹

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Notebooks or paper for each girl
- Small sheets of paper (approximately half the size of standard A4 paper)



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

Once the girls are clear on the definitions, invite a girl to share her answers to the 2 sentences. Ask her:

Is that trait or characteristic that you like about being a girl or the reason you wish you were a boy related to gender, or to sex? Remember, gender is something that can change, and sex is a biological trait that cannot change. A trait is a sex trait if the other sex is not physically able to do a particular thing made possible only by having that trait. A trait is a gender trait if both boys and girls are physically able to do or have that trait but are limited by what is culturally or socially acceptable for a boy/man or girl/woman.

⁷ For ideas of welcome activities, see Annex 1.

⁸ For a full list of warm-up activities, see Annex 2.

⁹ Safe Schools Program, DevTech Systems, Inc., *Doorways I: Student Training Manual: On School-Related Gender-Based Violence Prevention and Response* (United States Agency for International Development, Office of Women in Development, 2009), 42, http://pdf.usaid.gov/pdf_docs/Pnado240.pdf.

¹⁰ If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

¹¹ If your Club also has boys, then boys should use the following 2 sentences: "I am happy that I am a boy, because ____." and "I wish I were a girl, because ____."

Here are 2 examples:

- ◇ “I wish I were a boy, so I could play sports.” Both able-bodied boys and girls are physically able to play sports, so the idea that only boys can play sports is related to gender.
- ◇ “I am happy that I am a girl, because women can have babies.” Boys and men are physically unable to have children, so having or birthing babies is a sex trait.

Determine whether the traits the girls listed are sex or gender traits by reviewing the sentences written by 3–4 girls, so that the girls begin to understand the difference between gender and sex. Ask each girl to identify for herself whether the sentences she wrote are related to gender or sex. You will continue this discussion in the next activity as well.

* Activity 1: What Is Gender, and What Is Sex? (30 minutes)

This activity is adapted from the Peace Corps *Life Skills Manual* and FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.¹²

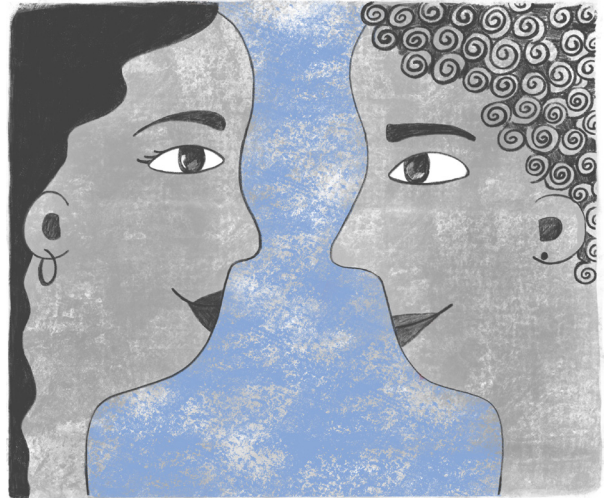
Before beginning this activity, write “Girl/Woman” on the left side of the chalkboard or on a large piece of paper pasted on a wall, and on the right side, write “Boy/Man.” Be sure to leave space in the middle, as a third column will be added in between these 2 later on.

Ask the girls:

- “ “ What are girls like? What are their special characteristics? How are they different from boys?

Each girl you call on should say her answer out loud and write it on a small sheet of paper, which she should then paste on the chalkboard or wall under the Girl/Woman column. Repeat this process for the Boy/Man column, substituting “boy” for “girl” and vice versa in the questions above (“What are *boys* like?” etc.), and pasting those traits under the Boy/Man column.

The answers the girls give may include commonly accepted qualities or stereotypes, such as “girls and women cook,” “men support the family,” or “only boys need to go to school.” Try to get as large a list as possible. Make sure that both columns have some negative and positive traits and abilities. Also add any biological differences (such as menstruation, breasts, beard, penis, or cracking of the voice).



12 Kathleen Callahan and Ruth Mota, *Life Skills Manual* (Washington, DC: Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, 2001), 204, http://files.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf; and FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 7, 3, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf.

Once you have a sizable list, erase or cross out the Girl/Woman and Boy/Man headings, and rewrite those headings on the opposite column, so that the Girl/Woman heading is now over the list of traits about boys and men, and the Boy/Man heading is over the list of traits about girls and women. Then in the middle between the 2 columns, create a new column with the heading “Sex.”

Now that you have switched the headings, ask the girls if those traits now listed under the Boy/Man heading (which originally were the Girl/Woman traits) could apply to boys and men. In other words, do those traits fit under this new Boy/Man heading? If the trait or behavior cannot apply to boys and men, such as “giving birth,” or “menstruating,” move it to the Sex column. If the trait or behavior can apply to boys and men, such as “cooking,” leave it under the Boy/Man heading. Repeat this process for the traits and behaviors listed under the Girl/Woman column (which originally were the Boy/Man traits). When complete, there will be sex traits in the middle column and gender traits in the 2 side columns.

To debrief about the activity, ask the girls the following questions:

- ◇ What is the difference between sex and gender?
- ◇ What are gender roles?
- ◇ What made people place certain behaviors, qualities, or traits under Boy/Man and other roles under Girl/Woman?



✳ Activity 2: Voting with Your Feet (10 minutes)

This activity is adapted from the Peace Corps *Youth Camps Manual: GLOW and Other Leadership Camps*.¹³

For this activity, hang the “Sex” and “Gender” signs on either side of the Club space. You can also use the “Sex” and “Gender” definition signs you made.

Introduce this activity:

- “ Now that you understand the difference between sex and gender, we are going to play a game about the difference between these 2 terms! Please stand in the middle of the room. [Once the girls are in place, continue:] I am going to read 10 statements, and you decide if the statement has to do with gender or sex. Answer by “voting with your feet.” What that means is, walk to the sign that says “Sex,” if you think the statement is related to sex; and walk to the sign that says “Gender,” if you think the statement is related to gender. You are literally “voting” for the answer by moving your feet!

13 Green, *Youth Camps Manual*, Part 5, 19.

The 10 statements, with the correct answers, are reprinted here with permission from the Peace Corps:¹⁴

1. Women can breastfeed. (sex)
2. Men are soldiers. (gender)
3. Looking for firewood is girls' work. (gender)
4. Men rarely lose the ability to produce children. (sex)
5. In matriarchal societies, women are leaders. (gender)
6. Men earn more money than women. (gender)
7. Women can't inherit property. (gender)
8. Most women have less upper body strength than that of most men. (sex)
9. Men are better musicians. (gender)
10. When boys reach puberty, their voices become deeper. (sex)¹⁵

Wrap-Up Activity (3 minutes)¹⁶

Ask the girls what they learned today about sex and gender. Thank them for their active participation!

Optional Homework Assignment: Family Talk

This homework assignment is adapted from Save the Children's *CHOICES*.¹⁷

This homework assignment can be done orally or as a writing composition. Ask the girls, between now and the next Club session, to discuss with their friends and family how life is different in their community for boys and girls, and how they feel about these differences. Girls can either come back to the next Club session ready to share, or they can write about their conversations and turn those compositions in to you at the beginning of the next Club session.¹⁸



LESSON 7B

WE ARE ALL EQUAL!

Brief Description

This lesson helps the girls identify gender stereotypes and discrimination in their community and in their daily lives. The lesson also gives girls ideas for how to challenge those gender roles, so they can support each other and pursue their dreams!

14 Same as previous footnote, Part 5, 23.

15 You are also welcome to create your own statements that might be more applicable for your context. Consider including some common stereotypes about boys or girls.

16 For a full list of wrap-up activities, see Annex 3.

17 Save the Children, *CHOICES: Empowering Boys and Girls to Transform Gender Norms: A Curriculum for Very Young Adolescents in Bolivia* (Save the Children, 2013), 12.

18 If you choose to assign this homework, make sure to follow up with the girls about it during the next lesson.

Purpose

Girls identify how gender roles shape their everyday lives and how they can challenge or defy gender roles so that they are not limited by their gender.

Learning Objectives

- Girls realize how their daily lives are different from those of their male friends and peers due to prescribed gender roles.
- Girls know how to react to gender-discriminatory situations.

Facilitator Preparation

- For the Warm-Up Activity, think of a few examples of gender-discriminatory proverbs and expressions that the girls would know.¹⁹
- For the Wrap-Up Activity, identify at least one example to share with the girls of a woman who challenged or defied gender roles. Ideally, this person would be relatable or familiar to the girls in some way.

Materials Needed

- Chalkboard and chalk, or 2 large pieces of paper and 2 thick pens or markers



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Gender Discrimination in Language (10 minutes)

This warm-up activity is adapted from Women's Health to Wealth's 2016 WHW Girls' Club Curriculum.²⁰

Say:

“Gender discrimination occurs when people are denied rights and opportunities, because of their gender. Generally, gender discrimination is directed against girls and women, but men and boys, as well as gay, lesbian, bisexual, and transgender people, can also be discriminated against, because they, too, have gender roles that restrict their behavior.²¹ Gender discrimination can be seen in many parts of society, and that is what we are going to talk about today.”

First, let's look at gender discrimination in our speech. In many cultures, there are common phrases or proverbs that are actually gender-discriminatory. These traditional sayings often deny girls and women rights and opportunities. Can you think of some of these sayings and proverbs in our culture?

As noted in the Facilitator Preparation for this lesson, you may need to provide the girls with a few examples. Discuss these examples, and help the girls notice how these phrases or sayings are discriminatory.

¹⁹ For example, in China, a common expression is, “men live outside the home, women live inside the home.” In the U.S., men are frequently told to “man up!”, and young boys are insulted by being told, “you throw like a girl!”

²⁰ Abenaa Akuamo-Boateng, 2016 WHW Girls' Club Curriculum (Women's Health to Wealth, 2016), 19.

²¹ See Lesson 7C for more on gay, lesbian, bisexual, and transgender awareness and rights.

* Activity 1: A Typical Day (20 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.²²

Begin this activity by dividing girls into 2 groups. Give each group a large sheet of paper and a marker, or they can use the chalkboard.

Explain:

“ In your assignment from the last Club session, you began to think about and discuss what life is like for boys and for girls, and how boys' and girls' lives are different. We are going to continue discussing that today. With your groups, write or tell a story of what a typical day is like for a girl or boy here in [insert the name of your community], from the time she or he wakes up until she or he goes to bed at night.

One group should write a boy's story, and the other group should write a girl's story. Give the girls 10 minutes to create the story.

When the girls are done writing or drawing their story, have each group share its story with the whole Club. Then discuss the following questions, reprinted here with permission from the Population Council:²³

- ◇ How are the typical days of an adolescent girl different from the typical days of an adolescent boy?
- ◇ What main activities occupy an adolescent girl's life? An adolescent boy's life?
- ◇ Would it be possible for girls to complete the activities that a boy usually does, and vice versa?

* Activity 2: What Would You Do? (20 minutes)

This activity is adapted from the Safe Schools Program's *Doorways I: Student Training Manual*.²⁴

Divide the girls into pairs for this activity. Give each pair a situation in which gender discrimination occurs, and ask the girls to discuss what they would do in such a situation. Use the examples below, or create ones that are applicable to their daily lives and culture. Wherever possible, use the examples the girls gave earlier, in Activity 1. Be sure to have some situations of gender discrimination against boys, too. In those situations, girls should imagine that they are a boy, and how a boy might react in that situation.

These sample situations are reprinted here with permission from the Safe Schools Program.²⁵

- ◇ (Girl) A girl wants to study science, but her teacher says girls are not good at science, and she should study social studies instead.
- ◇ (Girl) Teachers are always assigning extra chores to the girls during class breaks while the boys play outside.
- ◇ (Boy) Your friends want you to tease a girl about her body, and you don't want to, but when you say so, your friends call you names that embarrass you.
- ◇ (Boy) You enjoy cooking and preparing food for dinner, but your father tells you that this is women's work.

22 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 25.

23 Same as previous footnote.

24 Safe Schools Program, *Doorways I: Student Training Manual*, 51.

25 Same as previous footnote.

After the pairs have had a chance to discuss what they would do, ask the pairs to report back to the Club about the situation and their solution to the situation. Some possible solutions might be talking to a responsible adult, such as a parent or teacher; speaking assertively, with a particular aim in mind;²⁶ or even simply having a conversation with the person, explaining about gender and gender roles from this activity.

Explain that the purpose of this activity is to understand how to deal with gender discrimination. If they are able to handle these types of situations, the girls' opportunities and dreams do not have to be limited by their gender. Tell the girls they should keep their goals and dreams in mind and strive to achieve whatever they imagine!

Wrap-Up Activity: She Did It! (5 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.²⁷

To leave the girls on an inspiring note, share a story of a local woman who has challenged traditional gender roles, or ask the girls if they have any examples of someone who has challenged traditional gender roles.

LESSON 7C

RESPECT ME, RESPECT YOU

Facilitator's Note

This lesson is about respect and tolerance of others. All people are entitled to universal human rights, which call on everyone to treat each other with dignity and respect, regardless of race, religion, ethnicity, economic status, sexual orientation, or gender identity.²⁸ As discussed in this lesson, this also includes lesbian, gay, bisexual, and transgender (LGBT) people. There may be girls in your Club who are questioning their sexuality and who may believe they are LGBT. Be open and available to girls who want to talk through these feelings. Most importantly, be supportive and nonjudgmental of these girls, and ensure that others in the Club are too.

Discussing LGBT people and rights may be sensitive, controversial, or even dangerous in your setting. Please use your best judgment as to whether and how to teach this lesson to ensure that you and your girls are safe.

Brief Description

In this lesson, girls will learn about the importance of tolerance and respect, especially of people who are different from them. Girls will also learn about the differences in people's sexual orientation and gender identity.

Materials Needed

- Ball, rock, or other small object that can be held in hand
- Pen or pencil for Facilitator



26 For guidance on teaching and applying "assertive communication skills," see Chapter 5: Communication.

27 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 28.

28 For more on human rights, see Chapter 10: Human Rights.

Purpose

Girls respect others, no matter their sexual orientation or gender identity. Girls understand that these differences are like any other differences, such as ethnicity, race, religion, or ability/disability.

Learning Objectives

- Girls discover their differences and learn that difference should be celebrated.
- Girls learn how common bullying and harassment is and understand why they should not bully or harass others.
- Girls understand that everyone has a sexual orientation and a gender identity and that all people of all sexual orientations and gender identities should be accepted and respected, because that is their human right.

Facilitator Preparation

None specific to this lesson.



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: We Are All Different! (10 minutes)

Introduce today's lesson and first activity:

Today, girls, we are going to talk about what is different and special about ourselves, and why it is important to respect all people, no matter how different they might be from us. Let's start by exploring what is different, special, and unique about ourselves. Everyone please stand in a circle. We are going to pass around this ball [or rock or other small object]. When the ball [or rock or other small object] is in your hand, it is your turn to speak. When you are done speaking, throw the ball to another person in the circle who has not yet spoken. I would like everyone to share one thing that is special, different, or unique about you, so that we can all see how each one of us is different in some way. I will go first!

Begin the sharing circle by saying one thing about yourself that is different, special, or unique. Examples include: I wear glasses; I have blue eyes; I am from another town or community; I wear a headscarf; etc. Once every girl has shared, say:

Thank you for sharing your differences! As you can see, there are many different girls in our Club, which makes our Club diverse and interesting. Difference is something we can celebrate, something we do not need to be afraid of or oppose.

✿ Activity 1: Bullying (15 minutes)

This activity is adapted from Columbia University's *Human Rights Education in Africa Curriculum: Sexual Minority and Human Rights Curriculum*.²⁹

Say:

We are now going to carry out another activity about being different and about your experience of being different in some way. Sometimes when people are different, they get bullied, teased, or harassed. Some of you may have experienced bullying or harassment, so we have an activity that can help us deal with this.

- “ Please close your eyes, and put your head down on your desk, or cover your eyes with your hands. I am going to read several statements out loud. If the statement I read is true for you, please raise your hand. Keep your hand raised until I tell you to put it down, and keep your eyes closed throughout the activity. Then I will read another statement, and we will repeat the process. Remember to keep your eyes closed! All of your responses will be kept anonymous, so no one except me will know if you raised your hand. Let's start.

For each statement, count the number of girls whose hands are raised, and write this number down. Here are the statements to read:

1. Bullying/harassment occurs within our school community.
2. I have felt excluded at some point.
3. I have gossiped or told rumors about other people.
4. I have been the subject of rumors or gossip.
5. I have witnessed, perpetrated, or been a target of bullying.
6. I have been ridiculed, harassed, or hurt because of who I am.

When you have gone through all the statements, ask the girls to open their eyes again. Tell the girls how many people raised their hands for each statement. Say:

As we saw in the last activity, we are all different in some way, and we can celebrate that difference!

- “ Sometimes those differences are not celebrated, and people tease or make fun of others for their differences, as some of you have experienced. Given that some of you have been bullied or harassed, what if we agreed to all support each other and not to tease, harass, or bully anyone, no matter how different he or she is? Do you agree to that, girls?

This agreement is optional, but this kind of agreement can promote group bonding and make the girls feel safer.

✿ Activity 2: Differences in Sexual Orientation and Gender Identity (15 minutes)

Explain:

- “ We have talked a lot about differences today. There is one kind of difference I want to explore more: the differences in people's sexual orientation and gender identity. What are “sexual orientation” and “gender identity?” Think back to our earlier lessons on gender.

29 Melissa Mott and Julianne Parayo, *Human Rights Education in Africa Curriculum: Sexual Minority and Human Rights Curriculum* (New York: Teachers College, Columbia University, October 2017), 19–23, <http://www.tc.columbia.edu/media/centers/cae/Sexual-Minority-and-Human-Rights.pdf>.

Allow the girls to discuss what these terms might mean. Supplement or correct the definitions they create, with these explanations:

Sexual Orientation: This term refers to whom you love or toward whom you feel sexual attraction. You may be attracted to someone of the same or different sex as you. For example, being homosexual, also known as being gay or lesbian, is a sexual orientation meaning that person is attracted to people of the same sex as him or her. Being heterosexual, attracted to people of the opposite sex, is also a sexual orientation. We all have sexual orientations; sometimes, these are fluid and can change over time, so it is not important to label oneself as one sexual orientation or gender identity. Also, sometimes young people feel they need to experiment with their sexuality and their gender identity, to help them learn who they are. As long as no one is hurt, either physically or emotionally, this kind of experimentation and shift in gender identity and sexual orientation are normal and should be treated with compassion and respect.

Gender Identity: This term refers to the gender you choose to call yourself, or the gender with which you identify. As we discussed 2 lessons ago, you were born with a sex—that is, the anatomical traits of your body. But the sex you were born may or may not be the same as the gender you feel. Your gender identity is the gender that you feel you are, which could be male, female, neither, or both. If your gender identity is different than the sex you are born as, this is called being transgender, or, more colloquially, “trans.”³⁰

Say:

“*If you have never heard these terms before, this may seem very new or different to you. And you may have questions about these terms or people whose gender identity or sexual orientation is different from yours. You may have thoughts, questions, or opinions about people who identify or say that they are gay or transgender. That is OK! The only thing you need to understand is that no matter someone’s sexual orientation or gender identity, they deserve respect, just as you do, because being respected is that person’s (and every person’s) human right. Human rights protect you, as a girl, from discrimination, and they protect all people from discrimination, no matter a person’s sexual orientation or gender identity. As we said in the last activity, we are all different in some way, and no one likes to be bullied because of their differences. Let’s treat everyone with respect and kindness, just as we would like to be treated, no matter how different from you they may be.*”

Wrap-Up Activity: Difference Discussion (15 minutes)

In closing this lesson, discuss the following questions:

- ◇ How are gay or transgender people treated in our community?
- ◇ What do you think it is like to be bullied or teased because of who you are?
- ◇ Do you think there are any similarities between being bullied for being gay or transgender and being bullied because you are a girl?
- ◇ What could you do if you see someone being bullied because of who he or she is?

CELEBRATE DIVERSITY



³⁰ These 2 definitions were adapted from: Welcoming Schools, *Defining LGBTQ Terms For Elementary School Students* (Human Rights Campaign Foundation), https://assets2.hrc.org/welcoming-schools/documents/WS_LGBTQ_Definitions_for_Students.pdf.

8 GROWING UP!

CHAPTER

Facilitator's Note

This chapter is about the changes that happen in boys' and girls' bodies as they go through puberty. These subjects may be embarrassing or awkward for the girls to discuss.¹ As the Facilitator, you may also feel uncomfortable teaching these subjects, but if you are at ease with the girls, they are more likely to open up and participate. If your Club has both girls and boys, it is recommended that you split them by gender for this chapter.

Bringing in guest speakers, such as a community health worker, school nurse, or health care professional, can enrich and enhance this topic, as well. WomenStrong Consortium Member Women's Health to Wealth holds Adolescent Reproductive Health Fora several times a year. At these events, women's health non-governmental organization Marie Stopes International teaches the girls about sexual and reproductive health, and also conducts sexually transmitted infection (STI) screenings for the girls and answers any sensitive questions they may have in private. Providing not only knowledge and education, but also health services helps the girls apply what they have learned and address any critical issues immediately. How and whom you involve in your Club is, of course, up to you. Outside speakers could come in to teach a lesson to the girls, conduct a workshop, and/or hold STI screenings; you could even bring the girls to visit them where they work, such as at a hospital.

Questions Box: Given the sensitive nature of this chapter, some girls may not feel comfortable asking questions in front of each other, or even just in front of you. One way to ensure that girls are able to ask any questions they may have about this or any other sensitive topic is to create an anonymous questions box. This box should be kept in the space where the Club is located and should be available as much as possible, so that girls can put their questions in the box discreetly. Periodically, you should open up the box and answer the questions; however, you must take care to protect the girls' privacy, as they may be embarrassed to ask these questions in front of the rest of the Club. In some Clubs, such as the Teens' Club in Kisumu, Kenya, run by WomenStrong Consortium Member Alice Visionary Foundation Project, peer mentors open the box during Club sessions and read and answer the questions out loud.² Sometimes the peer mentor asks the same question back to the Club members, to give others an opportunity to respond to their peers. The peer mentor then supplements or corrects the explanation, as needed. The Club members also have an opportunity to ask more questions about the peer mentor's explanation, if they wish. Another way to answer these questions is for you to copy the questions from the box onto clean sheets of paper (so that no one can be identified based on her handwriting) and to write responses to the questions on that new paper. Then you can hang up the questions and answers during the next Club session, for all the girls to read. Many of the girls probably have the same questions, so it is good to answer them in a way that everyone can see or hear. Exactly how and when you answer these questions is ultimately up to you, as long as the girls' privacy is protected.

1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 If you choose to answer the questions in this way, make sure that the girls cannot see the handwriting on the paper, so that the girls' anonymity is protected.



LESSON 8A

MY BODY IS CHANGING

Brief Description

In this lesson, girls will learn the basics of puberty through lecture and some discussion, with the aid of useful diagrams demonstrating changes in the body.

Purpose

Girls realize that the changes happening in their bodies and emotions are a normal part of growing up.

Learning Objectives

Girls understand the changes that take place in girls' and boys' bodies during puberty.

Facilitator Preparation³

For the Warm-Up Activity, write the following words on large sheets of flipchart paper, just one word per sheet of paper. Write the word largely at the top or the center of the paper, but make sure there is room for the girls to write on it as well (see Warm-Up Activity). The words are: Breasts, Penis, Vagina, Buttocks, Testicles, Condom, Intercourse, Menstruation, Masturbation, and Semen.⁴

Materials Needed

- Chalkboard and chalk, or 10 large pieces of paper and thick pen or marker for Facilitator
- Pen or pencil for each girl



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁵

Warm-Up Activity: The Language of Our Bodies (15 minutes)⁶

This warm-up activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* and Georgetown University's *My Changing Body: Puberty and Fertility Awareness for Young People*.⁷

³ Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

⁴ These are suggested words to use for this activity, based on the lessons in this chapter. As always, as the Facilitator, you should feel free to add or take away words you think are more or less important for your girls, given your local context.

⁵ For ideas of welcome activities, see Annex 1.

⁶ For a full list of warm-up activities, see Annex 2.

⁷ FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 7, 12–13, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf; and Elisa Knebel, *My Changing Body: Puberty and Fertility Awareness for Young People* (Institute of Reproductive Health of Georgetown University, developed under the USAID Cooperative Agreement No. GPO-A-00-07-00003-00, 2nd Edition, 2011), 18–19, http://irh.org/wp-content/uploads/2013/04/My_Changing_Body-Eng_FEB_2012.pdf.

Introduce the chapter and the activity to the girls:

“ “ *We are now starting a new chapter on sexual and reproductive health. Over the next few lessons, we will be talking about things that might be embarrassing about your body, like puberty, menstruation, and sex. We want to learn about these subjects, so that we can take care of ourselves and our bodies. To start off this new subject, let’s carry out an activity about the different words we are going to be using during the next few Club sessions. This exercise is a great way to help us be more comfortable talking about these topics. I have written different words on large sheets of paper around the room. Please take 5 minutes to walk around the room, and on each sheet of paper below the word I have written, write some commonly used slang terms for these words.⁸ Write any words or phrases that you know represent these words, even if they seem like “bad” words that you would not normally say. It is important to know all these words and the slang words often used, so that you can be healthy and safe.*

Give the girls about 5 minutes to walk around the room and write words on the posters. The girls may be giggling while they read the words, or they may feel shy and hesitant. Encourage them to participate! When most of the girls have finished, ask the girls to sit down again. Invite one or more girls to read all of the words on each paper (if the girls are too embarrassed, you can also read them). Then discuss the following questions with the girls:

- *Were you embarrassed to see, write, or hear any of these words? Why or why not?*
- *When do we use “slang” words, and when do we use words that are more formal? Why?*
- “ “ ○ *Do some of the words seem harsh or abusive?*
- *Do we ever use these terms to talk about women or men in general? How do you think this makes men or women feel? Why do you think this happens?*
- *Did you forget phrases with positive meanings? Why?⁹*

✳ Activity 1: What Is Puberty? (35 minutes)

This activity is adapted from Georgetown University’s *My Changing Body: Puberty and Fertility Awareness for Young People* and Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.¹⁰

Begin this activity by asking the girls:

“ “ *What does the word “puberty” bring to mind for you? What other words come to mind when you hear the word “puberty?”*

Allow a few of the girls to share. Then, say to the girls:

“ “ *Now we are going to learn more about puberty!*

8 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

9 Questions closely adapted from: Knebel, *My Changing Body*, 19.

10 Knebel, *My Changing Body*, 35–37; and Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* (Nairobi: Population Council, 2015), 59, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

You can choose to read the following section, or you can ask the girls to take turns reading questions aloud. Be sure to pause and answer questions periodically throughout this lecture. Also use the diagrams provided at the end of this lesson to explain the changes in the developing body. You can hang up these diagrams in your Club space, or make copies of the diagram, if possible, to pass out to the girls.

The following text is reprinted here with permission from Georgetown University.¹¹



What is puberty?

Puberty is a time when the bodies of boys and girls physically change—bodies grow bigger and taller, genitals mature, and hair often starts growing in new places on the body. During puberty, a girl becomes physically able to become pregnant and a young boy becomes physically able to father a child.

Why is puberty happening?

New chemicals produced by the body—hormones—are developing in the body, creating changes in the body and turning young people into adults.

When does puberty start and how long does it last?

Puberty typically starts between ages 8 to 13 in girls, and ages 10 to 15 in boys, although some young people start puberty a bit earlier or later. Each person is a little different, so everyone starts and goes through puberty at one's own pace. During puberty, young people are experiencing a major growth change. It lasts for about 2 to 5 years. Some people grow 4 or more inches in one year! This growth during puberty will be the last time the body will grow taller. When the growth period is over, young people will be at their adult height.

How do our bodies change?

Boys' size and sexual organs

Boys' shoulders will grow wider, and their bodies will become more muscular. Some body parts (especially hands and legs) may grow faster than others. Many boys have uncomfortable growing pains in their arms and legs as the bones grow faster than the muscles can stretch to keep up with them. Some boys develop swelling underneath their nipples, which looks like the start of breasts. This is caused by the hormones that are pulsing through the body and will usually go away with time. During puberty, boys will start to have erections and wet dreams. They will notice other changes as well, such as the lengthening and widening of the penis and the enlargement of the testicles.

11 Knebel, *My Changing Body*, 35–37.



Girls' size and sexual organs

Girls' bodies usually become rounder and more womanly. They gain weight on their hips, and their breasts develop, starting with just a little swelling under the nipples. Sometimes one breast might develop more quickly than the other, but should even out over time. Girls will notice an increase in body fat and occasional soreness under the nipples as the breasts start to enlarge—this is normal. Gaining some weight is part of developing into a woman, and it is unhealthy for girls to go on a diet to try to stop this normal weight gain. About 1 to 2 years after girls' breasts start to develop, they usually experience their first menstrual period—one more thing that lets them know puberty is progressing. It means that the puberty hormones have been doing their job. Girls might see and feel a white or clear liquid from the vagina. It is usually just another sign of their changing body and hormones; it doesn't mean anything is wrong.

Hair

One of the first signs of puberty is hair growing where it did not grow before. Hair will grow under arms and in the pubic areas (on and around the genitals). At first it is light and sparse. Then it becomes longer, thicker, heavier, and darker. Eventually, young men also start to grow hair on their faces and chests.

Skin

Acne (pimples or spots) often starts around the beginning of puberty and can remain all through adolescence (the teen years). It usually gets better or disappears by the end of adolescence. Young adults should wash their faces each day with soap and water to keep their skin clean.

Sweat

A new odor under arms and elsewhere on the body might develop. This is body odor, and everyone gets it. The puberty hormones affect glands in the skin, and the glands make chemicals that have a strong odor. Bathing or washing every day helps reduce this odor, as does deodorant.

Voice

Boys will notice that their voices may “crack” and eventually get deeper. Girls' voices might get a little deeper, too. The cracking of boys' voices will end as they mature.

Emotions

During puberty, young people might feel overly sensitive or become easily upset. Feeling anxious about how the changing body looks is one of the things young people are most sensitive about. Losing tempers more than usual and getting angry with friends or family members happen more easily. It is common to feel sad or depressed sometimes. Young people should talk to adults they trust about any feelings of anger, sadness, or depression they may have. Boys and girls may have similar or different experiences.



Sexual feelings

During puberty, it is normal to become more aware of the opposite sex and to feel more sexual.¹² In boys, the main sign of sexual feelings is an erection of the penis. In girls, it is wetness of the vagina. Sexual feelings can come from reading a romantic novel or thinking about another boy or girl. Having sexual feelings is normal and is nothing to feel guilty about. Acting on such feelings, however, is a big responsibility, and it is best to wait until one is older.

Relationship changes

During puberty, your relationship with parents, adults, and your friends or classmates may change. Young people may want to be independent of their parents and spend more time with friends. Adults may also have new expectations of how young people should behave, because they are starting to become young adults.

Wrap-Up Activity: “Dear Sister” (5 minutes)¹³

This activity is adapted from Georgetown University’s *My Changing Body: Puberty and Fertility Awareness for Young People*.¹⁴

Divide the girls into pairs, and assign one girl in each pair to be “A” and one girl to be “B.” First, each Girl “A” will pretend she is talking to her younger sibling, Girl “B,” about puberty. Girl A should explain to Girl B what puberty is and a few of the changes she might experience. After 2–3 minutes, ask the girls to switch—Girl A will become the younger sibling, and Girl B will explain puberty.¹⁵



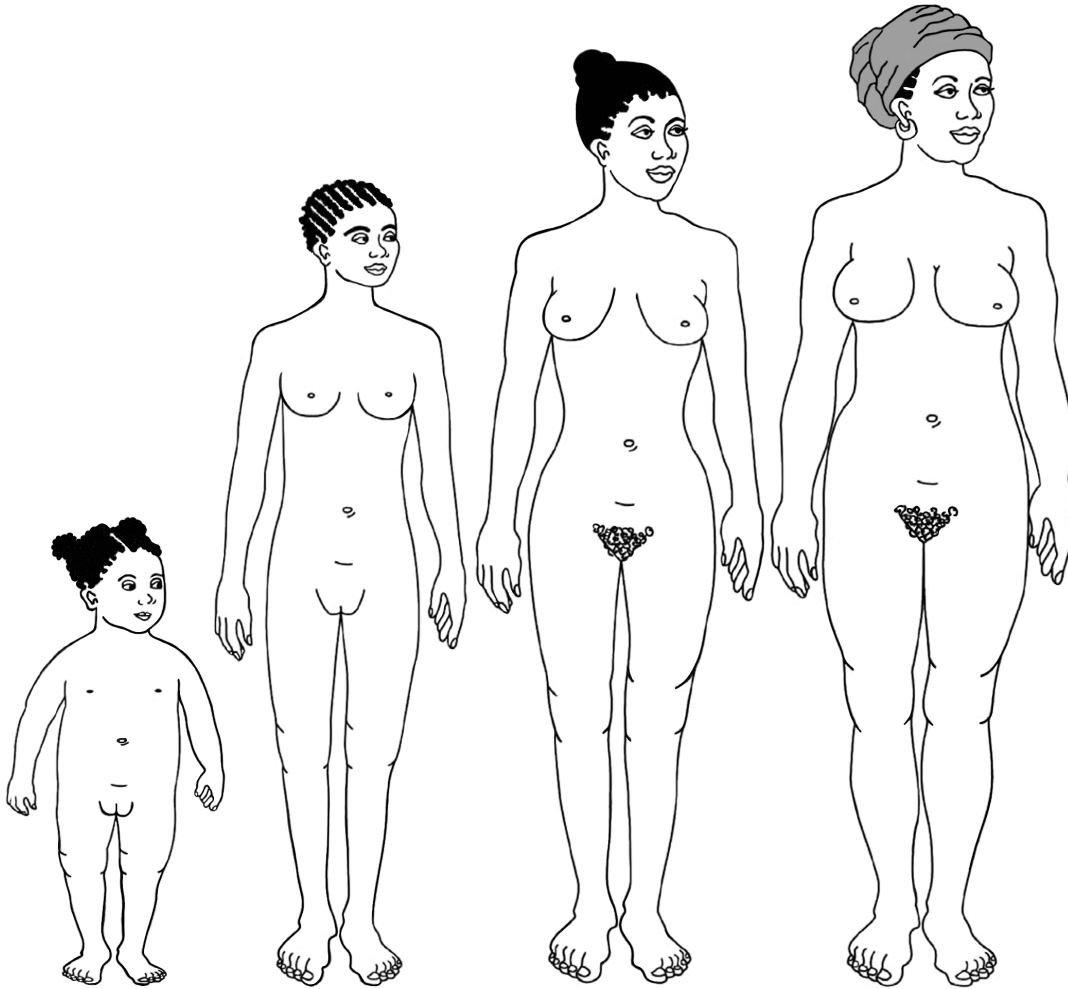
12 As discussed in Chapter 7, some girls and boys may also have feelings of sexual attraction for those of the same sex. This is completely normal, and girls and boys with those feelings should be treated with respect, just as other girls and boys are.

13 For a full list of wrap-up activities, see Annex 3.

14 Knebel, *My Changing Body*, 34.

15 If you are running out of time in this lesson or you would like to emphasize writing skills, you can also do this activity by having each girl write a letter to her sibling, instead of doing this as a live skit. The letter writing can be done during the Club session or as a homework assignment. If done as a homework assignment, be sure to collect the girls’ compositions at the beginning of the next Club session and provide feedback on the assignment.

The following diagram is reprinted here with permission from the Population Council. ¹⁶

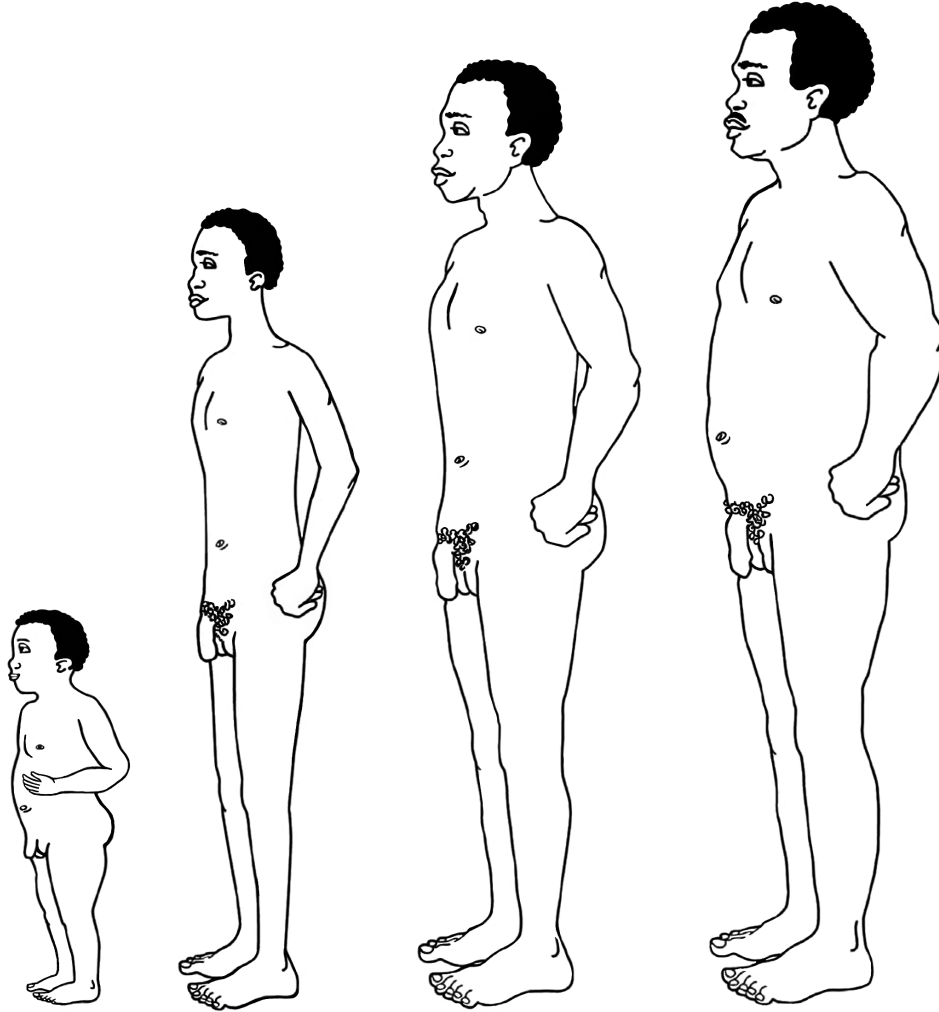


PHYSICAL CHANGES IN FEMALES AT PUBERTY

- Grows hair under arms and in pubic area
- Grows taller
- Gains weight
- Body becomes curvier
- Hips widen
- Breasts grow larger
- Starts menstrual period
- Skin becomes oilier and pimples may occur
- Increased perspiration/body odor
- On-set of sexual desire
- Emotional ups and downs
- Anxiety

16 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 61.

The following diagram is reprinted here with permission from the Population Council.¹⁷



PHYSICAL CHANGES IN MALES AT PUBERTY

- Grows hair under arms, in pubic area, on face and chest
- Grows taller
- Gains weight
- Body more muscular
- Voice deepens
- Breasts grow larger
- Skin becomes oilier and pimples may occur
- Increased perspiration/body odor
- Ejaculation happens/wet dreams occur
- Nipple development
- On-set of sexual desire
- Emotional ups and downs
- Anxiety

¹⁷ Same as previous footnote.



LESSON 8B

PUBERTY IS EXCITING!

Brief Description

This lesson deepens the subject of puberty by allowing the girls to explore the ideas learned in the previous lesson.

Purpose

Girls feel comfortable discussing changes to their bodies and know that they have support from their friends and their Facilitator (you!), to deal with any challenges they may face during puberty.

Learning Objectives

- ◉ Girls know what to expect during puberty.
- ◉ Girls know how to deal with potentially uncomfortable or embarrassing moments that may arise during puberty.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- One large piece of paper for each girl (a small piece of paper or a notebook could be used if large paper is not available)
- Colored pencils, crayons, pens, or markers



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Puberty Skits (25 minutes)

This warm-up activity is adapted from Georgetown University's *My Changing Body: Puberty and Fertility Awareness for Young People*.¹⁸

¹⁸ Knebel, *My Changing Body*, 26–28.

Introduce the activity:

“ Last week we talked about the changes that happen in your body during puberty. To start our Club today, we are going to act out some situations that might happen to you, your siblings, or your friends during puberty. Divide the girls up into pairs, and assign the following skits or “role plays” to the pairs (some skits can be assigned to multiple groups if needed). Give the girls 5 minutes to prepare their skits.

The following text is reprinted here with permission from Georgetown University.¹⁹



Role play #1: One person plays the mother (aunt, grandmother); the other plays a 12-year-old girl. The girl is worried because she has not developed breasts, although most of her friends have. The mother (aunt, grandmother) comforts the girl, letting her know that the age when breasts start forming varies and that breast sizes vary.

Role play #2: One person plays a 12-year-old boy; the other plays the older brother. The boy is sad because everyone at school teases him about his cracking voice. The older brother explains why his voice is cracking and what to say to people when they tease him.

Role play #3: Both people play 10-year-old girls. One girl teases the other girl because she is taller than all the other girls in the group. The tall girl explains that boys and girls grow at different paces and to different heights. She also explains why she does not like being teased and asks the other girl to be a nicer person. The teasing girl apologizes.

Role play #4: One person plays a 12-year-old boy; the other plays his father (uncle, grandfather). The boy is worried because he is growing hair under his arms and a little on his face. The father (uncle, grandfather) comforts him and tells him that most boys develop hair in new places as they grow older.

Role play #5: One person plays an 11-year-old girl; the other plays her friend. The friend is worried because she has not yet started having periods but the 11-year-old girl has. The girl comforts her friend, letting her know that the age when girls start menstruation varies.

Role play #6: One person plays a 13-year-old boy; the other plays his friend. The friend is worried because he is not as tall and big as the 13-year-old boy. The boy comforts his friend, letting him know that the age when boys start the physical changes of puberty varies.

Role play #7: One person plays a 14-year old boy; the other plays his father. The father tries to talk to his son about relationships, sex and reproductive health. His son is not very comfortable at the beginning of the conversation. But once he realizes that his father wants to help him, he’s happy to have this opportunity.

Once the girls are ready, ask each pair to present their skit to the Club.²⁰

¹⁹ Same as previous footnote.

²⁰ Some skits may be presented twice, if multiple pairs worked on the same skit, but that’s fine, as each pair will do it differently!

✿ Activity 1: Bodies in Puberty (20 minutes)

This activity is adapted from Johns Hopkins University's *Go Girls! Community-Based Life Skills for Girls: A Training Manual* and Georgetown University's *My Changing Body: Puberty and Fertility Awareness for Young People*.²¹

Distribute one large piece of paper and a marker, colored pencil, or pen to each girl. Ask half of the girls to spend 10 minutes drawing a boy's body, and ask the other half of the girls to draw a girl's body. In addition to their drawing, everyone should also write or note on their drawing the changes that occur during puberty.

Once the girls have completed their drawings, ask a few girls to present theirs in front of the Club. After a few have presented, ask if anyone has any other puberty changes to add that have not been mentioned.

Make sure that all of the bodily changes in the chart on the opposite page, titled "Major Changes in Female and Male Bodies during Puberty," have been noted, and reassure the girls that all of these things are normal. As you go over these changes, encourage discussion, and allow the girls to ask questions. The more open and relaxed you are, the more the girls will be, too!



Wrap-Up Activity: Making Puberty Easier (10 minutes)

This wrap-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.²²

Say:

“While all of these changes we have discussed are completely normal, puberty can be a challenging time, like the situations we acted out earlier today. Let's discuss some ways in which we can make puberty easier for everyone.”

Discuss the following questions:


- What are some things we can do to make puberty easier for everyone?
- What are some things that could help us get through these changes?
- “○ What are some of the most embarrassing moments that may happen for girls, and how can we make those moments less uncomfortable for each other?
- What can you each do to help each other?

21 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Girls! Community-Based Life Skills for Girls: A Training Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 44, https://www.thecompassforsbc.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf.

22 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 60.

The following chart is reprinted here with permission from Georgetown University.²³

Major Changes in Female and Male Bodies during Puberty

 Major Changes in Females	Major Changes in Males	Facilitator's Main Message	
Skin	Skin becomes oily, sometimes with pimples or acne.	Skin becomes oily, sometimes with pimples or acne.	This lasts through your teen years and then usually ends. Wash the face each day with soap and water.
Hair	Hair increases on legs, under arms, and in pubic area.	Hair increases on legs, chest, face, under arms, and in pubic area.	The amount of new body hair that grows is different for each young man and woman.
Breasts	Breasts grow, swell, and hurt just a bit.	Breasts grow, swell, and hurt just a bit.	Both breasts may not grow at the same rate or to the same size. It is normal for one breast to be a bit smaller than the other one.
Body Size	Hips broaden, breasts enlarge, weight and height increase.	Shoulders and chest broaden, weight and height increase.	Girls can reach their full height before boys. However, by the time puberty is complete, young men are often taller and weigh more.
Perspiration (Sweat)	Perspiration increases and body odor may appear.	Perspiration increases and body odor may appear.	This is normal. Can help control by washing or bathing daily.
Voice	Voice deepens slightly.	Voice deepens and may crack.	Male voices can suddenly go from high to low or from low to high. This cracking can be a bit embarrassing sometimes. In time, it will stop.
Sexual Organs	Period or menstruation begins, and there is more wetness in the vaginal area.	Wet dreams and erections occur, and penis and testicles grow larger.	Girls might see and feel a white or clear liquid from the vagina. This does not mean anything is wrong. We will talk about this wetness and the menstrual period later. Wet dreams and erections are completely normal. We will talk about this more later.

23 Knebel, *My Changing Body*, 20–21.



LESSON 8C

GIRLS BECOMING WOMEN

Facilitator's Note

If you have not already created individual menstruation calendars with your girls, this is a great time to introduce them. A menstruation calendar can be very helpful to you, especially if you are working with vulnerable girls or are in a high-risk context. The calendars may help you identify when girls may need additional support, due to a possible pregnancy, a lack of female hygiene products, or some other issue. A menstruation calendar is of course important for the girls, as well, so that they can track their own cycles.

Brief Description

This lesson dispels myths and teaches the facts about menstruation.

Purpose

Girls are knowledgeable about menstruation and know how to safely care for themselves.

Learning Objectives

- Girls can distinguish between the myths and facts about menstruation.
- Girls know how to safely manage their period.

Facilitator Preparation

None specific to this lesson.

Materials
Needed
None



LESSON INSTRUCTIONS²⁴

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Myth or Fact? (15 minutes)

This warm-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.²⁵

²⁴ One optional activity that could be added, time allowing, is to teach the girls how to make their own reusable pads. A wonderful how-to lesson can be found in: SPLASH/USAID WASHPlus Project, *Menstrual Hygiene Management Toolkit* (Washington, DC: SPLASH/USAID WASHPlus Project, 2015), 17-24, http://www.washplus.org/sites/default/files/mhm_toolkit2015.pdf.

²⁵ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 81.

While the girls may know something about menstruation from their mothers, aunts, sisters, or friends, it is important to lay out the facts and dispel any myths the girls may have about menstruation. Divide the girls up into 2 teams, and ask the girls to please stand together with their team on either side of the room.

Say:

“ Today, we are going to talk about an important part of puberty for girls: menstruation. Let’s start the discussion with a fun game. I will read a statement, and you and your teammates will decide if that statement is a MYTH or a FACT. If your team guesses correctly, your team gets one point. We will alternate which team gets to answer. Let’s play!

After each statement listed below, there is an explanation. Be sure to read that, too, so that the girls understand why the statement is correct or not.

The following text is closely adapted from the Population Council.²⁶

- ◇ **The blood coming from a woman during menstruation means that she is sick.**
[This is a MYTH: If an egg is not fertilized, the body dispels blood and tissue during a woman’s monthly menstruation. This is a completely normal process that happens each month.]
- ◇ **Cold drinks do not cause menstrual cramps.**
[This is a FACT: Menstrual cramps are caused by muscle spasms in the uterus during or between menstruation, not due to what a woman consumes.]
- ◇ **Women should not eat spicy or sour foods during menstruation.**
[This is a MYTH: Women can eat any food they want during menstruation.]
- ◇ **If a woman misses her period, this could mean she is pregnant.**
[This is a FACT: Monthly periods signify that a woman’s egg has not been fertilized, meaning that she is not pregnant. Missing a monthly period may mean that the woman’s egg has been fertilized, which would mean she is pregnant.]
- ◇ **It is perfectly safe for a woman to wash her hands or take a bath during her period.**
[This is a FACT: There is no risk to a woman washing during her period.]
- ◇ **Having menstrual blood means a woman is dirty.**
[This is a MYTH: Menstrual blood is a healthy and normal sign that a woman’s egg has not been fertilized.]

* Activity 1: What Is Menstruation? (35 minutes)

This activity is excerpted in full, with permission from Georgetown University’s *My Changing Body: Puberty and Fertility Awareness for Young People*.²⁷

Now that you have begun to dispel myths about menstruation, read through the following facts and information with the girls. You can read this information or invite the girls to take turns reading it. Either way, encourage the girls to ask questions and discuss as you go along:

²⁶ Same as previous footnote.

²⁷ Knebel, *My Changing Body*, 50–53.



What is menstruation?

Menstruation is the normal, healthy shedding of blood and tissue from the uterus. It is also called a woman's "period." It usually lasts between three and seven days. Menstruation happens for most women about once a month. It is a sign that a woman can possibly become pregnant if she has sexual intercourse. Women stop menstruating during pregnancy but then start again after they have the baby.

At what age does a girl start menstruating?

Just as some girls begin puberty earlier or later than others, the same applies to periods. Some girls may begin to menstruate as early as age 9 or 10, but others may not get their first period until a few years later.

What is the sign that menstruation has started?

A woman knows that she has started her period when a little blood comes out of her vagina. The blood does not pour like water from a tap. It comes out slowly. Usually by the time she has noticed a feeling of unusual wetness, her panties have absorbed any blood that has come out. This is why it is important to anticipate approximately when each month she will start bleeding, so she can wear a sanitary napkin or other protection to prevent the blood from staining her clothing.

How much flow is there?

The menstrual flow—meaning how much blood comes out of the vagina—can vary widely from person to person. Usually, an entire period consists of a few to several spoonfuls of blood—how much depends on the individual. The blood often starts off as a rusty color and then gets redder. It lightens to a rust color again until it stops. The amount of blood can also vary from day to day.

What is the menstrual cycle?

The menstrual cycle is the period of time beginning on the first day of a woman's period until the day before she begins her next menstrual period. Since this happens regularly, it is called a "cycle."

What is the length of the menstrual cycle?

The length of the menstrual cycle (the time between one period and the next) varies for each woman. For some, the cycle is as short as 21 (or even fewer) days. For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to adjust to all the changes taking place. For example, a young girl may have the same length cycle for two months, then miss a month, or have two periods with fewer days in between them. Her menstrual cycle will probably become more regular, although she may continue to have irregular periods into adulthood. Sometimes she might have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about.

What is ovulation?

Ovulation is the periodic release of a mature egg from the ovary. This usually happens around the middle of a woman's menstrual cycle.



Can a woman get pregnant during her period?

Typically a woman does not get pregnant during her period. This is because a woman's fertile days are around the middle of her menstrual cycle. However, if a woman has a very short menstrual cycle or has many days of menstrual bleeding, it is possible that she could become pregnant during her period.

How does the body feel during menstruation?

Sometimes a woman may experience physical or emotional changes around the time of her period. Not everyone has these feelings—some women do not feel anything. A woman may experience: physical symptoms: cramps, pain, bloating, weight gain, food cravings, swollen or painful breasts, swollen hands or feet, skin problems, headaches, dizziness, or irritability; and emotional symptoms: short temper, aggression, anger, anxiety or panic, confusion, lack of concentration, nervous tension, fatigue, or depression. These changes are sometimes referred to as premenstrual syndrome (PMS). PMS is related to changes in the body's hormones. As hormone levels rise and fall during a woman's menstrual cycle, they can affect the way she feels, both physically and emotionally. She may find that taking pain relievers, hot water compresses, herbal teas, or other local remedies can give her relief from menstrual symptoms. If these do not help, she should visit a health provider and discuss the matter.

What are secretions?

Girls can sometimes see secretions on their underpants or experience a feeling of wetness. These secretions are a whitish liquid. Girls often get secretions around the time of ovulation, when the body is ready to receive and nurture a fertilized egg. Secretions help sperm travel through the uterus to meet the egg for fertilization, so when a girl has secretions, she knows that this is the time when she is fertile. Paying attention to vaginal secretions helps girls understand their bodies. Knowing what is normal for the body helps girls recognize things that are not normal. For example, yellow or strong-smelling secretions are not normal. These kinds of secretions are often a sign of infection, and she should visit a health provider.

What products do girls use during menstruation?

- **Clean rags:** These are cut to fit in the panty area by sewing several layers of cotton rags on top of each other. These must be clean. They must be washed thoroughly and hung in a private but sunny place to dry. They should not be shared with others.
- **Toilet tissue:** One can use toilet tissue by making a thick, long wad of toilet tissue. Sometimes toilet tissue is too rough, however, and it can cause irritation and soreness to the skin. It also may not be sufficient to absorb the quantity of blood.
- **Pads or sanitary napkins:** These are designed to fit the panty area close to the body. They have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. Pads have a plastic lining to minimize the spill of blood. If a woman uses pads, she needs to throw them down a pit latrine, bury them, or burn them after use. They should not be left in the garbage pile or flushed down the toilet, as they will cause blockage.



- Tampons: These are small, compressed cotton objects, formed into solid, tube-like shapes that are pushed up into the vagina during menstruation. The cotton softens as it absorbs the blood that comes into the vagina from the uterus. Attached to the tampon is a strong, soft cotton thread, which hangs out of the vagina. Pulling this thread removes the tampon. A girl must always wash her hands before and after inserting a tampon. A tampon also needs to be changed frequently, because it could cause infection if left in the vagina. One should never leave a tampon in for more than eight hours.

Whatever a girl uses (rags, toilet tissue, pads, or tampons), she should change it frequently to avoid staining and odor. When menstrual blood comes in contact with air, it can develop a stale odor. Pads and tampons cost more than toilet paper and rags, but all work equally well. A girl can usually ask her sister, mother, or other close female relative what she uses. A girl might be worried that her friends will see her carrying such products with her. She should know that placing these in a simple plastic bag in her purse, school bag, or backpack usually prevents any embarrassment.

Wrap-Up Activity (5 minutes)

Thank the girls for talking about these sensitive subjects with you today. Ask them if they have any more questions, and tell them you are always happy to speak with them if they have more questions or any problems.

Suggested Resources

The *Grow and Know* puberty series is an excellent additional resource for teaching puberty and menstruation. Each of the 5 books in the series is customized for a specific country context, but can be read by any young person, as the content of the books are all similar. For Facilitators looking to focus on reading comprehension in their Clubs, these books are a wonderful tool. For more information about these books, see: <http://www.growandknow.org/books.html>.



LESSON 8D

LET'S BE CLEAN AND HEALTHY!

Brief Description

In this lesson, girls will play fun games and activities to learn how to care for their changing adolescent bodies.

Purpose

Girls understand why self-care is important and know how to practice self-care, so that they are clean, healthy, and free from embarrassment.

Learning Objectives

- ◉ Girls know good self-care practices.
- ◉ Girls understand why self-care is important.

Facilitator Preparation

For Activity 1, prepare the description of each of the body care activities on individual pieces of paper or notecards (see Activity 1 for descriptions).

Materials Needed

- A4 sized (or 8.5"×11") paper or notecards
- Marker or thick pen



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Body Writing (5 minutes)

This warm-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.²⁸

Tell the girls:

- “ Today we will be talking about our bodies, so let's start with an activity to warm them up. Let's try to spell out the name of our Club using all of our bodies. Some of you can be a single letter, and some of you may need to work together to make shapes that our bodies cannot make by themselves. Let's go!

* Activity 1: Body Care (35 minutes)

This activity is adapted from Georgetown University's *My Changing Body: Puberty and Fertility Awareness for Young People*.²⁹

Introduce the activity:

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

Divide the girls into 7 groups. Instruct the girls that they will be making a commercial or advertisement for some aspect of self-care. Their advertisement can be a poster, a TV commercial (a skit, in this case), or a radio advertisement (a script). Give each group one of the topics below. Let the girls know that their advertisement should be entertaining, but also factual, because you are depending on them to teach these self-care habits to each other.

Give the groups about 10 minutes to prepare their advertisement or commercial. While the girls are working, be sure to walk around and answer any questions they may have about the topics they have been given. Once the groups are prepared, invite each group to present its advertisement or commercial to the Club. After each presentation, make sure all the girls understand the self-care topic and why it is important. Answer any questions they may have.

Note: Many of these self-care habits assume that girls have access to clean water for bathing, which may or may not be true in your context. In cases where girls do not have access to clean running water, you should work with girls to find alternative ways to stay clean, such as through a sponge bath or additional hygiene products.

²⁸ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 324.

²⁹ Knebel, *My Changing Body*, 113–14, 116–17.



The following descriptions of self-care habits are reprinted here with permission from Georgetown University.³⁰

Washing the body

Washing the body helps one to stay clean, avoid infection, and avoid becoming sick. Bathe with water or soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.

Smelling good

Use deodorant, baby powder, or the most common product in your country for smelling good under your arms.

Hair

Wash your hair regularly to keep it clean. How frequently you wash your hair depends on the type of hair you have and your environment. Those with straight or fine hair may notice a quick build-up of oil and may need to wash their hair every day or every two or three days. Those with curly or coarse hair generally experience a slower buildup of oil and can wash their hair once a week. It also depends on cultural beliefs. If you are unsure of how often to wash your hair, ask a friend or family member with a similar hair type who can give you advice. Boys should talk to a parent, an older brother, or another adult they trust about shaving. Girls can ask a female they trust about shaving their legs. Not all men and women shave. This depends on culture and choice.

Teeth and mouth

Use what is most common in your country to clean the teeth after every meal and before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.

Underwear

Wear clean underwear every day to avoid infection and keep the genital area clean.

Genital area (boys)

It is important to wash and clean the penis every day. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. For uncircumcised boys, it is important to pull back the foreskin and gently clean this area. Whether a boy is circumcised or not, it is important to wash and clean the penis and the area around the anus every day.

Genital area (girls)

Girls need to wash the area around the vulva and the anus with soap and water every day. The inside of the vagina cleans itself naturally. You should never try to wash inside the vagina unless a health provider instructs you to do so. Unfortunately, some girls and women try to wash inside the vagina with harsh soaps. Some women also use deodorants,

30 Same as previous footnote.



perfumes, herbs, or douches to clean the vagina. None of this is necessary, and it can even be harmful because such products can change the normal fluids inside the vagina and can irritate the skin inside the vagina and cause infection. Girls should try to wipe from front to back after they use the bathroom. Whether or not a girl uses toilet tissue, paper, water, grass, or leaves to clean herself, she should make sure she avoids wiping forward. If she wipes forward, she risks pulling germs from the anus to the vagina and urethra. This can give her an infection. Regularly change the pads or whatever else you use during menstruation.

Wrap-Up: Self-Care Quiz! (15 minutes)

This wrap-up activity is adapted from Georgetown University's *My Changing Body: Puberty and Fertility Awareness for Young People*.³¹

Divide the girls into 2 teams, and ask the girls to stand together with their team. Explain to the girls that you will ask a question to one of the teams, and that team will have 30 seconds to answer. If the team gets it right, it gets one point. If the team gets it wrong, the other team has an opportunity to answer and earn the point. If both teams get the answer wrong, then no one earns a point, but be sure to explain the right answer. Alternate which team gets to answer first.

The following text is closely adapted from Georgetown University.³²

Questions:

1. *What should boys and girls use to wash their genitals? (Answer: Soap and water.)*
2. *If a boy's penis is not circumcised, how should he wash it? (Answer: Gently pull the foreskin of the penis back, and wash the head of the penis.)*
3. *What is the best way to take care of acne on your face? (Answer: Washing your face at least twice a day with soap and water.)*
4. *What is the best way to stay clean? (Answer: The answer should be what is most common in your country.)*
5. *What is the best way to brush your teeth? (Answer: The answer should be what is most common in your country.)*
6. *Why do we brush our teeth? (Answer: To avoid cavities and keep them clean.)*
7. *Why do we wear clean underwear? (Answer: To avoid infection and keep the genital area clean.)*
8. *When do you wash your hands? (Answer: Before meals, after meals, and after going to the bathroom.)*
9. *Why should you always wash your hands after going to the bathroom? (Answer: To avoid the spread of bacteria and infection.)*
10. *Should women put perfume (herbs, douche, etc.) into their vagina? Why or why not? (Answer: No, this will cause dryness, irritation, or infection.)*

No matter which team wins, tell all the girls that they have done a great job today. Encourage them to try these self-care practices themselves, so that they can be clean and healthy, too!

31 Same as previous footnote, 114.

32 Same as previous footnote.

9

CHAPTER

SEXUAL AND REPRODUCTIVE HEALTH

Facilitator's Note

This chapter is about sex, the reproductive system, family planning, human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), and sexually transmitted infections (STIs). These subjects may be embarrassing, awkward, or sensitive for the girls to discuss.¹ As the Facilitator, you may also feel uncomfortable teaching these subjects, but if you are at ease with the girls, they are more likely to open up and participate. If your Club has both girls and boys, it is recommended that you split them by gender for this chapter.

Some of your girls may have been personally affected by these issues already. They may be pregnant or even mothers, be living with HIV, or have family members severely impacted by HIV. They may have suffered some form of sexual abuse or be otherwise uncomfortable, for whatever reason, when topics relating to sexuality arise. You should be aware of these possibilities as you are teaching this topic, and you need to be sure not to judge any of the girls about any choices they may have made in the past. These topics may upset one or more of the girls, so you should be prepared (a) to counsel them individually, as needed; (b) to know those to whom the girls can go for counseling and health services; and (c) to be willing to reach out on their behalf to counselors or health services, to refer (and perhaps to ease the introduction for) any girl in need, should she need that kind of support.

Bringing in guest speakers, such as a community health worker, school nurse, or health care professional, can enrich and enhance your coverage of this topic, as well. At the Adolescent Reproductive Health Fora held several times each year by WomenStrong Consortium Member Women's Health to Wealth (WHW), women's health organization Marie Stopes International teaches the girls about sexual and reproductive health, provides STI treatment for attending girls, and answers in private any sensitive questions girls may have. Providing these health services in addition to knowledge and education helps the girls apply what they have learned and address immediately critical issues they may be experiencing. Of course, how you impart this information and whom you involve in your Club are up to you. Outside speakers could come in to teach a lesson to the girls, conduct a workshop, hold STI screenings, and/or you could even bring the girls to visit these health professionals where they work, such as at a hospital or university.

This chapter includes a fair amount of information about sexual and reproductive health so that you have everything you need to teach this subject. However, some of this material may not be relevant or appropriate for your girls, given their age and your local context. You are the judge as to what is important to teach, so feel free to choose those materials that you believe are best for your girls or boys!



¹ As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

Questions Box: Given the sensitive nature of this chapter, some girls may not feel comfortable asking questions in front of each other, or even just in front of you. One way to ensure that girls are able to ask any questions they may have about this or any other sensitive topic is to create an anonymous questions box. This box should be kept in the space where the Club is located and should be available as much as possible, so that girls can put their questions in the box discreetly. Periodically, you should open up the box and answer the questions; however, you must take care to protect the girls' privacy, as they may be embarrassed to ask these questions in front of the rest of the Club. In some Clubs, such as the Teens' Club in Kisumu, Kenya, run by WomenStrong Consortium Member Alice Visionary Foundation Project, peer mentors open the box during Club sessions and read and answer the questions out loud.² Sometimes the peer mentor asks the same question back to the Club members, to give others an opportunity to respond to their peers. The peer mentor then supplements or corrects the explanation, as needed. The Club members also have an opportunity to ask more questions about the peer mentor's explanation, if they wish. Another way to answer these questions is for you to copy the questions from the box onto clean sheets of paper (so that no one can be identified based on her handwriting) and to write responses to the questions on that new paper. Then you can hang up the questions and answers during the next Club session, for all the girls to read. Many of the girls probably have the same questions, so it is good to answer them in a way that everyone can see or hear. Exactly how and when you answer these questions is ultimately up to you, as long as the girls' privacy is protected.



LESSON 9A

THE BASICS OF REPRODUCTIVE HEALTH

Brief Description

In this lesson, girls will learn about the male and female reproductive systems and how reproduction works.

Purpose

Girls are empowered with knowledge about their sexual and reproductive health so that they can make safe, informed decisions about sex.

Learning Objectives

- Girls understand how the male and female reproductive systems work.
- Girls know what sexual intercourse is and how pregnancy occurs.

Facilitator Preparation

None specific to this lesson.³

Materials Needed

None



² If you choose to answer the questions in this way, make sure that the girls cannot see the handwriting on the paper, so that the girls' anonymity is protected.

³ Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁴

Warm-Up Activity: “Connecting Eyes” (5 minutes)⁵

This warm-up activity is quoted directly from the *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI-K)*, with permission from the Population Council.⁶

Participants stand in a circle. Each person makes eye contact with another person across the circle. The two girls walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence, and then exchange greetings in the middle of the circle.⁷

* Activity 1: What Is Reproduction? (35–40 minutes)

This activity is adapted from Georgetown University’s *My Changing Body: Puberty and Fertility Awareness for Young People* and the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI-K)*.⁸

Explain to the girls:

“Once a woman starts menstruating, she can physically become pregnant. But remember, just because a woman can physically become pregnant does not mean she is ready emotionally, mentally, or financially to have a child. Today we are going to talk about the male and female reproductive systems and how a woman becomes pregnant. What are some common stories about how a woman gets pregnant?”

Common stories may include: babies fall from heaven; babies are delivered by a stork; babies come out of a woman’s belly button or a doctor’s bag, etc. Allow the girls to share the different stories they have heard.

Then ask the girls:

“Do you know how pregnancy actually happens?”

Allow the girls to answer and discuss. This will help you understand how much they really know about the reproductive system and sex.



4 For ideas of welcome activities, see Annex 1.

5 For a full list of warm-up activities, see Annex 2.

6 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI-K)* (Nairobi: Population Council, 2015), 323, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

7 Same as previous footnote.

8 Elisa Knebel, *My Changing Body: Puberty and Fertility Awareness for Young People* (Institute of Reproductive Health of Georgetown University, developed under the USAID Cooperative Agreement No. GPO-A-00-07-00003-00, 2nd Edition, 2011), 65–66, http://irh.org/wp-content/uploads/2013/04/My_Changing_Body-Eng_FEB_2012.pdf; and Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 63–67.

Next, explain the female and male reproductive systems and how pregnancy happens, using the information on the next few pages and the diagrams at the end of this lesson. Try to make this activity as interactive as possible, while still conveying this important information. Here are a few ways you might do this:

- ◇ You can have the girls read out loud portions of the text below.⁹
- ◇ You can cover the labels on the diagrams and ask the girls to identify the reproductive system body parts.
- ◇ And you should certainly encourage the girls to ask questions, as that can open up a good discussion of the information you are sharing with them.

The following text is closely adapted from the Population Council.¹⁰



Female Reproductive System

External organs (vulva)-

The **vulva** is the name for the female external reproductive organs and includes the opening to the vagina, the labia, and the clitoris. The **vagina** is where a man puts his penis during sexual intercourse. The vagina leads to the cervix and uterus, located inside the body (discussed further below). Menstrual blood and babies come out of the vagina. Covering and protecting the vaginal opening are 2 folds of skin called the **labia** or **lips**. Near the top of and inside the folds of the labia is the **clitoris**. The clitoris is very sensitive and helps a woman have sexual pleasure.

Internal organs-

Unlike men, women have most of their reproductive organs inside the body, including the vagina, cervix, uterus, fallopian tubes, and ovaries. The **vagina**, as mentioned above, is where a man puts his penis during sexual intercourse and is the passageway from a woman's other internal organs to outside her body.¹¹ The **cervix** is the neck-like passage connecting the uterus to the vagina. Each female egg is called an **ovum**, and the eggs are produced in a woman's **ovaries**. Ovulation is a process, which begins for each girl when she reaches puberty, during which the ovaries release an egg into the fallopian tubes. **Fallopian tubes** connect the ovaries to the **uterus**, or the **womb**. If a sperm (discussed below) fertilizes an egg, then the egg attaches to the wall of the uterus and grows into a baby. If the egg is not fertilized, it is expelled from the body through the vagina, along with extra tissue from the uterus called the uterine lining. This process is menstruation. Every female is born with thousands of eggs in her ovaries. These eggs are so small that they cannot be seen by the naked eye.

9 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

10 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 63–67.

11 For young women, there is a thin membrane that covers the vaginal opening called the hymen. Many people think the presence of the hymen indicates that the girl is a virgin (has not had sexual intercourse); however, the hymen can break at many other times, such as during bike-riding or another physical activity, so the presence or lack of a hymen does not indicate whether or not a girl is a virgin.



Male Reproductive System

External organs-

The **penis** is the male sexual organ that releases **sperm** (the male reproductive cell) and urine. Part of the penis is covered by the **foreskin** in men who are not circumcised.¹² The sperm are contained in a man's **semen**, a milky white fluid discharged through the penis. During intercourse, the penis deposits sperm in the woman's vagina. The penis is very sensitive to stimulation; it has the capacity to be limp or erect, depending on the blood running through it and the man's mental or emotional state.

The **testes**, or testicles, are 2 egg-shaped organs positioned in front of and between a man's thighs. The testes are contained in a pouch of skin called the **scrotum**. Each testicle produces and stores sperm, which can fertilize a woman's egg to conceive a baby, once she has reached puberty.

Internal organs-

Sperm travel from the testicles through the **vas deferens** to the ejaculatory duct. From there, sperm mix with semen and are excreted outside the body via the **urethra**. The urethra is the passage inside the penis through which urine and semen exit the body.

How pregnancy happens-

Fertilization takes place when a male sperm cell, contained in semen, meets a female egg. After the male puts his penis in the female vagina and ejaculates, the sperm ejaculated into the vagina immediately start swimming up through the cervix into the uterus to the fallopian tubes. If a mature egg is present, fertilization can take place. For several days after intercourse, these sperm have the capacity to fertilize an egg.¹³ Once an egg is fertilized, it is called an embryo, and it moves into the uterus (womb), where it will grow into a baby.

The following text is closely adapted from Georgetown University's *My Changing Body: Puberty and Fertility Awareness for Young People*.¹⁴



Frequently asked questions

What is an erection?

An erection occurs when the penis fills with blood and becomes hard and straight. Erections happen sometimes as men fantasize and think about sexual things, or sometimes for no reason at all. Men do not have any control over when this will happen. It is very common for boys and men to wake up with an erection in the morning. In the course of

12 Circumcision is an optional procedure during which the foreskin of the penis is removed. This may be done for religious, hygienic, or public health reasons, such as to reduce the transmission of HIV/AIDS. Circumcision usually occurs when a male baby is born but can also be done later in life. It is not harmful to the boy or man. Whether or not a boy or man is circumcised depends on one's culture and context.

13 Sources differ on the length of a sperm's life inside a woman's body and could range from 2–6 days. This means that a woman can get pregnant several days after having sexual intercourse.

14 Knebel, *My Changing Body*, 70–74.



a night, a man's penis will probably become erect and then relax about 5–7 times while he sleeps. This is completely normal and healthy. Having erections is not a sign that a boy or a man needs to have sex. When the penis is erect, a man will find that he cannot urinate easily because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate.

What is ejaculation?

Ejaculation is when semen comes out of a boy's or man's erect penis due to sexual excitement. A man does not have to ejaculate every time he has an erection. If he waits, the erection will go down on its own without causing any harm. When a boy begins puberty, the ejaculated semen tends to be slightly clear or slightly yellow. As the boy grows into a man, his body begins making a larger amount of mature sperm, and his ejaculation will probably become more whitish. Boys are not born with sperm; their bodies begin to produce them during puberty and continues to produce them throughout their lives. If the sperm is ejaculated into the woman's vagina, she may become pregnant. The ejaculate can also carry diseases that could infect a woman.

What is a wet dream?

A wet dream (or nocturnal emission) is when a boy's or a man's penis becomes erect and he ejaculates while sleeping. This causes his underwear or his bed to be a little wet when he wakes up. If a boy does not know about wet dreams, he could be worried or confused. Wet dreams are completely natural and normal. A boy or man cannot stop himself from having wet dreams.

Why are there some women who cannot get pregnant?

It is normal for it to take several weeks or months for a woman to become pregnant. This may be the case for many reasons, one of which may be fertility issues pertaining to the man or the woman. Infertility— not being able to get pregnant—may be caused by: hormonal problems in the man, woman, or both; blocked fallopian tubes; a low sperm count in the man; or older age. Sometimes doctors are unable to determine the cause of permanent infertility.

Can a girl get pregnant during her period?

Yes, it is possible, although very uncommon. It depends on the length of her cycle, how many days her period lasts, and when she has sexual intercourse, because the sperm can stay alive for multiple days in the body.

Can a girl become pregnant before she has her first period?

Before a girl's first period, during ovulation, her ovaries release her first egg. She can become pregnant if she has intercourse just before this first ovulation, which is shortly before her first menstrual period.



From what age can a girl get pregnant?

When a girl starts having menstrual periods, it means that her reproductive organs have begun working and that she can become pregnant if she has sexual intercourse. It does not mean she is ready to have a baby, only that she is physically capable of getting pregnant. The age at which a girl begins her menstrual period varies, based on the girl's weight, nutrition level, physical activity, environmental factors, and other health-related factors, and can range from 10–16, with some girls beginning their periods earlier or later.

Can a girl become pregnant even if she does not have sexual intercourse?

There is no evidence to prove that if a boy's penis goes near a girl's vagina and he ejaculates, that she will get pregnant. However, if there is contact between a boy's penis and a girl's outer genitalia, sometimes it is possible to contract a sexually transmitted infection.

What causes a woman to have twins?

The explanation depends on whether the twins are fraternal or identical. Fraternal twins may resemble each other but are not "identical." They may be of either the same or different sexes. Fraternal twins occur when 2 eggs in the fallopian tubes at the same time are fertilized by 2 separate sperm cells. The release of multiple eggs at once is a genetic trait. Identical twins are always of the same sex and same appearance and occur after fertilization when a single developing (fertilized) egg divides into 2 separate embryos. Identical twins occur randomly or due to the use of fertility medication; this post-fertilization division of the egg is not genetic.

What determines whether the baby is a boy or a girl?

When an egg is fertilized with a sperm cell, the sex of the baby is determined immediately. Both eggs and sperm contain material called "chromosomes." Chromosomes determine many things about how a body develops, including whether it is male or female. Each fertilized egg has 2 sex-determining chromosomes: 1 from the egg the woman produced, and 1 from the man's sperm that fertilized it. The 1 from the woman's egg is always an X chromosome. The 1 from the sperm can be either an X chromosome or a Y chromosome. If the fertilized egg has 2 X chromosomes, the baby will be a girl; if it has 1 X and 1 Y chromosome, the baby will be a boy. This means that it is the man's sperm that determines whether the baby is a boy or a girl. The woman's chromosome does not determine the sex of the baby.

What are the things I should think about before getting pregnant?

Having a baby is a very serious life decision. You should ask yourself the following questions:

- **Am I emotionally ready?** A baby needs attention 24 hours a day, 7 days a week, and caring for a child requires patience.
- **Am I financially ready?** A young mother or couple would have to find a source of money to pay for the baby's daily needs—food, medicine, clothes, childcare—as well as for the mother's own needs.



- **Am I willing to compromise my education?** It is very difficult to raise a baby while going to school. Many young girls find that they have to drop out of school and ultimately give up their plans for the future after having a baby. It is not impossible to continue in school after having a baby, but it is more difficult to manage the responsibilities of school and of caring for a child.
- **Does my partner want a child?** It is very difficult to raise a child without a partner. Single mothers often struggle to support themselves and their children financially and emotionally, and many young women are forced to depend on their parents or others for such assistance.
- **Do your parents or caregivers want you to have a child? Will they help you?** If a young mother wants to stay in school or needs to work, she will need help in taking care of the baby, so it is important that her parents agree to support her.
- **What do my culture and religion say about a young woman having a baby? What if the young woman is unmarried?** In many cultures, young unmarried women who have babies are disapproved of and may even be discriminated against.

Does sex hurt for a woman?

Some women experience pain the first time they have intercourse, and others do not. Everyone is different.

Does a woman always bleed when she has sex for the first time?

No. Some women bleed when they have sex for the first time; others do not. Absence of bleeding the first time a woman has sexual intercourse is not a sign that she was not a virgin.

What happens to semen after it has been ejaculated into a woman's vagina?

Semen, if ejaculated into the vagina, can travel into the uterus, seep out, eventually dry up, or all 3. Semen that remain in the body will carry sperm that can survive in the body for multiple days. When semen is exposed to the open air, the sperm it contains die within a few minutes.

Does a girl lose her virginity if she sticks her finger in her vagina?

No. Most people agree that women and men lose their virginity the first time they have sexual intercourse.

What is an orgasm?

When a man has an orgasm, his penis gets larger and hard, and semen comes out. Then his penis gets smaller and soft again. His orgasm takes about 5–20 seconds. When a woman has a vaginal orgasm, her vagina squeezes together. A woman's orgasm lasts about the same length of time as a man's, or it can last longer. A woman can also have an orgasm when her clitoris is stimulated, either through masturbation or during sexual intercourse.¹⁵ A woman can get pregnant even if she does not have an orgasm.

15 Masturbation is the act of stimulating one's own genitals for sexual pleasure. This is a completely normal and healthy practice.



When is a good age to have sex?

Having sex for the first time can be an important emotional event. There are many questions that should be considered before having sex:

- Am I really ready to have sex?
- How will I feel about myself after I have sex?
- How will I feel about my partner afterward?
- Am I having sex for the right reasons?
- How will my parents and friends feel about me having sex?
- What do my religion and culture say about sex and about sex before marriage?
- How will I protect myself against unintended pregnancy or infection?
- What would I do if I become pregnant?
- If I have sex, will I have to lie about it later?
- Will I feel guilty?

Can a man make a woman pregnant if he removes his penis from her vagina before he ejaculates?

Yes. Sometimes even before a man ejaculates, a tiny bit of fluid containing sperm can come out of the penis. This fluid, called pre-ejaculate, has the potential to impregnate the woman with whom he is having sex.

What is the difference between being in love and having sex?

There is no “right” definition of love for everybody. Being in love with someone involves feelings of romance, attraction, caring, etc. Having sex is an event or physical act.

NOTE: The distinction made here between sex and love may be a very important one for your girls. You can elaborate on the technical explanation above by asking the girls whether it is possible to have sexual intercourse, get pregnant, and give birth without ever being in love (the answer is yes!). Once they have answered and explained their reasoning, you might ask them whether it is possible to feel as though you are in love without ever having intercourse (again, yes!). After that discussion, it might be useful to reiterate the main point by saying:

“*It is absolutely possible to have sexual intercourse and to get pregnant without being in love; and, it is completely possible to fall in love and to be in love without having sexual intercourse.*”

Wrap-Up Activity: Reproduction True or False (10–15 minutes)¹⁶

This wrap-up activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.¹⁷

Introduce the activity:

““ Now that we have learned so much about our bodies, let's play a game!

Divide the girls into 2 teams, team A and team B. Tell the girls:

““ I am going to read out statements, and you should decide with your team whether you think each statement is true or false. For the first question, I will call on Team A to answer. If the team answers correctly, it gets 1 point! If it does not answer correctly, then Team B has a chance to answer correctly and earn that point. For the next question, I will ask Team B first, and we will alternate which team gets asked first for each question. Let's play!

The following text is closely adapted from *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, with permission from FHI 360.¹⁸

1. If a girl does not bleed during the first intercourse, then she is not a virgin.

False. The presence of a hymen is not linked to virginity. The hymen can break as a result of certain other types of physical activity, as well. In some cases, it may not be there at all.

2. Wet dreams make boys weak.

False. Loss of semen through a “wet dream,” masturbation, or sexual intercourse is perfectly natural and harmless. It is a normal part of human physiology. It should not be called a weakness.

3. A girl can get pregnant even if a boy does not ejaculate inside her.

True. Pre-seminal fluid contains sperm that can make the girl pregnant. Even if a boy does not ejaculate inside a girl's vagina, therefore, she can still become pregnant.

4. The female determines the sex of the baby.

False. Each sperm cell contains either an X or a Y chromosome, whereas the egg contains only the X chromosome. An XY combination is a boy, and an XX combination is a girl. No medicine or religious ritual can determine the sex of a baby.

5. A girl cannot get pregnant if she has sex only once or twice.

False. A girl can get pregnant even from a single act of intercourse, including the first one.

6. You will not get pregnant if the boy/man you are having intercourse with assures you that you will not get pregnant.

False. If a man releases sperm into your vagina, he cannot control whether it will cause you to become pregnant or not.

7. When a girl says “no,” she actually means “yes” and wants to have sex.

False. This is a stereotype. Both boys and girls have the right to say “no” and to make choices at any time about having sex or not.

(continued)

¹⁶ For a full list of wrap-up activities, see Annex 3.

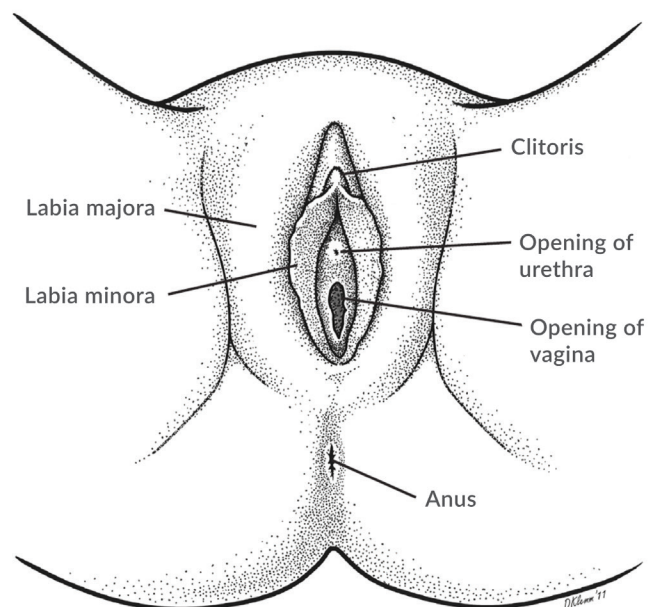
¹⁷ FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 7, 15, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf.

¹⁸ Same as previous footnote.

8. **If a girl accepts gifts or food from a boy, that means she has agreed to have sex with him.**
False. Accepting food or gifts has nothing to do with giving consent to having sex.
9. **If you clean your vagina after intercourse, you cannot get pregnant.**
False. Sperm reach the uterus very quickly and cannot be removed by cleansing.
10. **Girls who wear “western” clothes or short, tight clothes are inviting boys for sex.**
False. How a girl or woman dresses is not a reason to make assumptions about her sexual activity or her willingness or consent to have sex.
11. **Before a girl reaches 18, her sexual organs are not fully developed and can easily tear.**
True. The inner lining of the vagina can tear, and a girl can more easily acquire HIV or another STI.
12. **A girl cannot get pregnant before her first period.**
False. The first period marks the end of a girl’s first menstrual cycle. Girls can get pregnant during their first cycle.
13. **Boys should have sex before marriage to prove their “manhood,” but girls should remain virgins.**
False. This is an example of the different societal norms pertaining to boys and girls. Both boys and girls should only have sex responsibly and when they are ready. Boys do not need to prove their manhood by having sex.
14. **A boy cannot be raped, but a girl can be.**
False. Boys and men can be forced to have sex against their will by another male or female.

The following diagram is reprinted here with permission from Georgetown University.¹⁹

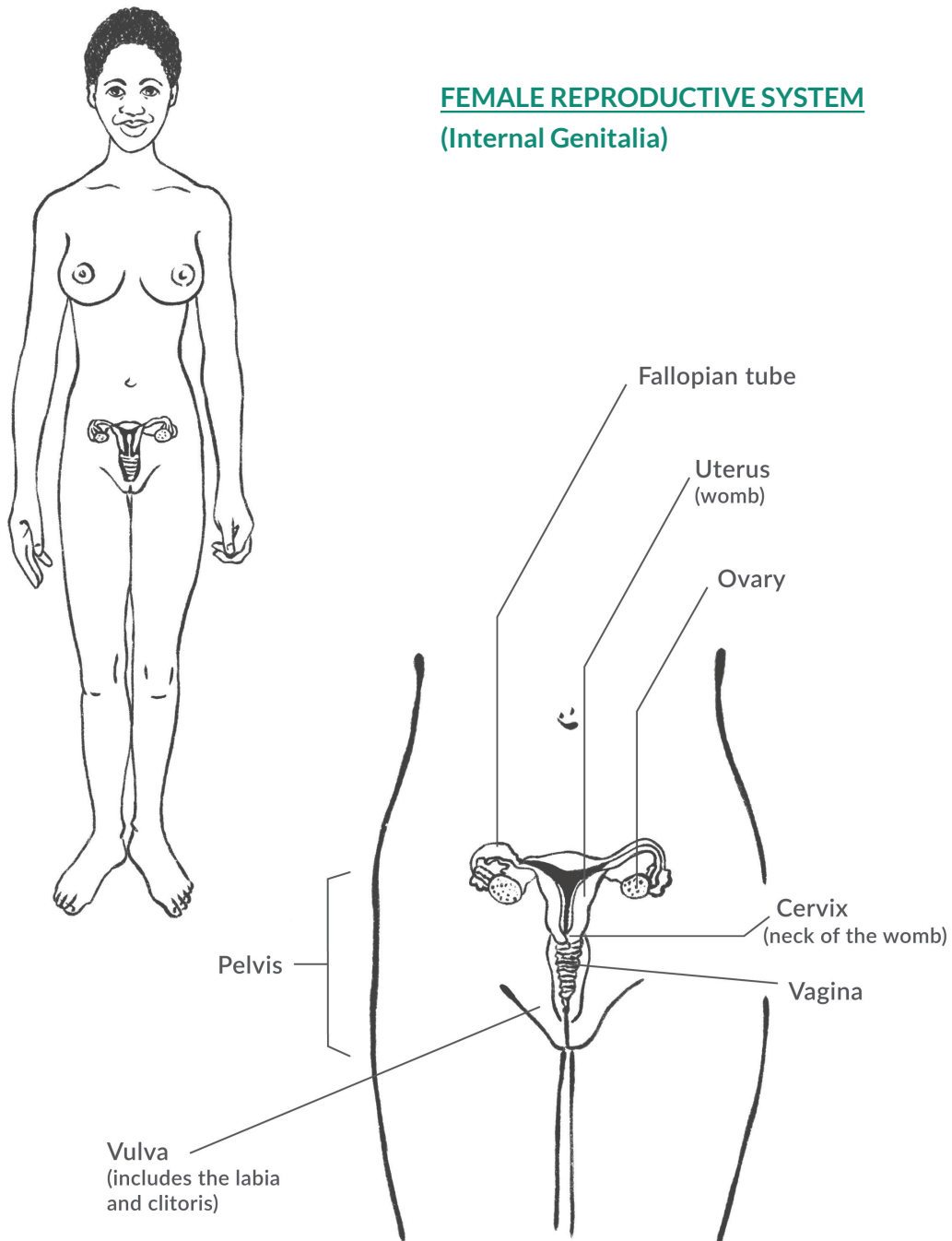
FEMALE REPRODUCTIVE SYSTEM (External Genitalia)



¹⁹ Knebel, *My Changing Body*, 58.

The following diagram is reprinted here with permission from the Population Council.²⁰

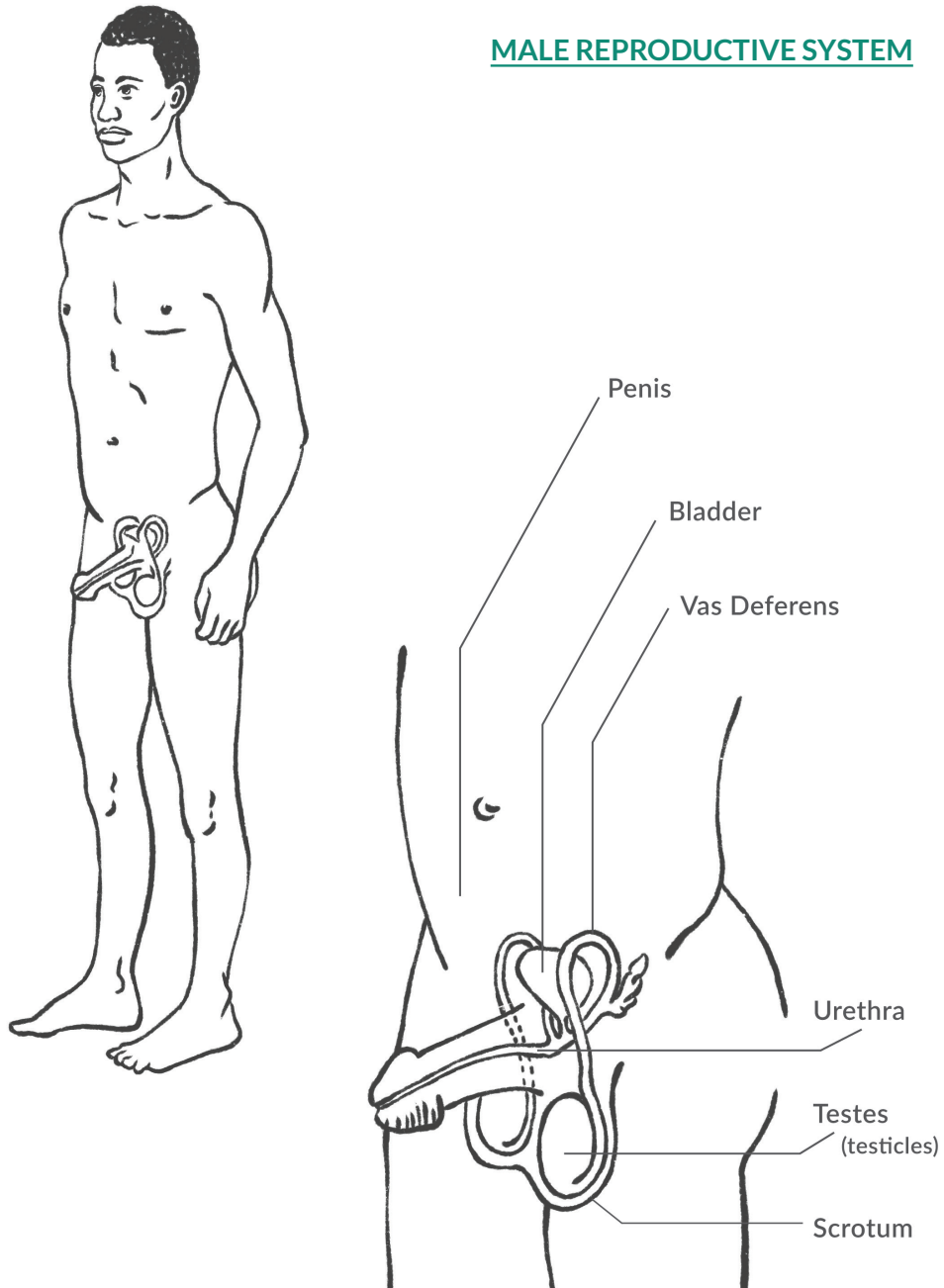
FEMALE REPRODUCTIVE SYSTEM (Internal Genitalia)



20 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 69.

The following diagram is reprinted here with permission from the Population Council.²¹

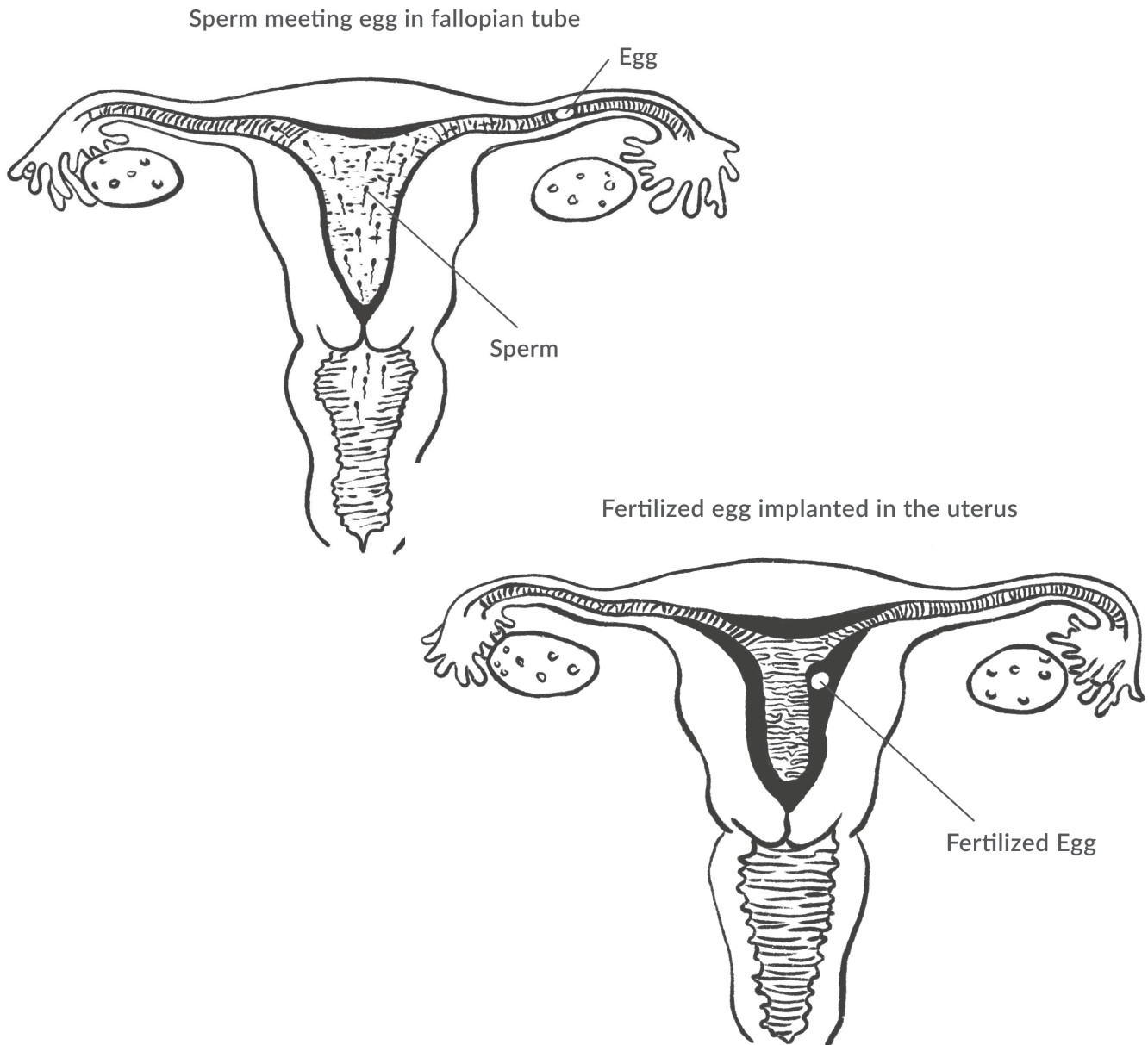
MALE REPRODUCTIVE SYSTEM



21 Same as previous footnote, 69.

The following diagram is reprinted here with permission from the Population Council.²²

HOW PREGNANCY HAPPENS



22 Same as previous footnote, 70.



LESSON 9B

AM I READY TO START A FAMILY?

Brief Description

In this lesson, girls will learn both about the many forms of contraceptives and, through a fun debating exercise, about the importance of family planning.

Purpose

Girls are empowered to make safe and healthy decisions about sex and pregnancy.

Learning Objectives

- ◉ Girls understand why family planning is important for their future.
- ◉ Girls are knowledgeable about family planning and contraception.

Facilitator Preparation

None specific to this lesson.

Materials Needed

None



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: “The Pros and Cons of Family Planning” (25 minutes)

This warm-up activity is adapted from Johns Hopkins University's *Go Girls! Community-Based Life Skills for Girls: A Training Manual*.²³

Begin the lesson by asking the girls:

- “What have you heard about family planning and abstinence?”

Allow the girls to share and discuss the different family planning methods they know. Remind the girls that the most effective way to prevent pregnancy is through abstinence from sexual intercourse, but that there are family planning methods that can help prevent pregnancy and can protect from STIs.

23 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Girls! Community-Based Life Skills for Girls: A Training Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 60, http://www.thehealthcompass.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf.

Once the discussion has finished, divide the girls into 2 groups that will debate the “pros” and “cons” of family planning. Remind the groups to consider these “pros” and “cons” for each of the following parties: the mother, the father, the families of the mother and father, the baby, and their community. Give the girls 10 minutes to formulate their arguments and to rehearse within their groups. Then bring the 2 groups back together, and allow each side to present its points about family planning. To encourage genuine debate, you might ask each side to respond to the other’s arguments. While you are promoting family planning, including abstinence, be sure that both teams are praised for their hard work and their debating skills.

✳ Activity 1: All About Contraceptives (25 minutes)

This activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.²⁴

During this activity, you will be discussing abstinence and contraception with the girls through a series of questions. Begin by asking the girls:

☺☺ *Which methods of preventing pregnancy do you know of?*

Encourage the girls to speak about the contraceptives they know. As they mention each form of contraception, explain and elaborate on that method, using the tables below.

Next, ask:

☺☺ *Why do some girls and boys not practice abstinence?*

Allow the girls to discuss. Some possible answers might be: forced sex, desire to get pregnant, not knowing how to tell their partner “no,” wanting to have sex, not foreseeing the consequences, need/desire for money or other resources, seeking sexual connection with a partner, or peer pressure.

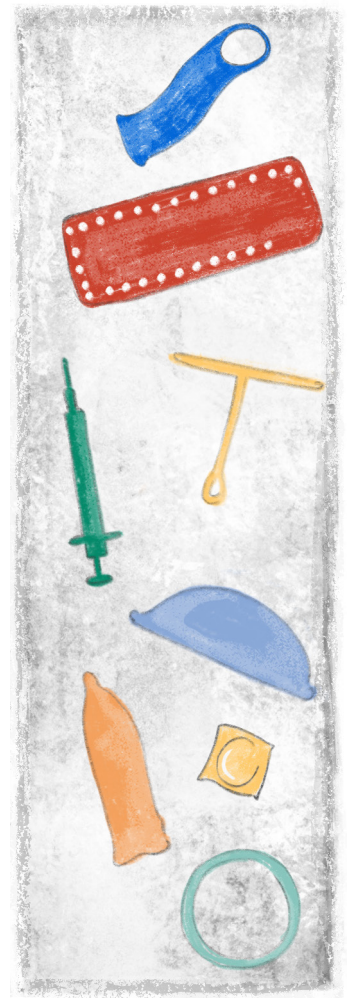
Then discuss with the girls:

☺☺ *Why do some sexually active boys and girls not use contraceptives?*

Some possible answers might be: did not plan on having sex, too expensive, lack of supplies, preferred method not available, against my beliefs or my partner’s beliefs, fear of side effects, disapproval from my partner, tried and did not like it, believing we are too young to need it, having heard discouraging stories from others, fear it is unsafe, peer, parent, or health provider has discouraged use, or cannot access a health provider to get information or a prescription.

☺☺ *What could be done to help sexually active boys and girls use contraception in the future?*









Brainstorm ideas with the girls. Some possible solutions might be: increasing access to providers and chemists [pharmacists], decreasing cost, ensuring supplies of many different methods to choose from, encouraging male involvement in contraceptive choice, clearing myths surrounding contraceptives.



24 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 74.

The following charts are reprinted here with permission from the Population Council.²⁵

TYPES OF CONTRACEPTION

METHOD	What it is and how it works	Protection against STIs/HIV?	Other characteristics
BARRIER METHODS (TEMPORARY "USER-CONTROLLED" METHODS THAT BLOCK THE SPERM FROM REACHING THE EGG)			
Male condom 	A thin latex sheath rolled onto the erect penis before intercourse that prevents sperm from entering the vagina.	Yes	<ul style="list-style-type: none"> It is one of the two methods that offer double protection, against pregnancy and infection, thus may also protect against infertility and cervical cancer. It enables men and boys to protect themselves and their partners. It is easily available. It must be put on during sexual activity prior to intercourse. Some people find that it reduces sensation. It may break or leak, especially if used incorrectly.
Female condom 	A lubricated plastic sheath with two rings. One remains outside the vagina, covering part of the labia, and the other is placed in the vagina, covering the cervix. It forms a pouch that collects the semen.	Yes	<ul style="list-style-type: none"> It can be inserted hours before sexual activity begins. It enables women and girls to protect themselves and their partners. It is noticeable during sex, and insertion may require practice. It is expensive in comparison with the male condom.
PERMANENT SURGICAL METHODS			
Vasectomy, male sterilization 	A simple, outpatient operation in which the vas deferens is cut and tied. Sperm then are harmlessly reabsorbed into the man's body, rather than entering the semen. It does not change a man's ability to have sex, feel sexual pleasure, or ejaculate.	No	<ul style="list-style-type: none"> Vasectomy is not effective until three months after the surgery. This is a permanent method.
Female sterilization, tubal sterilization 	A surgical procedure to cut and tie (tubal ligation), or block, the fallopian tubes, preventing the sperm and egg from meeting. It does not change a woman's ability to have sex or to feel sexual pleasure.	No	<ul style="list-style-type: none"> This is a permanent method.
* International Sexuality and HIV Curriculum Working Group. 2009. <i>Its All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV and Human Rights Education</i> . Edited by Nicole Haberland and Deborah Rogow.			
METHOD	What it is and how it works	Protection against STIs/HIV?	Other characteristics
REVERSIBLE METHODS (LONG-ACTING METHODS THAT WORK INSIDE THE BODY'S SYSTEM)			
Oral contraceptives ("the pill") 	Small pills containing synthetic hormones (estrogen and progestin, or only progestin) that prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type.	No	<ul style="list-style-type: none"> It does not require the woman to insert or apply anything at the time of sexual relations. It may reduce menstrual cramps and the risk of certain kinds of cancer, anemia, breast problems, and pelvic inflammatory disease. The woman must remember to take the pill regularly. Typically, fertility resumes quickly after the woman stops taking the pill.
Injectables 	An injection given at regular intervals, usually every one or three months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus.	No	<ul style="list-style-type: none"> The method can be used without the knowledge of others. It does not require the woman to insert or apply anything at the time of sexual relations. It may decrease the risk of certain kinds of cancer. Fertility resumes within a few months after stopping use.
Implants 	One or two small, soft rods implanted in the woman's upper arm that release a steady low dose of progestin over a period of three to five years. Thickens the cervical mucus and inhibits ovulation.	No	<ul style="list-style-type: none"> Implants can be removed at any time, but they must be inserted and removed by a trained provider. It does not require the woman to insert or apply anything at the time of sexual relations. Fertility resumes immediately upon removal.
Intrauterine devices (IUDs) 	Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some IUDs release progestin (a hormone), while others contain copper, which has antifertility effects. They keep the sperm from reaching the egg. Some types of IUDs can work for as long as ten years.	No	<ul style="list-style-type: none"> This method does not interrupt sex; it is not noticeable during intercourse. If an infection is present during insertion, or if the conditions for insertion are not sterile, insertion may lead to pelvic infection and increased risk of infertility. The body sometimes expels the IUD. It must be inserted and removed by a trained provider.

25 Same as previous footnote, 75-77.

Wrap-Up Activity (5 minutes)

Thank the girls for their active participation today! Summarize today's lesson for the girls by reminding them that abstinence is the only 100%-effective method for preventing pregnancy. If they choose to engage in sexual activity, they should always use contraceptives, as discussed today. And let them know that if they do become pregnant, they should tell their parents, a teacher, or a health care provider (or you!) immediately, so that others can help them make the best and safest decisions about their pregnancy. Emphasize that hiding a pregnancy or going to a drug peddler or other uncertified health care provider could be very dangerous for their health. Close the lesson by reminding them that you are always available as a resource, if they ever need help.²⁶



LESSON 9C

STAYING SAFE: HIV/AIDS

Facilitator's Note

This lesson about HIV/AIDS may be very sensitive for some girls who have lost family or friends to HIV/AIDS or who are living with HIV themselves. It is important that this lesson is taught without judgment of those living with HIV and that all girls are accepted and respected, no matter their or their friends' or family members' status. No one should be asked about her HIV status, and any information you know about a girl's status should be kept private, unless she chooses to share that information herself. For girls living with HIV or girls concerned that they may have HIV, you should know where they can go for testing, treatment, and support.

Brief Description

In this lesson, girls learn the facts about HIV, including transmission, treatment, and how to protect themselves from contracting it.

Purpose

Girls know how to keep themselves safe from contracting HIV, and girls living with HIV know how to get the support and treatment they need.

Learning Objectives

- ◉ Girls understand the ways in which HIV affects the immune system and how HIV can develop into AIDS.
- ◉ Girls know how HIV is transmitted.
- ◉ Girls are aware of common myths about HIV/AIDS and why they are false.

Materials Needed

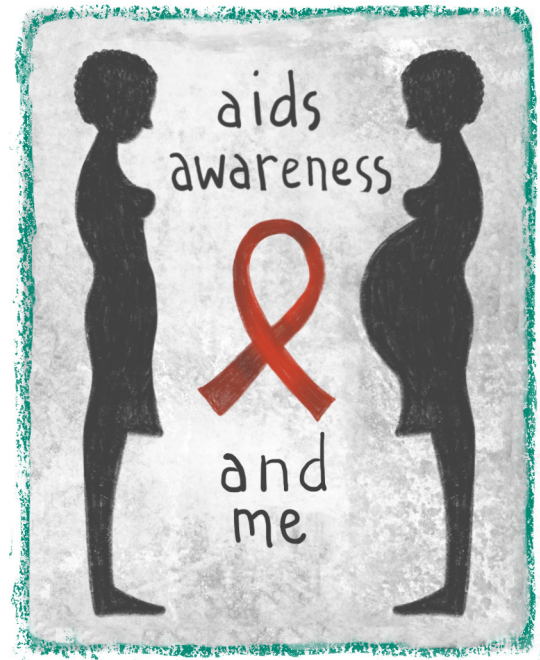
- Tape, paste, string, or some kind of adhesive
- A4 sized (or 8.5"x11") paper, notecards, or smaller sheets of paper
- Marker or thick pen



²⁶ If any of your girls are thinking about, will be having, or have had an abortion, see Annex 4: Post-Abortion Care Factsheet for Girls.

Facilitator Preparation

- Make signs for the Warm-Up Activity that say the following: Immune system; T cell (5–10 copies); Communicable disease (5–10 copies); and HIV. The signs can be on simple A4 (8.5x11”) paper or notecards.
- For Activity 1, every girl needs to have a sign with an action that may or may not transmit HIV (see Activity 1 for details on which actions do and do not transmit HIV). Prepare a sign for each of the activities listed below. If you have more girls than the actions listed here, think of some other common actions that may or may not transmit HIV. Before conducting this exercise, be sure you know whether or not each of these actions does in fact transmit HIV.
 - * Vaginal sex
 - * Direct blood transfusion of untested blood
 - * Sharing needles
 - * Contact with blood of an infected person
 - * Breastfeeding
 - * Mother-to-infant during delivery
 - * Mother-to-infant during pregnancy
 - * Exchange of blood
 - * Contact with semen
 - * Contact with vaginal fluids
 - * Being near a person with HIV
 - * Sharing a drinking cup with a person with HIV
 - * Hugging a person with HIV
 - * Kissing a person with HIV when blood is not present
 - * Shaking hands with a person with HIV
 - * Proper use of a condom during sex
- Also, for Activity 1, make 2 signs that will be the labels for the action: “Cannot transmit HIV” and “Can transmit HIV.”
- Create “True” and “False” signs for the Wrap-Up Activity. (You may reuse these signs from other lessons, if you have already made them.)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: “Immune System Dance” (20 minutes)

This warm-up activity is adapted from the Peace Corps *Life Skills Manual* and FHI 360’s *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.²⁷

This warm-up activity demonstrates what HIV does to the immune system in an engaging and visual way that is easy for the girls to understand. Begin the activity with a brief discussion through which you can learn what the girls know about HIV. Ask the girls the following 3 questions (you will discuss these more with the girls later on, so do not spend too much time on this initial discussion; answers to these questions are in brackets):

- ◇ *What does HIV mean?* [the abbreviation stands for “human immunodeficiency virus.”]
- ◇ *What is HIV?* [HIV is a virus, like the one that produces the common cold. It is different, though, because it attacks our immune system, which protects us from many illnesses and diseases. If we are healthy, our immune system is stronger, but if we are sick, or if we do not eat the right food or get enough rest, it can weaken.]²⁸
- ◇ *What is the difference between HIV and AIDS?* [HIV is a virus that weakens the immune system and can lead to a condition called AIDS, which stands for “acquired immunodeficiency syndrome.”]

Now it is time to play a game!

1. Select 1–2 girls to stand in the middle of a large space and to hold the sign that says, “Immune system.”²⁹
2. Have 5–10 girls tape the “T cell” sign on their bodies and form a ring around the “Immune system” girls by holding hands. The “T cell” girls can dance around the “Immune system” girls (the “Immune system” girls can dance, too, in place!).
3. Then invite another 5–10 girls to wear the “Communicable disease” signs and to try to enter the circle. The “T cell” girls will tell the “Communicable disease” girls, “No, you cannot enter,” and the “Communicable disease” girls will not be able to enter the circle. They can continue wandering around the outside of the circle, trying to break in.
4. Then, one girl with the “HIV” sign will try to enter the circle. The “HIV” girl is very strong, so she breaks through the “T cell” circle. Slowly, the “T cell” girls begin to slow their dance and get tired. The “Communicable disease” girls are now able to enter the circle and get close to the “Immune system” girls. Eventually, the “T cell” girls become sleepy and lie down. The “Immune system” girls also begin to slow and lie down.

After the game ends, discuss what happened with the girls, and explain anything they did not understand about how HIV works. Here is a possible explanation:

The T cell is an integral part of the immune system because it directs the immune system to attack diseases that are in the body. When HIV enters the system and encounters a T cell, it invades the T cell and eventually kills it. If HIV kills enough T cells in the body, other diseases can easily enter the body and grow, because the immune system is very weak. When the amount of HIV in someone’s body is high and the number of T cells in the body are low, then that person has developed AIDS.

27 Kathleen Callahan and Ruth Mota, *Life Skills Manual* (Washington, DC: Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, 2001), 65–66, http://files.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf; and FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, Module 8, 4.

28 FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, Module 8, 4.

29 Another adaptation of this activity is to use animals as metaphors for the immune system, T cells, communicable diseases, and HIV. In the Peace Corps *Life Skills Manual*, participants are directed to carry out this activity using a baby elephant as the immune system, adult elephants as the T cells, and lions as the communicable disease.

✳️ Activity 1: How Is HIV Transmitted? (25 minutes)

This activity is adapted from the Peace Corps *Life Skills Manual*.³⁰

Tape the action signs you made before the session onto the back of each girl without her seeing what is written on the sign she is now wearing. The girls should then walk around the Club and ask their friends “yes” or “no” questions, to figure out the action shown on her back. Once a girl figures it out, she should move the sign to the front of her body and keep helping her friends until everyone has figured out which actions are signaled on their backs. While the girls are doing this, tape the “Can transmit HIV” and “Cannot transmit HIV” signs on 2 opposite sides of the wall or chalkboard.

Once all the girls have guessed their actions, bring them together in a circle, and ask them to share the actions on their signs. As they do so, they should say whether or not their specific action could transmit HIV. Once they have finished sharing each of their actions, ask the girls to tape their action signs onto the chalkboard or wall under the signs, “Can transmit HIV” or “Cannot transmit HIV.” There may be some discussion and disagreement over where the actions go. Allow the girls to debate, and, as needed, explain why that action does or does not transmit HIV.

You can use the following text, reprinted here with permission from the Peace Corps, as a reference.³¹

[Actions] that can transmit HIV:	[Actions] that cannot transmit HIV:
Vaginal sex	Being near a person with HIV
Direct blood transfusion of untested blood	Sharing a drinking cup with a person with HIV
Sharing needles	Hugging a person with HIV
Contact with blood of an infected person	Kissing a person with HIV when blood is not present
Breastfeeding	Shaking hands with a person with HIV
Mother-to-infant during delivery	Proper use of a condom during sex
Mother-to-infant during pregnancy	
Exchange of blood	
Contact with semen	
Contact with vaginal fluids	

Wrap-Up Activity: HIV/AIDS True or False (10 minutes)

This wrap-up activity is adapted from the Peace Corps *Life Skills Manual*.³²

This wrap-up activity tests the girls on what they have learned and addresses some myths about HIV/AIDS. First, tape up the “True” and “False” signs on either side of the room or on opposite walls. Explain to the girls:

- “ I am going to read out 10 statements about HIV/AIDS, and your job is to decide whether each statement is true or false. If you think a statement I read is true, go stand under the “True” sign. If you think the statement is false, go stand under the “False” sign. Then I will explain why that statement is either true or false.³³ Let’s go!

30 Callahan and Mota, *Life Skills Manual*, 70–72.

31 Same as previous footnote.

32 Same as previous footnote, 57–60.

33 If time allows, you can also ask one girl on each side why she thinks each statement is true or false.

The following text is reprinted here with permission from the Peace Corps.³⁴

- 1. You can be cured of AIDS by having sex with a virgin.**
False. This is a myth. Not only is it not true but acting on it can spread the infection to many young girls.
- 2. While Africa has been more affected by AIDS than any other part of the world, HIV infection rates are rising in many other regions.**
True. Check the UNAIDS website for recent statistics on the increase in HIV infection in your region and one or two others.³⁵ You will find that while Africa has the largest number of infections, HIV is [an important health concern around] the world.
- 3. It has recently been proven that HIV does not cause AIDS.**
False. It has been scientifically proven that both HIV and AIDS exist, and that infection with HIV attacks the immune system and will lead to AIDS in most people.
- 4. Although many people do not have access to expensive drugs to treat AIDS, there are medicines that can slow down disease progression.**
True. New drugs like anti-retroviral therapy and protease inhibitors are not available to many people due to high cost and lack of infrastructure for monitoring the immune system. There are, however, medicines to treat and prevent opportunistic infections that can help to prolong life.
- 5. Traditional healers (or religious leaders) in our country have cured AIDS.**
False. No one has yet found a cure for AIDS. It is possible that alternative or traditional healers have some remedies that may alleviate temporarily some of the symptoms of AIDS. Other practices, however, may cause HIV to progress more rapidly or increase the possibility of transmitting HIV, for instance, if procedures involve sharing unsterilized or bloodied instruments. It is important that medical doctors and traditional healers communicate, in order to share what they have learned about the disease.
- 6. In [country], about (X%) of adults are infected with HIV. (Use UNAIDS website to update statistics for your country.)**
True. Check the UNAIDS Website for updates for your country.
- 7. AIDS is a disease that mostly affects white people.**
False. Emphasize that people of every race and nationality have been infected with HIV.
- 8. Although HIV transmission is a risk for everyone, women and girls are more vulnerable to HIV infection than men and boys.**
True. This is true due to a combination of biological and sociocultural factors.³⁶
- 9. No one has AIDS in our country.**
False. See UNAIDS statistics for your country. If you are in a country with low prevalence, you may want to suggest that although we do not have a high prevalence of HIV in our country, we still have a need to protect ourselves by practicing HIV prevention. Suggesting that no one has AIDS in any area is the kind of denial that leads to increased risk of transmission.
- 10. Since everyone dies of AIDS, it is better not to know if you have it.**
False. Although people may believe that the stress of knowing one's HIV status can be a terrible burden, it is clear that knowing one's status can help prolong one's life by getting early treatment for opportunistic infections and taking care of one's general health...Also, knowing one's status can help us protect families and loved ones from infection and help people prepare for the future.

34 Callahan and Mota, *Life Skills Manual*, 57–60.

35 See <http://www.unaids.org/>.

36 For more information on why women and girls are more vulnerable, see Callahan and Mota, *Life Skills Manual*, 78–81.

LESSON 9D

STAYING SAFE: SEXUALLY TRANSMITTED INFECTIONS

Brief Description

Girls learn about the symptoms and treatments for the 5 most common sexually transmitted infections (STIs) and about how to protect themselves from STIs.

Purpose

Girls are knowledgeable about STIs and are able to protect themselves from contracting STIs and to seek treatment if they contract an STI.

Learning Objectives

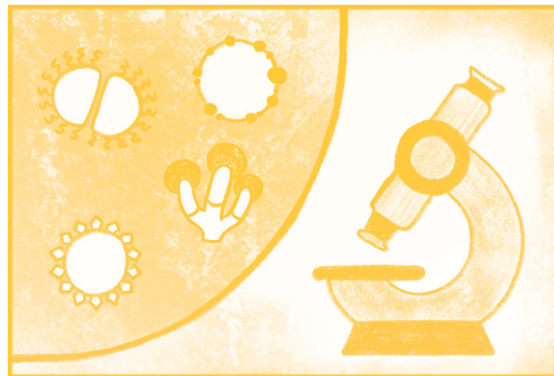
- ◉ Girls know the symptoms and treatments for the 5 most common STIs.
- ◉ Girls understand the basic facts about STIs.
- ◉ Girls know how to use a condom.

Facilitator Preparation

On separate pieces of large flipchart paper or on the chalkboard, write these STIs: Gonorrhea, Syphilis, Chancroid, Chlamydia, and Genital Herpes. These will be used for Activity 1.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Condoms and bananas or water bottles (ideally 1 condom and 1 banana or water bottle per girl, but the girls can share, or you can demonstrate for the Club, if there are not enough.)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: STIs True or False (20 minutes)

This warm-up activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.³⁷

Begin the activity by saying:

“ Last week we talked about HIV, which is a sexually transmitted infection, or an STI. This week we are going to talk about other common STIs, how to identify them, and how to protect yourself from them. First, let's play a game!

Divide the girls up into 12 groups. (If you do not have enough girls to make 12 groups, you can create 12 pairs or simply select the most relevant and important myths and facts from the list below.) Assign one of each of the statements below to each group (you can do this verbally). Ask the girls to discuss with their group whether the statement is true or false. After a few minutes, when it seems that all the groups have decided on their answer, ask each group to read out its statement and to explain why it has decided that the statement is true or false. Be sure to add anything the groups leave out of their explanations before moving on to the next statement.

The following text is closely adapted from FHI 360.³⁸

Statements and explanations:

1. People do not always realize they have an STI.

True. Some STIs are difficult to see or feel, especially in women. Sores may come and go. Because you do not see them does not mean they are not there.

2. If the symptoms of an STI go away, the STI has also gone away.

False. See above.

3. Once you get an STI, you do not get it again.

False. You do not develop immunity against STIs.

4. You can tell if someone has an STI by looking at the vagina or penis.

False. More than 50% of STIs do not have symptoms.

5. Most STIs are curable.

True. Most STIs—except HIV, herpes, and genital warts—are curable, if treatment is completed and done in time.

6. If you do not treat STIs, men and women can become sterile, which means they may have problems in being able to produce a baby.

True. STIs can cause infertility.

7. Having an STI makes it easier to become infected with HIV.

True. STIs create sores or small breaks in the skin of the penis or in the wall of the vagina that allow HIV to enter. Thus, HIV can easily pass to a sexual partner.

8. If I use birth control pills, I am protected from STIs.

False. Abstinence from sex, being faithful to one sexual partner, or condoms can protect you from STIs.

(continued)

37 FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, Module 8, 15–16.

38 Same as previous footnote, Module 8, 16.

9. If a doctor is treating me for an STI, my partners also must be treated.

True. Both must be treated at the same time to stop re-infection.

10. Men who have an STI are cured if they have sex with a virgin.

False. Totally a myth.

11. My friend had the same problem as me, so I will use the same medicines they took. There is no need to go to a doctor.

False. Self-medication or advice from a friend can result in a wrong or inadequate dosage. Visit to a qualified doctor is essential.

12. If I wash with antiseptics frequently, the infection will go away.

False. It is good to have good hygiene, but medicine is necessary.

The text in the following table is closely adapted from the Peace Corps and the Population Council.³⁹

Gonorrhea	Chlamydia	Genital Herpes	Syphilis	Cancroid
<ul style="list-style-type: none">• Yellow-green or white discharge from the penis or vagina• Burning sensation on urination• Symptoms usually 2–14 days after exposure• Possibly no symptoms• Possible swelling in area of testicles• Possible sterility if untreated• Possible blindness in newborns if not treated with drops in eyes• Can be cured with antibiotics	<ul style="list-style-type: none">• Most women who are infected have no symptoms• If symptoms exist, most likely vaginal discharge• Symptoms in men include discharge from penis, burning pain during urination, and itching around opening of penis• Can cause infertility, constant pelvic pain, or miscarriage, if untreated• Can cause eye and respiratory infections in newborns• Can lead to premature delivery of child• Can be cured with antibiotics	<ul style="list-style-type: none">• Small painful blisters on genitals or mouth• Symptoms may recur when under stress• Viral infection• Severe neurological damage or death to newborns if exposed in birth canal• Symptoms may include headache, fever, muscle, aches, and chills• People with sores are more likely to contract HIV if exposed to the virus• No cure, treatment is medicine called Acyclovir	<ul style="list-style-type: none">• Painless sore on penis or vagina• Sore appears 10–90 days after exposure• Non-itching rash on body (palms and soles)• Hair loss, fever, and chills• Possible death if untreated• Possible death or bone deformation in newborn if mother not treated early in pregnancy• Can be cured with antibiotics	<ul style="list-style-type: none">• Painful sore on penis or vagina• Sore appears 3–5 days after exposure• Inflammation of lymph gland on one side• Greatest risk factor for HIV transmission• Can be cured with antibiotics

³⁹ Same as previous footnote.

✿ Activity 1: Which STI Is This? (25 minutes)

This activity is adapted from the Peace Corps *Life Skills Manual* and the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.⁴⁰

Hang, paste, or tape around the room or space the large flipchart sheets with the names of the different STIs, or write these on the chalkboard, as described in the Facilitator Preparation section at the beginning of the lesson. Introduce the activity:

“ Now we are going to learn more about a few of the most common STIs. It is important that we know about the symptoms and treatments for these STIs so that we can quickly identify whether we have one and know how to treat it. First, please take a few minutes to write slang words you may know for each of these STIs.

Once the girls have completed writing in the slang words, use the reference table on the previous page, read out each different STI symptom, and ask the girls which STI that symptom relates to. Then ask a girl to write that symptom on the flipchart paper or chalkboard underneath that STI header. Remember, much of this may be new to the girls, so your expert guidance may be needed to match the symptoms with the STIs. When the activity is complete, remind the girls that if they think they may have an STI, it is very important that they seek medical attention immediately.

Wrap-Up Activity (10 minutes)

This wrap-up activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.⁴¹

Remind the girls:

“ If you are sexually active, the best way to protect yourself from HIV and STIs is to use a condom during sex. Using a condom is simple, but it must be used correctly, so that the condom can protect you and your partner.

Distribute condoms and a banana or water bottle to all the girls for this activity, or to groups of girls, if you do not have enough supplies. Once the items have been distributed, walk the girls through these steps on how to use a condom:

The following text as to how to use a condom is reprinted here with permission from FHI 360:⁴²

1. Check expiry date. If expired do not use it.
2. Check to see if the package is unopened.
3. Open the package with your fingers; do not use teeth or other sharp objects.
4. Hold the condom at the tip and find the right side.
5. Penis should be erect when you slip it on. Today of course, you are using the banana or water bottle as the model.
6. Keep the tip squeezed and roll it on the penis. (This allows the semen to collect later.)
7. After intercourse, hold the rim and pull it off while penis is erect.
8. Do not spill the semen; be careful.
9. Tie a knot, wrap it in paper and dispose it in the dustbin.

Ask the girls if they have any questions about using condoms. Thank the girls for their active participation today!

40 Callahan and Mota, *Life Skills Manual*, 76; and Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 184, 186–87.

41 FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*, Module 8, 19.

42 Same as previous footnote.

10

CHAPTER

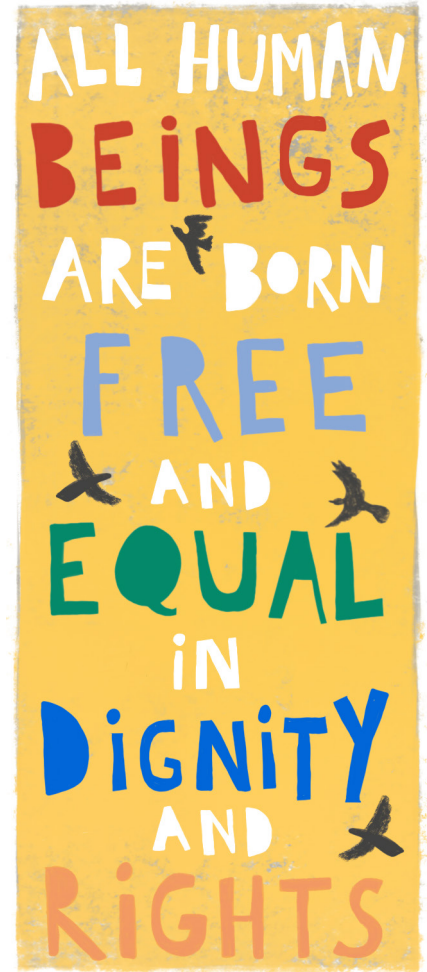
HUMAN RIGHTS

Facilitator's Note

This chapter is about human rights, as defined in the Universal Declaration of Human Rights (UDHR), a founding document of the United Nations.¹ You should have the declaration available when teaching this lesson, and you may also wish to distribute copies of it to the Club members. A simplified version of the UDHR is included in Annex 5 for your reference.²

As this chapter is an introduction to human rights, it touches on many human rights topics, some of which are also explored in other chapters in this Handbook. Chapter 11 in particular, on gender-based violence (GBV), is a useful chapter to teach alongside this one. Chapter 10 introduces sexual rights and protections, so that Chapter 11 can discuss GBV within the broader context of human rights. Chapter 11 deepens your examination of these rights by defining GBV and discussing how to address it, if someone should experience or witness GBV. All chapters in this Handbook, including Chapters 10 and 11, are designed as independent modules. This means that Chapters 10 and 11 do not need to be taught together or in this order, but doing so is suggested, when possible and appropriate.

The human rights violations discussed in this chapter, such as GBV, may be sensitive topics for some girls.³ Make sure to leave time to answer any questions the girls may have, as different rights are discussed. Keep close watch on your girls as you teach Chapters 10 and 11. If any of your girls become unusually quiet or withdrawn, if any girl seems particularly upset or disturbed by any part of the discussion, and/or if a girl wants to speak with you privately, you should set aside times in your schedule to meet privately with these girls during the week in which these chapters are taught. If a girl shares with you about any issues you are not equipped to address, whether in the course of a Club discussion or a private meeting, refer her to a local health worker, counselor, or someone on the local police force whom you can be sure is well-intentioned, who will be sensitive to the issues at hand and will respect her privacy.



1 The UDHR was drafted in the late 1940s and adopted by the United Nations General Assembly in December, 1948. The UDHR is widely regarded as the foundation of international human rights law, inspiring a considerable body of legally binding international human rights treaties. The United Nations itself is an international organization now comprised of 193 sovereign Member States that have agreed to come together to address issues of peace, security, sustainability, humanitarian affairs, and human rights. First envisioned by American President Franklin Delano Roosevelt during World War II as a means of rallying 26 nations' commitments to combat the Axis powers, the UN officially entered into effect in 1945, when the UN Charter had been ratified by the original 50 Member States.

2 The full text of the Universal Declaration of Human Rights can be found at <http://www.un.org/en/universal-declaration-human-rights/>. That webpage has links to an illustrated version and to translations of the declaration in more than 500 languages.

3 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.



Brief Description

This lesson introduces girls to the concept of human rights, and to the Universal Declaration of Human Rights.

Purpose

Girls can protect themselves by understanding their rights.

Learning Objectives

- Girls know what their basic human rights are.
- Girls understand that while these are rights they possess under the law, in practice, politics, societal beliefs, and/or economic factors may limit how much their community allows them to enjoy these rights in their daily lives.

Facilitator Preparation⁴

- For the warm-up activity, write the following roles on small pieces of paper to distribute to the girls (the first 19 “roles” or “characters” have been adapted from Amnesty International;⁵ the balance of the roles below were created by WomenStrong):

1. Advertising executive, female
2. Taxi driver, male
3. Unemployed 25-year-old woman
4. Grandmother taking care of grandchildren with her small pension
5. Commercial sex worker, female
6. Young girl, 12 years old, living in an informal settlement (slum)
7. Male corporate executive
8. Young boy, 14 years old, coming from an affluent family
9. Married mother of three, employed as a domestic worker
10. Male doctor
11. Street kid, 10 years old, male
12. Teenage girl, living in a very religious/traditional family

Materials Needed

- Small pieces of paper (can be torn from a larger sheet)
- Marker or thick pen
- Sheets of paper on which to copy the Universal Declaration of Human Rights, if you choose to copy and distribute it to the girls



(continued)

⁴ Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

⁵ Amnesty International, *Respect My Rights, Respect My Dignity, Dignity: Module Three—Sexual and Reproductive Rights Are Human Rights* (London: Amnesty International, 2015), 71, <https://www.amnesty.org/en/documents/act30/0010/2015/en/>.

13. Teenage boy, living in a very religious/traditional family
14. Unemployed LGBT activist living openly and positively⁶
15. Young person, 14, questioning her/his gender⁷
16. Women's rights activist, female
17. Gay man/lesbian, 25, university student
18. Married woman, 28, from a minority ethnic group
19. Political leader, 35, male
20. Market woman
21. Female teacher at a rural school
22. Village chief
23. Male farmer, 40, with a wife and 4 children
24. Widow, 45, supporting 2 children on her own
25. Rural health worker, female
26. Provincial capital government official, female
27. Police officer in a city, male
28. University student in a city, female
29. Midwife in a rural area
30. Elderly woman, widowed⁸



- Optional: you may choose to distribute copies of the Universal Declaration of Human Rights to the girls. If so, prepare those copies in advance, if possible.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁹

Warm-Up Activity: Privilege Walk (20 minutes)¹⁰

This warm-up activity is adapted from Amnesty International's *Respect My Rights, Respect My Dignity: Module Three—Sexual and Reproductive Rights Are Human Rights*.¹¹

⁶ LGBT is an acronym that stands for Lesbian, Gay, Bisexual, and Transgender. For more information on LGBT issues and rights, see Lesson 7C.

⁷ "Questioning her/his gender" refers to someone who may be unsure if he or she identifies as a male or female. The person may choose to identify as male, female, or transgender.

⁸ Each girl needs to have one role, and the roles should all be different. If there are more girls than roles listed here, create more roles (e.g., common types of people in your community or society), until you have enough for each girl. If you have fewer girls in your Club than the number of roles listed here, select the most common roles in your society to use in this activity. It is not a problem to leave some roles out.

⁹ For ideas of welcome activities, see Annex 1.

¹⁰ For a full list of warm-up activities, see Annex 2.

¹¹ Amnesty International, *Respect My Rights, Respect My Dignity*, 71–73.

Introduce this activity:

We are now beginning a new topic in our Club: human rights. Human rights are accepted around the world to ensure that all people—men, women, old, young, black, white, rich, poor, disabled, etc.—are treated with respect and equality. The adoption of human rights guarantees that we can all access things we need, such as food, water, and shelter. Our rights can be invoked to protect us from violence and abuse. Human rights can help us work toward a world free of ignorance and hatred. ALL human beings are born free and equal, and all enjoy the same universal human rights, just by being human. It does not matter whether you are a boy or a girl, what country or province you live in, what your parents do, or any other characteristic about you—you all have the same human rights! However, even though everyone has these rights, not everyone’s rights are actually respected, because of discrimination, poverty, violence, politics, religion, ethnicity, or culture. Let’s start by looking at how some people’s rights are respected, and others’ rights are not, depending on their position or role in society. This will help us understand the benefits or privileges we may have. It can also help us identify discrimination in our community.

Invite the girls to line up in a single long line on one side of the Club space. Make sure there is room in front of the girls, as this activity will involve walking forward. Distribute one role to each girl (see the Facilitator preparation for the list of roles).¹² Tell the girls that they should think about the role they are given as a character they will play for this exercise:

“ Think about your character. Imagine what life is like for that person. Her or his life might be very different, or very similar to yours. I will read aloud different statements, and you should determine whether or not each statement is true for your character. If you think it is true for your character, take a step forward. If you think that statement is not true for your character, then remain standing where you are. You do not need to step back at any point. At the end of the exercise, some people may be on the opposite side of the room, and some people may be in the same place. Let’s begin!

Read the statements below out loud.

Statements for the Privilege Walk, adapted from Amnesty International:¹³

- ◇ I can read and write.
- ◇ I do not have to worry about where my next meal will come from.
- ◇ I can travel around my community easily.
- ◇ I have had or will have opportunities to complete my education.
- ◇ I can find the time to read the newspaper each day.
- ◇ I have access to sexual and reproductive information.
- ◇ I can get a loan when I need extra money.
- ◇ I can refuse a proposition of sex for money or other resources, such as a place to live.
- ◇ I can leave my partner (husband, wife, boyfriend, or girlfriend), if that person threatens my safety.
- ◇ If I have a health problem, I can get the help I need right away.

(continued)

12 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

13 Amnesty International, *Respect My Rights, Respect My Dignity*, 72.

- ◇ If my sister is pregnant, I will have access to information that will help me know where to take her.
- ◇ I can negotiate safe sex with my sexual partner(s).
- ◇ I can choose freely whom I want to marry.
- ◇ I can determine when and how many children I will have without feeling pressured.
- ◇ I can protect myself against HIV and other sexually transmitted infections.
- ◇ If I have a crime committed against me, the police will listen to my case.
- ◇ I can walk down a street at night and not worry about being raped.
- ◇ I can find a new job easily.
- ◇ I am respected by most members of my community.¹⁴

At the end of the exercise, ask all the girls to stay exactly where they ended up. Invite each girl to read out who her character is, starting from the person who has moved the farthest from the starting line.¹⁵ Discuss the following questions from Amnesty International with the girls:

- ◉ Why did you each end up in different places even though you all started in the same place?
- “ ◉ What different social forces affected your character's options?
- ◉ How do you feel about where you ended up?¹⁶

* Activity 1: The Universal Declaration of Human Rights (30 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁷

Say to the girls:

- “ We have already started talking about human rights, but let's get more detailed. What are human rights? Can you think of any human rights?

Once the girls have discussed what they think human rights are, explain:

- “ Everyone has rights. Human rights are about respect for everyone. It does not matter if the person is old or young, a man or woman, a girl or boy, or where he or she lives. Everyone has a right to have his or her needs met, to be safe, and to have a say in what happens in his or her life.¹⁸ Our human rights are defined and protected by the Universal Declaration of Human Rights (UDHR), a document created by representatives from around the world as part of the early work of the United Nations (UN). The UN is an organization now consisting of 193 sovereign countries, founded in the wake of World War II with the aim of protecting world peace, security, and individual human rights. To better understand human rights, we are now going to review key points from the UDHR.

14 If there are additional statements you would like to add that are specific to your community, you are welcome to add them.

15 The person who has moved farthest from the starting line is the one who thought the most statements were true for her character. We can infer that this character is able to enjoy more rights than any other character in this exercise.

16 Amnesty International, *Respect My Rights, Respect My Dignity*, 73.

17 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* (Nairobi: Population Council, 2015), 248, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

18 Same as previous footnote.

Read the simplified version of the Universal Declaration of Human Rights aloud (see Annex 5). Each girl can take turns reading one article. After your Club has read the document, ask the girls:

- What do you think of this document?
- “◦ Did you know, before reading this, you had these rights?
- Was there anything surprising about what is and is not included in this document?

Wrap-Up Activity: Walk Around (5 minutes)¹⁹

Thank the girls for their great discussion today. Invite them to walk around the room and to share the most important or interesting thing they learned today with 5 different girls.

Suggested Resources

For more on the history of human rights and the United Nations, see the Robert F. Kennedy Human Rights curriculum *Speak Truth to Power: Elementary Curriculum (Age 5–10)*.²⁰



LESSON 10B

CHILDREN HAVE RIGHTS, TOO!

Brief Description

In this lesson, the girls learn about their rights as children and as young people, and about how they can support and uphold these rights for themselves and others.

Purpose

Girls are armed with the knowledge of their rights as children, so that they can enjoy their youth and safely grow into young adults.

Learning Objectives

- Girls know their rights as children and adolescents.
- Girls take responsibility for respecting each others' rights and for doing their part to uphold rights in their community.
- Girls envision a world in which human rights are enjoyed and respected by all.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Notebooks or paper for each girl
- Colored pencils, crayons, pens, or markers



¹⁹ For a full list of wrap-up activities, see Annex 3.

²⁰ Karen Robinson, *Speak Truth to Power: Elementary Curriculum (Age 5–10)* (Robert F. Kennedy Human Rights), 12–15.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Right or Not? (15 minutes)

This warm-up activity is adapted from Robert F. Kennedy Human Rights curriculum *Speak Truth to Power*.²¹

Divide the Club into 2 teams, Team A and Team B. Explain the activity:

“ Let’s use this fun activity to review what we learned last week about human rights. I am going to make a statement about rights, and your team has to decide whether the statement is a human right or not. I will first ask Team B to answer. If it answers correctly, Team B gets 1 point. If it answers inaccurately, neither team gets a point for that question. Then I will read another statement and will ask Team A to answer. If Team A answers correctly, it will get 1 point, but if not, neither team gets a point for that question. We will alternate which team gets to answer each statement.

All but the last 2 statements below have been reprinted (with the answer in parentheses) with permission from the Robert F. Kennedy Human Rights curriculum *Speak Truth to Power*; the final 2 statements were created by WomenStrong.²²

- ◇ Everyone has the right to be free. (YES)
- ◇ Everyone has the right to have a car. (NO)
- ◇ Everyone has the right to their own opinion. (YES)
- ◇ Everyone has the right to be a citizen of their country. (YES)
- ◇ Everyone has the right to have a family. (YES)
- ◇ Everyone has the right to vote. (YES)
- ◇ Everyone has the right to have a television. (NO)
- ◇ Everyone has the right to eat candy anytime. (NO)
- ◇ Everyone has the right to play in the park. (NO)
- ◇ Everyone has a right to privacy. (YES)
- ◇ Everyone has the right to a fair and paid job. (YES)
- ◇ Everyone has the right to read anything they want. (NO)
- ◇ Everyone has the right to different clothes for the seasons. (NO)
- ◇ Everyone has the right to go to school. (YES)
- ◇ Everyone has the right to take a shower every day. (NO)
- ◇ Everyone has the right to take time to rest. (YES)
- ◇ Everyone has the right to be with friends they choose. (YES)
- ◇ Everyone has the right to own a cellphone. (NO)
- ◇ Everyone has the right to play football. (NO)

* Activity 1: The Universal Declaration on the Rights of the Child (30 minutes)

This activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.²³

21 Same as previous footnote, 83–84.

22 Same as previous footnote.

23 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 248, 251.

Say:

“ At our last Club session, we talked about the Universal Declaration of Human Rights, an important UN document that lists the many rights enjoyed by ALL people, under international law. Special categories of people whose rights are more likely to be violated also have specific rights, defined in different international declarations and documents that have been adopted by the United Nations. One of those declarations is the Declaration on the Rights of the Child.

Ask girls to volunteer to read out loud this summary of the Declaration on the Rights of the Child, reprinted here with permission from the Population Council:²⁴



You have the right to an education.

You have the right to go to school and get an education. You should be encouraged to go to school to the highest level possible.

You have the right to be protected from harmful practices.

Some traditional practices are bad for your health and against your rights, such as early and forced marriage or someone forcing you to have sex against your will. You have a right to know about the danger of such practices and to be protected from them.

You have the right to be as healthy as possible and to be able to access the best possible health care services.

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

You have the right to privacy and confidentiality.

If you tell a medical person or teacher something that you don't want anyone else to know, they should respect your privacy. However, if you have been abused, adults may have a duty to inform others who can protect you.

You have the right to freedom from abuse and exploitation.

No one, including your parents, relatives, or teachers, should physically, sexually, or mentally abuse you. The government should make sure that you are protected from abuse and must take action if you experience violence or abuse.

You have the right to take part in important life decisions.

When decisions are made about your life, you have a right to take part in making those decisions. Your feelings and opinions should be listened to and taken into consideration.

You have the right to freedom of association.

You have the right to meet friends and form groups to express ideas, as long as no laws are broken. You have a right to ask publicly for your rights to be met.

You have the right to freedom of expression.

Young people have the right to think and believe what they like, as long as it does not harm anyone else. You have a right to form your own views.

24 Same as previous footnote, 251. You may wish to check whether your country has its own locally specific version of the Declaration on the Rights of the Child, created by your country's Ministry of Education or Child Protection. The full text of the Declaration of the Rights of the Child is available at <http://www.un-documents.net/a14r1386.htm>.

Explain to the girls that in order to exercise these rights, everyone has a responsibility to uphold these rights for others, as well. Rights and responsibility are inseparable! Discuss with the girls:

- *What responsibilities do you have in your home, your family, at school, and in your community?*
- *If everyone has a right to be treated equally, what is your responsibility to yourself and others?* [Answers may include treating all your peers the same, and asking others to do the same.]
- *If you have the right to a clean environment, what is your responsibility?* [Answers may include cleaning up your schoolyard, picking up trash on the street or in the park when you see it, and throwing away your own trash.]
- *If all children have the right to education, what is your responsibility?* [Answers may include respecting your teacher and the rules in the classroom, not distracting others during class time, and doing your part to make your school a friendly, safe place.]
- *If all children have the right to be protected from abuse, cruelty, exploitation, and neglect, what is your responsibility?* [Answers may include not bullying or harming others, respecting each other, and telling others to do the same.]
- *What else can you take responsibility for, so that everyone's rights are respected?*

Wrap-Up Activity: Ideal Community (10 minutes)

Introduce this final activity:

- “To end our session today, choose one of the rights we have discussed, and draw a picture that represents an ideal world in which everyone can exercise and enjoy that right. Then, on the other side of your paper, draw what your responsibility looks like for upholding and protecting this right.”

Walk around while the girls are drawing, to make sure they understand the difference between a “right” and a “responsibility.” Praise them for their great work!



LESSON 10C

HUMAN RIGHTS SUPERHEROES!

Brief Description

This lesson connects the human rights topics discussed in the previous 2 lessons to the girls' everyday lives and explains how the girls can take actions to promote human rights in their own communities.

Purpose

Girls are empowered to advocate for human rights for themselves, their peers, their families, and their communities.

Learning Objectives

- Girls identify the current state of human rights in their own community.
- Girls are confident in their ability to make a difference on an issue that is important to them.

Facilitator Preparation

None specific to this lesson.

Materials Needed

None

SUPERHEROES

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: My Favorite Superheroes (10 minutes)

This warm-up activity is adapted from Amnesty International's *Respect My Rights, Respect My Dignity: Module Three—Sexual and Reproductive Rights Are Human Rights*.²⁵

Divide the girls up into groups of 5–6 girls. Each girl will take a turn acting out her favorite superhero, and the other girls should guess who it is!

* Activity 1: Human Rights in My Community (15 minutes)

This activity is adapted from the World Association of Girl Guides and Girl Scouts' *#TEAMGIRL International Day of the Girl 2016*.²⁶

Introduce the activity:

“Today we are going to look at how we can improve human rights in our community. I am going to read aloud once more the key points from the Universal Declaration of Human Rights. As I do this, think about how much you and everyone in our community is able, or not able, to experience the fulfillment of each right. Imagine that there is a line running across the space of our Club. If you think the right I read out is fully respected in our community (meaning that this right is upheld in our community), go stand on the left end of the imaginary line. [As you explain the activity, also point to where the imaginary line is, and which side of the Club space is left or right.] If you think the right is not respected at all by the community (meaning that no one in this community enjoys this right), then go stand on the right end of our imaginary line. Most of the rights I read out will either be not fully respected or not at all respected by our community, so you can also choose to stand somewhere in the middle, maybe closer to one side than another, but not all the way on one side. For example, Article 2 says, “Everyone should have all the rights and freedoms in this statement, no matter what race, sex, or color he or she may be.” If you think everyone is treated equally in our community, you would stand on the left end of the space. If you think there is some discrimination in the community, you would stand on the right or toward the right end of our imaginary line.”

Begin reading the articles of the UDHR out loud (see Annex 5). Pause after each article, to give the girls time to move to the appropriate place along the line. Notice where girls think their community is, with regard to respect for or enjoyment of each right.

25 Amnesty International, *Respect My Rights, Respect My Dignity*, 127.

26 Jenny Giangrande, *#TEAMGIRL International Day of the Girl 2016* (London: World Association of Girl Guides and Girl Scouts, 2016), 8, https://www.waggs.org/documents/1264/TeamGirl_ActivityPack_English.pdf.

* Activity 2: Superhero Activist! (30 minutes)

This activity is adapted from Amnesty International's *Respect My Rights, Respect My Dignity: Module Three—Sexual and Reproductive Rights Are Human Rights* and Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative—Kenya (AGI-K)*.²⁷

Explain:

We will learn how to protect and advocate for our rights at times when we or others in our community are not able to experience those rights. This is called “advocacy.” Some people work on big global advocacy campaigns, or they may work to help a government write a new law. Pushing for these big things are examples of advocacy, but there are also lots of smaller things we can do in our daily lives and right here in our communities that are examples of advocacy, too! We just played a game about superheroes with superpowers, but there are superheroes around us in our community who are fighting for our rights, too.

“

Discuss the following questions:

- Can you think of anyone in our community who has done something to make our community better by protecting someone's rights?
- “ ◦ Can you think of a situation you have seen in your own life where someone made a positive change, whether large or small?
- Is there anyone you consider to be a hero in our community? If so, what are their “superpowers” (strengths)?

Once the girls have discussed some examples of real-life superhero activists, ask all the girls to stand together in a circle. Tell the girls:

Each of you has your own superpowers, just like the imaginary and real-life superheroes we discussed. Your superpower does not have to be “flying” or “being invisible” in order to be a superpower. It could be anything you are especially good at, something you can use to make a difference for a friend, your family, or your community. Please take one minute to think about your own superpower. Then we will go around the circle, and each of you will state your superpower loudly and proudly!

Some examples of superpowers the girls might include are being a good listener or public speaker, or being sensitive, caring, or creative. Now that the girls are equipped with their superpowers, discuss the following questions:

- What are some issues that are important to you in your community?
- “ ◦ What kinds of issues might you be able to be a superhero for?
- How could you be a superhero for your community?



²⁷ Amnesty International, *Respect My Rights, Respect My Dignity*, 128–30; and Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 256.

Wrap-Up Activity (3 minutes)

Thank the girls for their enthusiastic participation in today's lesson!

Additional Optional Activity: Club Activism Project

This activity is adapted from the World Association of Girl Guides and Girl Scouts' #TEAMGIRL *International Day of the Girl* 2016.²⁸

This is a project that will likely take additional Club time beyond this session and may involve activities beyond normal Club hours. To begin this optional additional activity, ask the girls:

“ Now that you all have identified so many great superpowers, what could we accomplish together?!

You can create a community project, activity, or event that would make a difference in your community. To do this, start by selecting a human rights challenge the Club wants to work on. Then discuss with the girls why this challenge is occurring. As you are creating this community project, it is very important to consider the dangers and risks associated with activism. Girls in your Club may already be vulnerable, and engaging in this kind of activism may put the girls at risk. Only engage in activities that the girls can do safely.²⁹ What is causing this problem? Who are your allies in the community in addressing the problem? Are there any people who might be opposed to your Club working on this challenge? Who in your community, if anyone, has the power to address this problem?

Once the problem has been thoroughly explored and understood, create a plan with the girls for making a difference with regard to the issue. Consider what is realistic for the girls to do, including the resources and time available. Some possible activities could be creating and hanging up posters, making announcements on the local FM radio or PA system, running articles or ads in the local newspaper, holding an awareness-raising event, or writing letters to or meeting with local officials.

Advise the girls:

Be specific in your plan. What is your goal of this project? How will you measure if your goal was accomplished? What actions do you need to take for this project? Who is responsible for completing those actions? When will these actions be taken?

Make sure that you have time to follow up and support the girls, if you choose to implement a community project. This can be a great way to empower the girls to exercise their rights and to be leaders in their community!

²⁸ Giangrande, #TEAMGIRL *International Day of the Girl* 2016, 12–14.

²⁹ Consider carefully whether the activity the Club is considering could put anyone at risk of retaliation, ostracization, or other negative actions by other community or family members, school personnel, and/or government officials. Each girl's individual situation and feelings should also be respected. It is important to make it clear to the girls that no Club member should feel that she has to take part in this activity or in any part of it that makes her feel uncomfortable.

11

CHAPTER

ELIMINATING ALL FORMS OF VIOLENCE

Facilitator's Note

In this chapter, you will be teaching girls about violence, with a focus on gender-based violence (GBV), so that girls can protect themselves and others from all forms of violence.¹ Given the serious and sensitive nature of this topic, check in with the girls periodically throughout the lessons, to make sure they are all OK. Take time to answer any questions they may have, and let the girls share their thoughts and experiences, if they choose to; but do not ask probing questions or ask anyone to share anything they do not voluntarily share. Also, take breaks throughout the chapter, to play a game, stretch, or take a few deep breaths together. This may help to relieve any tension the girls are experiencing. Many girls in your Club may have personally witnessed or experienced violence, and this conversation may upset them. If this happens, be prepared to speak with the girl about her experience, and direct her to whomever can best support her. This might be a village elder, the local health clinic, a trusted doctor, counselor, teacher, police woman or man, or another trusted adult.²

Questions Box: Given the sensitive nature of this chapter, some girls may not feel comfortable asking questions in front of each other, or even just in front of you. One way to ensure that girls are able to ask any questions they may have about this or any other sensitive topic is to create an anonymous questions box. This box should be kept in the space where the Club is located and should be available as much as possible, so that girls can put their questions in the box discreetly. Periodically, you should open up the box and answer the questions; however, you must take care to protect the girls' privacy, as they may be embarrassed to ask these questions in front of the rest of the Club. In some Clubs, such as the Teens' Club in Kisumu, Kenya, run by WomenStrong Consortium Member Alice Visionary Foundation Project, peer mentors open the box during Club sessions and read and answer the questions out loud.³ Sometimes the peer mentor asks the same question back to the Club members, to give others an opportunity to respond to their peers. The peer mentor then supplements or corrects the explanation, as needed. The Club members also have an opportunity to ask more questions about the peer mentor's explanation, if they wish. Another way to answer these questions is for you to copy the questions from the box onto clean sheets of paper (so that no one can be identified based on her handwriting) and to write responses to the questions on that new paper. Then you can hang up the questions and answers during the next Club session, for all the girls to read. Many of the girls probably have the same questions, so it is good to answer them in a way that everyone can see or hear. Exactly how and when you answer these questions is ultimately up to you, as long as the girls' privacy is protected.

1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 For more guidance on teaching this sensitive subject, see: Hannah Wharf, *Violence Against Violence: A Non-Formal Education Programme for Children and Youth to Help Stop Violence Against Girls and Young Women, Handbook for Group Leaders* (World Association of Girl Guides and Girl Scouts and UN Women, 2013), 65–78, <http://www.unwomen.org/~media/Headquarters/Attachments/Sections/Library/Publications/2013/10/VoicesAgainstViolence-Hand-book-en%20pdf.pdf>.

3 If you choose to answer the questions in this way, make sure that the girls cannot see the handwriting on the paper, so that the girls' anonymity is protected.



Definitions of Key Terms for this Chapter



Child marriage: marriage under age 18, according to the United Nations (UN) Convention on the Rights of the Child.

Economic violence: a form of abuse in which the victim does not control her or his own finances, thereby limiting the person's capacity to support herself or himself and forcing her to depend on the perpetrator for survival.

Emotional/psychological violence: any form of abuse that causes emotional and psychological harm, such as depression, anxiety, or stress.

Female genital mutilation (FGM): comprises all procedures involving partial or total removal of the female external genitalia, or other injury to the female genital organs for non-medical reasons.

Gender-based violence (GBV): any act of violence (physical, sexual, emotional/psychological, or economic) committed against someone because of the person's actual or perceived gender identity.

Physical violence: any form of physical assault or force.

Sexual violence: any unwanted activity or behavior of a sexual nature committed against any person of any gender by force, threat of force, or coercion.

Violence against women (VAW): violence that is perpetrated against women and girls, often but not always because of their gender.



LESSON 11A

WHAT IS VIOLENCE?

Brief Description

This lesson introduces the 4 different forms of violence, and girls practice categorizing violence into these 4 forms.

Purpose

Girls know what violence is, so that they can identify it, protect themselves, and seek support when needed.

Learning Objectives

- Girls know what constitutes violence and understand the different forms of violence.
- Girls identify trusted adults they can go to for support in dealing with violence.

Facilitator Preparation⁴

None specific to this lesson.

Materials Needed

- 7–8 large pieces of paper (enough for each group of 4–5 girls to have 1 large piece of paper)
- Colored pencils, crayons, pens, or markers
- Notebooks or paper for each girl
- Pen or pencil for each girl



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁵

Warm-Up Activity: What Does Violence Look Like? (20 minutes)⁶

This warm-up activity is adapted from the Peace Corps, *Health and HIV Life Skills Manual*.⁷

Introduce this chapter and lesson:

- “ For the next few lessons, we are going to be discussing violence and abuse—what it is, what counts as violence and abuse, how to prevent it, and what to do if you or a loved one experiences violence. To begin, please form groups of 4–5 girls. I will give each group a large piece of paper and colored pencils, crayons,

⁴ Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

⁵ For ideas of welcome activities, see Annex 1.

⁶ For a full list of warm-up activities, see Annex 2.

⁷ Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual* (Peace Corps Office of Overseas Programming and Training Support, September 2016), 160–61, <https://www.scribd.com/document/356257817/Peace-Corps-Health-and-HIV-Life-Skills-Manual-Office-of-Global-Health-and-HIV-OGHH-Revised-September-2016-Publication-M0063-Life-Skills-Manual>.

or markers. Together with your group, draw what comes to your mind when you think of violence and abuse. Start by writing the words “violence” and “abuse” on your paper.⁸ Then draw or write anything that you associate with those 2 words—this could be words, pictures, symbols, or anything else that comes to mind!

Allow the girls to work together on this for 10 minutes. Then ask each group to present their drawing to the Club.

Discuss with the girls:

- “ “ Do you see any recurring themes in the different drawings?
- “ “ Do you see any similar images or words in the different drawings?

* Activity 1: The 4 Forms of Violence (25 minutes)

This activity is adapted from Girl Pride Circle’s *Safe Kicks Initiative: End Sexual Violence* and the Peace Corps *Health and HIV Life Skills Manual*.⁹

Say:

Now that we have started thinking about violence and abuse, let’s examine different forms of violence.

- “ “ Violence can take 4 different forms: physical violence; sexual violence; emotional/psychological violence; and economic violence.

Discuss each of these forms of violence with the girls, using the questions below as a guide, and provide definitions and examples of each form. Invite the girls to share examples of each form of violence they wrote or drew on their paper.



Physical violence: *What is physical violence? What are some examples of physical violence?*

Physical violence is any form of physical assault or force, such as beating, punching, kicking, biting, burning, slapping, caning, cutting, sleep deprivation, forced starvation, and killing. It can be done with or without weapons. Other examples include excessive exercise drills, painful body positions, forced ingestion (such as being forced to swallow soap or spices), forced labor, human trafficking, and slavery.

Sexual violence: *What is sexual violence? What are some examples of sexual violence?*

Sexual violence is any unwanted activity or behavior of a sexual nature committed against any person of any gender by force, threat of force, or coercion, such as rape, defilement, sexual exploitation, forced prostitution, sexual molestation, exposing someone to pornography, or sexual harassment. It also includes unwanted sexual contact, groping, touching, sexual comments, or unwanted advances. Sexual violence can be committed by any person of any gender, regardless of his or her relationship to the victim, of previous consent given, and regardless of the use of alcohol or drugs by the perpetrator and/or the victim.

8 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

9 Girl Pride Circle, *Safe Kicks Initiative: End Sexual Violence* (Girl Pride Circle, 2016), 3–4; and Peace Corps Office of Global Health and HIV, *Health and HIV Life Skills Manual*, 161–62.



Emotional/psychological violence: *What is emotional/psychological violence? What are some examples of emotional/psychological violence?*

Emotional and psychological violence is any form of abuse that causes emotional and psychological harm, such as depression, anxiety, or stress. This includes verbal harassment or abuse, bullying, teasing, insulting, shaming, humiliation, threatening, demeaning, degrading, abusive language from peers or adults, ostracization, and emotional manipulation. It may also include making someone feel ashamed for experiencing abuse, verbal taunting of people whose behavior does not conform to gender norms, forcing a person to engage in humiliating acts, restricting her or his movement, or isolating her or him from friends or family.

Economic violence: *What is economic violence? What are some examples of economic violence?*

Economic violence is a form of abuse in which the victim does not control her or his own finances, thereby limiting the person's capacity to support herself or himself and forcing her to depend on the perpetrator for survival. It includes discrimination and denial of opportunities; denying one access to education, health assistance, or salaried employment; denial of property rights; social exclusion, and the prevention of enjoyment of civil, social, political, and economic rights of girls and women; refusing to give money to support your child; taking a partner's earnings; or not fairly sharing money in the home.

To conclude the activity, divide the girls into pairs, and ask them to discuss the following questions:

- “ “
 - *Is it possible for one act of violence/abuse to actually be 2 or more forms of violence/abuse that we discussed above?*
 - *Which forms of violence/abuse are the most common in our community?*
 - *How can these forms of violence/abuse cause shame for individuals and in communities?*

Wrap-Up Activity: Trusted Adults (10 minutes)¹⁰

This wrap-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹¹

Conclude the lesson:

- “ “ *Now that we have talked about the different forms of violence, you can more easily identify violence happening to you or others in our community. But once you see it, what do you do?*

Allow a few girls to answer. Then, continue:

- “ “ *One action you can take is to talk to a "trusted adult." Who is a trusted adult?*

¹⁰ For a full list of wrap-up activities, see Annex 3.

¹¹ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* (Nairobi: Population Council, 2015), 204, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

Allow the girls to brainstorm some ideas. Here are some examples:

- ◇ Someone you know who will help you if you need help, without asking for payment in kind;
- ◇ Someone you can talk to about anything, especially your problems, without fear of shame, or whom you can talk to if you are feeling scared, ashamed, confused, or uncomfortable;
- ◇ Someone you feel happy being around;
- ◇ Someone who listens to you and cares about your problems;
- ◇ Someone who has helped you before; or
- ◇ Someone who would be understanding and would help you solve a problem, get help, and work to keep you safe.

Say:

“Trusted adults may range from your parents to teachers to religious leaders. To find a trusted adult, make a list of adults in your life. Decide which of these adults makes you feel safe and respected, and who you think will listen and help you out when you have a problem.”



LESSON 11B

GOOD TOUCH, BAD TOUCH

Brief Description

This lesson teaches girls what gender-based violence (GBV) and sexual violence are by discussing what kind of touches are good, confusing, and bad.

Purpose

Identifying GBV and sexual violence empowers girls to protect themselves, because they are aware of what is appropriate and not.

Learning Objectives

- Girls understand what gender-based violence is.
- Girls know what is a “good touch,” a “confusing touch,” and a “bad touch.”

Facilitator Preparation

Prepare 3 large posters for Activity 2: one labeled at the top “Good Touch”; one labeled “Confusing Touch”; and the last one labeled, “Bad Touch.”

Materials Needed

- 3 large pieces of paper or posters
- 3 markers or thick pens
- 1 chair per Club member (if chairs are not available, a piece of paper placed on the ground can also work)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Touch Tag (10 minutes)

This warm-up activity is adapted from the Haiti Adolescent Girls Network's *My Own Space*.¹²

Explain:

“ “ *We are going to continue talking today about violence, specifically gender-based violence (GBV). GBV often begins gradually, with a touch. To start off today's session, let's play a fun game called "touch tag," so we can practice avoiding being touched!*

This activity is best played outdoors or somewhere with space to run around. Set up the game, and explain the rules: invite 3 girls to be the “taggers” for the game. Then ask the other girls to gather on one side of the playing area (this could be a field, your classroom, etc.). Their goal is to get to the other side of the playing area without getting tagged by the “taggers.” The “taggers” goal is to touch or “tag” the girls who are running to the other side. If a girl gets tagged, she must freeze and not move. She can only move again if another girl from her team (anyone other than the “tagger”) tags her. Then those 2 girls can run to the other side together, as long as they do not get tagged again. Play the game until all the girls get to the other side, or until the girls have played for 10 minutes.

* Activity 1: What Is GBV? (10–15 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹³

Introduce this activity:

“ “ *During our last lesson, we learned about different forms of violence: physical violence; sexual violence; emotional/psychological violence; and economic violence. Any of these 4 forms of violence can be directed against someone because of the person's gender; this is called, "gender-based violence." What is gender-based violence? What are some examples of gender-based violence? The term "gender-based violence" is used often interchangeably with "violence against women." Why do you think that is? What is the difference between these 2 terms?*



12 Haiti Adolescent Girls Network, *My Own Space* (Haiti Adolescent Girls Network, November 2016), 176–77.

13 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 195–98.

Refer to the following text to supplement the discussion and guide the girls:



Gender-based violence (GBV): any act of violence (physical, sexual, emotional/psychological, or economic) that is committed against someone, due to their actual or perceived gender identity. GBV can be committed by anyone of any gender, against anyone of any gender. Examples include bullying someone because he or she does not conform to traditional gender stereotypes; gender discrimination; domestic violence; and female genital mutilation.

Violence against women (VAW): violence perpetrated against women and girls, often but not always because of their gender. The term “violence against women” (VAW) is often used interchangeably with “gender-based violence,” because GBV is often committed against women and girls, frequently, but not always, by men. However, GBV can also be committed against men and boys and transgender people, due to their actual or perceived gender identity.

* Activity 2: Good Touch, Confusing Touch, Bad Touch (15–20 minutes)

This activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁴

Say:

“ Now we are going to explore sexual violence, a common form of gender-based violence, to help you protect yourselves and each other from this form of violence. To help us better understand sexual violence, we are going to look at different kinds of “touches” you may receive from other people. We will define 3 different categories of “touch”: (1) “good” touch—a touch that usually does not constitute violence; (2) a “confusing” touch—a touch that may or may not constitute violence, depending on the situation; and (3) a “bad” touch—a touch that is always violent. Even though we have these categories, the ultimate test for whether a touch constitutes violence or not is how the person receiving the touch feels about it. The appropriateness of the touch may depend on how the touch is delivered, by whom, when and where the touch happens, or other situational factors. For example, a kiss from your mother may be a “good” touch, but an unwanted kiss from an older man may be a “bad” touch. No matter how we categorize these touches today, if you feel that a touch is unwanted or makes you feel uncomfortable, then that is a bad touch, and you should get support from a trusted adult to help you deal with that experience.

Hang 3 large posters on the chalkboard or wall labeled, “Good Touch,” “Confusing Touch,” and “Bad Touch.” Invite 3 girls to volunteer to write on the 3 posters for this activity. Ask the girls to list examples of common “touches” and what kind of touch it is (good, bad, or confusing). Allow the girls to discuss these examples and to agree on their conclusions. The girls writing on each poster will mark down each touch, as the rest of the girls assign the touch to one of the 3 categories.

¹⁴ Same as previous footnote, 199.

Please use the following table as a reference for this activity, reprinted here with permission from the Population Council.¹⁵ Feel free to add more touches not listed here.

<u>Good Touch</u>	<u>Confusing Touch</u>	<u>Bad Touch</u>
<ul style="list-style-type: none">• Hair-brushing• A pat on the shoulder• A trusted doctor's examination• Handshake	<ul style="list-style-type: none">• Kissing• Tickling• Handshake with a pinch• Backrubs• A pat on the back• Hugging• Holding hands	<ul style="list-style-type: none">• Kicking• Biting• Punching• Slapping• Pinching• Unwanted touching of private parts• Forced sex

Conclude the activity:

“ Thank you, girls, for engaging in this sensitive and uncomfortable conversation. More extreme forms of sexual violence, such as sexual exploitation, often progress gradually, starting off with a touch. If you can identify inappropriate behavior starting with a “bad touch,” then you have a better chance of avoiding more extreme forms of sexual violence.

Wrap-Up Activity: GBV Pop Quiz (15 minutes)

This wrap-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁶

Say:

“ Thank you for your hard work and attention today on such a serious topic. To end our lesson, we will play a game, although this game is still about a serious subject. We will explore some facts and myths about GBV, especially rape (forced sexual intercourse), so that you can better understand this topic and protect yourselves.

“ Everyone, please arrange your chairs in a circle. [If you do not have enough chairs, place 1 piece of paper on the ground for each girl to stand on.] I will call out a statement, and if that statement applies to you, find another seat or spot in the circle as fast as you can! For example, if I say, “Girls who are wearing black shoes,” then all girls wearing black shoes will get up and find a new seat. After a few rounds, we will change the game a little bit.

Be sure to call out statements that are true for many girls, so that many girls are standing up and finding new seats at once, but do not ask personal questions related to GBV. After you have called out 3–4 statements, and the girls understand the game, take away 1 chair (or piece of paper) the next time girls are standing up to find a new seat. Now 1 girl will be left without a seat. That girl will answer a true or false question about GBV. Whether the girl answers right or wrong, you should explain the correct answer afterward.

¹⁵ Same as previous footnote.

¹⁶ Same as previous footnote, 197.

Once you have asked the question and discussed the response, call out another non-personal statement about the girls, so the girls can get up again and move around. Make sure that the same girl does not have to answer a quiz question twice.

The following questions for this activity are reprinted here with permission from the Population Council.¹⁷

1. If a victim of rape gives in and allows sexual intercourse out of fear, this is considered “consent.”

False. Consent is based on choice, when two people have equal power. If a powerless person gives in out of fear, that is not consent.

2. Being drunk and “out of control” is not an excuse for rape.

True. Being drunk and “out of control” makes it harder for people to communicate effectively. However, it is not an excuse to force a person into sexual intercourse.

3. Men are not ever really raped.

False. Some rapes are committed against boys and men but few ever acknowledge it.

4. Physical force is used in most rapes.

True. There is often some form of physical force. Also, however, a victim often endures non-physical force, for example, when they are pressured into the sexual act through verbal force and/or psychological abuse.

5. Most victims of rape are teenagers and young adult women.

True. Young women between the ages of 16 and 24 are three times as likely to be raped as other women. However, children as young as a few months or adults as old as 98 years have been raped.

6. Women are most likely to be raped when they are out alone in a dangerous place, especially at night.

False. Rape can occur anywhere. Over half of all rapes occur inside a residence, most often the victim’s home or compound.



LESSON 11C

I'M NOT A VICTIM

Facilitator’s Note

This lesson focuses on the prevention of and protection from violence. If time, space, and resources allow, a valuable supplemental workshop or lesson for this Club session would be training on physical self-defense. An outside self-defense trainer or educator can be brought in to teach the girls how to defend themselves. This would equip the girls with valuable skills with which they can protect themselves and would give them additional confidence that they *are* able to defend themselves. It can also be fun!

Brief Description

In this lesson, girls learn methods of preventing violence, including powerfully saying, “No!” They also learn how to report violence to a trusted adult.

¹⁷ Same as previous footnote.

Purpose

Girls are equipped with strategies and skills for protecting themselves and their loved ones from violence.

Learning Objectives

- Girls are confident in their ability to say, “no.”
- Girls understand possible ways to act in exploitative situations.
- Girls know how to report violence.

Facilitator Preparation

Activity 3 is about reporting violence. To prepare for this activity, you should create a list of local trusted and supportive organizations, institutions, and individuals to whom the girls can report violence. Depending on the situation in your community, this could include the local police department, community elders or leaders, health care providers, school teachers or administrators, or local NGOs.

Materials Needed

- None.



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Yes! No! (10 minutes)

This warm-up activity is adapted from South African Medical Research Council GHRU’s *Stepping Stones, South African Adaptation*.¹⁸

Divide the girls into 2 groups, and ask them to stand on opposite sides of the Club space. One group of girls can only say, “yes,” and the other group can only say, “no.” Each group is trying to convince the other group that their word is correct, but remember, they can only say, “yes,” or “no,” depending on which group they are in. After a minute of convincing, ask the groups to switch which word they are allowed to say. All of the “no” girls will now only be able to say “yes,” and vice versa. After another minute, pause and ask the girls to share what it was like only to be able to say, “yes” or only to be able to say, “no.” Why do they think it was easier or harder to say one word or the other?

18 Rachel Jewkes, Mzikazi Nduna, and Nwabisa Jama, *Stepping Stones, South African Adaptation* (Pretoria, South Africa: South African Medical Research Council GHRU, 2002), 88, <https://www.whatworks.co.za/documents/publications/86-stepping-stones-training-manual/file>.

* Activity 1: Early Warning Signs (10 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* and Girl Pride Circle's *Safe Kicks Initiative: End Sexual Violence*.¹⁹

Say:

In the last 2 Club sessions, we learned about gender-based violence (GBV) and other forms of violence. Today, we are going to talk about how to prevent and protect ourselves from violence. We have already begun by practicing saying, "no!" The first step for prevention is to look for early warning signs of violence, to help you identify when you may be in a dangerous situation. Can you think of some early warning signs of GBV?

Examples include:

- ◇ Your partner continuously asking you to have sex, even though you said no
- ◇ Your teacher asking you to stay after school, or to come meet him or her when no other students or teachers are around
- ◇ Someone frequently touching you in a way that makes you feel uncomfortable
- ◇ Someone who hits, chokes, slaps, or punches you
- ◇ Someone asking you to expose parts of your body or to send nude pictures of yourself
- ◇ Someone taking your earnings away from you and/or tightly controlling how you spend and earn money
- ◇ Someone threatening you with physical force, or threatening to harm you if you do not do something, such as have sex with him or her
- ◇ Someone, such as a boyfriend, constantly demanding to know where you are, or attempting to control your movements and actions
- ◇ Someone constantly criticizing you, bullying you, or harassing you

Continue:

Now that we have identified some early warning signs, what are some things you might do to prevent yourself from being in those situations?

Examples include:

- ◇ Avoid being alone with people who make you uncomfortable or people you cannot trust, which includes people you do not know well.
- ◇ Go out in groups with friends, including when you are going out with a new romantic partner.
- ◇ Make sure that someone always knows where you are and where you are going.
- ◇ Decide for yourself, before going out with a romantic partner, what sexual acts you are comfortable with, and set limits for yourself. And stick to your limits! Be clear with this partner that "no" means "no," just as we practiced earlier today.
- ◇ Trust your instincts. If you feel uncomfortable in a situation, do not hesitate to express your concern, ask someone to stop, or to leave, if necessary for you to feel safe.
- ◇ Do not worry about being polite or nice, if you sense that you may be in danger. It is more important to protect yourself!

19 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 212; and Girl Pride Circle, *Safe Kicks Initiative*, 9.

* Activity 2: Avoiding Exploitation (20 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.²⁰

Explain:

“ Let's examine now a situation involving violence you might find yourself in, and what you can do to avoid violence in this or a similar kind of situation.

This situation is told through a story with several parts, and there are questions to discuss with the girls after each part of the story. Ask one girl to read the first part of the story:

“Jonathan and Ruth were sent by their mother to get a packet of sugar from their neighbor. They have been sent there many times before. Upon arrival, the neighbor (an elderly man) invites them for some fruit in the house. While they are eating the fruit, he starts rubbing Ruth's leg.”²¹

Discuss:

“ How do you think Ruth and Jonathan felt?

Ask another girl to continue reading the story:

“Just before Ruth and Jonathan left, the neighbor offered to give them some money if Ruth would remove her clothes.”²²

Discuss:

“ What would you have done if you were Ruth? What if you were Jonathan—what would you do? What options do Ruth and Jonathan have?

Invite another girl to keep reading:

“After Ruth refused, the neighbor left them alone but then gave them the money he had offered, so that they would not tell anyone about the incident.”²³

Discuss:

“ What would you do now, if you were Ruth and Jonathan? Do you need to report the neighbor?

Encourage the girls to decide what they would do. Then, explain to them, if they have not already concluded this on their own, that it is important to report the neighbor, so as to protect themselves and others in the community from this happening again to anyone else. Then ask the girls:

“ Whom would you report to? Where do you report this kind of thing? What difficulties might you face in reporting this?

20 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 200.

21 Same as previous footnote.

22 Same as previous footnote.

23 Same as previous footnote.

Conclude the activity:

“ We are going to continue this conversation about reporting violence in the next activity. Remember, even though this is just one situation, think about how you might be able to apply these lessons to other violent situations you might experience.

* Activity 3: Reporting Violence (10–15 minutes)²⁴

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.²⁵

Say:

“ As we just discussed in Ruth and Jonathan's story, it may not be easy to report violence and abuse, so let's practice now.

Divide the girls into groups of 3–4 each. One girl will be the “trusted adult” (the person to whom the violence is reported). Another girl will be the one who experienced the violence, and the other girl(s) will be bystanders or others who may have witnessed or experienced the violence. The violence the girl is reporting can be made up and does not need to be based on something that actually happened to her or someone she knows. Create a short skit in which the girl who experienced the violence tells the trusted adult about what happened. After the girls have rehearsed their skit once, ask them to switch roles, so that they each get a chance to practice reporting the violence themselves. After each girl has played the role of the survivor, bring all the groups back together. Discuss with the girls what they learned from the activity, including which ways of reporting were most effective, who was the trusted adult to whom they were reporting, how did the witness help with reporting, etc.

Wrap-Up Activity (5 minutes)

Thank the girls for their hard work, and be available to talk to any girls who may wish to speak with you about the sensitive subjects covered today.



LESSON 11D

WHERE AM I SAFEST?

Brief Description

Girls explore safety in their community by creating a safety map of the places they frequently visit.

Purpose

Girls can protect themselves from violence by knowing the safest ways to navigate their community.

24 In teaching the girls about reporting, it may be useful to also have local and national laws about GBV available. More information about laws that apply to your community can be found on the internet by searching your country on this source: “Protecting Women from Violence,” *Women, Business and the Law*, World Bank, <http://wbl.worldbank.org/en/data/exploretopics/protecting-women-from-violence>. Additionally, you should know of a few places where the girls can report cases of violence, such as the local police, NGOs, health care providers, or other institutions that provide support to survivors of violence.

25 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 204.

Materials Needed

- 3 large pieces of paper for the warm-up activity signs
- Tape, paste, string, or some kind of adhesive
- 5–6 large pieces of paper (1 per group of 5–6 girls)
- Colored pencils, crayons, pens, or markers



Learning Objectives

- ◉ Girls know which places are always safe, which are sometimes safe, and which are never safe in their community.
- ◉ Girls are aware of the safety levels of the areas they visit frequently in their neighborhood and how to stay safe as they navigate their community.

Facilitator Preparation

- ◉ Prepare 3 signs for the warm-up activity. Label the first “Always,” label the second “Sometimes,” and label the last “Never.”
- ◉ Create a list of places frequently visited by the girls to use for the warm-up activity. Some examples include: bus station, local market, school, your own home, public toilet, police station, health clinic or hospital, railroad tracks, riverside, farm, and church/temple/mosque.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Always, Sometimes, Never (10 minutes)

This warm-up activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.²⁶

Before beginning this activity, hang the signs prepared for this lesson in 3 different parts of the space or room where your Club is held.

Introduce today’s lesson:

“*In our last lesson, we talked about ways to prevent violence and to protect ourselves. Another important way to protect ourselves is by putting ourselves only in situations and places that we know are safe and avoiding situations and places that we know can be risky. Let’s play a game to get started! I will call out a place in our community. Then you decide if you think that place is “always,” “sometimes,” or “never” safe. If you think it is always safe, then stand by the sign that says, “Always.” If you think that place is sometimes safe, then stand by the sign that says, “Sometimes.” If you think that place is never safe, then stand by the sign that says, “Never.”*

²⁶ Same as previous footnote, 222.

After explaining the instruction, call out a place that the girls frequently visit. Allow the girls to observe how many people think that place is always, sometimes, or never safe. Then, call out the next place. Do this until you have called out all the places on the list you prepared, or until 10 minutes have passed.

✿ Activity 1: Safety Mapping (40 minutes)²⁷

This activity is adapted from Girl Hub's *Girl Safety Toolkit: A Resource for Practitioners* and the Haiti Adolescent Girls Network's *My Own Space*.²⁸

Divide the girls into groups of 5–6. Give each group colored pencils, crayons, pens, or markers, and a large piece of paper. Explain to the girls:

“ Now that we have begun discussing where is safe in our communities and where to avoid, let's create a map of those places. With your group, draw a map of our community, and include all the places you frequently go, including your houses and your friends' houses. Label each place as always, sometimes, or never safe, as we did in the last activity. You can do this by using different colors, or you can write the words “always,” “sometimes,” or “never” next to each place. Then, for each of you, map your daily journeys of places you often go, such as from home to school, or from home to the market. Discuss with your group any unsafe places you regularly go through or pass on your journey. Please begin!

Walk around the room as the girls are working on their maps, and answer any questions they may have. When the girls are done, bring them back together as a Club, and ask each group to present its map. As the girls present, ask them to please explain why they declared some locations to be unsafe. When all the groups have presented, facilitate a discussion with the girls about the following questions:

- ◇ What areas did you all have on your map that are never safe? Now that you know that area is never safe, what can you do so that you stay safe?
- ◇ What areas did different groups disagree on? Why do you think you have different opinions about the safety of this place?
- ◇ What are some actions you could take to make your community safer, now that you have this safety map? Are there any areas you think you could make safer?
- ◇ Is there anyone in your community who might be interested in seeing this map and who might be able to make some areas safer?



Wrap-Up Activity: Walk Around (5 minutes)

Invite the girls to walk around the room and share what they have learned today with 3 fellow Club members.

²⁷ If time and safety allow, your Club can create a more detailed safety map of the community. The girls, likely accompanied by you, can walk through the community and note specific locations or characteristics of the community that are safe and unsafe. After returning to the Club space, the girls can then draw a map of the community as outlined above. This map can even be shared with community leaders or local government officials, with the hope that they might take actions to correct some of these unsafe spaces.

²⁸ Haiti Adolescent Girls Network, *My Own Space*, 103–104; and Corinne Davey, *Girl Safety Toolkit: A Resource for Practitioners* (Girl Hub), 30–31, <http://www.viva.org/wp-content/uploads/2017/10/Girl-safety-toolkit.pdf>.



LESSON 11E

PRESERVING MY CHILDHOOD

Facilitator's Note²⁹

This lesson discusses the harmful traditional practices of female genital mutilation or cutting, and forced and child marriage, all of which are also forms of gender-based violence.³⁰ These traditions are rooted in customs and culture and may be sensitive to discuss, so please use your own judgment about what is appropriate and safe for your community.

This lesson may be particularly upsetting for girls, especially for those who are survivors of these traditional practices. Be sure to check in with the girls throughout this chapter, take breaks as needed, and remind the girls that they can speak with you or another trusted adult at another time, should they wish to do so.

Materials Needed

- None.



Brief Description

This lesson educates girls about traditional harmful practices, specifically, female genital mutilation (FGM), forced marriage, or child marriage.

Purpose

Girls understand that harmful traditional practices, despite sometimes being a longstanding cultural custom, are violations of their human rights, and that they do not have to accept these practices.

Learning Objectives

- ◉ Girls understand that customs change over time.
- ◉ Girls know what forced marriage, child marriage, and FGM are.
- ◉ Girls are aware of strategies and actions they can take to protect themselves from harmful traditional practices.

Facilitator Preparation

Research the national marriage age for your country, so that you can inform the girls of this in Activity 1.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

²⁹ This lesson may or may not be relevant for your community, so you may choose to skip this lesson or specific activities in this lesson.

³⁰ This lesson uses the term “female genital mutilation (FGM),” but feel free to substitute “female genital cutting (FGC),” if that is a more accepted term in your community or culture.

Warm-Up Activity: Changing Traditions (10 minutes)

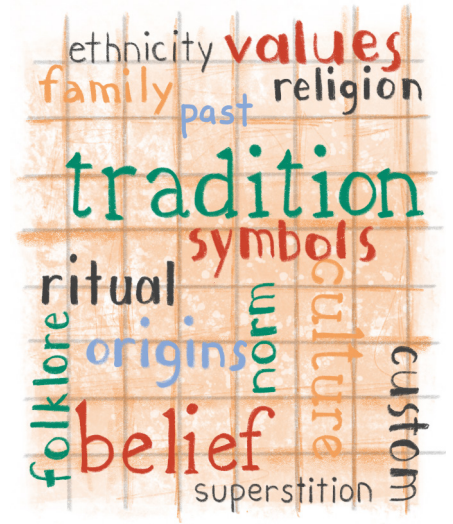
This warm-up activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.³¹

Say:

“ Today we will be learning about some cultural traditions relating to the topics we have been discussing. First, let's think about some of the most common traditions in our culture.

Discuss the following questions:

- ◇ What are some traditions in our culture?
- ◇ Are some of these traditions helpful? (For example, the tradition of caring for one's elders and young siblings is helpful to society.)
- ◇ Are some traditions harmful? (For example, older men having sex with young girls, to make the girls “more mature.”)
- ◇ Do traditions ever change, or do they always stay the same? (Some traditions were considered appropriate in the past, but as society changes, traditions also change, over time. For example, it used to be appropriate to throw garbage on the ground, because most garbage was made of natural products, like leaves, that naturally decompose. Now that the materials used to make many products have changed to synthetics such as plastic, it is no longer appropriate to throw that garbage on the ground.)



* Activity 1: What Is Forced and Child Marriage? (15 minutes)³²

This activity is adapted from Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.³³

For this activity, allow the girls to discuss the topic of forced marriage or child marriage by guiding them through the questions given here. Refer to the excerpted text below to provide any clarifications, as needed:

One tradition in some communities is forced or child marriage. Let's discuss this tradition.

- What is child marriage?
- What is forced marriage?
- “ ○ What are some of the disadvantages for girls of getting married as children?
- Why are child marriage and forced marriage considered forms of violence?
- At what age do you want to get married? Why did you pick that age?

31 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 105–06, https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf.

32 As mentioned in the Facilitator Preparation, you should research the legal marriage age in your country. However, as noted in the excerpted text here, the United Nations considers 18 to be the minimum age for marriage, no matter your country's legal minimum age.

33 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 225–26.

The following text is closely adapted with permission from the Population Council.³⁴

Based on the United Nations (UN) Convention on the Rights of the Child, child marriage refers to a marriage in which one or both people are under age 18. Marriage before the age of 18 is a fundamental human rights violation. Child marriage disproportionately affects young girls, who are much more likely to be married as children than young boys.

Girls who experience child marriage can face devastating consequences. Child marriage leads to early childbearing, which is associated with significantly higher maternal mortality and morbidity rates, as well as higher infant mortality rates. Moreover, child marriage has negative effects on girls' education, as many girls stop going to school after they marry. This also makes it difficult for a child bride to have friends or peers her age with whom to bond and socialize. A child bride's lack of both education and a peer group limits her support systems. Without skills, mobility, and connections, it is hard for her to overcome poverty for herself, her children, and her family. Research has shown that young girls married to older men with more sexual experience are also at greater risk of HIV infection and that child brides are at heightened risk of violence in the home.

Forced marriage is a marriage that takes place without the consent of one or both parties to the marriage. Some marriages can be both child marriages and forced marriages or could be only one, but child marriage often occurs without the consent of the child being married.



* Activity 2: What Is Female Genital Mutilation (FGM)? (15 minutes)

This activity is adapted from Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.³⁵

Just as with the last activity, allow the girls to lead this discussion by asking them the following questions, and provide clarifications during the course of the discussion, as needed, from the excerpted text on the opposite page:

Another harmful traditional practice that is also gender-based violence is female genital mutilation (FGM). While this may be an upsetting topic to discuss, it is important that we all understand what FGM is, why it is harmful, and how we can protect ourselves and our friends.

- “ ◉ What is FGM?
- ◉ What are the different types of FGM?
- ◉ What are the impacts of FGM on those who undergo the procedure?
- ◉ Why is FGM practiced?

³⁴ Same as previous footnote, 225.

³⁵ Same as previous footnote, 230–32.

The following text is closely adapted with permission from the Population Council.³⁶

Female genital mutilation comprises all procedures involving partial or total removal of the female external genitalia and other injury to female genital organs for non-medical reasons.

The World Health Organization recognizes 4 types of FGM:

Type 1 – Clitoridectomy: involves the removal or splitting of the clitoral hood.

Type 2 – Excision: involves removal of the prepuce and the clitoris, and the partial or total removal of the labia majora. Type 2 is a more extensive form of FGM than Type 1. Due to the sewing together of the leftover labia minora epidermis, which contains sweat glands, a buildup of sweat and urine in the closed-off space beneath this closure can lead to local or urinary tract infection, septicemia, hemorrhaging, and cyst formation.

Type 3 – Infibulation: This most severe form of FGM involves cutting off the female genitalia and stitching to leave a pencil-sized hole. The cutting and stitching are carried out repeatedly when a woman marries and has children.

Type 4 – Unclassified: Other forms of FGM include: pricking, piercing, or incising of the clitoris and/or labia; stretching of the clitoris and/or labia; cauterization by burning of the clitoris and surrounding tissue; scraping of tissue surrounding the vaginal orifice; cutting of the vagina; introducing corrosive substances or herbs into the vagina, to cause bleeding or for the purpose of tightening or narrowing it.³⁷



Some immediate physical problems resulting from FGM include: injury to the adjacent tissue of the urethra, vagina, perineum, and rectum; fracture or dislocation resulting from the forceful holding down of girls and the girls' struggle, due to the resultant pain; and failure to heal, as a result of wound sepsis.

Some of the longer-term physical problems include: reproductive tract infections; partial blockage of urinary opening, causing difficulty in passing urine; difficulties in menstrual flow; recurrent urinary infections; keloid scarring; cysts and abscesses on the vulva; clitoral neuroma; callus formation in the vagina; vesicovaginal fistula or rectovaginal fistula; and reinfibulation required for childbirth.

For some girls, FGM is an occasion marked by fear, submission, inhibition, and the suppression of feelings. The experience is a vivid "landmark" in their mental development, the memory of which never leaves them. FGM is commonly performed when girls are young and uninformed, and is often preceded by acts of deception, intimidation, and coercion by parents, relatives, and friends whom the girl has trusted. Girls may suffer feelings of betrayal, bitterness, and anger at being subjected to such an ordeal, even if they receive support from their families immediately following the procedure, and even if they are not aware of experiencing these feelings at the

³⁶ Same as previous footnote, 230.

³⁷ For more information on the different types of FGM, see: "Classification of Female Genital Mutilation," *Sexual and Reproductive Health*, World Health Organization, <http://www.who.int/reproductivehealth/topics/fgm/overview/en/>.

time. Confidence and trust in family and friends may be lost, affecting the relationship between the girl and her parents, and possibly affecting her ability to form intimate relationships long into the future, including, perhaps, with her own children. Symptoms of psychological stress to be aware of include sleeplessness, nightmares, loss of appetite, weight loss or excessive weight gain, as well as panic attacks, instability of mood, and difficulties in concentration and learning.³⁸

The following text, reprinted in full with permission from the UN Population Fund, offers an explanation for why FGM is practiced.³⁹

Psychosexual reasons: FGM is carried out as a way to control women’s sexuality, which is sometimes said to be insatiable if parts of the genitalia, especially the clitoris, are not removed. It is thought to ensure virginity before marriage and fidelity afterward, and to increase male sexual pleasure.

Sociological and cultural reasons: FGM is seen as part of a girl’s initiation into womanhood and as an intrinsic part of a community’s cultural heritage. Sometimes, myths about female genitalia (e.g., that an uncut clitoris will grow to the size of a penis, or that FGM will enhance fertility or promote child survival) perpetuate the practice.

Hygiene and aesthetic reasons: In some communities, the external female genitalia are considered dirty and ugly and are removed, ostensibly to promote hygiene and aesthetic appeal.

Religious reasons: Although FGM is not endorsed by either Islam or by Christianity, supposed religious doctrine is often used to justify the practice.

Socioeconomic factors: In some communities, FGM is a prerequisite for marriage. Where women are largely dependent on men, economic necessity can be a major driver of the procedure. FGM sometimes is a prerequisite for the right to inherit. It may also be a major income source for practitioners.

Wrap-Up Activity: Preventing Harmful Traditional Practices (15 minutes)

This wrap-up activity is adapted from Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*.⁴⁰

Conclude the lesson:

“ Thank you, girls, for discussing these upsetting topics with me. I hope that none of you ever has to experience these practices, but it is also important to be prepared. Now that we understand what forced or child marriage and FGM are, let’s create a plan for how to address these practices, if you or someone you know is ever faced with this problem. Please form groups of 3–4 girls, and discuss some things you could do, if you found out that you or a friend were in danger of experiencing child marriage or FGM.⁴¹ This will probably include trusted adults with whom you can talk about this. Please take 10 minutes to discuss this with your group.

Once the girls have discussed their plan in groups, bring the Club back together, and invite the girls to share some of their solutions. Provide any suggestions, as appropriate, and make sure all girls know there are trusted adults to whom they can speak about these issues.

38 These signs of stress can emerge in the short- or long-term, in response to any factor or set of factors; they are not exclusive to FGM.

39 United Nations Population Fund (UNFPA), “Female Genital Mutilation (FGM) Frequently Asked Questions,” UNFPA, January 2017, <http://www.unfpa.org/resources/female-genital-mutilation-fgm-frequently-asked-questions#why>.

40 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 227.

41 If possible, it would also be useful to tell the girls about any legislation in your country and community that might protect the girls from FGM. You may be able to find this information on your government’s Ministry of Gender or Social Protection website, or through an internet search.

WASH: WATER, SANITATION, & HYGIENE

12

CHAPTER

Facilitator's Note

This chapter teaches girls what *they* can do to improve their own safety and health, in relation to water, sanitation, and hygiene (WASH) issues, including the spread of disease, clean water, toilets, and waste management.¹ However, many of these solutions depend on WASH infrastructure, such as a borehole or toilets, being present, accessible, clean, and safe for the girls to use.² If infrastructure is a problem in your community, it is important to recognize this challenge when teaching these lessons. One way to empower girls to combat an infrastructure challenge is to support girls in engaging in local advocacy to improve their community's WASH infrastructure. This advocacy can take many forms, including writing letters to local government officials or village leaders, leading a public awareness campaign about the importance of water and sanitation infrastructure, conducting a peaceful march through their community, etc. This chapter does not include a lesson plan for WASH advocacy. You are free to create this with your girls, as needed and appropriate in their community.



LESSON 12A

CLEAN WATER, CLEAN HANDS

Brief Description

In this lesson, girls learn how to properly wash their hands and why hand-washing is important. This lesson also teaches how to identify clean water sources, how to purify water, how to safely store water, and how to access stored water cleanly.

Purpose

Girls know how to prevent the spread of germs through hand-washing and how to reduce waterborne illnesses through the safe management and uses of clean water.³

Learning Objectives

- Girls know when it is important to wash their hands.
- Girls can sing the hand-washing song and demonstrate proper hand-washing technique.
- Girls can identify clean sources of water.
- Girls are familiar with several simple water purification methods.
- Girls know how to safely store and handle clean water.

1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 The term "toilets" is used throughout this chapter, but feel free to substitute another term, such as latrines, if it would be more appropriate.

3 Germs are spread through people's bodily fluids, including saliva. When someone drinks from a cup, their saliva is left on the cup and could spread disease to others through their germs. This will be relevant later on in this lesson when clean water storage and use are discussed.

Facilitator Preparation⁴

Write the words to the hand-washing song on the chalkboard or on a large sheet of paper for Activity 2 (see Activity 2 for song lyrics).

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Glue or adhesive to attach the paper to the wall or chalkboard
- Sheets of paper for the girls (the amount of paper depends on number of maps being drawn—see the Wrap-Up Activity)
- Colored pencils, crayons, pens, or markers, if available; otherwise, one pen or pencil for each girl (for the Wrap-Up Activity)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁵

Warm-Up Activity: People-to-People (5 minutes)⁶

This warm-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.⁷

Divide the class into pairs so that each girl has a partner. You, the Facilitator, will call out an action, such as “foot-to-foot” or “shoulder-to-shoulder.” Each girl then has to touch that body part of hers to the same body part of her partner. When you say “people-to-people,” everyone has to switch partners. Play for 5 minutes.

* Activity 1: The “Do It Yourself” Vaccine (10–15 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.⁸

Introduce the activity:

““ Today we are going to discuss one of the most effective methods to reduce disease. Can you guess what it is?”

After the girls have guessed a few methods, explain:

4 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

5 For ideas of welcome activities, see Annex 1.

6 For a full list of warm-up activities, see Annex 2.

7 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* (Nairobi: Population Council, 2015), 329, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

8 Same as previous footnote, 264–65.

“ “ *The answer is: washing your hands! Diarrheal diseases and acute respiratory infections are caused by germs, and the transmission, or the spreading, of germs is what causes the spread of diseases. Washing your hands is a simple and highly effective way to prevent the transmission of germs, even more effective than vaccines! That is why hand-washing is sometimes referred to as the “do-it-yourself” vaccine, and significantly reduces child mortality. To prevent the spread of disease, when should you wash your hands?*

Discuss this question with the girls. Use this list of when to wash your hands as a reference, and make sure that all of these instances are mentioned at some point in the discussion.

Before:

- ◇ handling, preparing, or eating food
- ◇ feeding someone
- ◇ interacting with someone who is ill, elderly, or young
- ◇ giving someone medical attention, such as cleaning or dressing a wound or administering medication

After:

- ◇ going to the latrine
- ◇ changing a sanitary pad or other menstrual hygiene product
- ◇ cleaning a person who has defecated
- ◇ changing a diaper
- ◇ blowing your nose, coughing, or sneezing
- ◇ handling animals or animal waste
- ◇ caring for someone who is ill
- ◇ handling raw meat or fish

Continue the discussion by asking the following questions:

- “ “
- *What are some challenges you face in hand-washing? What are some actions we could take to address those challenges?*
 - *Where can you get access to soap and clean water in our community to wash your hands?*
 - *How could we encourage others to wash their hands more?*

* Activity 2: The Hand-Washing Song (10–15 minutes)

This activity is adapted from Live & Learn Environmental Education’s *Manual for WASH Activities in Elementary School Clubs* and the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.⁹

“ “ *Now that we have talked about why hand-washing is so important, let’s talk about how to wash our hands properly. In fact, we can even sing about it!*

⁹ Live & Learn Environmental Education/UNICEF, *A Manual for WASH Activities in Elementary School Clubs* (Japan Ministry of Education, 2010), 25, <https://www.humanitarianlibrary.org/sites/default/files/2014/01/Wash%20Activities.pdf>; and Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 265.

Paste the sheet of paper with the hand-washing song lyrics on the chalkboard or wall.¹⁰ Teach the girls this song, reprinted here with permission from Live & Learn Environmental Education, which is loosely set to the tune of “Row Your Boat.”¹¹

The Hand-Washing Song

Wet, wet, wet your hands, wet with clean water,
Wash them, wash them, wash your hands, to keep them always clean.
Put, put, put some soap, rub it in your palm,
Use the soap, use the soap, to make your hands all clean.
Rub, rub, rub your hands, with soap and water too,
Scrub them, scrub them, scrub between, your fingers all the 10.
Rinse, rinse, rinse your hands well with water again,
Clean them, clean them, clean them well, germs go down the drain,
Dry, dry, dry your hands, dry them really well
Shake and shake, to get your hands all dry.

Let's break down those song lyrics and walk through the 5 simple steps to washing your hands:

1. Wet your hands with clean water (we will talk about clean water in the next activity) and apply soap.
2. Lather your hands by rubbing them together with soap. Just like in the song, make sure to lather and scrub both sides of your hands, between your fingers, and under your fingernails.
- “ 3. Scrub for about 20 seconds, which is the same length of time as humming the song, “Happy Birthday to You.”
4. Rinse your hands with clean water.
5. Dry your hands using a clean towel, cloth, or air-dry them.

Practice the song a few times with the girls. As you sing, perform the hand motions described in the song. If water and soap are available, you can also do a practice round of hand-washing.

* Activity 3: Sourcing, Purifying, Storing, and Handling Clean Water (10–15 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* and from the Centers for Disease Control and Prevention's *The Safe Water System: Safe Storage of Drinking Water*.¹²

10 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

11 The hand-washing song is loosely set to the tune of “Row Your Boat,” but if you do not know that song or it is not familiar to your girls, feel free to make up your own tune for the hand-washing song! Song reprinted from: Live & Learn Environmental Education/UNICEF, *A Manual for WASH Activities in Elementary School Clubs*, 25.

12 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 266; and Centers for Disease Control and Prevention, *The Safe Water System: Safe Storage of Drinking Water*, Centers for Disease Control and Prevention, https://www.cdc.gov/safewater/pdf/safestorage_2011-c.pdf.

“ Just as germs can live on our hands, germs can live in water, too, and can make us very sick. In order to properly wash our hands, we need clean water. We also need clean water for cooking and washing. Where do you get clean water from? How do you purify your water? Where and how should you store clean water? How do you handle your water to keep it clean?”

Allow the girls to answer these questions in a discussion. Be sure the following points about clean water are also mentioned:

- “ ○ Water should be collected from clean sources in your community, such as a borehole or a well. The area around the water source should also be clean, and free from animal and human waste.
- To purify your water, you can boil it first. If available, you could also use chlorine tablets or another type of water purification tablet, or you can purchase your own water filtration system. Boiling your water or using cleansing chemicals kills bacteria, parasites, and viruses that may be living in the water.
- “ ○ To safely store water, keep it in a clean container that has a narrow top or a lid. You should clean this water container often. Water used for cooking and drinking should be kept separately from water used for washing or cleaning. Water should not be reused for multiple purposes. Hang the water storage jug or container on the wall, to keep it from getting contaminated or from attracting insects or animals.
- When handling clean water, it is best to dispense the water through a spigot or small spout at the bottom of the container. If that is not possible, use a clean cup or a ladle with a long handle to take water out of the storage container. Using a cup, especially a drinking cup, or ladle can contaminate the water because there may be germs or other bacteria on either. Do not put your hands in the water.

Wrap-Up Activity: Water Mapping (10–15 minutes)¹³

This wrap-up activity is adapted from the IRC International Water and Sanitation Centre’s *The Joy of Learning: Participatory Lesson Plans on Hygiene, Sanitation, Water, Health and the Environment* and from Live & Learn Environmental Education’s *Manual for WASH Activities in Elementary School Clubs*.¹⁴

This activity can be done individually or in pairs or small groups. Instruct the girls or groups:

“ Now that we know how important it is to have clean water, let’s create a map of clean water sources in our community. First, draw your home, school, and any other important places in our community where you go often, such as a market or a friend’s home. Then, draw the different water sources in our community on the map, and note what kind of water source it is (borehole, well, lake, river, etc.). Finally, draw any other places that might impact the cleanliness of the water source, such as toilets, places where animals are kept, food preparation areas, and waste disposal areas. (Be sure to draw all the toilets in your community, even those not near a water source, since this will be used in a later activity.) Now that you have drawn all of these important sites, write next to each water source whether you think that source is “safe” or “unsafe,” based on the areas around it.

Once the girls have finished their maps, they can present the maps to each other or to the entire Club, time allowing. Girls can describe why they think each source is safe or unsafe, and what community practices

¹³ For a full list of wrap-up activities, see Annex 3.

¹⁴ S. Khamal, R. Mendoza, C. Phiri, R. Rop, M. Snel, and C. Sijbesma, *The Joy of Learning: Participatory Lesson Plans on Hygiene, Sanitation, Water, Health, and the Environment* (Delft, the Netherlands: IRC International Water and Sanitation Centre, 2005), 69–71, <https://www.ircwash.org/resources/joy-learn-ing-participatory-lesson-plans-hygiene-sanitation-water-health-and-environment>; and Live & Learn Environmental Education/UNICEF, *A Manual for WASH Activities in Elementary School Clubs*, 26–28.

could be changed to make those water sources safe to access and use. Make sure to save these maps, as the maps will be used again in Lesson 12B.

Thank the girls for their active participation today!

Optional Homework Assignment

This homework assignment is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁵

From now until the next Club session, girls should track the number of times they wash their hands each day.

Suggested Resources

For additional activities and reference materials on clean water and sanitation practices, see: Project WET Foundation. *Healthy Water, Healthy Habits, Healthy People: Educators Guide on Water, Health, Sanitation, and Disease Prevention*. Impress Communications, 2010. https://www.projectwet.org/sites/default/files/content/documents/hwhhhp_guide_v2_en.pdf.



LESSON 12B

WASTE NOT, WANT NOT

Brief Description

In this lesson, girls learn about basic hygiene and safety regarding toilets and waste management.

Purpose

Girls are leaders in their community on public waste management and are knowledgeable about water, sanitation, and hygiene (WASH) issues.

Learning Objectives

- Girls know where clean and safe toilets are in their community.
- Girls can identify clean toilets and know how to address their challenges in safely accessing clean toilets.
- Girls understand the negative impacts of waste on their environment, and why it is important to keep their community clean and waste-free.

Facilitator Preparation

Additional planning is required if you choose to undertake the Optional Additional Activity, detailed at the end of this lesson.

Materials Needed

- Water Source Maps from Lesson 12A, Wrap-Up Activity
- Colored pencils, crayons, pens, or markers



15 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 266.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Toilet Mapping (10–15 minutes)

Use the clean water sources maps the girls created in the Wrap-Up Activity in Lesson 12A. Ask the girls to get into the same groups or pairs from the Wrap-Up Activity in Lesson 12A (or they may carry out this wrap-up as individuals, if that was how you conducted the 12A Wrap-Up Activity). Instruct the girls:

- ““ *In the last lesson, we made wonderful maps of important places in our community and of the different water sources we have available. We also drew toilets on the map—next to each toilet, write whether you think it is clean or not clean, and safe or not safe, to use.*

Once the girls have finished labeling the toilets on their maps, ask a few girls or groups to present their maps to the Club.

* Activity 1: Toilet Hygiene and Safety (15 minutes)

This activity is adapted from the Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁶

- ““ *Today we are going to talk about a subject that may be a little embarrassing, but it is very important, too. Let’s talk about how we relieve ourselves—that is, about using the toilet. As young women, it is especially important that we keep ourselves clean and safe when we go to the toilet. We just drew maps of toilets in our community, and you each wrote whether that toilet is clean or not, and safe or not. What makes a toilet “clean?”*

Allow the girls to discuss what a “clean” toilet is. If explanation is needed, you can add that a “clean” toilet is one that has a cleanable floor, a cover over the pit, housing around the toilet for privacy, and a hand-washing station nearby.

- ““ *What are some of the challenges that girls like you face in using toilets?*

Two challenges the girls may mention are that they have to pay to use the toilets, or that they are not safe using the toilet. Work with the girls to think of some solutions to these challenges. One possible solution to the lack of safety at night, for instance, is for girls to use an improvised container in which to relieve themselves at night. Girls should make sure the container can be sealed or covered, as waste has a lot of bacteria. Girls should then dispose of the container properly in the morning. Remember, do not dispose of human waste into or near any water sources, as that will contaminate the water source and could get people sick.

* Activity 2: Waste Inspection Field Trip (20 minutes)

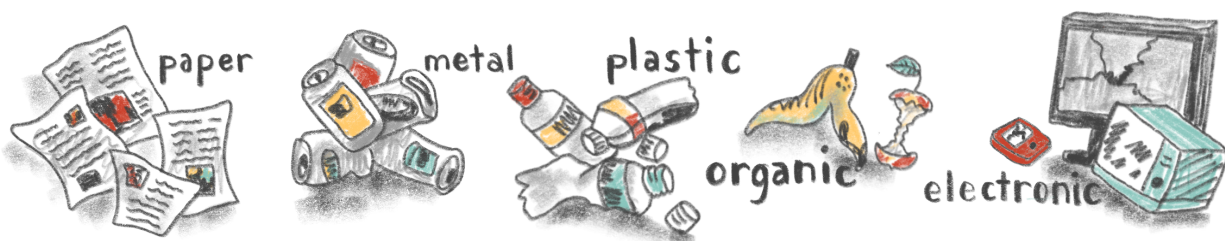
This activity is adapted from the IRC International Water and Sanitation Centre’s *The Joy of Learning: Participatory Lesson Plans on Hygiene, Sanitation, Water, Health, and the Environment* and from Live & Learn Environmental Education’s *Manual for WASH Activities in Elementary School Clubs*.¹⁷

16 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 269.

17 S. Khamal et al., *The Joy of Learning*, 44; and Live & Learn Environmental Education/UNICEF, *A Manual for WASH Activities in Elementary School Clubs*, 36–38.

For this next activity, we will take a field trip around our school grounds/community [choose a space that is relevant and appropriate for your Club]! On this “field trip,” we are going to look specifically at the waste around our school/community. In the past, most of our waste would decompose because it was made from natural products, but now we also use materials that do not decompose, such as plastic and metal. These items cannot be thrown on the ground to decompose, because they will not! Even those items that naturally decompose should not be thrown just anywhere on the ground, because it may take them a long time to decompose. As we tour our school grounds/community, let’s observe what items have been thrown on the ground, and start to think about how these items could be disposed of in a more sanitary way. Also, notice if there are any smells associated with the waste, or if the waste seems to be attracting any insects or animals. Let’s go!

Guide the girls on a short tour of your school grounds or your community for about 15–20 minutes.



Wrap-Up Activity: Debriefing from our Field Trip (10 minutes)

This wrap-up activity is adapted from the IRC International Water and Sanitation Centre’s *The Joy of Learning: Participatory Lesson Plans on Hygiene, Sanitation, Water, Health, and the Environment* and from Live & Learn Environmental Education’s *Manual for WASH Activities in Elementary School Clubs*.¹⁸

Bring the girls back together after their field trip, and discuss the following questions:

- What types of trash or waste did you see? What was decomposable, and what was not?
- What is the impact of this waste on your school/community, your health, and the environment? Did you notice any unpleasant smells? Did the trash seem to attract any insects or animals?
- Why do you think this trash ended up where it did?
- How else could this trash have been disposed of?

Optional Additional Activity

After taking this field trip around their school or community, the girls may want to take action to improve their environment. You can organize a school or community “clean-up,” during which the girls can pick up and properly dispose of the waste in these areas. This may inspire others in the community to join in, and to take better care of their environment. A “clean-up” would need to be done outside of or in addition to regular Club sessions, and requires garbage bags, buckets, or containers for the trash, and gloves for the girls. A plan should also be created for disposal of the collected trash.¹⁹

¹⁸ Same as previous footnote.

¹⁹ This may include consultation with school or local government officials, whether for the use of additional space or containers, or simply to let them know of the need for an additional pick-up.



LESSON 13A

GOING FOR THE GOLD

Facilitator's Note

Girls have an opportunity to play sports during Lesson 13A, Activity 1.¹ An optional adaptation of this activity is for the girls to play a game or sporting match with another group of girls in your community or in another nearby community. To do this, you will likely need more time than the 25 minutes allocated in the lesson here, and you will need to plan the logistics of the match, including where to play, equipment needed, transportation involved, etc. However, this is a great opportunity to meet and play with other girls, and to demonstrate the fun of sports and healthy competition!

Brief Description

In this lesson, girls play a sport and exercise, and then discuss the benefits of playing sports.

Purpose

Girls enjoy and are excited to play sports and understand how playing sports benefits their development as young women.

Learning Objectives

- ◉ Girls are exposed to a variety of sports.
- ◉ Girls discover the positive impact sports can have on their lives.

Facilitator Preparation²

If you choose to organize a sports match between your Club and another Club or group of girls, this will involve logistical planning (see Facilitator's Note above).

Materials Needed

- Football or other sporting equipment, as needed for Activity 1



1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.³

Warm-Up Activity: What Am I Playing? (15 minutes)⁴

This warm-up activity is adapted from the World Association of Girl Guides and Girl Scouts *Games Go Global 2012*.⁵

Divide the girls into groups of 3–4 girls each. Introduce the activity:

“ Today, girls, we are going to have lots of fun playing and learning about sports! Each group will take turns acting out a different sport, as a group. The other groups have to guess what sport that group is playing. The group that guesses correctly first gets a point. Then the next group takes a turn acting out a sport. The group with the most points at the end wins!

The girls can choose which sport to act out, or you can assign them a sport by whispering one to the acting group. Do not repeat a sport. Here are some sports that are fun to act out: football (soccer), athletics/track (running, jumping, and throwing), swimming, cycling (biking), figure skating, basketball, baseball, American football, dance, gymnastics, table tennis (ping pong), volleyball, tennis, fencing, and rugby.

* Activity 1: Let's Play! (25 minutes)

Today's lesson is all about sports and the benefits of playing sports. Before discussing why we play sports and how doing so benefits us, first allow the girls to play a sport of their choice for 25 minutes. This could be football/soccer, basketball, dance, or any other sport that is safe and accessible for your girls.⁶

Wrap-Up Activity: Why Are Sports Good For Me? (15 minutes)⁷

After playing for 25 minutes, bring the girls back together to discuss and wrap up today's lesson. Ask the girls the following questions, and guide them to see how sports and fitness are beneficial for their lives:



- ◇ What was your favorite part about the sport you just played?
- ◇ Why do you like or not like playing sports?
- ◇ Do you think playing sports is good for you? Why or why not?
- ◇ What can you learn from playing sports?
- ◇ How can playing sports help you succeed in other parts of your life?

Thank the girls for participating today!

³ For ideas of welcome activities, see Annex 1.

⁴ For a full list of warm-up activities, see Annex 2.

⁵ World Association of Girl Guides and Girl Scouts, *Games Go Global 2012* (London: World Association of Girl Guides and Girl Scouts, September 2012), 5, <https://www.wagggg.org/en/resources/games-go-global/>.

⁶ If no sporting equipment is available, there are other sports or fitness activities that can be played without equipment, such as dance, track (running, jumping, and throwing), or a variety of fitness activities (push-ups/press-ups, sit-ups, jumping jacks/star jumps, etc.). The purpose of Activity 1 is to get the girls moving in some way, so any activity that allows girls to move and exercise will accomplish the goal of this activity.

⁷ For a full list of wrap-up activities, see Annex 3.



Brief Description

Girls discuss nutrition and food by learning about the Food Pyramid and playing games (see the Food Pyramid diagram under Activity 1).

Purpose

Girls can make informed decisions about the various foods they buy and eat, so that they and their families are well-nourished and healthy.

Learning Objectives

- Girls think critically about the food they consume.
- Girls know what constitutes a healthy, balanced, and nutritious diet.
- Girls understand the Food Pyramid, including how much of each group of food is ideal to eat each day and what nutrients each food group provides.

Facilitator Preparation

- For the Warm-Up Activity, create a list of common food items that are for sale at your local market, and include a price next to each item. You can write or draw the food items on the chalkboard or on a large piece of paper.
- For Activity 1, you will need to make copies of the Food Pyramid or to re-draw the Food Pyramid on the chalkboard or on a large piece of paper.
- For the Wrap-Up Activity:
 - Prepare up to 5 sets of 10 food picture cards. A food picture card is a card, or a half sheet of paper (a full sheet of paper will be too large for this activity), with a drawing or picture of a food item. Select 10 food items commonly found at the local market, with at least one food from each of the 6 food groups (illustrated in Activity 1). Each group of girls needs one set of food picture cards and should have the same set of 10 food picture cards as the other groups. Place each set in a shopping bag.⁸
 - Draw blank Food Pyramids for this activity on large pieces of paper. Use the Food Pyramid from Activity 1 as a model, but do not write the food group labels or any of the foods listed in each food group. Create one blank Food Pyramid for each group.

Materials Needed

- Chalkboard and chalk, or several large pieces of paper and thick pen or marker for Facilitator
- Pen or pencil for each girl
- Notebooks or paper for each girl
- A4 sized (or 8.5"x11") paper or notecards
- Colored pencils, crayons, pens, or markers, to create food picture cards for the Wrap-Up Activity
- One small shopping bag for each group (up to 5 groups) for the Wrap-Up Activity (optional)



⁸ If bags are not available, simply keep the food picture cards face down in piles, separated by group.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Shopping for Affordable Nutrition at the Market (15 minutes)⁹

This warm-up activity is adapted from the Haiti Adolescent Girls Network's *My Own Space*.¹⁰

Display the list or drawings of food items you prepared for this activity, if not already displayed.

Introduce the activity:

“ Today we will be learning about the foods we eat and the impact of those foods on our bodies. First, let's play a game! Imagine you are going to the market to buy food for your family, and you have \$20.¹¹ Here are the items you can buy at the market and their prices. [Point to the list or drawings you have made.]¹² What would you buy, within your budget? Make a list in your notebook or on a sheet of paper.

Give the girls 5 minutes to create their lists. Then ask a few girls to share their lists with the Club, explaining briefly why they selected the items they did. Be sure to ask the girls whether they thought about the nutritional values of the food they chose.

* Activity 1: What Is a Food Pyramid? (20 minutes)¹³

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁴

Say:

“ We began to think about the food we buy and eat during our “shopping trip.” We are talking about food today because what we eat is very important for our growth and development as young women. Let's look at another example: What did you eat this morning for breakfast? Why did you choose to eat that? What are the factors or criteria that you consider when you choose what to eat?



9 If time and transportation allow, one optional adaptation of this activity is to actually go to a local market with the girls to conduct this activity. You should still provide the girls with a budget for the trip (you do not need to actually give them the money; the budget is just for the purposes of this activity). Then the girls can explore the market and all the food items for sale there. The girls should prepare a list of what they would buy, with the budget you have created for them. This will help them translate what they are learning in the Club to actions and chores they likely have in their lives, such as shopping. If you are able to go to a market or grocery store with the girls, another adaptation of this activity is to invite the girls to examine the nutritional labels on items they commonly purchase. The girls should pay particular attention to the serving size, calories per serving, sodium, and sugar—they may be surprised by what they find!

10 Haiti Adolescent Girls Network, *My Own Space* (Haiti Adolescent Girls Network, November 2016), 46–48.

11 Insert an appropriate sum of money for shopping, using local currency.

12 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

13 During this activity, food choices, as they relate to nutrition, are discussed. You should be aware and sympathetic to the fact that some girls may not have eaten anything today or may not have had a choice of what to eat, due to challenges accessing or affording food. In this case, acknowledge the difficulty in accessing a healthy variety of food, and advise the girls to make the best possible choices they can, given their circumstances.

14 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* (Nairobi: Population Council, 2015), 87–88, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

Allow a few girls to share their answers, and continue:

“ It is very important that we eat a variety of different foods that provide different nutrients. Nutrients are the healthful elements of food our body absorbs when we eat. Nutrients give us energy, help us think, and support our bodies in fighting sickness. We can think about food and nutrition by using a Food Pyramid. On the Food Pyramid, foods are categorized into 6 different food groups that are organized in a pyramid shape, with the foods you should eat the most at the base or bottom of the pyramid, and the foods you should eat the least located nearer or at the top. Let’s go over each category and what types of food are in each of those categories.

Discuss each food group with the girls, including what each food group does for your body, which foods fall into each category, and how much of every food group you should aim to eat each day.¹⁵ Here is some additional information you may find helpful in leading this discussion:



Staple Foods: Staple foods, such as rice, wheat, maize, potato, cassava, or yam, are the base of our food pyramid. Staple foods include both cereals and starchy roots. Six servings of these staples per day is appropriate. One serving size is approximately the size of a closed fist. These foods provide the body with energy, and whole grain staple foods also contain fiber, which is good for our digestive system.

Vegetables: Vegetables are a key part of our diet, and we should eat 3–5 servings of vegetables per day. One serving of vegetables is about the size of a baseball or tennis ball. Vegetables are good for us because they provide a lot of different vitamins and minerals, including fiber, and they are low in fat and calories.

Fruits: Just like vegetables, fruits are an important source of vitamins and minerals, and one serving size is about the size of a baseball or tennis ball. We should eat 2–4 servings of fruit per day.

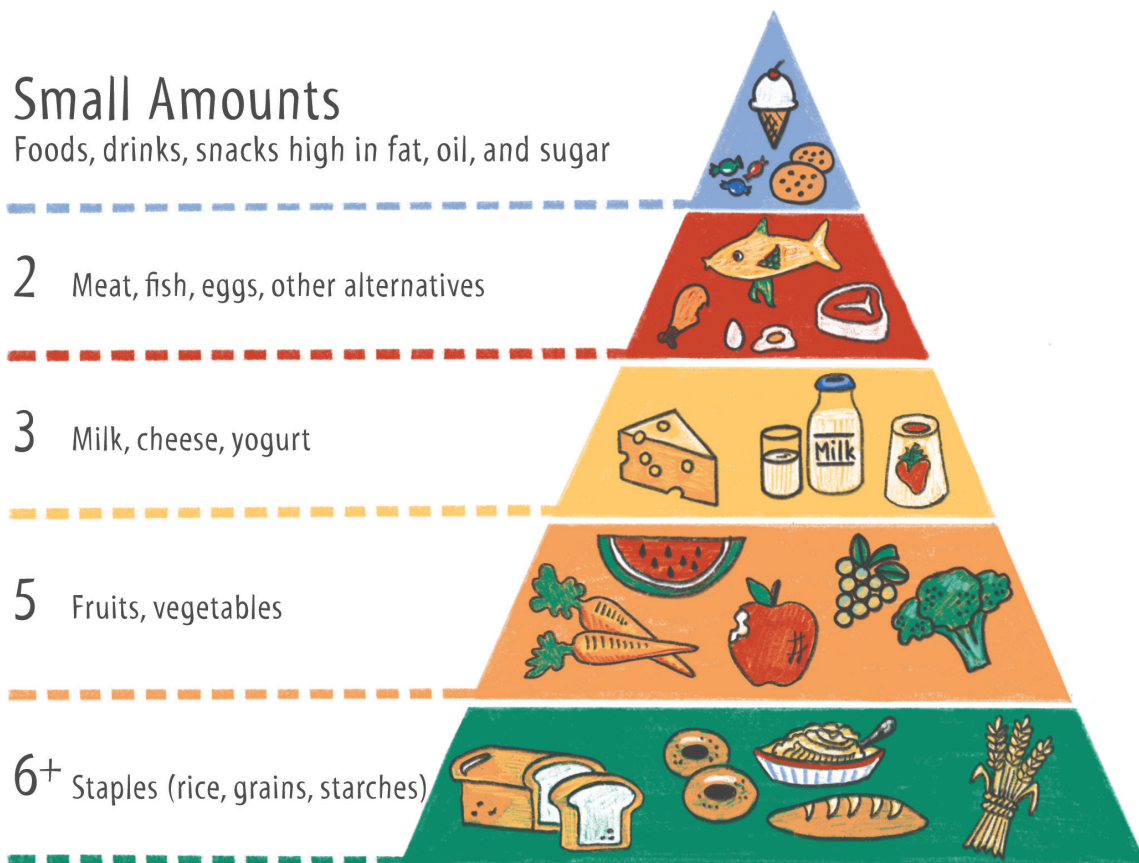
Animal and Plant Protein: Protein comes both from plants, such as beans, peas, or soy, and animals, such as meat, fish, eggs, or milk. One serving size of protein is about the size of the palm of your hand, and you should eat 2–4 servings of both plant and animal proteins per day.

Fats, Oils, and Sugar: This last food category is at the top of our food pyramid, which means we want to eat this sparingly. Naturally occurring sugars, such as the sugars found in fruits or dairy, are OK to eat in moderation, but we want to avoid added sugars or refined sugar, which we find in candy or desserts. There are also “healthy fats” in seafood, nuts, olives, and avocado, but we want to limit “saturated fat,” which is fat that mainly comes from animal products (meat and dairy).

¹⁵ If certain foods on the food pyramid are less common in your community, be sure to address this in discussions with your girls. You can say that this is the ideal distribution of food that we eat, and that even if we do not consistently get all of these foods in this proportion, it is a nutrition goal to strive for.

Overall it is important to eat a varied diet with foods from all different food groups. One way to remember this is that the more colorful your meal is, the better! This is because the different colors in our food are due to the different nutrients in the food.¹⁶

FOOD PYRAMID



When teaching this activity, you may distribute copies of the Food Pyramid to the girls, or you can draw the pyramid on the chalkboard or on a large piece of paper. All the girls should be able to see the pyramid somehow during this activity.

¹⁶ Nutrition Information from the following sources: "Nutrition for Kids: Guidelines for a Healthy Diet," *Healthy Lifestyle: Children's Health* (website section), Mayo Clinic, June 15, 2017, <https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335>; "5 Keys to a Healthy Diet," *Nutrition* (website section), World Health Organization, http://www.who.int/nutrition/topics/5keys_healthydiet/en/; and Tiffany Tse, "Simple Tricks to Estimate Serving Size," *Shape*, <https://www.shape.com/healthy-eating/diet-tips/simple-tricks-estimate-serving-size>.

Wrap-Up Activity: Food Pyramid Race (20 minutes)¹⁷

This wrap-up activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)*.¹⁸

Divide the girls into groups of 4–5, with no more than 5 groups. Give each group the blank Food Pyramid outline you prepared prior to this lesson, and a shopping bag with 10 food picture cards in it. The girls can place their Food Pyramids on the ground or on a table. Explain the game:

““ *This game is a race to fill your Food Pyramid. When I say “go,” begin by labeling the 6 food groups on your pyramid. Then one at a time, draw a food picture card out of your shopping bag or pile, and decide with your team where to place each food item on your Food Pyramid. Place the food picture card onto the food group section of the pyramid where it belongs. Then pull another item out from the shopping bag, and repeat the process. The team that places all its food items on the pyramid fastest (and most accurately) wins! Go!*

When the girls have completed the game, go over the food items again, to make sure everyone understands why these items belong in the appropriate food group. Close the lesson by thanking the girls for participating and reminding them to make the best food choices possible, so that they can grow and develop into strong women!

Suggested Resources

The following organizations have useful resources for learning about and teaching nutrition. You are welcome to visit these websites for additional information on this topic:

- Food and Agriculture Organization (United Nations): <http://www.fao.org/nutrition/requirements/en/>
- Eat Right Pro (from the Academy of Nutrition and Dietetics): <https://www.eatrightpro.org/practice/practice-resources/international-nutrition-pilot-project>
- World Health Organization, Nutrition: <http://www.who.int/nutrition/topics/en/>

¹⁷ To make this activity more difficult, you should cover or take down the food pyramid display that you put up for Activity 1.

¹⁸ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*, 89.

14

CHAPTER

DECISION-MAKING FOR YOUR FUTURE

Facilitator's Note

This chapter is a revisiting of goals and dreams, which are discussed in depth in Chapter 2: Goal-Setting. Each chapter in this Handbook is modular and can be taught independently, so you do not need to teach Chapter 2 before teaching this chapter. This chapter, occurring toward the end of the curriculum, revisits those Chapter 2 topics to give the girls an opportunity to revise the goals they may have set in Chapter 2, in light of all the skills and tools they have acquired since then.¹ Dreams and goals will also be touched upon again in Chapter 16: Completing Our Curriculum.



LESSON 14A

MY DREAMS

Brief Description

In this lesson, the Facilitator leads the girls through a visioning exercise that gives them the opportunity to imagine their futures. The girls then translate those dreams into S.M.A.R.T. Goals and learn about the cycle of goals.²

Purpose

Girls are empowered to dream big and to create S.M.A.R.T. Goals that can help them accomplish those dreams without being discouraged or deterred by challenges they may face.

Learning Objectives

- Girls have a clear vision of their ideal future.
- Girls create goals that can support them in fulfilling their dreams.
- Girls understand the natural cycle of successes, challenges, and growth in pursuing one's goals.

Facilitator Preparation³

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Notebooks or paper for each girl
- The S.M.A.R.T. Goals that the girls created for themselves during Chapter 2 (optional)



1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 S.M.A.R.T. Goals are goals that are Specific, Measurable, Actionable, Realistic, and Timely. For more on S.M.A.R.T. Goals, see Chapter 2: Goal-Setting.

3 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁴

Warm-Up Activity: Imagining My Future (15 minutes)⁵

This warm-up activity is closely adapted from Peace Corps Youth Camps Manual: GLOW and Other Leadership Camps.⁶

In this warm-up activity, girls will participate in a creative visioning exercise. Ask girls to get comfortable in their seats, and explain:



“ Today’s session is about our aspirations and goals! Close your eyes and daydream. You can relax and let your mind wander. The only thing you have to do is to listen to my voice and imagine.

Once all the girls are settled with their eyes closed, continue:

Throughout many of the activities you all have carried out in this Club, we have asked you to reflect on who you are as a person. We have asked you to think about the aspects of your personality you like and the things you like to do and are good at. We have also learned many important skills that will help us accomplish our dreams and goals.

“ Now we are going to ask you to travel 15 or 20 years into the future in your imagination, and to think about the life you would like to live. Remember, dreams are free, and it does not cost you anything or hurt anyone to imagine... Anything we accomplish in our lives must first be something we can envision. We must be able to see it, in our minds, in order to do it. As you try to imagine what you look like and what your life is like, here are some questions to help you bring your picture into sharper focus.

- ◉ *First, what do you look like? Think about the clothes you wear and how you appear. Are you healthy, strong, and active? (Pause to let them imagine.)*
- ◉ *Where do you live? Are you with your family? With a family of your own? Are you a parent? Married? Single? Who are the people with whom you surround yourself? (Pause.)*
- ◉ *What are the things you picture yourself doing? What do you see yourself doing in your work or career? (Pause.)*
- ◉ *Who are the people you have around you, to support you? It might be your family, a spouse, friends, or colleagues. How do these people support you? (Pause.)*
- ◉ *Hopefully, this vision of your future makes you feel happy and content about how far you have traveled. You deserve to take pride in your journey getting there and to feel a sense of accomplishment. Allow yourself to sit with this feeling for a moment and enjoy it. (Pause.)*

⁴ For ideas of welcome activities, see Annex 1.

⁵ For a full list of warm-up activities, see Annex 2.

⁶ Katie Green, *Youth Camps Manual: GLOW and Other Leadership Camps* (Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, January 2013), Part 5, 55–56, <http://files.peacecorps.gov/library/M0100.pdf>.

Then, tell the girls they can open their eyes. Ask them to share with a partner what they imagined for themselves. After the girls have finished sharing, explain that taking the time to imagine something that does not exist or that may seem like an unrealistic fantasy is not just for fun or a waste of time. Anything that anyone has ever accomplished, no matter how great or how small, was first imagined before it became a reality.

* Activity 1: My Goals (15 minutes)

Now that the girls have just imagined their futures, if they have been through the activities in Chapter 2, invite them to revisit the goals they created for themselves in that chapter and to rewrite any goals they would like to change.⁷ Tell them it is perfectly acceptable to change or revise their goals, as goals change over time as we learn and grow.⁸ And remind them they have learned a lot since they created these goals. Once the girls have finished their revisions, invite a few girls to share how they changed their goals and why they did so.

* Activity 2: Cycle of Goals (20 minutes)

This activity is adapted from the Population Council's *Health and Life Skills Curriculum for the Adolescent Girl Initiative-Kenya (AGI-K)*.⁹

Say:

It is important to remember that sometimes we face challenges and may even fail in reaching our goals.

“ *Think about your favorite football (soccer) player—does he or she score every time he or she kicks the ball? No! But the player always keeps playing. We can keep playing and pursuing our dreams, too, just like the football player, even when we are challenged. In fact, there are different phases we go through, in trying to reach our goals. These phases are also related to phases of our life.*

On the chalkboard or a large piece of paper, draw a circle, and divide that circle into 4 quarters. Discuss with the girls each of the 4 phases:

- 1. The Good Times:** This is a period when things in your life are going well, and you are on track to meet your goal.
- 2. Problems Arise:** This is often the most challenging phase: when things are not turning out, you are failing in reaching your goals, and you do not know what to do next. People often give up or quit during this time.
- 3. Solutions to Problems:** If you are determined to meet your goal or goals, you will find a solution to your current problem. This takes creativity and being open-minded—you never know where solutions will come from, or what form they will take!
- 4. Growth:** After going through those first 3 phases, you have learned new things and are now prepared to deal with even larger problems, which will likely arise on your way to your next big goal.

⁷ If you have not taught Chapter 2 with your girls, invite the girls to write down the 3 goals that would support them in accomplishing the dreams they just imagined in the last activity. These goals should be relatively short-term, things that can be accomplished within the next 5 years. Feel free to refer to Lesson 2B on S.M.A.R.T. Goals. When the girls share at the end of this activity, they can share what these new goals are, since they do not have revisions to share.

⁸ If you have girls in your Club with limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

⁹ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative-Kenya (AGI-K)* (Nairobi: Population Council, 2015), 45, <https://www.popcouncil.org/uploads/pdfs/2015PGY-AGI-K-HealthLifeCurriculum-Kibera.pdf>.

After walking through these 4 phases, invite a few girls to share their experience in accomplishing a particular goal, and work with them to identify the different phases they went through, while striving to accomplish that goal.

Wrap-Up Activity: Power Pose! (5 minutes)¹⁰

Ask the girls to stand up and form a circle. Tell the girls:

“The most important part of accomplishing your goals is believing in yourself. One quick trick to give yourself a confidence boost is to take a “power pose.” A power pose is a body position proven to increase your feelings of confidence and power. Usually, these poses involve making yourself as big or tall as possible. Imagine the poses your favorite superhero or action figure makes—those are power poses, too! The most common power pose is standing up straight with your legs spread apart, and your hands on your hips or waist or raised wide over your head. Now everyone, let’s please do this together: adopt your power pose, and say together with me, “We can do it!”

Close the lesson by thanking the girls for their enthusiastic participation!



LESSON 14B

MAKING GOOD DECISIONS

Brief Description

In this lesson, girls will discuss decision-making. This includes the factors they need to consider when making a decision, examining the “decision points” we encounter in our lives every day, and a useful simple tool called the “3 Cs to Decision-Making.” The girls will then apply those decision-making skills to a realistic story in which decision-making is very important.

Purpose

Girls can make important and positive decisions that will support them in reaching their goals.

Learning Objectives

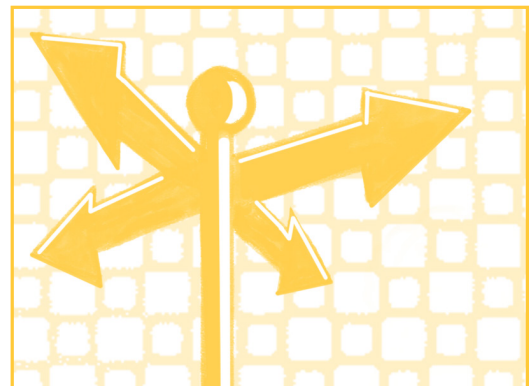
- Girls learn about decision points.
- Girls examine what factors to consider, when making a decision.
- Girls understand and can apply the 3 Cs to decision-making in real life.

Facilitator Preparation

None specific to this lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive



¹⁰ For a full list of wrap-up activities, see Annex 3.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Decision Points (10 minutes)

This warm-up activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.¹¹

Say to the girls:

“Today we are going to talk about decision-making! At our last Club session, we discussed our goals and dreams, and the steps we plan to take to accomplish those. Along the way, we will have to make decisions in order to accomplish our goals. In today's lesson, we will learn about how to make good decisions that can help keep us on track to accomplish our goals.”

Ask the girls to think about their day, from the moment they woke up until now, including all the decisions they have made in the course of their day. Each girl should pick one decision to think about, such as what she ate for breakfast, what she wore to the Club, or which way she chose to walk to the Club today. Each of these is called a “decision point,” the point at which a decision has to be made. Ask the girls:

“What steps did you go through, in order to make that decision? What factors did you consider, when you made that decision?”

Using the girls' responses, point out that some based their choices on their feelings, such as, “I just felt like wearing this dress,” and some chose based on their thoughts, such as, “I knew this was the fastest way to get to the Club.” Explain that neither way is right or wrong, but sometimes it is better to make decisions based on both our thoughts and our feelings, especially if you are making an important decision. Tell the girls our friends may also try to influence our decisions, as we discussed in Chapter 6, so it is especially important during those moments that we make our decisions based on our own thoughts and feelings.

* Activity 1: 3 “Cs” to Decision-Making (15 minutes)

This activity is adapted from FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*.¹²

Explain:

“When we have to make important decisions, we can use the “3 Cs” to decide: Challenge, Choices, and Consequences. Let's explain these steps by using an example from our own lives. Can someone give me an example of an important challenge you are facing in your life?”

If the girls do not have a suitable answer, you can describe a challenging situation in your own life, or you can invent one.

11 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 62–63, https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf.

12 FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 5, 11–12, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf.

Then continue:

- “ The first C is Challenge, which means identifying the challenge or decision you are facing. What is the challenge for this situation?

Write the challenge on the board or on a large piece of white paper. Move on to the second C:

- “ The second C is Choices, which are all the different choices a person could make in a given situation. What are the different choices we have in this situation?

Write down each of these choices on the left side of the chalkboard or paper, leaving room on the right beside each one. Now explain the third C:

- “ The last C is Consequences, which means examining the consequences of each of the possible choices identified above. What are the consequences of each of these choices?

Write the consequences next to each choice. Say:

- “ Now we know the 3 Cs, and we can make an informed decision. Which choice would you pick as the right decision in this situation?

Invite the girls to vote on the best choice.



* Activity 2: Decisions and Consequences (30 minutes)

This activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.¹³

Explain:

- “ The next activity is a “decision points” game and is an opportunity for us to practice making decisions based on our own feelings and thoughts, rather than peer pressure.

Tell the girls you are going to read a story about Oto and Beatrice. You can also invite one of the girls to read the story aloud. Whenever you stop the story and clap your hands twice (CLAP, CLAP), it means Beatrice and Oto need to stop and make a decision. Then the girls will work as a group to make a decision for Beatrice and Oto.

Read:

- “ A young man named Oto stops his car to talk to a schoolgirl named Beatrice, and eventually he asks if she wants a ride.

13 Johns Hopkins, *Go Students!*, 63–64.

STOP: Clap your hands twice (CLAP, CLAP), and ask the group:

- ◇ What decision has Oto made?
- ◇ What are the potentially good consequences of Beatrice accepting his offer and saying yes to taking the ride?
- ◇ What are the potentially bad consequences of saying yes and taking the ride?
- ◇ What do you think her feelings are saying?
- ◇ What do you think the *thinking* part of her is saying?

Read:

“ *Beatrice accepts the ride, and Oto offers to stop by the bar and buy her a beer on the way home from school.*

STOP: Clap your hands twice (CLAP, CLAP), and ask the group:

- ◇ What are some good consequences for Beatrice of saying yes to stopping by the bar for a beer?
- ◇ What are some bad consequences of saying yes?
- ◇ If Beatrice decides on the basis of only her feelings, what do you think she will decide?
- ◇ If she thinks about the bad/good consequences, what do you think she will decide?
- ◇ What about Oto? What decisions does *he* have to make? What are the bad/good consequences of these decisions?
- ◇ What if Oto regrets inviting her to ride with him or offering to buy her a beer? Why might he regret this? What can he do now?

Read:

“ *Beatrice tells Oto she will go to a bar with him if he agrees to have one beer only and then take her home. He agrees. Inside the bar, he orders one beer each, and then several more for him, until he is drunk. She tries to leave the bar, but he grabs her and stops her from leaving. Once she finally escapes and gets outside, she sees that it is dark, and she realizes that she is in an unsafe area. She needs to get home.*

STOP: Clap your hands twice (CLAP, CLAP), and ask the group:

- ◇ What decision point is Beatrice faced with now?
- ◇ What are some good/bad consequences of these choices?
- ◇ What should she do?
- ◇ What would *you* do?
- ◇ Why do you think Oto was nice at first, and then changed?
- ◇ If you could turn back time for Oto, what decisions might he rethink, so that things would not turn out like this?
- ◇ How could Oto behave differently next time?

Wrap-Up Activity (2 minutes)

Thank the girls for their participation today!

LESSON 15A MY MONEY TREE

Brief Description

In this lesson, girls will think about how they earn money, about their expenses in terms of their needs versus wants, and will estimate their own cost of living as part of planning to achieve their goals.¹

Purpose

Girls have a foundational understanding of income and expenses, so that they can responsibly manage their money.

Learning Objectives

- Girls are aware of their most common expenses and sources of income.
- Girls understand the difference between a “want” and a “need.”
- Girls know what “cost of living” means and know their own cost of living.

Facilitator Preparation²

For Activity 1, create a sign that says “Need” and a sign that says “Want.” You should hang this up in your Club space prior to starting the Club lesson.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Colored pencils, crayons, pens, or markers
- A4 sized (or 8.5”x11”) paper or notecards
- Pen or pencil for each girl
- Notebooks or paper for each girl



1 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

2 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.³

Warm-Up Activity: My Money Tree (20 minutes)⁴

This warm-up activity is adapted from Johns Hopkins University's *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual*.⁵

Introduce this chapter and today's lesson:

“For the next few lessons, we are going to be talking about money! Money can be a stressful topic for many people, but if we learn about how to manage our money now, we will be better prepared for the future. Let's start today by examining how we spend and earn money. Have you ever heard the expression, “Money does not grow on trees?” Well, we are going to create money trees in this activity!”

Pass out notebooks or sheets of paper, and colored pencils, crayons, pens, or markers to the girls.

“Please draw a tree on your paper, with 8–10 large leaves and 5–7 roots. The leaves represent all the things you spend money on. (We will talk more about how you spend money in the next activity.) The roots represent the different ways you can earn money. What are some ways in which girls your age earn money?”

Some possible answers include doing small tasks (“odd jobs”) for neighbors or friends, buying and selling products, growing fruits or vegetables and selling them, or getting a part-time job.⁶ After the girls have discussed these income-generating methods, invite them to write on the roots of their money tree the ways they earn income, and on the leaves of the tree the things on which they spend money.⁷

* Activity 1: Needs Versus Wants (20 minutes)

This activity is adapted from the Population Council's *Dream Big! Kwacha for Our Future—Financial Education Curriculum* and Melissa Donohue's *Financial Nutrition for Young Women*.⁸

Say:

“Even though we made money trees in the last activity, we know money does not really grow on trees, so we have to pay careful attention to how we spend our money. One way to do this is to understand what purchases we need to make and what purchases we want to make. Things we need are things that are

3 For ideas of welcome activities, see Annex 1.

4 For a full list of warm-up activities, see Annex 2.

5 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Students! School-Based Life Skills for Girls and Boys: A Teacher's Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 91–92, https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf.

6 The girls may also mention some ways to earn money that are not consistent with the values taught in this Club, such as selling their bodies for money, or selling drugs. While being sensitive to the fact that some girls may have engaged in this kind of behavior, remind the girls that there are other ways they can earn money that do not sacrifice their values. You may want to follow up with girls who share this after class to provide them with any support they may need. You should also remind the girls to be wary of those who offer them money, especially people outside the family, because those people may try to take advantage of them.

7 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

8 Population Council, *Dream Big! Kwacha for Our Future—Financial Education Curriculum* (Population Council, 2013), 41, http://www.popcouncil.org/uploads/pdfs/2013PGY_FinancialEducation_AGEF.pdf; and Melissa Donohue, *Financial Nutrition for Young Women: How (and Why) to Teach Girls about Money* (Santa Barbara, California: Praeger, 2017), 47–48.

necessary for our survival, such as food, water, shelter, and basic clothing. Things we want are items that would be nice to have, but are not essential for our survival, such as movie tickets, sweets, or cool clothes. However even with food and clothing, there is a range of different clothes or food you could buy, such as costly clothes versus discount clothing, or a fancy restaurant meal versus a bag of groceries. If you always buy the things you want, you may not have money for the important things you will need later on, such as for school fees, medicine, or water. Let's play a game, so that we can better understand this concept of needs versus wants.

Explain the game:

“ I am going to name an expense (an item or service you pay for), and you will decide if it is a need or a want. If you think it is a need, go stand under the sign that says “Need.” If you think that expense is a want, go stand under the sign that says “Want.” Let's play!

Read out the following expenses, and give the girls time to pick a side, once you have read out each item. Do not discuss each one, but encourage the girls to notice how many of their peers said each item was a need versus a want.⁹

1. Water
2. A second pair of shoes
3. Talk time (on your phone)
4. Bus fare
5. Food
6. Rent
7. Money to start a business
8. Sweets
9. Hair products
10. Savings to help you in case of emergencies
11. Seeds for the next planting season
12. Fertilizer
13. Ice cream
14. School fees
15. Pads or other feminine hygiene products



Once you have read out all 15 of these expenses, bring the girls back together, and discuss what they learned from that activity and whether needs and wants are the same for everyone.

⁹ Please customize this list of expenses based on your local context.

Wrap-Up Activity: Cost of Living (15 minutes)¹⁰

This wrap-up activity is adapted from the International Rescue Committee's *Sisters of Success: Sisterhood Curriculum*.¹¹

Say:

“Another important aspect of managing money is understanding how much things cost. In order to plan ahead and save money for the things we want to do, we need to know how much we will spend on things we need, and the costs of the things for which we are saving. If we add up the costs of all of the things we need, that is called our “cost of living.” Someone’s cost of living might include rent, food, water, medicine, bus fare, and personal hygiene items such as sanitary pads. Let’s calculate what your cost of living is—we can do this together. Let’s start by identifying what all of your needs are, some of which may be listed on your money tree. What needs did you write on your money tree? Are there any other needs that cost you money each month?”

As the girls are sharing their needs, write them on the chalkboard or on a large piece of paper. You can also invite a girl to do the writing. Once the girls have shared their needs, go through each item, and ask the girls how much those needs cost per month. You may need to help them in researching or determining the accurate price. Write the prices on the paper or the board next to the corresponding item. Once all the items have been priced, ask one of the girls to add them up, so they can estimate their monthly cost of living.

Conclude the activity:

“Now you have an idea of your cost of living per month. You can even calculate your cost of living per year by multiplying this number by 12 (the number of months in a year), or your cost of living per week by dividing the monthly cost of living by 4 (the number of weeks in a month). Understanding your cost of living will be very important as we move on to discussions about savings and budgeting in our next lesson. Thank you for your active participation today!”



LESSON 15B

SAVING FOR YOUR FUTURE

Brief Description

In this lesson, girls learn different ways to earn money, about the 8 simple steps to savings, including why and how to save, and about budgeting.

Materials Needed

- Chalkboard and chalk, or large piece of paper and thick pen or marker for Facilitator
- Tape, paste, string, or some kind of adhesive
- Pen or pencil for each girl
- Notebooks or paper for each girl
- Ball, rock, or other small object that can be held in hand



¹⁰ For a full list of wrap-up activities, see Annex 3.

¹¹ International Rescue Committee, *Sisters of Success: Sisterhood Curriculum* (Liberia: International Rescue Committee, 2013), 135–36.

Purpose

Girls have the necessary financial knowledge to earn, save, and budget their money to help them meet their financial goals.

Learning Objectives

- Girls know many different ways they can earn money responsibly.
- Girls know how to make a budget.
- Girls understand the concept of savings and why saving can be beneficial.
- Girls know how to create a savings plan and know where they can safely and securely save money.

Facilitator Preparation

Prepare a sample budget to display to the girls on the chalkboard or on a large piece of paper. See the sample under Activity 1.



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: How Do I Earn Money? (10 minutes)

This warm-up activity is adapted from the Population Council's *Dream Big! Kwacha for Our Future—Financial Education Curriculum*.¹²

Welcome the girls to this new lesson:

“Today, girls, we are going to learn more about money management, specifically, about how to accomplish our financial goals! One of the ways we can do this is to put money aside now for something we want to have later. This is called “savings.” Before we can talk in detail about savings, though, we need to think about the ways we can make the money we hope to save! We will play a game to brainstorm many different ways we can earn money.”

Say:

“Please stand, and form a circle. In this game, we will throw the ball to each other. When you catch the ball, complete the following sentence: “Girls my age can earn money by _____.” You can answer with ways in which you have earned money in the past, or with any other ways you know girls can earn money responsibly. Make sure everyone gets a chance to answer, and try not to repeat each other’s responses!”

¹² Population Council, *Dream Big! Kwacha for Our Future*, 19, 36.

* Activity 1: 8 Simple Saving Steps (45 minutes)

This activity is adapted from the International Rescue Committee's *Sisters of Success: Sisterhood Curriculum* and the Population Council's *Dream Big! Kwacha for Our Future—Financial Education Curriculum*.¹³

Say:

I know some of you think saving is hard, but it does not have to be! There are 8 simple steps to saving:

1. Choose a savings goal.
2. Make a savings plan.
- “ 3. Know the difference between needs and wants.
4. Control your spending.
5. Think about the future: money in, and money out!
6. Save regularly.
7. Save in a safe place.
8. Deal with setbacks in savings.

Now let's go through each of these steps together in more detail:

1. Choose a savings goal. _____

Say to the girls:

- “ “ *The first step is to choose a savings goal. What are some common things girls your age save for? What are some things you want to save for?*

Allow the girls to discuss their savings goals briefly, then continue:

- “ “ *Choose one thing you want to save for now, and write this in your notebook. This is your savings goal!*

2. Make a savings plan. _____

Once the girls have written their savings goals, continue by explaining:

The second step is to create a savings plan. To do this, we need to answer the following questions:

- “ “
- *How much money do you need, in order to reach your savings goal?*
 - *How much money do you think you can save each week toward this goal?*
 - *At that rate of savings, how many weeks will it take you to achieve this goal?*¹⁴

Give the girls about 5 minutes to create their savings plans. As the girls are working on their plans, ask the following questions:

- *Is the price of the item realistic?*
- *Is the amount you plan to save each week realistic?*

¹³ International Rescue Committee, *Sisters of Success*, 143; and Population Council, *Dream Big! Kwacha for Our Future*, 27–29, 45–46, 59–61.

¹⁴ The total amount needed divided by the amount that can be saved each week equals the number of weeks it will take to achieve your savings goal.

3. Know the difference between needs and wants.

Tell the girls:

- “ The third step is to know the difference between needs and wants. Do you remember discussing this difference? We did so in our last lesson. When we are trying to save money, it is really important to ask ourselves, each and every time we are considering spending money, whether an item is a need or a want.

If the girls seem uncertain about what these terms mean, remind them of the discussion during the previous lesson, of needs versus wants. You can also ask the girls for examples of wants and needs.

4. Control spending.

Continue by saying:

- “ The fourth step is to control your spending. This means being aware of what you spend money on and carefully considering each purchase you make. Is that purchase necessary (is it a need), or can you live without it (is it a want)? If you have never tried to control your spending, this may be challenging and may take a bit of practice. The more conscious you are of how you spend money, the easier it will be to manage your money and meet your financial goals.

5. Think about the future: money in, money out!

Explain to the girls:

- “ The fifth step is to think about your future finances. The best way to do this is to predict how much money you will have coming in (also known as your income), and how much money will be going out (also known as your expenses). To do this, we can use a helpful tool called a budget.

Refer to the sample budget as you teach this part of the activity. You may wish to draw the sample budget on a chalkboard or on a large piece of paper, so that all the girls can see it.

Say:

- “ A budget is a tool that allows you to track and plan for how much you earn, also called, “money [coming] in,” and how much you spend, also called, “money [going] out.” A budget helps you ensure that you have enough money to pay for all the things you need, and it also helps you manage your savings. In order to better understand what budgets are, we are each going to make a personal monthly budget that will support us in reaching our own financial goals.¹⁵

MONTHLY BUDGET			
“MONEY IN” TOTAL	\$10	“MONEY OUT” TOTAL	\$9
Selling Vegetables	\$ 5	Food	\$ 2
Babysitting	\$ 4	Electricity	\$ 1
Pocket Money/Allowance	\$ 1	Soap/Lotion	\$ 1
		Sanitary Pads	\$ 1
SAVINGS TOTAL	\$ 1	Clothing	\$1.50
Saving	\$ 1	Transportation	\$1.50
		Sweets	\$ 1
Balance		\$ 0	

¹⁵ You can create a budget over any period of time, such as a week, a month, a quarter (three months), or a year. You are welcome to change the budget period, if another length of time would be easier for the girls. You may also wish to use a local currency and to change the line items and amounts listed in the budget, based on what is appropriate or most relevant for your girls.

When making a budget, we always start by listing our income. How much money do we have coming in each month? Next, write the amount we want to save each month, based on the savings plan you created. You should always put aside money for your savings before spending on other things. Lastly, write down your expenses. Start with your needs, which we identified in our last lesson on the cost of living. Then, after subtracting your savings and your expenses, if you still have money left, you can budget some money for your wants. The sum of your “money in,” your savings, and the “money out” in your budget should be greater than or equal to zero. If that sum is less than zero, that means you will not have enough money to cover both your savings and your expenses.

Allow the girls to create their own budgets now. Give them 15 minutes to complete this. Be sure to display a sample budget (see example given here), and walk around the Club to advise the girls in creating theirs. If girls in your Club struggle with arithmetic, be sure to provide support to them, so they are not discouraged by this activity.

6. Save regularly.

Once the girls have completed their budgets, move on to the next step:

“ The sixth step is to save money regularly. You may save money every month, every week, or every day, depending on what makes the most sense for you. We can do this by using the savings plan and budget we created earlier today, during our lesson.

7. Save in a safe place.

Continue by explaining:

“ The seventh step is to keep the money you save in a safe place. What are some places where you could save money?

Allow the girls to discuss where they could save their money. Some possible answers may include:

1. **Cash box:** This savings method is usually done at home and is informal. The advantage of this kind of saving is that you can access your money whenever you need it. The disadvantage is that your money is not very secure, so it may be stolen. A lock on your cash box can decrease this risk.
2. **Savings club:** A savings club is a group of people who decide together to pool their savings and give each other loans, in turn. The money is safer than if kept at home, because it is being looked after by a group of people. Unfortunately, sometimes groups have disagreements.¹⁶
3. **Formal savings:**¹⁷ Keeping your savings at a bank is the most formal and secure way to save money. When your money is saved in the bank, you earn interest on that money, which means you are making money just by saving! Usually, though, banks require you to deposit (or leave with them) a minimum amount of money to open a new account. They can also charge different kinds of fees, and they sometimes have regulations about how much and how often you can withdraw your money, so be very sure that you understand all the terms before you open a savings account at a bank.¹⁸

16 If there are any group savings programs in the community, you could invite the savings program participants to speak to the girls in your Club about savings. They may even be able to help the girls in your Club start their own savings group!

17 Savings at a bank may not be possible for the girls in your Club, depending on their age and the available banking institutions in the community. If not, speak about this as a future opportunity for savings the girls may have. In some countries, mobile banking, or m-banking, such as M-Pesa, is popular. Feel free to share additional information about mobile banking during this part of the activity, if this is a viable option for girls in your community.

18 A great supplemental activity for this lesson is to invite a banker or a financial expert to speak to the girls or to bring the girls to a local bank. This will allow Club members to form a relationship with their local bank and to deepen their understanding of this topic.

8. Deal with setbacks in savings.

Continue:

“ The final step to remember is that although there may be setbacks in your savings, those setbacks do not have to stop you from saving completely. Sometimes we are not able to stick to our savings plan or budget because unexpected things happen. What are some examples of why we might not be able to follow our own good plans?

Allow the girls to answer. Some possible answers may include: the cost of the item for which the girl is saving has increased, she or someone in her family has fallen ill and requires medicine, a parent or guardian loses his or her job and needs financial help from their children, etc.

Continue:

So how do we deal with these setbacks? There are a few steps we can take to decide how to handle a setback:

- “
 - Revisit your savings plan, and see what you might need to change.
 - Explore and list your available options: Where can you cut back on your spending? How much more money do you need to save now? Is there anyone else who can pitch in, to share these costs? Are there responsible and realistic ways in which you could increase the amount of money you are earning? etc.
 - Weigh your options, and compare them to your savings goal.
 - Choose your “fallback plan,” that is, by choosing among the various possible changes and options you have created for yourself by taking these previous steps.
 - Continue saving, and above all, do not give up!

Wrap-Up Activity (3 minutes)

Conclude the lesson:

“ Well done, girls! We talked a lot about savings today, and I hope each of you will implement your new savings plan and budget in your own life. Remember, even if you have setbacks along the way, there are always other options to choose from, so never give up!



LESSON 15C

SOCIAL CAPITAL CREDITS

Facilitator's Note

This lesson is about Social Capital Credits (SoCCs), a program created by the nonprofit organization Asia Initiatives. As Asia Initiatives explains, “social capital” is a “community’s ability to come together and do tasks for collective good, which an individual cannot do alone.” Social Capital Credits are a “community currency for social good.”¹⁹ Specifically, participants complete tasks that benefit society and themselves, for which they earn social capital credits, or “SoCCs points.” These points can then be redeemed for things they may need, such as school supplies, sanitary pads, a phone card, etc. The SoCCs program is a great tool for teaching girls about money management: showing them ways to manage “income” (SoCCs points), while also doing good for themselves and their communities.

¹⁹ Asia Initiatives, *SoCCs Manual: A Step by Step Guide for Setting Up Social Capital Credits (SoCCs) in Your Community* (Asia Initiatives, 2017), 3.



During this lesson, girls will design together their SoCCs “earning” and “redeeming” menus. Before the girls can decide which items they would like to redeem with their SoCCs points, you as the Facilitator will need to do some preparatory work to see what kinds of redemption items or services can be obtained for the Club SoCCs program. Common redeeming items might include school uniforms, hair braiding or other beauty services, phone or data cards, school supplies or uniforms, and/or hygiene products. Some SoCCs implementing organizations, such as WomenStrong partner Women’s Health to Wealth, in Ghana, purchase the items at a discount so that the girls can redeem their SoCCs point directly with that implementing organization. Other organizations ask local shops, businesses, and local government to donate or trade services or products. You can also invite the girls to each offer a service they can perform for each other, such as hair-braiding, homework help or tutoring, etc. Before you invite the girls to create a “redeeming menu,” you should do some research into the kinds of items that may be available to include, so that the girls do not design an unrealistic menu and possibly end up disappointed. You may give examples to the girls of what may be possible to manage expectations.

SoCCs points can be redeemed at one specific time during the semester or season, or you can allow the girls to redeem their points whenever they choose. This may depend on the availability of the items and services the girls will be “purchasing” with their points. Decide on this before beginning this lesson, so that you can let the girls know how they will be able to redeem their points.

The other important aspect of the SoCCs program you should create prior to this lesson is a SoCCs tracking system, to keep track of how many SoCCs points each girl earns and spends. The tracking can be done in a simple notebook or on a sheet of paper on which you or the girl records how many SoCCs points she has earned, for what, and how many points she spends, and on what. This allows the girls to have the experience of managing money without risking their own income or savings. You will need to create a system with the girls for recording the points—this could be during a specific time at each Club session when the girls tell you what they have done to earn their points, or it could take place immediately after the girl completes the earning task. You should also create a system for recording the redeeming of the SoCCs points, as described in the previous paragraph. The SoCCs tracking system will be shared with the girls at the end of this lesson.

Ultimately, this program can be as simple or as sophisticated as you would like to make it. To design and implement a complete SoCCs program, it is recommended that you teach this lesson (and thus this Chapter) early on in your curriculum, so that girls have the opportunity to earn and spend SoCCs throughout your Club term. And if you do choose to implement a SoCCs program, you are welcome to contact WomenStrong International or the SoCCs program’s creator, Asia Initiatives, at info@asiainitiatives.org, to help guide you through the process. If you choose not to create a SoCCs program, feel free to skip this lesson.

Brief Description

One of the best ways to understand and become confident about your finances is to practice managing money. In this lesson, girls have the opportunity to create a project in which they gain experience managing “social capital credits” (SoCCs).

Purpose

Girls explore how to manage money, without risking their own savings or income, by completing tasks that benefit themselves and their communities and receiving goods or services that they want in return.

Learning Objectives

- Girls identify tasks that create “social capital” and benefit themselves and their communities.
- Girls learn how to value social capital, as well as items or services they may choose to redeem in exchange for their own service.
- Girls understand how to manage their own finances.

Facilitator Preparation

See Facilitator’s Note above.

Materials Needed

- Chalkboard and chalk, or several large pieces of paper and thick pen or marker for Facilitator
- Marker or thick pen
- Tape, paste, string, or some kind of adhesive
- SoCCs tracking system for each girl (See Facilitator’s Note above)



LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.

Warm-Up Activity: Social Capital and Community Values (10 minutes)

This warm-up activity is adapted from Asia Initiatives SoCCs Manual.²⁰

Introduce today’s lesson and the SoCCs program:

- “ “ Today, girls, we are going to start a new project that we can participate in together for the rest of our Club time! This project is called Social Capital Credits, or SoCCs. What does “capital” mean? What do you think “social capital” is?

Listen to a few answers from the girls, and continue:

- “ “ Capital is any form of wealth, and social capital is a kind of wealth generated when people do good things together. In this game, we can earn social capital, in the form of SoCCs points, by completing tasks that are valued by our society or by our community. In fact, we are going to create what we call “a menu” of things you can do to earn SoCCs points. Later on, we will also create ways you can redeem those points for things you want. The purpose of the SoCCs program is to teach you how to manage money by practicing with SoCCs points, while at the same time encouraging you to do things that are good for you and for your community.

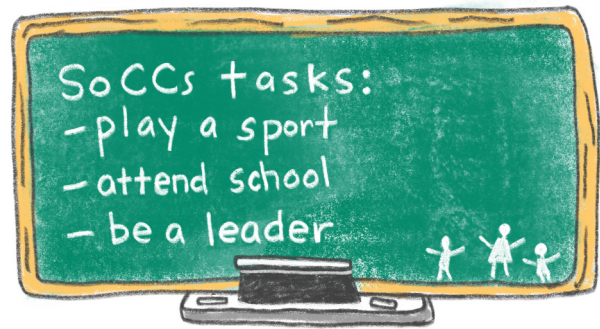
²⁰ Same as previous footnote, 11.

“ To determine which activities we want to include on our earning activities menu, let’s brainstorm a list of things that we value as a community, including those things we value but do not have, and things that are problems in our community.

The purpose of this brainstorming session is to identify what the girls value socially, so that, in the next activity, they can create specific tasks to earn SoCCs that relate to those values. Invite the girls to brainstorm ideas, and you, or a girl in your Club, can write them on the chalkboard or on a large piece of paper.

Some possible answers are:

- ◇ girls’ education
- ◇ a clean and healthy environment
- ◇ safe streets and communities
- ◇ family and respect for elders
- ◇ individual and communal health
- ◇ shelter for all
- ◇ economic opportunity



* Activity 1: Earning SoCCs (20 minutes)

This activity is adapted from Asia Initiatives *SoCCs Manual*.²¹

Say:

Great job, girls! Now we will turn each of those important community values into SoCCs earning tasks.

“ *We will examine each of these values and think about a few tasks we could strive to complete that would actually improve that aspect of our community. For example, our community values girls’ education, so one earning task could be to finish a semester of school!*

Again, invite the girls to brainstorm ideas of tasks for each area of the previously identified values, and write these on the chalkboard or on a large piece of paper. Ideally, these tasks would be things not already being done by the girls, so that the SoCCs program can have a noticeably new and positive impact on the community.

Here are some possible SoCCs earning tasks:

- ◇ complete an academic term without getting pregnant
- ◇ attend school regularly (with no more than 1 absence/month)
- ◇ serve as a leader in the Girls’ Club, in school, at your place of worship, or in your community
- ◇ attend every session of the Girls’ Club over a set period of time, such as a season or semester
- ◇ collect 1 bag of trash from the schoolyard or community (use a local standard-sized bag)
- ◇ achieve good grades in school (make sure to set a standard for what is considered a “good grade,” such as B or above)
- ◇ play a sport
- ◇ help a classmate or a younger student with her/his homework

(continued)

21 Same as previous footnote, 12.

- ◇ be a mentor for a younger girl
- ◇ take an elder in the community for a walk
- ◇ giving food to someone who is hungry and in need

If the brainstorming list is especially long, ask the girls to vote on each item with a show of hands, then tally and write the total on the board or paper (or ask one of the girls to do so). Choose the most popular 5–10 earning tasks. By the end of this activity, you and the girls should have developed a clear list of SoCCs earning tasks that you can display in your Club space on an ongoing basis.

✳ Activity 2: Redeeming SoCCs (10 minutes)

This activity is adapted from *Asia Initiatives SoCCs Manual*.²²

Tell the girls:

“ Now that we have defined the different ways in which we can earn SoCCs points, let’s discuss what we can “buy” with the points!

This discussion depends largely on what you have already identified as possible redeeming prizes, as described in the Facilitator’s Note. If items are donated by local stores, businesses, or a school district, there is likely not much choice for the girls as to what they would like to put on their redeeming menu. If the items are to be purchased by a school or organization, then you can use this activity to discuss different items the girls would like to have. Finally, if the redeeming items are services to be provided by the girls, discuss with the girls the kinds of things they could provide (perhaps they can even earn SoCCs points for providing these services to their peers!). No matter how you plan to manage the procurement and choice of “redeeming items,” by the end of this activity, you should have created a redeeming menu, so that the girls know what kinds of things they can “earn” by accumulating SoCCs points. As described in the Facilitator’s Note, you should also let the girls know how you will organize and manage the redeeming of SoCCs points for these items.

Wrap-Up Activity: How Many SoCCs Is This Worth? (15 minutes)

This wrap-up activity is adapted from *Asia Initiatives SoCCs Manual*.²³

The last step in finalizing the SoCCs program is to determine with the girls how much each SoCCs task is worth. This is a valuable lesson in determining the costs of items and services and can help the girls better understand the concepts of cost and value in real life.

Discuss with the girls the social value of, as well as the effort involved in completing, each of the earning tasks.²⁴ Then discuss the value of each of the redeeming items. It is best to keep the earning and redeeming task values as simple numbers (e.g., 5, 10, 15, or 20 SoCCs points). Also, be sure that the values of the earning and redeeming items are close enough so that the girls will actually be able to earn enough points to enable them to “redeem” most of the items. Record the agreed values next to each item on the SoCCs earning and redeeming menus.

22 Same as previous footnote.

23 Same as previous footnote, 13.

24 “Social value” in this context means how much something is valued or appreciated by members of society or a community.

In the course of this final “pricing” exercise, you may get into some lively discussions about the value or “price” of different items or services. It is important that you remind the girls that, as their budgeting exercise has shown, they each may have different needs, wants, and things they would like to be able to earn, and that there are no right or wrong answers about the absolute worth or value of any redeeming item. But to make the SoCCs project work, the girls will need to assign a specific value or number of points to each redeeming item. Tell the girls that they can revisit the list in a few months, at the end of the SoCCs earning period, when they may have other ideas about what certain items are worth, just as they may have new ideas by then of what they as individuals (or even as a group!) can do to earn SoCCs points.

Lastly, describe to the girls the SoCCs tracking system you created as part of the preparation for this lesson. Be sure to include how often newly earned points will be recorded and how the girls will record their points; when the points will be redeemed, and how that will be recorded; and how the girls can check how many points they have remaining. Also, show the girls an example of the SoCCs tracking form.²⁵

Conclude the lesson:

““ *This SoCCs project will be fun and beneficial for each of you and for our community as a whole! Now we can begin our SoCCs project. I will leave these 2 earning and redeeming menus up in our Club space, so that you can always see how to earn more SoCCs points. Thank you for your active participation today as we develop this new project together!*

²⁵ See the Facilitator’s Note for more information on a SoCCs points tracking system.

COMPLETING OUR CURRICULUM

16 CHAPTER

Facilitator's Note

This is the last chapter in the *Strong Girls Make Strong Women* curriculum. If you plan to conduct any post-Club evaluation or assessment to determine the effectiveness of the Club, you should incorporate that into this chapter's lesson.¹

Although this is the final chapter in the curriculum, it does not mean that your Girls' Club has to end! You can choose to repeat the curriculum with the same girls, or you could recruit new girls to join your Club and lead them through this curriculum.² Repeating this curriculum with the same girls will deepen the concepts and will allow you and the girls to have richer discussions about these topics. For those going through the curriculum for the second time, you might also invite the girls to begin leading the Club sessions. Toward the end of this lesson, you should provide some clarity to the girls about the next steps for the Club, once you have determined this for yourself.

If the girls are graduating from the Club, you may also wish to hold a celebration to recognize the girls for their accomplishment. Inviting peers, teachers, community leaders, and families also gives those people an opportunity to learn more about the Club and the benefits of Club membership. Ultimately, how to proceed with your Club after this chapter is up to you!



LESSON 16A

COMPLETING OUR CURRICULUM

Brief Description

In this final lesson, the girls will reflect on what they have learned in the Club, how what they have learned will make a difference in their lives after they leave the Club, and how they can positively influence their communities, based on what they have learned here.

Purpose

Girls can celebrate what they have accomplished since starting the Club and see how they can use the knowledge and skills they have acquired, to become leaders in the community.

Materials Needed

- Marker or thick pen
- Pen or pencil for each girl
- Notebooks or paper for each girl
- Small pieces of paper (can be torn from a larger sheet)
- Container, such as a hat or bag, to hold small pieces of paper



1 As evaluation and assessment tools are not provided as part of this curriculum, no time has been built into these lessons to undertake a final evaluation, so you may need to add additional time to this lesson.

2 As noted in the Girls' Club Start-Up Guide, if you are using this Handbook to organize and operate Boys' Clubs or coeducational Clubs, simply substitute or add in "boys" wherever "girls" are mentioned.

Learning Objectives

- ◉ Girls remember all the different topics they have learned and a few key facts regarding each topic.
- ◉ Girls are clear as to how they can use what they learned in the Club in their own lives.
- ◉ Girls see opportunities for leadership within their communities as a result of being part of the Club.

Facilitator Preparation³

On each small piece of paper, write one of the topics you have covered in the Club. You can look at the *Strong Girls Make Strong Women* Table of Contents, to recall all the lessons you have taught. Make sure you have at least the same number of topics as the number of girls in the Club. If you have more girls than Club topics, you may repeat some Club topics. Fold up each of these pieces of paper so that the writing cannot be seen, and place the pieces of paper in the container.

LESSON INSTRUCTIONS

Welcome! (5 minutes)

Begin the Club session with the song or dance your Club created in Lesson 1A.⁴

Warm-Up Activity: What Have I Learned? (15 minutes)⁵

Welcome the girls to this final lesson and chapter:

Today is the last session of our Club. But do not be sad! We have some fun reflection activities and will also think about what is next for each of you after this Club. Let's begin with a fun game. Please come stand in a circle. In this container, I have written on these small pieces of paper the many different topics we have discussed during our time together as a Club. When it is your turn, you will pick a piece of paper out of the container and read the topic out loud.⁶ Then please share with us something you remember, or your favorite fact about that topic. Then you will pick another girl in the circle who has not yet shared, and she will also share one thing she remembers or a favorite fact regarding that topic. That girl will then draw another topic and continue the process. We will continue this until everyone has shared at least once.

* Activity 1: My Club Pledge (20 minutes)

This activity is adapted from Johns Hopkins University's *Go Girls! Community-Based Life Skills for Girls: A Training Manual*.⁷

Say:

See how much we have learned together? We have discussed so many different topics, and I hope that what you have learned in the Club will support you in accomplishing your own personal goals. Please take out your notebooks or a sheet of paper, and list 3 things you have learned in the course of our Club sessions. These could be things that you or others mentioned during our last activity.

3 Prior to the start of each lesson, you should read the entire lesson, make sure you clearly understand the topic to be discussed and how to run the activities, and verify that you have the materials needed for the lesson. Additional preparation specific to this lesson, if any, is included in this Lesson Plan.

4 For ideas of welcome activities, see Annex 1.

5 For a full list of warm-up activities, see Annex 2.

6 If you have girls in your Club who have limited reading or writing skills, be sure to adapt activities in this chapter by using drawing or symbols, instead of writing, and you should read out loud anything directed to be read by the girls, so that the activity can be done verbally.

7 Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, *Go Girls! Community-Based Life Skills for Girls: A Training Manual* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, developed under the terms of USAID Contract No. GHH-1-00-07-00032-00, Project SEARCH, Task Order 01, 2011), 80, https://www.thecompassforsbc.org/sites/default/files/project_examples/GoGirls_English_Final_Rev1.pdf.

Allow the girls 3–5 minutes to make their list. Then, continue:

“ Turn to a partner, and share what those 3 things are, and how you will use each of those things outside of the Club.

After the girls have shared, invite each girl to phrase what she just shared with her partner as a pledge. For example:

“I, _____ *Name* _____, promise to use the knowledge and skills learned in this program to make decisions in my life that protect myself, my family, and friends from harm and to keep my focus on my life goals.”

Invite each girl to stand up and declare her pledge to the Club!⁸

✳ Activity 2: What’s Next? (15 minutes)⁹

Say:

Great job, girls! Each of the things you have pledged will definitely make a difference in your life! Do you

“ think the knowledge and skills you have learned in the Club can also have a positive impact on your friends, your family, or your community? Why, or why not?”

Allow the girls to discuss, and then ask:

“ What are some ways in which you can now give back to your communities, given your experience in our Club?”



Some possible answers might include starting another Girls’ Club in a nearby community, mentoring other girls in their community, and joining their school or community youth leadership groups or starting one, if one does not already exist. Invite each girl to write down 3 actions she could take to share with others in her community what she has learned in the Club, and to share those actions with a partner.

Wrap-Up Activity: Praise Circle (5 minutes)

This wrap-up activity is adapted from LitWorld’s *LitClub Curriculum: The 7 Strengths* and Women’s Health to Wealth’s *2015 WHW Girls’ Club Curriculum*.¹⁰

Invite all the girls to stand in a circle and hold hands. Choose one girl to start the praise circle by saying something nice about the girl to her right. Ideally, she should say something about the girl’s participation in the Club or her personality or attitude, rather than about her appearance. Then the girl receiving the compliment should say something nice about the girl to her right. The circle continues around until each girl has both given and received praise.

Thank the girls for their outstanding participation, and congratulate them on the sisterhood they have succeeded in building through their Club!

⁸ Same as previous footnote.

⁹ For a full list of wrap-up activities, see Annex 3.

¹⁰ LitWorld, *LitClub Curriculum: The 7 Strengths* (LitWorld, 2011), 5–6; and Abenaa Akuamoah-Boateng, *2015 WHW Girls’ Club Curriculum* (Women’s Health to Wealth, 2015), 2.

PART III:



CONCLUSION

CONCLUSION

This Handbook is a compilation of effective resources, tools, and practices utilized, developed, and/or adapted by WomenStrong’s Consortium Members and other experts in girls’ education and youth development. By bringing their learning, experiences, and materials together into one flexible, modular volume, our Handbook aims to provide all those seeking to empower girls in their communities with a guide that can equip them as they grow into capable, vibrant, self-reliant young women. Key “protective assets” covered here include vital information on relationships, goal-setting, decision-making, gender, sexual and reproductive health, human rights, financial literacy, and much more.

WomenStrong believes the material contained in this volume can help girls meet essential needs that are nearly universal. It is written in such a way that users can readily modify, localize, and/or skip altogether any aspect(s), activities, lessons, or whole chapters that seem less urgent, relevant, or appropriate in the immediate context, to ensure that both the content, and the manner in which it is conveyed, can have an important and durable impact on the girls and their lives. Facilitators and others using this volume can play a critical role in the lives of vulnerable girls and boys, as a mentor, empathic listener, and conveyor of critical information in settings where these precious human resources can be scarce.

Please, therefore, use this volume, always in your own ways, and let us know what you think! Given WomenStrong’s commitment to knowledge-sharing and social innovation, we are eager to receive feedback from those of you who make use of this Handbook—what has proven effective, what has not, and how you have adapted the materials offered here to meet the needs of the children with whom you work.

Knowledge is power. And WomenStrong is confident that the newfound knowledge girls, boys, and youth can gain about themselves when this Handbook is used in their Clubs will boost their self-esteem. Having had the chance, with adult guidance and peer support, to voice their ambitions and articulate their life plans, these young people will be empowered to pursue their goals. Indeed, participants in WomenStrong Consortium Member Clubs have demonstrated this again and again. We look forward to hearing from *you*, about your own experience using the Handbook, and wherever possible, from the children with whom you work, about theirs. And we are honored to join with you, in educating and learning from our powerful next generation: about their lives, their fears, their hopes, and about what it will take for them to be able to follow their dreams.



PART IV:

ANNEXES

Annex 1: Sample Welcome Songs, Dances, and Greetings

Annex 2: Warm-Up Activities

Annex 3: Wrap-Up Activities

Annex 4: Post-Abortion Care Fact Sheet for Girls

Annex 5: Universal Declaration of Human Rights (Simplified Version)

ANNEX 1: SAMPLE WELCOME SONGS, DANCES, AND GREETINGS

Many Clubs enjoy starting each session with a welcome activity, such as a song or dance. This helps the girls feel at ease and welcomed to their Club every time they meet. Each lesson begins with a welcome activity, such as a song or dance, but you can replace that welcome activity with any of the activities listed here in this Annex or with something of your own choosing. The welcome activity should be short, ideally no more than 5 minutes and definitely under 10 minutes. The type of activity you choose will depend on the interests of your girls. Several welcome activities are listed below, along with the estimated time and materials needed and the source from which these activities were adapted.¹

Welcome Activity 1: “Rose, Thorn, Bud”

Source: LitWorld’s *LitClub Curriculum: The 7 Strengths, Year Two*²

Time: 5–10 minutes, depending on the number of girls and the length of their sharing.³

Materials Needed: None.

Ask the girls to stand in a circle. Going around the circle one by one, each girl will have the opportunity to share 3 things: a Rose, a Thorn, and a Bud:

- ◇ A Rose: something good that has happened in the past week.
- ◇ A Thorn: a challenge they have faced in the past week.
- ◇ A Bud: something to which they are looking forward in the upcoming week.

Welcome Activity 2: “The Hello Song”

Source: LitWorld’s *LitClub Curriculum: The 7 Strengths*⁴

Time: 3 minutes

Materials Needed: None.

At the beginning of each Club session, the girls can sing this song to welcome each other! You may use any tune you like.

“
Hello [Name 1],
Hello [Name 2],
Hello [Name 3],
We are glad to see you here!

Keep going until you say hello to everyone, and end with:

“
Hello girls,
Hello learners,
Hello friends,
We are glad to see you here!

1 Where no source is listed, the activity is an original WomenStrong activity.

2 LitWorld, *LitClub Curriculum: The 7 Strengths, Year Two* (LitWorld), 4.

3 Encourage the girls to share no more than 1 sentence for each rose, thorn, and bud, so that the entire activity takes no more than 10 minutes.

4 LitWorld, *LitClub Curriculum: The 7 Strengths* (LitWorld, 2011), 4.

Welcome Activity 3: Intention Setting

Time: 5 minutes

Materials Needed: None.

Invite the girls to stand in a circle. Go around the circle, and invite each girl to say what her intention, or goal, is for the day. Examples of intentions include being peaceful, contributing to the Club, loving oneself or others, forgiveness, respecting others, etc.

Welcome Activity 4: Dance Circle

Time: 5 minutes

Materials Needed: None.

Invite the girls to stand in a circle. Each girl should step forward in the circle and perform her favorite dance move. All the other girls should do that girl's dance, too. Then the next girl in the circle steps forward and does her dance, and all the other girls do this girl's dance, too. Continue until all girls have performed once in the middle of the circle.

Welcome Activity 5: Journaling

Time: 5 minutes

Materials Needed:

- Pen or pencil for each girl
- Notebooks or paper for each girl

Give the girls 5 minutes to write in their notebooks about an issue or problem they may be experiencing. Tell the girls that writing down our feelings or challenges often helps us adopt a new perspective on the issue.

Welcome Activity 6: Letting Go!

Time: 5 minutes

Materials Needed:

- Pen or pencil for each girl
- Small pieces of paper (can be torn from a larger sheet)⁵

Give each girl a small piece of paper and invite her to write on the paper a problem, frustration, or annoyance—anything she wants to “let go of.” Then each girl can victoriously throw her paper in the waste bin, to signify letting go of that thing. If girls are comfortable, they can also read what they wrote on their paper before throwing it away.

⁵ If you do not have access to paper or do not want to use paper for this activity, the girls can simply think of an issue or problem of which they want to let go, or they can state the problem out loud, instead of writing it down. They can then pretend to throw away or let go of the issue. If the girls do not wish to share their problem out loud, they can simply say that they are thinking of something that is bothering them and then pretend to throw their problem away.

ANNEX 2: WARM-UP ACTIVITIES

Forming trusting and supportive relationships between the girls is vital to creating a safe space in which girls can learn, develop, and play. This Annex contains a collection of bonding activities that can be used anytime during the Club to facilitate relationship-building, friendship, and trust. These activities are also great for energizing the girls before a lesson. Several warm-up activities are listed below, along with the estimated time and materials needed and the source from which these activities were adapted.⁶

Activity 1: Mime an Interest

Source: FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*⁷

Time: 10–15 minutes

Materials Needed: None.

Ask the girls to form a circle and think of a hobby, sport, or some other activity they like which they can “mime,” or act out. For example, a girl who likes to play drums can pretend to play the drums, or a girl who likes to play basketball can pretend to be shooting a ball. Encourage the girls to mime different hobbies, so that the miming performances are not duplicated. This will create variety and be more fun for everyone. Remind everyone to pay attention as the girls perform, because they will be asked to remember each other's mimes!

After each girl has mimed in front of the rest of the Club, the game begins. One person claps her hands and says another girl's name and acts out her interest or hobby. That person whose name was just said now claps, says another person's name, and acts out that girl's hobby or area of interest. Anyone who mixes up or forgets the name or the interest of another girl is “out.” The last girl left “in” the game is the winner!

Activity 2: Finding the Queen

Source: FHI 360's *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*⁸

Time: 5–15 minutes, depending on the number of rounds

Materials Needed: None.

Ask 1 girl to leave the room or Club space. This girl is the “guesser.” While the guesser is out of the room or space, the other girls choose 1 girl to be the Queen. Then invite the guesser to come back. The guesser can now ask 5 questions of anyone in the Club, to try to guess who is the Queen. After asking 5 questions, the guesser now has to guess who is the Queen. She gets 3 guesses. If she does not guess right, the identity of the Queen is revealed, the same girl is the guesser in the next round, and a new Queen is chosen once the guesser leaves the room or space. If the guesser guesses correctly, the Queen becomes the new guesser for the next round, and when the new guesser (the old Queen) leaves the room, the girls pick a new Queen, and the game continues.

⁶ Where no source is listed, the activity is an original WomenStrong activity.

⁷ FHI 360 and IMPACT, *Life Skills Education Toolkit for Orphans & Vulnerable Children in India* (FHI 360 and IMPACT, October 2007), Module 1, 4, https://www.k4health.org/sites/default/files/life_skill_education_toolkit_2011.pdf.

⁸ Same as previous footnote, Module 1, 5.

Activity 3: Reporter

Source: Population Council’s *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*⁹

Time: 15 minutes

Materials Needed: None.

Divide the girls up into pairs. Ask one girl to act as the reporter and to interview the other girl. She should ask the following questions:

- ◇ What is your name?
- ◇ What is your hobby?
- ◇ What is your favorite food?
- ◇ What is your dream job?

Then ask the girls to switch so that the interviewed girl becomes the reporter. After both girls have interviewed each other, bring the group back together. Ask each girl to share what she learned about her partner.

Activity 4: Name Game

Source: LitWorld’s *LitClub Curriculum: The 7 Strengths*¹⁰

Time: 10 minutes

Materials Needed: None.

Ask your girls to gather around in a circle. Explain the activity to them:

We are going to play a game to help us learn each other’s names. Each of us will say an adjective to describe ourselves that begins with the first letter of your first name, and then say your name. For example, you could say “Amazing Agatha” or “Benevolent Beatrice.” Think of a word that describes yourself, and we will begin. The first girl will say the adjective and her name. Then the next girl will repeat the adjective and name of the girl before her, and then say her own adjective and name. The third girl will repeat the previous 2 girls’ adjectives and names before adding her own, and so on. If you get stuck, we will help you! Let’s get started!

Activity 5: 2 Truths and a Lie

Source: LitWorld’s *LitClub Curriculum: The 7 Strengths*¹¹

Time: 15–20 minutes

Materials Needed: None.

Invite the girls to sit in a circle. Introduce the activity:

Today we are going to play a game called, “2 Truths and a Lie.” This game will allow us to have fun, learn more about each other, and be creative! Listen carefully, because you will have to be able to tell the difference between what is true and what is a lie. You will each get a chance to share 3 statements about yourself. Two of the statements must be true, and 1 must be a lie. You will each share your 3 statements, and the others have to guess which statement is the lie.

9 Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)* (Nairobi: Population Council, 2015), 11, https://www.popcouncil.org/uploads/pdfs/2015PGY_AGI-K_HealthLifeCurriculum_Kibera.pdf.

10 LitWorld, *LitClub Curriculum: The 7 Strengths*, 17.

11 Same as previous footnote, 28.

Give the girls a few minutes to create their 3 statements. When everyone is ready, choose a girl to begin the game. Have that person share all 3 statements, then ask the other girls which statement is a lie. Once the Club has chosen which statement they collectively think is false, ask the storyteller if they chose correctly. Continue around the circle until all members have shared their 3 statements.

Activity 6: Greeting Without Words

Source: LitWorld's *LitClub Curriculum: The 7 Strengths*¹²

Time: 10–15 minutes

Materials Needed: None.

Invite the girls to sit or stand in a circle, so that everyone can make eye contact with one another. Say:

“*Today we are going to try a fun new greeting! Our challenge is to find a hand signal that represents our name. For example, I am going to use a thumbs-up signal to represent my name.*”

Once everyone has chosen her hand signal, the girls will take turns showing their hand signals to the group. Go around the circle, practicing the hand signals several times, to ensure that everyone can remember the gestures.

The activity begins when the first girl makes eye contact with another girl in the circle, waves hello, and follows the hello wave with the hand gesture that represents that girl's name. The girl called upon then does the same by selecting another girl to whom she will wave hello and then greet, using that girl's hand gesture. The game ends when the last girl has been greeted and she greets the first girl who began the activity.

Activity 7: Alphabetical Order

Source: LitWorld's *LitClub Curriculum: The 7 Strengths*¹³

Time: 5–10 minutes

Materials Needed: None.

Ask the girls to please stand. Say to the girls:

“*This is a fun activity that we will perform in silence—that means without talking! You will put yourselves in a line in alphabetical order, by our first names. Because we cannot talk while we are doing this, it might be tricky. Let's play!*”

Once the girls think they are in the correct order, go down the line, and have everyone say her first name. You may also repeat this game with last names.

Challenge (Optional): Divide the girls into pairs. One girl must keep her eyes closed and be “blind,” while the other leads her around. The girl who is not blind may not talk or make sounds. Now, have the girls line up in alphabetical order by their last names.

¹² Same as previous footnote, 110.

¹³ Same as previous footnote, 116.

ANNEX 3: WRAP-UP ACTIVITIES

At the end of each Club session, you may choose to wrap up the session with the same activity each week, such as a song or dance. You may also use a wrap-up activity to review key points from the lesson. In this Annex, we provide examples of both types of wrap-up activities, along with the estimated time and materials needed and the source from which these activities were adapted.¹⁴

Activity 1: Ball Toss

Time: 5–10 minutes

Materials Needed:

- ◉ Ball, rock, or other small object that can be held in hand

Invite the girls to stand in a circle. Ask a question about the topic being taught, or a general question, such as:

- ◇ What did you learn today that you cannot wait to share with your friends?
- ◇ What did you learn today that surprised you?
- ◇ How will what you learned today impact your daily life?

After you ask the question, gently throw the ball to a girl in the circle. The girl who catches the ball has to speak (and only the girl with the ball can speak). Once the girl answers the question, she can throw it to anyone in the circle who has not yet shared. Continue playing until every girl has answered at least once. You can play the whole game using the same question, or you can change the question.

Activity 2: Homework Assignment

Source: Population Council's *Health and Life Skills Curriculum for the Adolescent Girls Initiative–Kenya (AGI–K)*¹⁵

Time: 5 minutes

Materials Needed: None.¹⁶

At the end of each session, you can give the girls a short activity they can practice on their own, like a homework assignment. It could be related to what you did during that session, or it could prepare them for the next session. Here are a few ideas:

- ◇ What is one thing you do well, and one thing you would like to do better? [This would be a useful assignment in preparation for a lesson on self-esteem.]
- ◇ Share with a friend or family member something you learned today. [This could also be something specific from the lesson. This helps the Club members reinforce their new knowledge and expand the Club's impact beyond a single member.]

Be sure to include time at the beginning of the next session when the girls can share their thoughts about their homework assignments.

¹⁴ Where no source is listed, the activity is an original WomenStrong activity.

¹⁵ Population Council, *Health and Life Skills Curriculum for the Adolescent Girls Initiative*.

¹⁶ You may wish to provide a written copy of the assignment. If so, you will need A4 sized (or 8.5"x11") paper or notecards to write on.

Activity 3: So Long, Farewell, Goodbye Song

Source: LitWorld's *LitClub Curriculum: The 7 Strengths* ¹⁷

Time: 3 minutes

Materials Needed: None.

This is a song you and your girls can sing at the end of each Club session. Ask the girls to hold hands as they sing together, as a reminder of how we are connected as a special community. You can use or make up any tune for this song.

So long, farewell, goodbye, my friends,

“ *So long, farewell, goodbye.*

I'll see you soon again, my friends,

So, so long, farewell, goodbye.

Activity 4: Learning by Alphabet

Source: Robert F. Kennedy's *Speak Truth to Power: Elementary Curriculum (Age 5-10)* ¹⁸

Time: 10 minutes

Materials Needed: None.

Invite the girls to stand in a circle and say the letters of the alphabet, one by one. If you have more girls in the Club than letters in the alphabet, simply start over at "A" again. Once each girl has a letter, ask her to think of one word that represents what she learned from the Club session today that begins with the letter she was assigned. For example, if the topic for today's session was HIV/AIDS and your letter was "C," you might say "condom." After the girls have thought of their word, go around the circle in order, and invite each girl to share her word with the Club.

¹⁷ LitWorld, *LitClub Curriculum: The 7 Strengths*, 6.

¹⁸ Karen Robinson, *Speak Truth to Power: Elementary Curriculum (Age 5-10)* (Robert F. Kennedy Human Rights), 52.

ANNEX 4: POST-ABORTION CARE FACTSHEET FOR GIRLS

This information is based on Planned Parenthood’s “Caring for Yourself After an Abortion” and “Client Information: Taking Care of Yourself After an In-Clinic Abortion” information sheets.¹⁹

Most women and girls are completely fine after they have an abortion. However, there are a few things to know, to make sure you stay healthy and recover fully. The most important thing is to listen to your health care provider, follow all of his or her instructions, and get in touch with him or her immediately, if you have any questions or concerns.

DO:

- ◇ Relax and rest for a day or 2 after your procedure.
- ◇ Start taking contraceptives, as directed by your health care provider. You can get pregnant again at any time before your next period.
- ◇ Drink warm liquids to reduce cramping.
- ◇ Have a follow-up pelvic exam 3–4 weeks after your procedure.

DO NOT:

- ◇ Engage in hard work, such as heavy lifting, running, swimming, horseback riding, or bicycling for 1 week.
- ◇ Have sex, or put anything inside your vagina, such as a tampon, for 1 week.

There are several normal side effects of abortions you should not be concerned about. Below is a list of these perfectly normal things you may notice.

NORMAL SIDE EFFECTS:

- ◇ Some vaginal bleeding is normal after an abortion. This bleeding may be different from your period. It is normal to have no bleeding, spotting that lasts up to 6 weeks, heavy bleeding for a few days, or bleeding that stops and starts again.²⁰
- ◇ You may have cramps. Use a heating pad or hot water bottle, take pain medication, and rest.²¹
- ◇ Your next period should come within 8 weeks of your abortion. Exactly when your next period comes may depend on your contraceptive method. If you do not get your period within 8 weeks, make sure to see your health care provider.
- ◇ Breast tenderness and swelling may last up to 2 weeks.
- ◇ Feelings of relief, sadness, elation, or depression are common and may be strong, due to the hormonal changes that occur after an abortion. Most women find that these feelings do not last very long. Your partner or parents may experience similar emotions. It can be helpful to discuss these emotions with your partner or parents.²²

19 “Caring for Yourself After an Abortion,” *Planned Parenthood of Michigan*, <https://www.plannedparenthood.org/planned-parenthood-michigan/health-care/abortion-services/caring-for-yourself-after-an-abortion>; and “Client Information: Taking Care of Yourself After an In-Clinic Abortion,” *Planned Parenthood Association of Utah*, https://www.plannedparenthood.org/uploads/filer_public/56/77/5677f2f5-c064-4571-9cb4-8b337a1fe396/taking_care_of_yourself_after_an_abortion.pdf.

20 Planned Parenthood Association of Utah, “Client Information.”

21 Same as previous footnote.

22 Planned Parenthood of Michigan, “Caring for Yourself After an Abortion.”

Some side effects may be cause for concern. If you experience any of the following side effects, you should try your best to seek medical attention immediately. If you feel too sick or upset to visit or contact your health care provider yourself, reach out to someone who can help you do so.

See your health care provider immediately if:

- ◇ You have a fever higher than 100.4°F/38°C.
- ◇ You soak, with blood, more than 2 pads per hour for 2 hours.
- ◇ You have severe abdominal pain or cramping that does not get better with pain medication.
- ◇ You have bad-smelling vaginal discharge.
- ◇ You are still feeling pregnant (fatigue, morning sickness, etc.) more than 2 weeks after your procedure.
- ◇ You have nausea, are vomiting, or have diarrhea for more than 24 hours.

ANNEX 5: UNIVERSAL DECLARATION OF HUMAN RIGHTS (SIMPLIFIED VERSION)

The following text is reprinted here with permission from Robert F. Kennedy Human Rights.²³

ARTICLE 1.....
All human beings are born free and equal. You are worth the same and have the same rights as anyone else. You are born with the ability to think and to know right from wrong and should act toward others in a spirit of friendliness.

ARTICLE 2.....
Everyone should have all the rights and freedoms in this statement, no matter what race, sex, or color he or she may be. It shouldn't matter where you were born, what language you speak, what religion you are, what political opinions you have, or whether you're rich or poor. Everyone should have all the rights in this statement.

ARTICLE 3.....
Everyone has the right to live, to be free, and to feel safe.

ARTICLE 4.....
No one should be held in slavery for any reason. The buying and selling of human beings should be prevented at all times.

ARTICLE 5.....
No one shall be put through torture, or any other treatment or punishment that is cruel, or that makes him or her feel less than human.

ARTICLE 6.....
Everyone has the right to be accepted everywhere as a person, according to law.

ARTICLE 7.....
You have the right to be treated equally by the law, and to have the same protection under the law as anyone else. Everyone should be protected from being treated in ways that go against this document, and from having anyone cause others to go against the rights in this document.

ARTICLE 8.....
If your rights under the law are violated, you should have the right to fair and skillful judges who will see that justice is done.

ARTICLE 9.....
No one shall be arrested, held in jail, or thrown and kept out of her or his own country for no good reason.

ARTICLE 10.....
You have the same right as anyone else to a fair and public hearing by courts that will be open-minded and free to make their own decisions if you are ever accused of breaking the law, or if you have to go to court for some other reason.

²³ Robinson, *Speak Truth to Power*, 10–11.

ARTICLE 11.....

- 1) If you are blamed for a crime, you have the right to be thought of as innocent until you are proven guilty, according to the law, in a fair and public trial in which you have the basic things you need to defend yourself.
- 2) No one shall be punished for anything that was not illegal when it happened. Nor can anyone be given a greater punishment than the one that applied when the crime was committed.

ARTICLE 12.....

No one has the right to butt into your privacy, home, or mail, or attack your honesty and self-respect for no good reason. Everyone has the right to have the law protect him or her against all such meddling or attacks.

ARTICLE 13.....

- 1) Within any country you have the right to go and live where you want.
- 2) You have the right to leave any country, including your own, and return to it when you want.

ARTICLE 14.....

- 1) Everyone has the right to seek shelter from harassment in another country.
- 2) This right does not apply when the person has done something against the law that has nothing to do with politics, or when she or he has done something that goes against the principles of the United Nations.

ARTICLE 15.....

- 1) You have a right to a nationality.
- 2) No one shall be denied her or his nationality or the right to change her or his nationality.

ARTICLE 16.....

- 1) Grown men and women have the right to marry and start a family, without anyone trying to stop them or make it hard because of their race, country, or religion. Both partners have equal rights in getting married, while married, and if and when they decide to end the marriage.
- 2) A marriage shall take place only with the agreement of the couple.
- 3) The family is the basic part of society, and should be protected.

ARTICLE 17.....

- 1) Everyone has the right to have belongings that they can keep alone, or share with other people.
- 2) No one has the right to take your things away from you for no good reason.

ARTICLE 18.....

You have the right to believe the things you want to believe, to have ideas about right and wrong, and to believe in any religion you want. This includes the right to change your religion if you want, and to practice it without anybody interfering.

ARTICLE 19.....

You have the right to tell people how you feel about things without being told that you have to keep quiet. You have the right to read news, and watch or listen to broadcasts or listen to the radio without someone trying to stop you, no matter where you live. Finally, you have the right to print your opinions in a newspaper or magazine, and send them anywhere without anyone stopping you.

ARTICLE 20.....

- 1) You have the right to gather peacefully with people, and to be with anyone you want.
- 2) No one can force you to join or belong to any group.

ARTICLE 21.....

- 1) You have the right to be part of your government by being in it, or choosing the people who are in fair elections.
- 2) Everyone has the right to serve her or his country in some way.
- 3) The first job of any government is to do what its people want it to do. This means you have the right to have elections every so often, in which each person's vote counts the same, and everyone's vote is his or her own business.

ARTICLE 22.....

Every person on this planet has the right to have her or his basic needs met, and should have whatever it takes to live with pride, and become the person he or she wants to be. Every country or group of countries should do everything possible to make this happen.

ARTICLE 23.....

- 1) You have the right to work and to choose your job, to have fair and safe working conditions, and to be protected against not having work.
- 2) You have the right to the same pay as anyone else who does the same work, without anyone playing favorites.
- 3) You have the right to decent pay, so that you and your family can get by with pride. That means that if you don't get paid enough to do that, you should get other kinds of help.
- 4) You have the right to form or be part of a union that will serve and protect your interests.

ARTICLE 24.....

Everyone has the right to rest and relaxation, which includes limiting the number of hours he or she has to work, and allowing for holidays with pay once in a while.

ARTICLE 25.....

You have the right to have what you need to live a decent life, including food, clothes, a home, and medical care for you and your family. You have the right to help if you're sick or unable to work, if you're older or a widow or widower, or if you're in any other kind of situation that keeps you from working through no fault of your own.

ARTICLE 26.....

- 1) Everyone has the right to an education. It should be free, and should be required for all, at least in the early years. Later education for jobs and college has to be available for anyone who wants it and is able to do it.
- 2) Education should help people become the best they can be. It should teach them to respect and understand each other, and to be kind to everyone, no matter who they are or where they are from. Education should help promote the activities of the United Nations in an effort to create a peaceful world.

ARTICLE 27.....

- 1) You have the right to join in and be part of the world of art, music, and books. You have the right to enjoy the arts, and to share in the advantages that come from new discoveries in the sciences.
- 2) You have the right to get the credit and any profit that comes from something that you have written, made, or discovered.

ARTICLE 28.....

All people have the right to a world in which their rights and freedoms, such as the ones in this statement, are respected and made to happen.

ARTICLE 29.....

- 1) You have a responsibility to the place you live and the people around you—we all do. Only by watching out for each other can we each become our individual best.
- 2) In order for all people to be free, there have to be laws and limits that respect everyone’s rights, meet our sense of right and wrong, and keep the peace in a world in which everyone plays an active part.
- 3) Nobody should use her or his freedom to go against what the United Nations is all about.

ARTICLE 30.....

Nothing in this statement says anybody has the right to do anything that could weaken or take away these rights.

PART V:



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