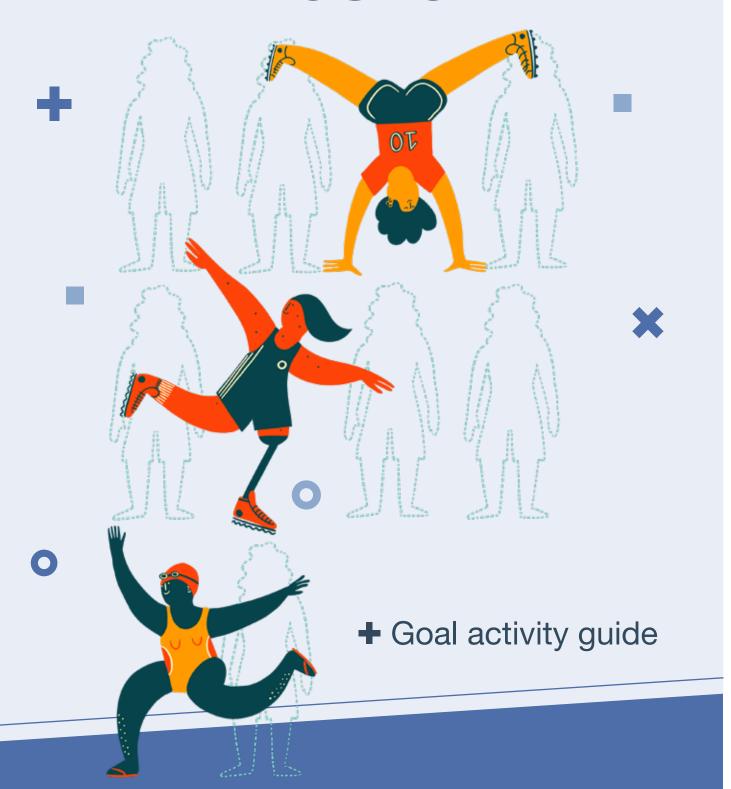


- BE YOURSELF



Empowering the next generation to learn, earn and grow



BE **YOURSELF**

+Goal activity guide





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Session 1

WELCOME TO GOAL









Materials

Blindfolds, bandanas or pieces of cloth to cover the eyes of participants.

One small piece of paper for each participant.

Key Learning

Participants will learn about the Goal Programme and get to know their teammates.

Session Notes

As a coach, it is important that you make everyone feel welcome and included on this first day! This will set the tone for the rest of the programme. Learn everybody's names and use their names often in the session, and take time to say hello or give a huge high five to each person!

Space Set-Up

Large, open area either outside or inside, free from any obstacles that might cause a participant to trip or fall.



Each piece of paper should have only one of the following animals written on it: **bird, cow, dog, horse**.

The number of participants you have will determine how large the groups will be (if you want groups of 4 participants, you would need 4 cards of each animal, as an example).

Feel free to change the animals if there are more familiar animals to participants in your community.

1 Introduction to Session | 5 Min.

Ask participants to form a large circle. Welcome everyone and explain a little bit about the Goal Program and what the participants can expect in te next couple of months!

2■ Main activity | **0** 40 Min.

1. Ask participants to form a large circle. Welcome everyone and explain a little bit about the Goal Program and what the participants can expect in the next couple of months!

A) The Goal Programme is about you - your life, your desires, and your Goals! This programme has been designed to give you the tools and skills you need to feel confident and do the things in your life that you have dreamed about. After you complete the Goal programme, you will:

- Know more about at least four key life skills: communication, health and hygiene, rights and responsibilities, and financial literacy.
- Be able to play a new sport and feel healthy doing it.
- Have made new friends .
- Have developed skills as a leader.
- Have discovered goals for your future.

B) The Goal Programme and our sessions will be a safe space where you can ask questions about anything, free from judgement. We will all support each other and the coaches will always be here for you!

- 2. Next, explain that before we start learning and playing, we have to meet each other.
- 3. Keep participants in the circle and hand each one a small piece of paper, folded so no one around them can see it.
- 4. Ask participants to quickly look at the paper without showing it to others and remember their animal.
- 5. Hand out a piece of cloth to each participant and ask them to cover their eyes.
- 6. Explain that once you say "go", participants must, while blindfolded, make the noise of their animal. While doing this, they must listen and try to find other participants in the group who are making what they think is the same noise of the same animal, and group with them.
- 7. Once the participants think they have found their group, they can take the blindfolds off and show each other their animals. If they made mistakes, that is okay, let them find the right groups quickly.
- 8. Next, explain that in each group, participants have to introduce themselves by sharing: their names, their favourite food, how many brothers and sisters they have and who is one person that inspires them in their lives. Give the participants 5-10 minutes to do this, depending on how large the groups are.
- 9. Lastly, ask participants to think about some points in common everyone might have and some differences, and ask a volunteer from each group to share those with the larger group.

- 3■ Discussion | **1** 10 Min.
- 1. How does it feel to be a part of the Goal Programme? Is it exciting or are you unsure still?
- 2. How does it feel to have a whole group of new friends?
- 3. What are you most looking forward to during the next couple of months? What are you excited about?
- 4. What questions do you have?
- **4** Wrap-Up | **①** 4 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

After today's session, tell your siblings, a guardian or a friend at school about the Goal Programme. Share with them what you think you might learn over the course of the next couple of months. Try to tell at least three different people.

GROUND RULES





Life Skill

Respect for Others, Understanding Consequences



Time 1 Hour



Materials

Cones. Flip chart. Paper. Markers.

Key Learning

Participants will develop Goal Programme rules of behaviour together as a group and define what they mean by a safe space.

Session Notes

Social distance adaptation: rather than tagging, have girls wear a belt with a piece of cloth hanging out. In order to "tag" someone, you must pull the piece of cloth out of the belt.

It is best to set up the field space for the main game before the sessions starts, so you don't waste time setting up during the session.

Space Set-Up

Ideally this game would be played outdoors on a grass field or sports court but could also be played indoors inside a large classroom, if necessary. It is important to move any objects that would cause participants to trip or fall while running.

1 Last Session Reflection | 0 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | O 2 Min.

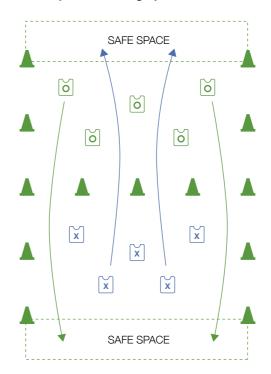
Ask participants why ground rules for the Goal Programme might be important. Share the key message after their input.

Key Message

To make sure that Goal is a safe and inclusive space, it is important that we all come up with guidelines on how to treat one another over the course of the next couple of months.

3 ■ Main Activity | ****** 40 Min.

- 1. Divide the group into two teams (x)o). Each team will take one side of the field/space.
- 2. Explain to participants that the goal is to get your team to safety across the endline of the other team's field without getting tagged. If you do get tagged, then you must go back to your side and try again. As well as trying to reach the other team's safe space, you can also try to tag participants from the other team who try to run through your field.



- 3. Let the girls play for 15 minutes or until one team successfully gets their whole team to safety.
- 4. Once the game is over, gather the girls in a circle.

- 5. Explain to participants that just like in the game, we need to create a safe space in the Goal programme, and to do that, we need to all come up with some guidelines that we can follow as a group to make sure everyone feels included, respected and is having a good time.
- 6. Take a sheet of flipchart paper and tape or pin it up on a board or wall.
- 7. Have the participants raise their hands and suggest rules or guidelines. Write them neatly on the large piece of paper. If they are having trouble, prompt them with these important examples:
- Listen carefully and don't interrupt when others are speaking.
- Respect the opinions of everyone, even if you don't agree
- Do not share other participants' stories outside the Goal sessions. What is discussed by you during sessions will not be repeated outside with other people unless it has to do with your immediate safety, in which case the facilitators will have to tell someone.
- ◆ Do not make fun of other girls or mock their opinions or perspectives.
- → Respect time: don't be late for sessions.
- Don't be afraid to ask questions; there are no such things as stupid questions.
- ♣ Sharing is voluntary; no one can force you to share something you do not want to share.
- ◆ Wash your hands before and after each session and if you feel sick, don't come to the session.
- 8. Once all the suggestions are written up, have the participants vote on each rule. If a majority of girls vote yes, keep the rule up; if not, remove the rule.
- 9. Once all the rules are voted on, have each participant as well as all the coach sign the flip chart paper. Make sure to hang the sheet up at each session, where the participants can see it.

It might be necessary to go over the rules in later sessions as a reminder.



- 1. Will it be easy to follow these guidelines? Why or why not?
- 2. How can we remind ourselves each session?
- 3. Could some of these rules or guidelines apply to our lives in our homes or at school?

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Share the Goal Ground Rules with a friend in your neighbourhood, or at school, or with a teacher or trusted adult. Ask them if they think anything is missing. Come to the next Goal session with some ideas.

Session 3

SECRET WHISPERS









Key Learning

Participants will learn why good communication is important, various methods of communication, as well as the negative consequences of miscommunication and how to avoid those situations.

Session Notes

Social distance adaptation: let each participant roll a sheet of paper into a cone and use it to perform the whisper.

Space Set-Up

Set up a long line of cones across an open field or court. Try to leave enough space between the cones so participants can run/sprint between them (5 metres or more). Each group should have a minimum of 6 people, so at least 6 cones in the line. If you have more participants, add more cones, or create two separate groups.

1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2■ Introduction to Session | 💆 2 Min.

Ask participants, have they ever been in a situation where there was miscommunication? Explain that in all forms of communication (verbal and non-verbal) there is a chance

for miscommunication, which could cause misunderstanding, confusion and potentially harm to ourselves or others.

Key Message

Communication is one of the most important skills in life, and something we practice every day. It allows us to transmit and receive information. When we communicate through words and sounds, it requires active listening to ensure we understand what the other person is trying to say. When there is miscommunication, it can have negative consequences for ourselves and others, so we need to come up with strategies to avoid it.

3 ■ Main Activity | **0** 40 Min.

- 1. Ask each participant to find an empty cone and stand next to it.
- 2. Explain that you will whisper a sentence into the ear of the first participant at the first cone. You will only whisper the sentence once and will make sure no one else can hear. The participant is NOT allowed to ask you to repeat it or for any clarification.
- 3. The first participant must then run to the second cone and whisper the same sentence as they heard it to the second participant. Again, they are only allowed to whisper the sentence once, no repeating or asking for clarification.
- 4. The second participant must then run to the third cone and whisper the sentence as they heard it to the third participant.

- 5. Repeat these steps until the last participant has received the sentence. Ask that last participant to say out loud the sentence they heard and compare it to the original sentence.
- 6. If the sentence has changed, get each member to reproduce what she heard and check at what point the sentence changed.
- 7. Repeat the same game three more times but rather than running between cones, ask participants to hop on one foot, skip, crab crawl, side shuffle or any other sort of (funny if possible!) movement.
- 8. If you want, make it a competition between groups to either finish the fastest or be as close as possible to the original sentence.

4 ■ **Discussion** | **0** 10 Min.

- 1. How did you feel during the game, when you were practicing communication? Was it difficult? Easy? Why?
- 2. Why do you think it was hard to pass the correct message along?
- 3. Why do you think it was difficult to hear the correct message?
- 4. Are there any situations in your lives when you have had miscommunication with someone?
- 5. What could be the different impacts of miscommunication?
 - ♣ The miscommunicated message could cause someone to do something that is harmful to them or others.
 - ★ The original message was true but the miscommunicated message became a lie or not truthful and the lie is spread to a large amount of people.
 - + It could cause confusion and delays.
- 9. How can we do better at communicating in our daily lives?
- 10. What are strategies we can take to make sure that we don't miscommunicate something, or spread a message that is not true?
 - Being an active listener.
 - + Looking the person you are speaking to in the eyes.
 - + Asking others to repeat their message, or clarify their message.
 - + Not communicating in a hurry, taking your time.
 - + Ensuring the person who is giving us information is trustworthy and honest before we share it with others.

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Play this game with your family or friends in your neighborhood. Ask your mother or father (or any adult you trust), have they ever been in a situation where there was miscommunication, and what was the impact of that?

SAY IT WITH SILENCE





Life Skill

Respect for Others, Understanding Consequences



Time 1 Hour



Materials

Cones or improvised markers (backpacks, rocks, rolled-up socks). Several balls (one ball for the game and extras in case it is thrown out of bounds).

Key Learning

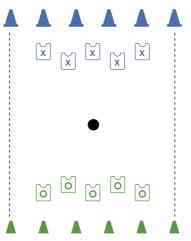
Participants will understand the importance of non-verbal communication and strategies to communicate more clearly using their body language.

Session Notes

Social distance adaptation: there is an alternative activity included for this session. As you are designing the session, think about your participants and which method would resonate best with them.

Space Set-Up

Create a playing grid with a line of cones at two opposite ends that represent the end line, or scoring line. Each team will be defending a line and trying to score across the other line. At the sides, there should be an out-of-bounds area so that the participants are restricted to a certain space.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask the participants what they think good communication looks like.

Key Message

People communicate not only with words, but also with their bodies, their gestures and facial expressions. We usually express our mood and attitude with non-verbal communication. It has great influence on how we communicate with others! Being good communicators helps avoid confusion and makes us better leaders in our communities.

3 ■ Main Activity | ♂ 40 Min.

The objective of this game is to help participants understand the importance of non-verbal communication, by playing a game that doesn't allow anyone to use their voice to communicate. For the first round, explain the rules and let the participants play, without giving them any helpful strategies. For the second round, give them time to reflect on the strategies that worked best and try again.

- 1. Ask participants to get into two teams. Each team has its own goal line (a line of cones on their side of the field).
- 2. Explain that the objective of the game is to throw the ball to a team member across the opponent's goal line. To advance the ball, team members can throw the ball to each other. Once you have the ball, you cannot move and must stand still until you have thrown the ball to someone else on your team. The ball cannot hit the ground. If the ball does hit the ground, it is given to the other team.
- 3. The only other rule is that no one can talk. If someone speaks or shouts or uses their voice in any way, they must stop what they are doing and complete one push up and then continue playing. Coaches and volunteers should be watching participants to make sure they don't use their voices.



Round 1

Blow your whistle and let participants play for 10 minutes. Once a team scores, the ball goes to the other team and the game continues.

The team with the most goals at the end of the round wins. After the first round, stop the play and ask participants what communication strategies worked and what didn't work.



Round 2

Let participants play one more 10-minute round using the new strategies they discussed. Blow your whistle to end the game and call everyone together for a final team huddle.



Round 3

Create different rules and play for another 10 minutes, trying a couple of minutes with each rule. Some examples include:

- ♣ No clapping of hands.
- + Everyone on the team must touch or catch the ball before you can score.
- + You can use your voice.

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Adaptation for Social Distancing

Rules of the game

- 1. Ask participants to get into two teams of no more than 5 people. Each team has its own goal line (a line of cones on their side of the field). Adjust the field size so that participants can spread out in accordance with social distancing protocols (players should never be within touching distance of one another).
- 2. Explain that the objective of the game is to throw the ball to a team member across the opponent's goal line. Note: if the ball cannot be properly sanitised or you want to reduce the amount of equipment sharing, you can change the game so that players have to kick the ball to each other instead of throw it. In this case, participants must trap the ball with control across the opponent's goal line to score points.
- 3. To advance the ball, team members can throw the ball to each other. Once you have the ball. you cannot move and must stand still until you have thrown the ball to someone else on your team. The ball cannot hit the ground. If the ball does hit the ground, it is given to the other team. You can add a rule that nobody is allowed to guard the person who is holding the ball (so they are stationary), or must do so from beyond 6 feet.
- 4. The only other rule is that no one can talk. If someone speaks or shouts or uses their voice in any way, she must stop what she is doing and complete one push up and then continue playing.

Coaches and volunteers should be watching participants to make sure they don't use their voices. Play!



Round 1

Blow your whistle and let participants play for 10 minutes. Once a team scores, the ball goes to the other team and the game continues. The team with the most goals at the end of the round wins. After the first round, stop the play and ask participants what communication strategies worked and what didn't work.



Round 2

Let participants play one more 10-minute round using the new strategies they discussed. Blow your whistle to end the game and call everyone together for a final team huddle.









Round 3

Create different rules and play for another 10 minutes, trying a couple of minutes with each rule. Some examples include:

- No clapping of hands.
- + Everyone on the team must touch or catch the ball before you can score.
- + You can use your voice.

4 ■ **Discussion** | **(1)** 10 Min.

- 1. How was the game? Was it fun?
- 2. Was it hard not to use your voice to communicate?
- 3. What other ways were you able to communicate? How important was eye contact? How about body language?
- 4. What were examples of strategies you had to use to understand your teammates?
- 5. Did you have to be more aware of what your teammates were doing? What does it mean to be aware?
- 6. How does the game relate to how we use different ways of communication in our daily lives? How do we use eye contact, body language and other ways of communicating?

- 7. How can we use different communication strategies to express what we are thinking or feeling to someone?
- 8. What are some situations where it's important to know how to use different ways of communicating?
- 9. What happens when we are trying to communicate something positive with our words but our body language is the opposite? Might others get confused? What are some of the consequences of people being confused?
- 10. By being good communicators, how can we create positive change in our communities?
- 11. What are some important tips when communicating with others?
 - Look into a person's eyes when talking to her or him.
 - + Vary the tone of your voice. Changing your pitch, volume and quality will show others that you are engaged.
 - ♣ Make sure your face is expressing the emotions you want to communicate.
 - + Listen actively. When someone is speaking, instead of thinking about what you are going to say, really try to listen to what the person is saying.
 - + Combine your verbal communication with your non-verbal communication so you are even more clear in what you are trying to say.
 - + Ask questions. We are better communicators when we ask questions to better understand what people want so we can respond correctly.

5 Alternate Activity | 7 30 Min.

Part 1

- 1. Divide the group into pairs.
- 2. Ask one of each pair to volunteer to share an amusing or interesting story from their life.
- 3. Give a couple of minutes to think of the story before starting.
- 4. Explain that they have to repeat the story 4 different times. Each time the listener and the storyteller have to stand a different way - facing each other; back to back; the speaker standing and the listener sitting; and at an angle.
- 5. Tell the pair to discuss the following questions:
 - ♣ In which position did the speaker feel most comfortable sharing their story? Why?
 - ♣ In which position did the listener feel most comfortable?

Part 2

- 1. Tell the participants to switch partners.
- 2. Explain that they will have to act out (i.e. not using their voice) answers to questions you will ask out loud.

- 3. Explain that after you (the coach) read the question out loud, one member of the pair has to act out the answer and the other person has to guess what the answer is.
- 4. For each question there should be two answers acted out. A positive and a negative answer.
 - Coaching tip: Tell them to switch their mood from () a positive mood to a negative mood when answering the auestions.
- 5. After you read out each question, ask the participants to switch roles in who answers.

Questions to read out loud for Part 2:

- ♣ How was your day today?
- ♣ Do you like doing sports?
- + I heard you went on a holiday recently; did you enjoy it and what did you do while you were gone?
- ♣ I heard you went to town and bought some things.
- ♣ Was it fun and did you enjoy it?
- ♣ I heard you went to your grandparent's house to eat last week. What did you eat? Was it delicious?

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- 1. What was the most difficult position to communicate in during part 1? Why do you think that?
- 2. What was the best position to communicate in during part 1? Why do you think that?
- 3. How can we use our bodies to communicate things that are positive? How about things that are negative?
- 4. What happens when we are trying to communicate something positive with our words but our body language is the opposite? Might others get confused? What are some of the consequences of people being confused?
- 5. By being good communicators, how can we create positive change in our communities?

7 ■ Wrap-Up | **0** 5 Min.

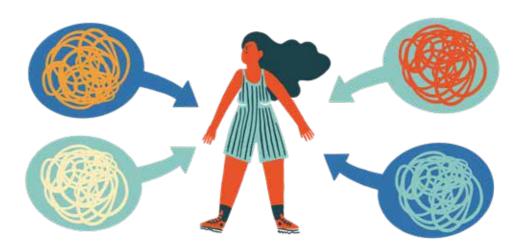
- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Try to communicate with a friend or sibling using only non-verbal communication. See if your friend or sibling can understand what you are trying to communicate. Try to express an emotion or a mood or feeling if you can. Share how it went during the next Goal session.

Session 5

PEER PRESSURE





Life Skill

Negotiation, Refusal skills, including resisting social pressure.





Key Learning

Participants will understand what peer pressure looks and feels like and strategies to avoid negative peer pressure in their lives.

Session Notes

If you prefer, rather than labelling the two groups 1 and 2, label them with an example of a type of peer pressure situation (e.g. drinking alcohol or skipping school) in order to reinforce the message of peer pressure and help find solutions to avoiding or resisting it.

Space Set-Up

Create a grid as shown in the diagram. Each pair should have a corresponding cone in the middle. The number of pairs you have will dictate the number of cones you will need in the middle. add more cones, or create two separate groups.







1 Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2■ Introduction to Session | 💆 2 Min.

Ask participants if they know what peer pressure is. Have they ever experienced it in their life, either positive or negative?

Kev Message

Peer pressure is a negative or positive influence from your peers that encourages you to behave in a certain way. Being influenced by our friends to do positive things in our life (going to school, studying hard for our exam, showing up to sport practice) is a good thing. However, being influenced by our friends to do things we know are not correct (skipping school, doing drugs, disobeying parents or other trusted adults) could hurt us and our futures.

- **3** Main Activity | **0** 40 Min.
- 1. Create a grid with two lines along the sides and then use cones to create a line down the middle.
- 2. Divide participants into pairs so everyone has a partner. One participant in each pair will be the number 1 and the other participant will be number 2.
- 3. Participants must stand on one side of the line, directly across from their partner on the other side.
- 4. Next, you will call out either 1 or 2. If you call 1, the participant who is 1 must run and try to tag participant 2. Participant 2 must try to run to the end line on her side before being tagged by player 1. Play several rounds with different starting positions, switching who is chasing and who is tagging. Example starting positions could be:
 - Push up starting position.
 - Sitting starting position.
 - Lying flat on the ground starting position.
 - ♣ Increase or decrease distance between players 1 and 2.

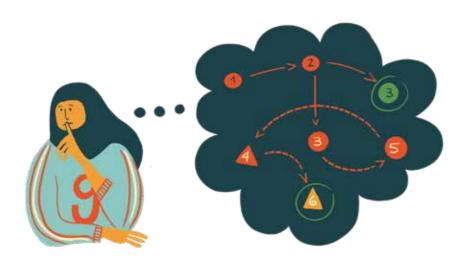
- **4** Discussion | **O** 10 Min.
- 1. Was it difficult to avoid being tagged? What were some strategies you used to make it to the line without being tagged?
- 2. How about being the tagger; what were the strategies you used to tag your partner?
- 3. What is peer pressure? What does negative peer pressure look like?
 - Negative peer pressure is when our friends or peers try to influence us in a negative way by getting us to make a decision that is bad for us and/or harmful to others around us, such as pressuring us to smoke or do drugs, skip school, or not listen to our parents.

- 4. What if, in the game, the tagger represented someone trying to pressure you to do something you know is wrong or you don't want to do. How can you resist this pressure?
 - ◆ Look for support from friends who are making healthy choices or who won't judge you or leave you
 if you make a decision that is different to theirs.
 - + Avoid friends or peers who are pressuring you.
 - + Be confident in yourself and your own decisions, say no in a strong way and don't make excuses.
 - Look for positive role models.
 - Walk away from the situation.
 - + Find other things to do with friends.
 - + Suggest something else to do.
- 5. Is it always through words or actions of our friends that we feel pressure? What are other ways we feel pressure?
 - + From television through advertisements telling us how to dress and what to do.
 - + From society telling us what beautiful is and what it means to be a woman or a girl.
 - + From our community which sometimes tells us how we must act in order to be an "ideal" woman or female.
 - + Through TV programmes showing us how we should act around males or men.
- 6. Is it harder to avoid this type of pressure? Why or why not?
- 7. What are strategies to resist this pressure and influence and just be ourselves?
 - ♣ Find friends or groups of people that like and do what you do and don't care if you don't conform with what society or the community says you should be like.
 - ◆ What you see on TV, the internet and in commercials is not real. Females spend hours with make-up artists and professional hair stylists to look like they do. Try to ignore these standards and focus on being a better person on the inside.
 - Be proud of the way you were born, how you look and your interests. You are unique and special. Be confident as that person.
- **5** Wrap-Up | **0** 5 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Pay attention to the different ways your friends or other groups of students at your school or community try to pressure each other, both in positive ways and negative ways. How often is it positive? How often is it negative?

MAKING DECISIONS





Life Skill

Decision-making, ability to use information.





Materials Cones.

List of scenarios.

Key Learning

Participants will explore how to make better decisions through a process of comparing risks and benefits.

Session Notes

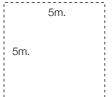
Social distance adaptation: ensure that the cones are far apart and that the participants do not touch each other.

Space Set-Up

Create two squares, roughly 5 metres x 5 metres. In between the squares, scatter cones or other objects.

5m. 5m.





1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | • 2 Min.

Ask participants if they have ever had to make a difficult decision, or were unsure what decision to make when faced with a choice.

Kev Message

We have to make decisions every day of our lives. Some decisions are easy to make and the right choice is clear. Others are more difficult and require us to consider different perspectives and consequences. It is important to take our time with difficult decisions and consider the benefits and risks before making a final choice.

3 ■ Main Activity | **0** 40 Min.

- Set up two large squares across from each other. Spread a large collection of cones or other objects around the space in between the squares. Tell participants to stand on the outside of the squares and objects, facing you.
- 2. Explain to the participants that one square represents "risks" and the other square represents "benefits" of a certain decision. Explain that risks and benefits are part of a decision-making process that we can go through before we make a final decision.
- 3. Read scenario 1 out loud to the group. Once finished, ask participants to think about any risks

- or benefits to making one decision over the other. If they can think of a benefit, they should run to the middle, grab a cone and run to the benefit square. If they can think of a risk, they should do the same but run to the risk square.
- 4. Once everyone has either chosen a risk or benefit, ask participants to say their risk or benefit out loud.
- 5. After everyone has shared, tell the participants to return their cones to the middle and line back up and wait for the new scenario.
- 6. Continue with the next scenario.

Scenarios:

Go through as many scenarios as you can with the time you have allocated. If the session is running long, identify five of the most important scenarios and go through them first. Then if you have time you can continue with the other scenarios.

- 1. Should I join the local basketball team even though I don't have any friends on the team?
- 2. Should I cut my hair in a style that I don't like but my friends said I should because it is popular?
- 3. Should I skip school with my best friend because she wants to hang out with a boy she likes but is too afraid to do so alone?
- 4. Should I stay out late with my friends the night before my final exams?
- 5. Should I try to join the local football team, even though my parents think that it is not an appropriate sport for girls?

- 6. Should I drink alcohol when I am out with my friends because everyone else is drinking and if I didn't, they might make fun of me?
- 7. Should I look at my friend's answers during an exam because I don't know the answer
- 8. Should I share a mean photo on Facebook of another girl, even though I know that it will
- 9. A group of my friends are making fun of another girl in my class, they want me to join in the teasing, should !?
- 10. One of my teachers keeps making inappropriate comments about my body that make me uncomfortable. My friends don't think that I should tell anyone because it might get the teacher or me in trouble, should I tell someone?

4 Discussion | 10 Min.

- 1. Was it difficult to come up with benefits and risks to the different scenarios? Why or why not?
- 2. How can you use this list of benefits and risks to make a final decision?
- 3. Can we reach out and ask for help when we have to make big decisions in our life? Who might we be able to reach out to for support?
- 4. Will we sometimes make the wrong decision? Or wish we had made a different decision afterwards? If so, what can we do?

5 ■ Wrap-Up | **0** 5 Min.

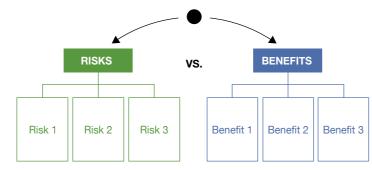
- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Ask a trusted adult what the hardest decision they have ever had to make was. Ask them the process they went through to make the final decision. Share with them the decision-making process you learned about in this session. Write down a decision you have to make in your Goal Workbook and think of the possible risks and benefits of making that decision.

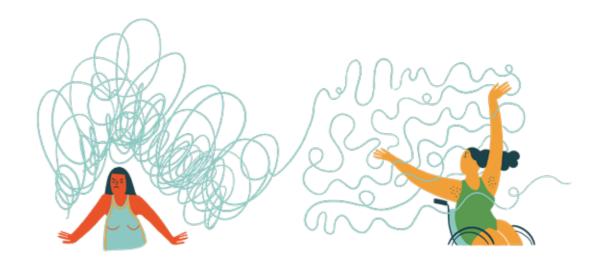
Session Resource

Use this visual tool to help participants visualise the process. Explain that they can draw this in a notebook and fill it in whenever they have to make a difficult decision.



Session 7

MANAGING CONFLICT





Conflict Resolution, Problem Solving.



1 Hour



Key Learning

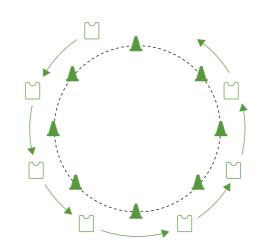
Participants will learn strategies for how to address conflicts in their everyday lives by applying clear communication practices and active listening.

Session Notes

Social Distance Adaptation: ensure that the cones are far apart and that the participants do not touch each other. If you have a small group of participants, you can just use one group.

Space Set-Up

Set up cones in a circle in a clear and open space. There should be one cone less than the total number of participants (∑) in each group. If you know the number of participants, you can estimate the number of groups and set the circles of cones up before the session.



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■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

3 ■ Main Activity | 🐧 40 Min.

- 1. Divide the participants into even groups of 6 to 12 people.
- 2. Provide each group with cones that equal 1 less than their group number (i.e., 7 cones for a group of 8 participants).
- 3. Have the participants create a circle with the cones, with about 1 metre between them.
- 4. To play, the participants must walk (or jog) around the cones as the coach plays music (or sings a song!). The coach will stop the music at random intervals, and as soon as the music stops, the participants must try to be standing on a cone. The key rules are:
 - + There can only be one participant per cone.
 - + The participant who is not on a cone will be eliminated.
 - ♣ Whoever is eliminated must take a cone with her, and the circle will be adjusted to leave equal distances between the cones.
- 5. The song plays again and the game repeats until there is 1 winner.
- 6. The game will inevitably cause conflict and arguments (participants might argue that they were the one who got to the cone first). Have a short discussion before playing the second round.

2 Introduction to Session | 0 2 Min.

Ask the group, have any of them been in a conflict recently?

Key Message

Conflicts are a part of our everyday life. When confronted with a conflict, remember to first understand each person's perception of the conflict (needs and interests). Practice your communication skills (verbal and non-verbal), as well as active listening in order to collectively find a solution that works for everyone.

Short Discussion

- ♣ How did you feel after playing the first round? Was it fun, hard, easy?
- ♣ How did it feel to get eliminated from the game?
- ♣ Were there arguments or conflict? What caused them?
- ➡ If there weren't arguments, was there ever a moment. you felt like arguing but maybe you didn't? Why?
- ♣ What are strategies you can use to address the conflicts that came up? (e.g. share a cone, both participants agree on who will be eliminated, no arguing).
- 7. Play the game again with some of the solutions that the participants offered. Rather than just walking, have participants hop, hop on one foot, skip, crab crawl or do other movements as they move around the circle. You can also add a ball and have participants dribble the ball around the circle.
- 8. Play multiple rounds if there is time.

4 Discussion | T 10 Min.

- 1. Was the game better once we figured out how to resolve conflicts?
- 2. Have the participants share examples of conflicts or arguments that happen in everyday life. This could range from fighting with your siblings over time in the bathroom, to a teammate making a mistake, to doing chores, to arguing with friends or family.
- 3. Put the participants in groups of 2 to 4 and ask them to think of examples of bad ways to respond to conflict situations (2 minutes).
- 4. Bring the group together and ask the participants to share.
- 5. Put the participants back into their groups and ask them to think of examples of good ways to respond to conflict situations (2 minutes).
- 6. Discuss the "4 Steps to Conflict Resolution" with the group in the Coach Resource section.

5 ■ Wrap-Up | **7** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Ask the participants to reflect on the steps to conflict resolution. Challenge them to follow those steps if they have a conflict with a family member or friend. Encourage them to talk to their parents or a mentor about how they solve conflicts they face.

Session Resource

Four Steps to Conflict Resolution

1. Understand

Everyone needs to understand what the conflict is about. To do so, everyone needs to

- ♣ Say what they feel about it without interruption.
- Listen to what others have to say without interrupting them.
- Try to put themselves in the other person's shoes and try to understand their point of view.

2. Avoid making things worse

Do not make nasty and mean remarks that are intended to hurt the other person's feelings. Do not make personal remarks about the other person's looks, gender or things they are uncomfortable about that may have happened in the past. Do not raise your voice or shout or try to physically hurt the other person.

- 3. Work together through active listening Make 'I' statements, like: 'I feel hurt when...'; 'I need to feel or be...'; 'I hear what you're saying, but I feel...'.
- Use your active listening skills think about your non-verbal communication and body posture and comment on what has been said to make it clear you are listening and understand. Once everyone has listened to each other and seem to understand what the problem is, then try to look for a solution together.

4. Find the solution

Together, think about ways to resolve the conflict. Think of as many solutions as you can, even if they seem silly at first. Involving another person may be helpful, to write down your ideas or suggest ways of making your ideas work.

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GIRLS AND BOYS





Life Skill

Egalitarian attitudes to gender roles.





Materials

Cones. Bibs. Flip chart, chalk board, or white board and writing utensils. Tag belts (if socially distanced).

Key Learning

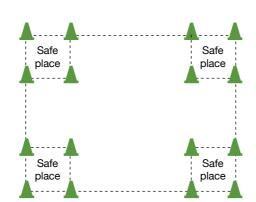
Participants will learn about the biological and social differences between boys and girls and how this impacts the way society views and interacts with them.

Session Notes

Social distance adaptation: rather than tagging, have participants wear a belt with a piece of cloth hanging out. In order to "tag" someone, you must pull the piece of cloth out of the belt.

Space Set-Up

Set up a large rectangle with the cones. In each corner, create a smaller box with the cones: these will be the "safe spaces" during the tag game.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Explain that in this session, we will be learning about biological and social differences relating to boys and girls in our community.

Key Message

The differences between boys and girls can be placed in two categories: biological and social. Biological differences are things that most of us are born with (girls have vaginas, boys have a penis). Social differences are created by our community (our community says boys should have short hair and girls should have long hair). Biological differences usually do not change with time but social differences can and do change.

3■ Main Activity | **(** 35 Min.

- 1. Select a few participants to be "taggers" and ask them to wear the bibs.
- 2. Explain to the participants that the small squares in the corners of the grid are safe spaces, where the tagger cannot tag them. The participants can only stay in these spaces for 4 seconds, and only 2 players can be in the safe zones at one time. The taggers cannot enter the corner squares.



Round 1

Ask the participants for 4 characteristics that describe girls and women - assign one characteristic to each corner. When the girls enter the safe space, they must say the characteristic out loud. Play for 5 minutes or until everyone is tagged.



Round 2

Switch the taggers. Ask the participants for 4 characteristics that describe boys and men assign one characteristic to each corner. When the participants enter the safe space, they must say the characteristic out loud. Play for 5 minutes or until everyone is tagged.

3. After round 2, pause for a discussion.

Short Discussion

- ♣ What are some of the characteristics you used to describe airls? And boys?
- ♣ Are these characteristics always true?
- ♣ Can girls be [insert "boy" characteristic]? Can boys be [insert "girl" characteristic].
- ♣ How are these characteristics learned?
- ♣ How do they make you feel?







Switch the taggers. Ask the participants for 4 examples of how they want society to view them assign one characteristic to each corner. When the participants enter the safe space, they must say the characteristic out loud. Play for 5 minutes or until

Short Discussion

everyone is tagged.

- + How does it feel to be able to choose how you describe yourself?
- → What are some other examples of how you want society to view you?

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- 5. On your flip chart, chalk board, white board, etc. list some of the examples that the participants gave in the game for boys/men and girls/women and ask them to add some more examples.
- 6. Explain the difference between sex (biological difference) and gender (socially-constructed difference).
- 7. Ask the participants to label the characteristics that are on the list.



- 1. How does your community view women or girls? What does it mean to be an "ideal" girl or woman? Why?
- 2. How does your community view boys or men? What does it mean to be an "ideal" boy or man? Why?
- 3. Do you think boys and girls are raised the same way? Why or why not?
- 4. What characteristics attributed to women and men are valued as positive or negative by our society?
- 5. How do the differences and inequalities in being a woman or man affect our daily lives?
- 6. What are the influences that affect our perceptions and behaviours about being a woman or a man? Our family? Our friends?
- 7. What effects do you think the media (television, magazines, radio, etc.) has on our perceptions regarding the meaning of being a man or woman?
- 8. How can we, in our own lives, challenge some of the negative expectations of how men should act?
- 9. How can we challenge some of the negative expectations of how women should act?

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



In conversations over the next week, think about how you describe girls and boys. Challenge yourself to use different descriptors and to challenge traditional "norms." Come to our next session with examples of how you have used this lesson.

Session 9

GENDER IN OUR COMMUNITY







Key Learning

Participants will explore how gender, or our social identity as a girl or boy, impacts access to or availability of work and other activities in our community.

Session Notes

Social Distance Adaptation: stay 6 feet apart from others. You could do this activity in smaller groups if large groups are not allowed to gather.

Tips on sensitive discussion sessions

- It is important for participants to understand how gender influences our lives in order to bring about any change in prescribed roles and norms.
- Keep emphasising that boys, as well as girls, can benefit from less rigid gender norms and arrangements. Remember that many students have already chosen less conventional gender roles and feel good about themselves.
- Support learners' efforts to process their feelings. Challenging our own attitudes, or the norms of people around us, can be difficult or confusing. But it is possible and can be empowering.

Space Set-Up

Come up with 10-15 different types of work (you can use the examples on the next page for inspiration, and ask your participants for more ideas), and write them each on individual pieces of paper. Fold the pieces of paper in half and put them in a small bowl or basket (or you can hold them in your hands).

Types of work examples

- Cooking
- → Washing clothes
- Washing dishes Shopping for food
- Shopping for clothes
- + Filling water Dropping children off at school
- Sweeping/cleaning Watching TV

Caring for the sick

Drinking alcohol

- Gardening
- ➡ Taking care of children

Indoors: On a flipchart paper, create a chart (like the one below) that has three columns, titled "Type of Work," "Who does this work at home?" and "Who does this work outside the home?" Have the same number of rows as you have pieces of paper (10-15).

Outdoors: Set up three boxes that are clearly marked with "Man", Woman", and "Both" next to each other in your space.

Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

There are some types of work that are typically done by women inside the home (and are unpaid), but done by men outside the home (and are often paid).

Kev Message

The way our community sees and thinks about us, or our social identity as a boy or girl, man or woman, often impacts what we can and can't do. One example is what our communities think is appropriate regarding what type of work we as girls or women should do versus what type of work boys or men should do and where it is appropriate for that work to be done (either inside the home or outside of the home).

3■ Main Activity | **0** 40 Min.

Type of work	Who does this work at home? Man/Woman/Both	Who does this work outside the home? Man/Woman/Both

0

Round 1

- 1. If you are inside, paste the prepared sheet with 'Type of Work' and 'Who Does this Work at Home' on the wall so that all the participants can see it. If you are outside, place the boxes in front of the group.
- 2. Ask a participant to volunteer to go first, and they will select a piece of paper from the basket with a type of work on it, for example, "Washing Dishes".
- 3. They will stand in front of the group and act out the activity without speaking while the rest of the group guesses what the type of work is.
- 4. Once someone in the group guesses it correctly, ask the participants whether that type of work is done by Men, Women, or both in the home.
- 5. Based on the consensus of the group, the person acting out that action will place the piece of paper in the relevant box, or write 'male', 'female' or 'both male and female' in the column next to the type of work listed.

6. Repeat with the rest of the pieces of paper, having different participants act out each action.





Round 2

- 1. Put all the pieces of paper back in the basket.
- 2. Repeat Round One, but this time ask the participants whether that type of work is done by Men, Women, or both, outside the home.
- 3. Based on the consensus of the group, the person acting out that action will place the piece of paper in the relevant box, or write 'male', 'female' or 'both male and female' in the column next to the type of work listed.
- 4. Repeat with the rest of the pieces of paper, having different participants act out each action.
- 5. Engage the participants in a discussion about the gender division of work, using the discussion questions.

4 Discussion 1 10 Min.

- 1. Are there certain types of work that are more commonly done by men? Are there certain types of work that are more commonly done by women? What are the reasons for these differences?
- 2. At home, what decisions are made by women and what decisions are made by men?
- 3. Who usually decides which type of work should be done by whom within the home and outside the home?
- 4. Are there certain types of work that are done by women at home and by men outside the home as an occupation? What do you think are the reasons for these differences?
- 5. Are these divisions in roles okay? If yes, why? If not, why not?
- 6. Do you think it is possible to change these gender differences in work and decision-making? How?

5 ■ Wrap-Up | **(*)** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

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Practice at Home

After today's session, you will get the chance to observe the role that gender plays in your community throughout the week. At the beginning of next session, you will have the chance to discuss what you observed. Encourage participants to write down answers to the questions below, and ask their own questions.

The main question you will try to answer is, "How does my community reinforce or challenge traditional gender roles?" You can choose to focus on one part of your community (i.e. school), or think about what similarities and differences there might be between your home, school, and public places in how they reinforce or challenge traditional gender roles.

Session 10

POWER WITH





Life Skill

Egalitarian attitudes to gender roles. Self-esteem. Respect for Others.



Time 1 Hour



Materials Soccer Ball. Cones.

Key Learning

Participants will understand the different types of power dynamics in their community and how Power With is a positive way of using power.

Session Notes

Social Distance Adaptation: have participants stand 6 feet apart from one another.

Tips on sensitive discussion sessions:

- ♣ In our society/culture, there are many different types of relationships in which one person might have more power over another person. These may be determined by sex, social class, caste, age, position, etc.
- + There are also other types of power relationships in our lives and communities. Think of relationships between youths and adults, students and teachers, employees and bosses. Sometimes the power imbalances in these relationships can lead one person to treat another person like an object and the other person may feel oppressed. Sometimes those people may, in turn, treat others like objects in some of their other relationships.
- + It is important to connect this discussion with gender relationships and power imbalance between men and women and how they treat each other in society or in a family. It is important as a facilitator to emphasise the role of power in relationships and in our lives. And to reinforce that women, and all people, have the right to make decisions about their body, life, health, sexuality, work and social participation. We should not allow women, or anyone, to be treated as objects.

Space Set-Up

Set up a football field with goals at either end. Depending on how many participants you have, you may want to change the size of the field to make it easier to play.

Substitute football for handball if that is better for your participants.

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■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min

Ask the participants how they would define power.

Kev Message

There are different types of power that we can have in a relationship. Sometimes people use power over others to control them or a situation in a negative way, creating unhealthy relationships. Other times, people can have power to use their own voice and make their own decisions, or create power with others to amplify a collective voice and change your community in a positive way. Healthy, respectful relationships between individuals and groups of people mean using power to support each other.

3 Main Activity | • 45 Min.



Round 1: Power Over (15 min)

- 1. Separate the group into two teams for football or handball. Team 1 is allowed to tag members of Team 2 during the game. Once someone is tagged they must leave the game. Team 2 cannot tag anyone.
- 2. Play a game of football for 5 minutes, or until all the members of Team 2 are tagged.
- 3. Have the teams switch roles, and play for another 5 minutes.

Short Discussion

POWER OVER: Implies having control over someone or a situation in a negative way, generally associated with the use of repression, force, corruption, discrimination and/or abuse. This type of power takes something from someone else and then uses it to dominate and impede others, and prevent equality.

- + How did it feel to play this game as the team with the power to tag their opponents?
- + How did it feel to play this game as the team who was being tagged?
- ♣ Did the game feel unfair? Why?
- + How might this relate to relationships you have or know of in daily life?



Round 2: Power To (15 min)

- 1. Repeat Round 1 without tagging, but this time Team 1 is the only team allowed to run with the ball. Team 2 must only trap and pass the ball to their teammates; they are not allowed to run with the ball.
- 2. Play for 5 minutes, then have the teams switch roles.

Short Discussion

POWER TO: This type of power refers to the individual ability to act, as well as the ability to influence your own life. It refers to having resources, ideas, knowledge, tools, money, and the ability to convince yourself and others to do something. With a large group of people with this kind of power, we form 'power with'.

- + How did it feel to play this game as the team with the power to run?
- + How did it feel to play this game as the team who could not run?
- + How did having the ability to run change how you played?
- + How might this relate to the power you have in your daily life?
- + Can you think of examples in your daily life where you have the ability to control your life and use your voice?







Round 3: Power With (15 min)

1. During this round, the two teams will be playing together as one team trying to score goals together. The rules will change a bit. The combined team can score in both goals

but before they can score a goal, they must pass the ball to each player on the field (so everyone has to touch the ball once before it goes in the goal).

- 2. Play for 5-10 minutes. After each goal, the participants have to again pass it around until everyone touches or receives a pass and then someone can attempt to score.
- 3. Count up the number of goals at the end to see how many the single combined team was able to get.

Short Discussion

POWER WITH: This means having power based in collective strength - having power with other people or groups, finding a common territory among different interests and constructing a common goal that benefits everybody in the relationship. This type of power combines the talents and knowledge of various individuals and is based on support, solidarity and collaboration.

- + How did it feel to play together as a single team? How did it feel to have a single goal?
- ♣ How is this an example of Power With?
- + Can you think of examples in your daily life when you've used power with others to achieve a common goal?
- ★ What type of power helps us create positive change in our communities? Why?

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- 1. What was your experience of participating in this activity?
- 2. How can this activity help us think about, and perhaps make changes in, our own relationships?
- 3. What are examples of what power could look like in our community, particularly between people in relationships (either romantic or not).
 - ♣ Throughout many of the activities we will discuss the unequal power balances between men and women in intimate relationships and the serious repercussions this can have for the risk of STIs, HIV and unplanned pregnancy. For example, a woman often does not have the power to say if, when and how sex takes place, including whether a condom is used, because of longstanding beliefs that men should be active in sexual matters and women should be passive. In other cases, a woman who is dependent on a male partner for financial support might feel that she does not have the power to say no to sex. However, it is important to remember that power in and of itself is not always bad. Power means strength and it is how we use this strength that makes the difference.

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

In your community, see if you can identify relationships that use Power Over, Power To, and Power With. Write down examples of each relationship dynamic and come to the next session with these ideas.

Session 11

WHO IS A LEADER?





Life Skill Leadership. Self-confidence.





Materials

Cones.
Objects
(cones, water
bottles, t-shirts,
cups, balls, etc.).
Blindfolds.
Balls.

Key Learning

Participants will explore what leadership means and learn that there are many different types of leaders, styles of leadership and characteristics/qualities that define a leader.

Session Notes

Social Distancing Adaptation: have participants stand 6 feet apart from one another in the circles, make the circles very large and play outdoors.

For homework, participants will be asked to think of a leader they admire and write down three qualities they feel make them a good leader. Come to the session with a couple of examples in mind from your community/country.

Space Set-Up

Create a 15m x 15m grid with clear boundaries. Put objects (cones, water bottles, t-shirts, cups, balls, etc.) inside the grid, spread around the grid.

This should make it difficult to walk through the grid in a straight line without stepping on or hitting one of the objects

Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants, how would they define a leader?

Key Message

There are many different qualities and characteristics that define a good leader. Not all leaders have to have the same types of qualities and characteristics because all leaders are different. We all have the ability to be unique leaders.

3 ■ Main Activity | **(7)** 35 Min.

Have the group divide into pairs. Explain that there will be four rounds of this game, and the goal of each round is to get across the grid without touching any of the obstacles. If your partner touches one of the objects in the grid, they must return to the outside of the grid and try again. After each round, have the partners switch roles and repeat the round.



Round 1:

One partner will be blindfolded, and the other partner will stand on the edge of the grid and give their partner verbal directions like "Left, Right, Straight, Stop" while they try to walk through the grid.



Round 2:

One partner will be blindfolded, and the other partner will walk with them through the grid, but are not allowed to speak. They are able to tap their partner on the shoulders or back to tell them where to go.



One partner will be blindfolded and place their hands on the shoulders of their partner. The non-blindfolded partner will walk in front and walk through the grid with her partner behind her.





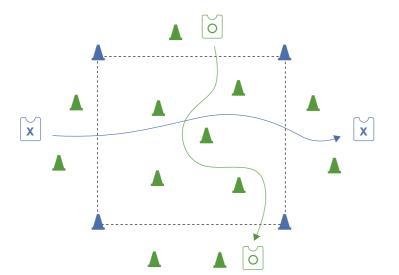






Round 4:

This time there are no blindfolds. Give each set of partners a ball which they have to keep between them without using their hands as they cross the field of obstacles. They might do this by facing back-to-back, and keeping the ball wedged between their backs.



- 4 Discussion | 15 Min.
- 1. What challenges came up during the different rounds of this game?
- 2. Which round made both people feel the most empowered?
- 3. How do these rounds reflect different leadership styles you've seen or experienced in your everyday life?
- 4. What are qualities or characteristics you associate with being a good leader?
- 5. Are there leadership qualities that are more often associated with girls or boys?
- 6. Are there different ways to be a good leader?
- **5** Wrap-Up | **0** 5 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Think of a leader you admire (e.g. mother, community leader, celebrity, politician) and think of the qualities you believe make them effective leaders. Write down a list of these qualities.

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WHO AM I?





Life Skill

Self-awareness. Communication.





Materials

4 small pieces of paper per participant. Pencils/ colouring pencils/ crayons.

Key Learning

Participants will explore what identity means and how they understand their own identity.

Session Notes

If useful, in advance you can create some cards with general characteristics that participants could use to describe themselves.

Space Set-Up

This session can be done in an indoor or outdoor space. Remember to make sure that the space is clear of any objects that could harm girls and yourself.

■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants to share what they think "identity" means. After you hear some ideas, explain the key message below:

Key Message

We often define who we are using a lot of different characteristics, beliefs and interests, such as our race, nationality, religion, ethnicity, gender, what we like to do, what sport we play, our favourite food and other personal interests. We are not just one thing, but many things all at once and that is what makes each one of us unique and important. Some aspects of our identities are consistent over our lives; others change as we gain skills and have different roles in life. Thinking about who we are also helps us think about who we want to be and the goals we have in our own life.

3 ■ Main Activity | ♂ 30 Min.

- 1. Ask participants to make groups of 4 or 5 (you can change this number depending on the total participants!). Give each of the participants 4 pieces of paper.
- 2. Ask them to reflect on who they are and how they would describe themselves. Ask them to think of their different characteristics, beliefs (such as: nationality, race, gender, religion), what they like to do, and what they do not like to do.
- 3. Once they have reflected on this, ask them to write on each of the pieces of paper one word that describes them (e.g. creative, sporty, outgoing, a sister, etc.) or a phrase about something that they like to do (footballer, netball player, painter). These will be their "cards".
- 4. Each of the participants will end up with 4 cards with different characteristics or things that describe them. Ask them not to share their answers with their peers yet!

- 5. Ask for a volunteer in each group. This first participant will act out the word or phrase that describes her so the rest of the group can guess. The group will have 30 seconds to guess what is written on the card. The moment the group guesses her word or phrase, the participant doing the acting will move on to act her next card and so on, until the group has guessed the four things that describe her.
- 6. If the group does not guess what is written on the card in 30 seconds, it's okay! At the end of the participant's turn, she can reveal any card that was not guessed.
- 7. Once the first participant has finished acting out her cards, the second participant starts, and then the third one and so on, until everyone has shared the qualities and characteristics that describe them.

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After having guessed everyone's characteristics, have the participants discuss the following questions:

- 1. Was it easy or difficult to choose characteristics and things to describe yourself? Why?
- 2. Are we defined by just one thing? Or by many things? Give examples.
- 3. Why is it important to remember that we are defined by many characteristics or qualities?
- 4. How do other people, like your family and friends, influence who you are?
- 5. Why do you think is important to know yourself?
- 6. Does our identity change over time? Do we grow and learn and change our ideas and how we see ourselves?

5 Alternate Activity | • 40 Min.

- 1. Ask the participants to gather in small groups (4 or 5, depending on the total number of participants).
- 2. Give each of the participants an A4 piece of paper and some materials to write and colour, such as colouring pencils, pens and crayons.
- 3. Explain to them that they need to draw a river, which will be their "River of Life".
- 4. Ask them to identify three key aspects that have influenced who they are. They can use words, phrases or drawings to express this. The first key aspect is where they were born, their family, their culture, etc. They could draw this at the beginning of the river.
- 5. The second aspect is the people and experiences that have influenced them to be who they are, that helped them to define who they are. They can add this information in the middle of the river.
- 6. The third aspect is to describe who they are right now, how they see themselves, what they like and what they do not like.
- 7. After 20 minutes, ask the participants to quickly share with each other their "River of Life". If there is some time, ask them to tell each other where they would like their river to take them: how do they see themselves in the next 2 or 3 years.

6 ■ **Discussion** | 10 Min.

- 1. Was it easy or difficult to identify the moments, experiences or people who have influenced you on your "river of life"? Why?
- 2. Why is it important to think about who or what has influenced us to be who we are today?
- 3. How does this help us know who we are today?
- 4. Can this help us understand goals for our future? Or what direction we want to take in life? How?

Activity Notes: you can create your own River of Life and quickly share it with the participants so they get to know you and they gain a better idea of what the activity is about.

7 ■ Wrap-Up | **0** 5 Min.

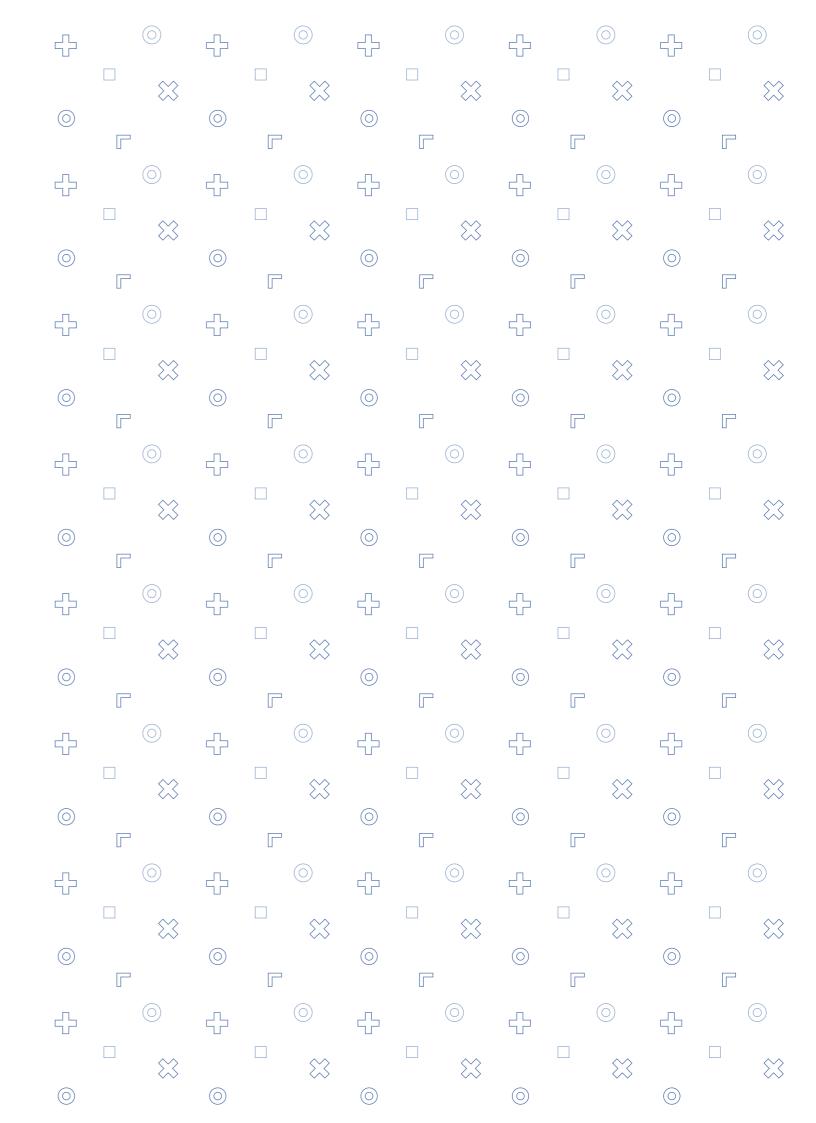
- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Share with your parents, siblings or friends the four qualities or things you chose to describe yourself. Ask them what they think. Would they have added another quality? Ask them about the changes they have seen in you in the last years. Has your personality or the things you like changed? Write down in your Goal Workbook examples of ways your personality might have changed as you've grown up.







The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.



Goal is delivered in partnership with:









- BE **HEALTHY**



Empowering the next generation to learn, earn and grow





+Goal activity guide





0 0 0 r r r r \bigcirc 0 \bigcirc 0 **IN THIS MODULE** 4 P. 5 Body image P. 8 Our positive qualities 0 r P.11 Hygiene 4 4 Alcohol and substance abuse P. 14 P. 18 Puberty and our bodies 0 0 P. 22 28 Days r P. 27 Menstruation Myths P. 32 Contraception Sexually Transmitted Infections P. 36 0 P. 39 All About HIV AIDS 4 P. 43 Risky Behavior Being Mindful P. 46 0 r r 4 \bigcirc \bigcirc 0 \bigcirc r r r r 0 \bigcirc 0 0

Session 13

BODY IMAGE









to indicate

the middle

of a circle.

Key Learning

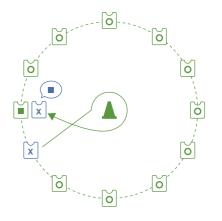
Participants will explore the meaning of body image and understand what a healthy self-body image means.

Session Notes

Social distance adaptation: Participants should be spaced out in the circle and not have to tag each other's hands.

Space Set-Up

For Part 1, you need an outdoor space with one cone in the middle of a circle of participants. For Part 2, you need a closed private space or an outdoor space that is private.



1 Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2■ Introduction to Session | 💆 2 Min.

Ask participants what they think body image means. What is positive body image? What is negative body image?

Key Message

Body image is how we perceive our bodies and the relationship that we have with our bodies. Having a healthy, positive body image is an important aspect to developing self-esteem and respecting ourselves.

3 ■ Main Activity | **3** 40 Min.

Part 1

- 1. Ask the participants to stand in a large circle around the cone.
- 2. Explain that 2-3 participants will run to the middle of the circle, around the cone, and towards another player on the outside of the circle.
- 3. When they reach the player on the outside, they will say the player's name loudly (although careful they don't get too close if social distancing), tag their hands, and switch places with that player. The player from the outside of the circle will then run towards the cone in the middle, then towards a new player on the outside and repeat the process.
- 4. There should be 2-3 players running in the circle at the same time.
- 5. After 2 minutes, pause the game and switch the exercise that the participants must do to get to the other player (this can be any exercise: shuffles, skips, stretches, lunges, etc.).
- 6. Instead of shouting the other participant's name, this round they must say something that they like about themselves or something they are proud of themselves for (I like my hair, I like my football skills, I am proud that I get good grades in school, I am proud that I am a girl).
- 7. Play for 2 more minutes, then switch the exercise.
- 8. For the last round, the participants must say something that they like or admire about the other player (I like your laugh, I admire your courage, I admire your leadership).

9. Play for another 2 minutes.

Part 2

This activity should be conducted in an enclosed, private space to ensure comfort.

- 1. Ask the participants to sit in a circle.
- 2. Ask them to close their eyes and breathe deeply and relax.
- 3. Explain to them that you are going to name different body parts and they should either touch the body part or visualise that part in their mind.
- 4. Emphasise to the participants that it is important they keep their eyes closed during this activity and they should only do what they feel comfortable doing.
- 5. Slowly and softly name the following body parts one by one and give some time to the participants to point them out:

Head, Forehead, Eyebrow, Eyelid, Nose, Cheek, Lips, Chin, Ears, Neck, Chest, Stomach, Hands, Fingers, Waist, Genitals, Hips, Buttocks, Legs, Knees, Feet, Toes.

Be sure to use the terms for the body parts that are commonly used and known in the context that you are working.

- 6. During the activity, observe the participants' reactions and expressions.
- 7. After the activity, tell them to breathe slowly and to gradually open their eyes.
- 8. Guide the discussion using the points given next.

4■ **Discussion** | **O** 10 Min.

- 1. How do you feel after doing this activity? Was it fun? Uncomfortable? Comfortable? Why?
- 2. Do you feel anything different about your body? If so, what?
- 3. How do girls and women usually feel about their body in your community?
- 4. Do girls and women like to look at themselves in the mirror? When? Why?
- 5. What sort of relationship do girls and women have with their body? Why?
- 6. Do you think it is important for girls and women to fee

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Share the Goal Ground Rules with a friend in your neighbourhood, or at school, or with a teacher or trusted adult. Ask them if they think anything is missing. Come to the next Goal session with some ideas.

OUR POSITIVE QUALITIES





Life Skill Health

Health, Self-esteem.







Materials

Arts & crafts session: paper, drawing materials, any other available arts material (glue, scissors, coloured paper, leaves, glitter, flowers, etc.).

Game session: Cones, footballs.

Key Learning

Participants will explore how the society we live in influences how we define beauty, and discuss healthier ways to value the unique people we are through our qualities and characteristics.

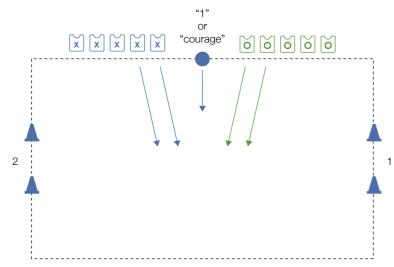
Session Notes

You can conduct either the game session or arts and crafts session depending on time and resources. You could also assign the arts and crafts activity as a Practice at Home.

Space Set-Up

For an arts and crafts session – a workspace (indoors or outdoors) large enough for the participants to work in small groups, and a table or area to lay out art supplies.

If doing the game session:



1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants, how would they define beauty?

Kev Message

Many factors influence how we feel about our bodies, and often society, television, and social media influence how we define "beauty," which usually means a certain body type or physical appearance. In reality, physical appearance does not determine a person's value. The wonderful characteristics and qualities that each individual has makes them unique and special.

3_■ Main Activity | **①** 35 Min.

Option 1: Arts & Crafts

- 1. Have the participants gather for a short discussion to begin the activity. Discuss the following prompt/questions:
- Do society and the media depict all kinds of body types as attractive?
- ♣ What qualities do they define as beautiful?
- What kinds of messages and images do adolescents receive from movies and advertisements about how they should look and what their bodies should be like?
- + Ask them how this makes them feel.
- 2. Explain that in small groups of 2-4, the participants will have 20 minutes to think about a message that they wish advertisements and social media would give. So, for example, rather than focusing advertisements on the best hair colour to have, or the best body type to have, what do girls wish to see in an advertisement (for example, the characteristic of loyalty and friendship, or honesty in a friend)?
- 3. Next, ask them to imagine a product or message that reflects a quality or characteristic that they would value in a friend, role model, teammate, etc., and use the art materials to design an advertisement or social media post for this product or message.
- 4. Encourage the participants to be creative, and remind them that the product need not be logical or scientific. The advertisement can take any form the group chooses.
- 5. Explain to participants that they will get a 5-minute warning before time is up.
- 6. When time is up call the participants back together to present their advertisements.

Option 2: Game

- 1. Divide the participants into two teams and have them stand in two lines along the sideline, facing the field, with the coach in the middle.
- 2. Label one goal "1" and the other "2."
- 3. Explain that each round, two players from each team will step onto the field and the coach will roll the football onto the pitch and call 1 or 2.
- 4. The teams will then try to win the ball and score in whichever goal the coach calls.
- 5. Play until everyone has had at least 1-2 chances to play.
- 6. Pause the game for a quick discussion.
- 7. Explain that now, Goal 1 will be "Physical Appearance" and Goal 2 will be "Inner Quality".
- 8. This round, instead of calling out 1 or 2, call out one of the qualities, characteristics, or descriptions below. The participants must decide if these are a physical appearance or an inner quality, and then try to score in whichever goal corresponds.
- Physical appearance: long hair, fair skin, tall, skinny legs, thin waist, clear complexion, brown eyes, dark hair.
- Inner qualities: courage, positive, energetic, leader, brave, smart, funny, supportive, creative, empathetic, good listener, respectful, honest.
- + Add to these lists if you can!
- 9. Play several more rounds using these descriptors.
- 10. If the players get one incorrect, ask them why they selected the answer they did, and explain to them the alternative answer.

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- 1. Begin the discussion by asking how the participants define beauty.
- 2. Think about when you were nine years old. How do most young children feel about their bodies and how they look? Do most young children worry a lot about their looks?
- 3. What happens during adolescence? How do adolescents feel about their physical appearance?
- 4. Do society and the media depict all kinds of body types as attractive? What qualities do they define as beautiful? What kinds of messages and images do adolescents receive from movies and advertisements about how they should look and what their bodies should be like?
- 5. Think about the qualities of a good friend, teammate, family member, partner, role model, classmate. What are some of those qualities?
 - → Examples: intelligent, honest, good sense of humour, hardworking, courageous, kind, artistic, musical, athletic, generous, fair, good listener, loyal, and other such qualities of character. Generate at least eight to ten qualities and write them down.
- 6. Ask the participants, does physical appearance determine a person's worth?
 - → Example: a person's worth is not determined by body type and appearance, but by all of the incredible qualities that they listed above.

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Think about your friends, family, and role models. What are the inner qualities and characteristics that you admire about them? Come to the next session prepared to share some of these qualities.

Session 15

HYGIENE TAG









Materials Cones or

field markers. Ball.

Key Learning

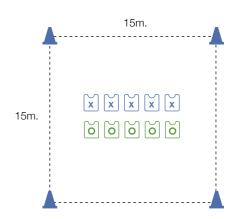
Participants will learn how to maintain proper hygiene and its importance in stopping the spread of diseases and viruses in the community.

Session Notes

Include information on any local health guidelines, particularly if there are any health concerns in the community at that current time.

Space Set-Up

Create a large square grid using cones to mark the playing boundaries. The grid should be large enough so that participants can run around freely, roughly $15m \times 15m$.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants if they know how a virus spreads. Explain that viruses spread from person to person mainly through the tiny droplets that are produced when a person carrying the virus coughs or sneezes. Germs are also passed along when you touch mucus droplets from someone else on a surface like a desk and then touch your own eyes, mouth, or nose before you get a chance to wash your hands. Viruses like the flu can live 24 hours or longer on plastic and metal surfaces like tables, doorknobs, and cups.

Key Message

Washing our hands with soap and water, and maintaining proper hygiene, are important steps to take to stay healthy and safe in our communities. Whether we are in the middle of a pandemic or not, we should all make sure to do our part to stop the spread of viruses and diseases in our community.

3 Main Activity | 30 Min.

- 1. Explain that they will now be playing a game of tag. There will be two taggers, who will run around the square trying to touch or tag everyone.
- 2. Everyone else must avoid being touched while staying inside the square boundary. If you are touched, you become sick and must stand still and not move, with your legs spread open.
- 3. There will be one "doctor." The doctor can help the sick by crawling between their legs once they are tagged. Once the doctor does this, the person is better and can continue to run around once again and be part of the game.
- 4. Explain that there will also be one ball. The ball can be thrown to any participant that is about to be tagged. If you are holding the ball, it gives you immunity from getting tagged and therefore, if a tagger touches you, you are not "sick" and do not have to stand still.



Round 1

Play the first round with no doctor or no ball, just two taggers and the rest of the participants trying to avoid being tagged.



Round 2

After several minutes, introduce one doctor.



Round 3

After another few minutes, hand one ball to a remaining participant.

5. Play for about 5 - 8 minutes and then switch up the taggers and doctor, giving other participants a chance to play those roles. Play around with the size of the square, making it smaller or larger to increase or decrease the difficulty of the game.

4 Discussion | 10 Min.

- 1. Was it difficult to not get tagged? Was it difficult to be the tagger? Why or why not?
- 2. What gave you immunity from being tagged and becoming "sick?" What in our real lives can help us not get sick?

 - +Staying at least 2 metres distance from others.
 - +Avoiding people who we know are sick.
 - ➡If we have symptoms, staying quarantined or isolated until we feel better.
- 3. What if we did get tagged was there someone to help us? Can doctors help us in our real lives if we get sick, especially if it is something serious?
- 4. If you are playing this game in a small space, what happens? If you have a large space to play in, what happens? Does this relate to what happens when you are living in a small crowded space and how fast disease spreads?
 - +Think about how fast a virus can spread in the air between people in a closed room vs. an open field or space.
- 5. How can we stay safe and healthy in our communities and avoid being infected by a virus?
 - +Hands: it starts with your hands. Wash your hands frequently with soap and water or an alcohol-based solution.
 - +Elbow: cover your nose and mouth with a bent elbow or tissue when you sneeze or cough. Dispose of the tissue immediately and wash your hands.
 - +Face: avoid touching your face, particularly your eyes, nose or mouth to prevent the virus from entering your body.
 - → Distance: in terms of social interaction, take a step back. Stay at least one to two metres distance from others whenever you can.
 - +Feel: if you feel unwell, stay home. Please follow all instructions provided by your local health authorities.
- 6. Ask the participants true or false questions and see how many the group gets correct!
- 1. Sneezing or coughing into my hand is okay as long as I wipe my hand afterwards. urinating. False
- 2. Touching my eyes, nose and mouth frequently brings germs into my body and can make me sick. True
- 3. It does not matter how long my nails are because germs cannot live underneath finger- 8. Boiling water makes it clean and safe to nails. False
- 4. Garbage bags are full of germs. True

- 7. Water that has been frozen is always clean 11. You don't need to wash underwear. False and safe to drink False
- drink. True
- 5. It is not necessary to wash your hands after 9. Washing with soap and water cleans dirt and germs off your body. True
- 6. Clean clothes are less likely to carry germs. 10. If you have access to sanitary napkins, you should change them twice a day. True

 - 12. The area around the vagina can be kept clean by washing it with water. True

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Count how many times you wash your hands during a day and come to the next session ready to share the number. Challenge your family at home to wash their hands before and after eating and see if you can get your whole family involved in proper hygiene.

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ALCOHOL AND SUBSTANCE ABUSE





Life Skill

Health
(substance abuse),
Decision Making
Understanding
Consequences.





Materials

Cones/
field markers.
Training vests/
pinnies (1 or 2 sets).
3 footballs.

Key Learning

Participants learn about the negative impact of alcohol and substance abuse.

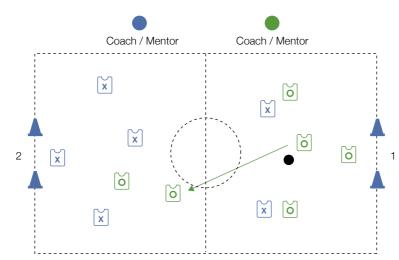
Session Notes

Read through additional information about the impact of drugs on the body, and how substance abuse can impact your life and your relationships with others.

You can add more players to each team if you have more participants, or have two games going on simultaneously.

Space Set-Up

Set up a soccer field of about 25m by 10m and create goal posts using cones.



1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants if they have ever been in a situation where there were drugs or alcohol present. Was there any peer pressure involved in the use of drugs or alcohol?

Key Message

Drugs have a negative effect on how we make decisions and act, how we perform in school and on our physical and mental health. Abusing alcohol and substances can negatively impact our relationships with our friends and family. It's important to keep our minds and bodies healthy so we can focus on achieving our goals, staying safe, and keeping our communities and ourselves healthy.

3■ Main Activity | **0** 35 Min.

This is an adapted football game (6 vs. 6) that helps participants think about how drugs affect their bodies, their minds, and their communities. Explain to participants that the objective of the game is to help them understand the importance of staying away from drugs and keeping healthy.

- 1. Divide the participants into 2 teams of 7 players each. 6 will play for each team, and each team will have 1 Coach. You can take the role of the referee. To differentiate the teams, give each team different colored bibs/pinnies (or just give one team bibs/pinnies).
- 2. Team 1 will represent people who use drugs (Note: you can name a type of drug that is used a lot in your community). Team 2 will represent people who do not use drugs.
- 3. The Coach represents the parent or the guardian of the respective teams. The Coach will stand at the sidelines during the game and will also give advice to the team during the short break.

- 4. The referee represents a community leader, and will remain neutral to both teams.
- 5. Only one ball will be used at a time. Each half of the match will last 8 minutes, with a short break in between.

Play! (15 min)

- ♣ The players on Team 1 will not be allowed to run or communicate verbally to their team-mates. They have to play silently, and by walking only.
- ♣ If a player on Team 1 scores, they will join Team 2. Moving to the other team symbolises quitting drug use.
- The players on Team 2 are free to run and communicate with each other.
- ♣ If a player on Team 2 scores, everyone from Team 1 has to do 5-star jumps (or similar exercise). This should represent the consequence of using drugs.

4■ **Discussion** | **T** 10 Min.

- 1. How did it feel to be playing for the team representing people who use drugs?
 - + How was it not being able to run or to communicate with your team-mates?
 - + How did you feel when you scored and joined the other team?
 - + How did you feel when the other team scored and ordered you to do star jumps?
 - ➡ What do you think this represents in our daily lives?

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- 2. How did it feel to be playing for the team representing people who don't use drugs?
 - + How was it to run freely and be able to score?
 - → How did it feel to have people come and join your team once they scored?
- 3. How did it feel to be the coach of the teams?
- 4. How did it feel to be a referee?
- 5. How can we compare the experiences of the two teams to situations in our own lives?
- 6. How do drugs affect how you do things and make decisions?
 - + Not thinking clearly, so you may make decision you otherwise would not have made or say things that you don't mean
 - ♣ Not being able to concentrate on doing homework or paying attention at school.
 - ♣ Negative impacts on your overall health not performing at your best on the field.
- 7. How do your community members treat people who use drugs?
- 8. How can you use the lessons learned during the game in your life?
- 9. What can you do if you see a friend abusing or addicted to drugs?
 - + Speak to a trusted adult who might be able to get that friend some help.
- 10. Where could someone who uses drugs go to for help and who should they turn to or confide in?
 - + They could go to a health clinic.
 - + They could talk to parents or another trusted family member.
 - + They could talk to a trusted teacher or another trusted adult.



- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Remember the peer pressure session? Peer pressure is often one way that we could be introduced to alcohol or drugs. Come up with a plan for how to say no or avoid drugs and/or alcohol in a peer pressure situation. If you need help coming up with a plan, ask for help from a friend, sibling or trusted adult. Come to the next session with some ideas to share with others.

Session Resource

Stress management, media presence and advertisements, and peer pressure are all reasons why more and more young people are experimenting with different substances at an earlier age. Those who abuse substances/alcohol may not realise that their behaviour affects and hurts their families and those who love them.

It is important not to moralise or preach about not using drugs, but instead inform young people of the negative impacts of substance use and suggest alternative methods of de-stressing and relaxing. Life skills training can enable them to think about the consequences of using drugs and help them make good choices, learn how to say no to peer pressure, and develop healthy coping skills.

What drugs do people use?

Apart from medications, drugs people use for recreation include alcohol, tobacco, caffeine, marijuana, inhalants (such as gasoline, glue, cleaning fluids), cocaine, and heroin. Drugs affect the mind and body, sometimes permanently. Some are more dangerous than others, and their effects differ by individual. Alcohol and tobacco are the most commonly used drugs worldwide. In recent years, girls' and women's use of tobacco has increased dramatically in some countries.

Why do some people choose to use them?

Substances of different types are used to give someone a 'kick' or a 'high'. The use of alcohol and substances is often habit forming and can quickly become addictive. Reasons people use drugs or consume alcohol include:

- to reduce anxiety in social situations
- to appear mature and confident
- to avoid feeling or dealing with problems, including boredom and loneliness
- to fit in socially or to have fun
- to stimulate their minds or stay awake
- to enhance sensory perceptions or feel "high"
- to reduce appetite or avoid eating (to lose weight)
- to relax or to sleep
- + to cope with trauma

Why do some people choose not to use drugs?

- + because it's bad for their health
- + because it is illegal (in some cases)
- + to avoid risk of contracting HIV
- ♣ because they can solve their problems in other ways (through friendships, support systems, sports, or playing games)
- because they have better ways to relax
- + because of religious, cultural, or moral values
- + because they want to be in control of themselves and their actions

What is addiction?

When people use a drug regularly, they can become dependent on or addicted to it. Many drugs can be addictive, including some medications, such as painkillers, diet drugs, or sleeping aids, and people may become addicted without recognising that they are. Many people find it difficult or impossible to stop using a drug once they are addicted to it. Overcoming an addiction requires determination, strong willpower, belief in oneself, and a supportive environment, often including professional treatment or involvement in a treatment program.

What serious problems can result from using or abusing drugs?

Adolescents' substance abuse is a major public health problem in many countries. Drug use leads to numerous serious problems, including:

- + causing accidents while driving under the influence of alcohol or other drugs.
- + behaving in ways that lead to regret as a result of poor judgment and lowered inhibitions.
- + having sex without protection against STIs, HIV, or pregnancy, as a result of diminished judgement.
- + acquiring HIV or hepatitis from sharing needles while injecting drugs.
- + overdosing on a drug to the point of poisoning and death.

Addicts may resort to desperate, degrading, or illegal measures to obtain the money to buy drugs. People who smoke cigarettes, chew tobacco, or spend a lot of time near those who smoke may develop cancer or other life-threatening diseases. A pregnant woman's use of some drugs, both legal and illegal, can harm the fetus.

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PUBERTY AND OUR BODIES









Materials Cones.

Cones. Bibs to indicate taggers

Key Learning

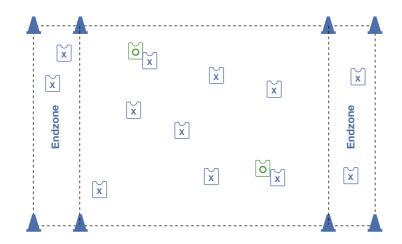
Participants will learn about the changes that happen to their bodies and changes in how the community perceives them during puberty.

Session Notes

Try to have local resources and additional information available for the participants should they have additional questions.

Space Set-Up

Set up a large rectangle with the cones. At each end of the rectangle, create a small "endzone."



1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | **O** 10 Min.

Ask participants if they know what puberty is and what happens to boys and girls during puberty. Explain to the participants that during puberty, everyone's body undergoes certain physical changes.

Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. *For additional definitions, visit the glossary of terms in the coaching guide.

Hormones don't only change bodies on the outside; they create changes on the inside too! You can use the chart below to discuss the changes that occur to girls, boys, and everyone. To create discussion, you can draw the three columns on a sheet of paper, and ask the participants what happens to girls, boys, or both when they reach puberty. Make sure that you discuss everything listed below!

GIRLS	BOYS	вотн
 Your menstruation cycle, or period, will begin (usually between the ages of 9-14). Your breasts will begin to get larger and develop. You might put on weight as your body shape changes and your hips widen. 	 Your voice will get deeper. Your body will begin to change shape you will become taller, heavier, and broader. Your penis will get longer and thicker and your testicles will get larger. You will start having erections (where the penis gets hard and stiff). Your body will start to produce sperm which is released through your penis during ejaculation. 	 Arms, legs, hands, and feet may grow faster than the rest of the body. You will notice more hair growth on your legs, under your arms, and in your pubic region. Your skin will likely become more oily. You may notice that you sweat more and that it smells more. You may start to see acne breakouts or spots on your face. You may start to feel sexual attraction towards others. You may experience increased mood swings. You may feel more uncertain and self-conscious about yourself and decisions.

Additionally, gender roles and expectations change during adolescence, which impact girls and boys differently. Explain that the game they will play next will help us understand how our gender impacts how we are treated as we reach the age of puberty.

Key Message

When we reach puberty (the exact age varies, but typically around 13), there are lots of physical changes that happen to our bodies. In addition to physical changes, society often treats girls and boys differently when they reach puberty and assigns expectations and roles based on gender that can be harmful. Understanding what these changes mean and how to care for yourself is the first step to challenging gender-based discrimination related to puberty.

3■ Main Activity | **0** 20 Min.

- 1. Ask the participants to all step inside the rectangle and ask for two players to be the "taggers."
- 2. Tell the rest of the participants that they must avoid being tagged by the taggers and can only stay in the rectangle. Once tagged, they must stand still unt il another participant touches them, which will allow them to unfreeze and continue playing.
- 3. After 5 minutes, pause the game and switch the taggers.
- 4. This time, when the participants are tagged, they must enter one of the endzones and stay there. Other participants cannot free them by touching them.
- 5. Pause the game after another 5 minutes, or once all players are tagged and in the endzones.

Short Discussion

Ask the participants how it felt to be tagged and have to stay in the small endzone. Ask them, what typically happens when boys enter puberty? What about girls?

- Example: Often, boys' opportunities and freedoms increase when they enter puberty because they are seen as men with new responsibilities to take care of those around them. When girls enter puberty their "world" shrinks. The freedoms they had as children are often restricted, and society places limitations on them in order to "protect" them from the dangers in the community.
- 6. Assign two new taggers, and also assign two players who will be able to free participants from the endzones by touching them.
- 7. This round, the two new players can "release" the tagged players from the endzones by tagging them and allowing them to re-enter the game.
- 8. Play for another 5-10 minutes or as time allows.

4 Discussion | • 20 Min.

- 1. How did it feel to be stuck in the endzone in the first round, not being able to get freed?
- 2. How did the second round feel, when there were players who could free you from the endzone? Was it more fun to play the game? Why?
- 3. Could we relate the first round, or being stuck in the endzone, for the experience girls sometimes have when they reach puberty? How?
 - → As we discussed, when girls hit puberty, sometimes our communities are fearful for girls' safety, or that they will get pregnant or taken advantage of, so they try to keep them close to home and restrict their freedoms.
- 4. Why do you think this restriction of freedom happens? Does it happen to all girls? Does it depend on the family?
- 5. What do you notice about what boys encounter at puberty? Overall, does their freedom expand or shrink? Why do you think this happens?

- 6. In the second round, the players tagged in the endzone were freed. How did that feel as a player?
- 7. What are some examples of ways to increase girls' and young women's freedoms and opportunities during/after puberty?
 - Examples: education, life skills training, sports, learning about sexual health and reproductive rights, opportunities to earn money, educating the community about puberty and the importance of keeping girls in school and providing them with information to stay healthy and safe.

5 ■ Wrap-Up | 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Encourage the participants to study Session 17 in their Goal Workbook with diagrams of the reproductive system and familiarise themselves with the changes that occur during puberty. They can complete the blank form included in the handouts to practice.

There is a lot to learn about our bodies, particularly our reproductive systems and how they change during puberty. Not everyone always has the right information. Encourage participants to find someone in their home or community that they can go to with questions, like a health care worker or their Goal Coach.

28 DAYS





Life Skill Health







Materials 28 cones

or markers.

Key Learning

Participants will learn about the facts and process of menstruation and discuss what is necessary to stay healthy and clean during menstruation.

Session Notes

Rather than simply running around the circle, mix up the type of activity for each question. Other ideas are hopping, skipping, running backwards, dribbling a football or basketball etc.

Rather than reading the quiz questions and letting teams send a runner right away, explain that you will read the question, give the teams 10-15 seconds to think of an answer, and then blow your whistle to signal a runner to start running around the circle. This allows for a fairer competition if there are some teams who have members with more knowledge about menstruation than others.

* Each cone with one number from 1-28 written on it in black/white board marker or a marker that will rub off.

Alternatives to above: 28 rocks or small objects and card taped to each object with a number, or cards taped onto a stick and pushed into the ground if soft.

Space Set-Up

Set up a large circle of cones, with a total of 28 cones. Each cone should have a number 1 – 28, either written on the cone or on a piece of masking tape stuck onto the cone.

■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?
- 2■ Introduction to Session | 2 Min.

Ask participants, what do they already know about menstruation? Can anyone guess why we have numbers on the cones?

Key Message

Menstruation, or a period, is normal vaginal bleeding that occurs as part of a woman's monthly cycle. Every month, your body prepares for pregnancy. If no pregnancy occurs, the uterus, or womb, sheds its lining. The menstrual blood is partly blood and partly tissue from inside the uterus. Menstruation is a natural, normal process that happens when girls reach puberty. It is important to understand what happens during this time so that we can stay healthy and take care of our bodies. It is important to have accurate knowledge to dispel any myths or misconceptions about menstruation.

3 ■ Main Activity | **①** 40 Min.

1. Divide the participants into teams of 5. Ask each team to sit in front of the cone that is the first number in their particular stage (for example, the group who has Stage 1 should sit on the outside of the circle in front of cone number 1).

Stage 1: Day 1-7

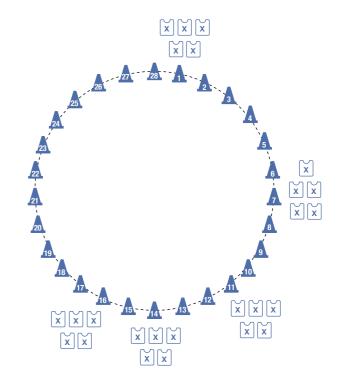
+ Stage 2: Day 7-11

+ Stage 3: Day 11-13

Stage 4: Day 14-16

+ Stage 5: Day 16-28

2. Hand each group a card that explains what happens in their particular stage. Then, ask each group what they think happens at that stage and have them try to explain in their own words if they think they know, and if not, they can read their card. As the facilitator, explain any difficult words or concepts by providing a definition and more information.



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Stages of the Menstrual Cycle

Day 1-7

- + Because we start counting the menstrual cycle from the day you start bleeding during the month, day 1 is the first day you start bleeding.
- + A period can last from 3-5 days: it is different for each girl.

Day 7-11

+ During this stage, the lining of the womb (or the uterus) starts to thicken, preparing for the release of the egg.

Day 11-13

+ Your hormones come in and start trying to help release the most ripe or ready egg.

Day 14-16

♣ The egg is released!

Day 16-28

- + The egg travels down the fallopian tube (this is where the egg might come into contact with sperm).
- + If the egg is not fertilised in the fallopian tube (by coming into contact with sperm), in a day or two, when the egg reaches the uterus, it breaks apart
- + The lining of the uterus also breaks down because the egg was not fertilised and doesn't need to grow.
- + The body then sheds the egg and lining of the uterus, and the period starts again (which is the egg and uterus lining coming out of your body).

- 3. Once all groups explain their stage, explain that you will be asking them questions about menstruation and they must come up with an answer as a team. Once they have the answer, each team must send one member to run around the circle and back to their team and sit down. Once they are back with • It is important to clear up any misconceptions. If you don't their teams, they have the opportunity to answer the question. The first person to reach their team should answer first. If she is incorrect, then the next team can try. You can also ask follow up questions to make the guiz harder.
 - 4. After you ask each question and get an answer, make sure to clarify to the whole group what the right answer is and discuss any myths or misconceptions that could arise.
 - know the answer to a certain question, make sure that you don't give the girls a wrong answer. Explain that you are unsure and will get back to the girls with the right answer later. It is very important to follow up with the girls once you have the correct answer.

4 ■ **Discussion** | **7** 10 Min.

- 1. Should girls and women be prohibited from doing certain things when they are having their menstruation cycle? Why or why not?
- 2. Where do societal taboos around menstruation stem from? Do you think this has anything to do with gender? Why?
- 3. What are the common problems girls and women experience during menstruation? (For example, access to clean cloth or sanitary napkins, privacy to change and clean, pain, discomfort, etc.)
- 4. Are there any days in the menstruation cycle when a girl or woman is more likely to become pregnant? Why do you think so? Is it important for girls and women to have this information?
- 5. Does the consistency of the white discharge change during the menstrual cycle? Why is it important to know about this?

- 6. In our community, what (or how much) do you think girls and women know about these issues?
- 7. Do you think it is important for girls and women to maintain personal hygiene? Why and how?

5■ Wrap-Up | **5** Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Share the Goal Ground Rules with a friend in your neighbourhood, or at school, or with a teacher or trusted adult. Ask them if they think anything is missing. Come to the next Goal session with some ideas.

Session Resources

Menstruation Quiz & Answers

1. TRUE OR FALSE: Once a girl has had her first period, she can become pregnant.

True. When a girl starts having her menstrual periods, it means that her reproductive organs have started working and she can become pregnant. In fact, because a woman's ovaries release an egg before the onset of her menstrual period, it is possible to get pregnant even before her first period. It does not mean, however, that her physical and mental conditions are necessarily prepared for the birth of a child.

2. TRUE OR FALSE: It is unhealthy for a girl to bathe or swim during her period.

False. There is no reason that a woman should not participate in a specific activity because of her period, unless she has cramps or any discomfort. The most important thing is to maintain good hygiene.

3. Can a girl talk and interact with boys after her period starts?

Yes. She can talk and interact with boys after her period starts. Having your period does not mean a girl will be in danger when talking to males or negatively impact others in any way.

4. TRUE OR FALSE: Menstruation is unclean.

False. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the fetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds, which results in menstruation.

- 5. Is the menstrual blood impure? Are you impure for those days when you are menstruating? No. Menstruation is a completely natural and normal part of any girls' life. There is nothing impure about menstrual blood.
- 6. Does menstruation mean that you are hurt inside?

No. Menstruation is a normal and natural part of any girls' life and does not mean she is hurt inside. It is necessary for our body to go through menstruation to prepare

7. TRUE OR FALSE: A girl can get pregnant if she has sex while she has her period.

True. Sometimes the other ovary releases an egg mid-cycle, so it is possible for an egg to be fertilised even during menstruation, but it is very rare.

8. Is menstruation a means of punishment for being a girl?

No. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the foetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation

P. 24 P. 25 9. TRUE OR FALSE: Menstrual fluid contains only blood.

False. The menstrual fluid contains cervical mucus, vaginal secretions, mucus and cells, endometrial particles as well as blood. This mixed content is not obvious since the blood stains everything red or brown.

10. What is the average length of a period?

Most periods last two to eight days, with **four to six days** being the average.

- 11. What is the name for the time in the menstrual cycle when the egg is released? **Ovulation.** During ovulation, the follicle and the ovarian surface opens over the egg, allowing it to be released into the uterus.
- 12. What are the physical and emotional changes you feel when on your period? You can get headaches, feel cramping in your stomach, bloating, moodiness, pain in your lower back, and your breasts can become tender.
- 13. Is it okay to wear tampons or sanitary pads for a long time?

No. Wearing tampons or sanitary pads for too long can be dangerous to your body. You should change your tampon every four to six hours. Wearing it longer can cause Toxic Shock Syndrome, a bacterial infection that could lead to serious health problems and even death. Reusing pads or wearing pads for too long is also unhealthy. Once a pad becomes full, it can no longer absorb your blood, and this can cause bacterial infections, rashes and other serious health problems.

- 14. Which of the following can cause your period to be late?
- Pregnancy Changes in diet Travel Stress Excessive exercise

All of the above scenarios can cause your period to be late.

Session 19

MENSTRUATION MYTHS





Life Skill Health





Materials

Cones
or other markers,
coloured bibs,
a football (or other,
this can be played
with many different
sports).

Key Learning

Participants will be able to tell the difference between menstruation facts and menstruation myths in their community.

Session Notes

Be sure that you adapt the Coach Resource (Menstruation Truths and Myths) to reflect the myths that exist in your community. Feel free to replace certain statements in the Coach Resource section that reflect the realities of your community.

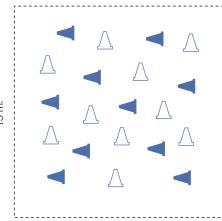
Space Set-Up

side up.

Create a 15 m x 15m grid.
Inside the grid, spread out
20 cones throughout the
entire space.
Ten of those cones should
be layed on their side or upside

down and ten should be right

15 m.



15 m.

1 Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 💆 2 Min.

Ask participants if they can think of any changes to a girl's routine or daily life (that aren't physical) that happens when she starts menstruation.

Key Message

There are lots of changes that happen when a girl goes through menstruation, not just physical. Society often assigns different expectations to girls and young women after they begin to menstruate, limiting their freedoms. Girls are given information about menstruation from many sources – family, friends, teachers, the public – and it is important to know what is a fact and what is a myth.

3 ■ Main Activity | **3** 35 Min.

- 1. Divide the participants into two teams, Team 1 and Team 2.
- 2. Explain to the participants that when you blow the whistle, Team 1 must try to flip all the cones that are upside down or laying on their side, to right side up. Team 2 must do the opposite, flip all cones that are right side up upside down or knock them onto their side.
- 3. Both teams will be trying to accomplish their goal at the same time. The game will last for 1 minute, then you will blow your whistle to stop.
- 4. Have the participants count the number of cones right side up and those that are upside down or laying on their side. If the number of cones that

are right side up is higher, then Team 1 wins. If the number of cones that are upside down or laying on their side is higher, then Team 2 wins.

- 5. After this first game, explain that the winning team must try to decide if the statements you will read are true or false (see Session Resource for statements). Read 1 statement and allow them to discuss. If they don't know, allow the other team to try and answer. Then, provide the correct answer. Repeat with 2 more statements.
- 6. Play several more rounds of the game, each time inviting the winning team to answer true or false to three statements, until all statements are read. Increase or decrease distance between players 1 and 2.

4 Discussion | 7 10 Min.

- 1. Where do we get our information about health and menstruation? Is this information always accurate?
- 2. What are some trusted sources of information about menstruation?
- 3. What are some steps to take to verify whether information is true or false?
- 4. How do myths about health and menstruation impact girls and society? Is it positive? Negative?
- 5. How does our community view adolescent girls when they start menstruating? Are they given more privileges? Or responsibilities?
- 6. Are they treated differently? Why?
- 7. If you run out of time, do not feel like you must go through all statements.

5■ Wrap-Up | 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

A

Practice at Home

Identify a couple of sources that you can go to for valid, truthful information about health and menstruation. When you hear information about menstruation and health, make sure that you check with these sources to validate the truth.

Session Resource

Once a girl has had her first period, she can become pregnant.

True.

When a girl starts having her periods, it means that her reproductive organs have begun working and that she can become pregnant. It does not mean, however, that her physical and mental condition are necessarily prepared for the birth of a child.

2. Before a girl has had her first period, she can become pregnant.

Because a woman's ovaries release an egg before the onset of her menstrual period, it is possible to get pregnant even before her first period.

3. It is unhealthy for a girl to bathe or swim during her period.

Myth.

There is no reason that a woman should not participate in a specific activity because of her period, unless she has cramps or any discomfort. She must maintain proper hygiene and ensure that she is using clean pads or tampons and washing regularly.

4. A girl cannot play sports when she is menstruating. Mvth.

A girl should not be limited by their menstruation - she can play, and do anything else that she would normally do, after her period starts

Menstruation is unclean and the blood is impure.Myth.

Menstruation is a natural cycle that occurs in women, and is not unclean or impure. Menstruation is related to the cycle of life. The uterus prepares itself for growth of the fetus, if conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation.

6. Menstruation means that you are hurting inside. **Myth.**

Although cramping is a natural side effect that many women experience while on their period, it is not always the case. Women can do anything that they would normally do while on their period.

7. A girl can get pregnant if she has sex while she has her period.

Sometimes the other ovary releases an egg mid-cycle, so it is possible for an egg to be fertilized even during menstruation, but it is rare.

8. Menstruation is a punishment for being a woman. **Myth.**

Menstruation is a natural cycle that is a part of the life cycle. Although the side effects are not always enjoyable, this enables women to give the gift of life by bringing children into the world. It is not a punishment for being a woman.

9. Menstrual fluid contains more than just blood. **True.**

The menstrual fluid contains cervical mucus, vaginal secretions, mucus and cells, endometrial particles as well as blood. This mixed content is not obvious since the blood stains everything red or brown.

10. If your period is late, it means that you are pregnant.

Myth.

Although pregnancy does cause a period to be late, it is not the only reason this could happen. Changes in diet, stress, travel, and excessive exercise are all reasons that a woman's period might be delayed.

11. Using a tampon will cause a woman to lose her virginity. **Myth.**

It's true that hymens can be torn during intercourse, physical activity, or when a tampon is inserted. But the hymen does not "break," and virginity is an emotional concept, not just the disruption of a piece of tissue that a woman may or may not have been born with.

12. Some women do not have symptoms (PMS) from menstruation. **True.**

Not all women experience side effects from menstruation, and this is completely normal. Some of the most common side effects are cramping, fatigue, bloating, and breast tenderness.

13. Having sex with a woman on her period is unhealthy and harmful to both people. **Myth.**

While many women and men may feel uncomfortable with period sex, it's not at all unhealthy and won't harm anybody.

14. If you do not have your period for a long time, you will never be able to get pregnant. **Myth.**

There is no medical or scientific reason that women should get a period every month during their reproductive years to be fertile. Some women experience intense, painful symptoms of menstruation and seek options to suppress their periods for relief.

15. It is helpful for girls to know information about menstruation before they have their first period.

Puberty and menstruation can be a surprising and scary change for girls, even though it is a natural and normal process. Talking about what is happening to the body, how to take care of yourself, and how girls can continue their life as normal can help girls feel more prepared and comfortable when menstruation begins.

CONTRACEPTION





Life Skill

Sexual and Reproductive Health and Rights







Materials

Cards with the names of locally available contraceptives (one on each card) Cones.
Two balls.

Key Learning

Participants will understand the difference between different contraceptive methods available in their community.

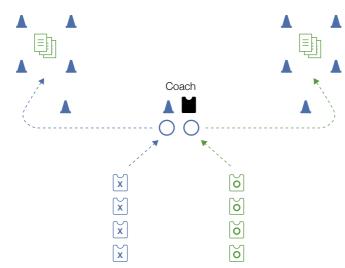
Session Notes

This is a sensitive session: make sure you speak about this topic in an appropriate way for the age and background of the participants you are working with.

It is important to include contraceptive methods on the cards that can be found locally and available to the participants. If you want to include others, do so but explain that they are not available in the community. If possible, bring in samples of models of different forms of contraception to show the participants.

Space Set-Up

Set up the field according to the diagram.



1 Last Session Reflection | 0 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 0 2 Min.

Ask the participants the following questions:

- 1. What does "fertility" mean?
- 2. When does a woman become fertile?
- 3. What are signs of fertility?

Key Message

Contraceptives are important tools in helping prevent early and unplanned pregnancies as well as keeping us safe from sexually transmitted infections and HIV/Aids (which we will speak about in the next session). There are many types of contraceptives and it is important to understand the details of how these different types of contraceptives can protect us. It is our right as girls and women in control of our own bodies to determine when and how we want to use contraceptives when engaging in sexual intercourse. It is also important for boys and men to learn about contraceptives so they can support us in making the right choice for ourselves.

3 ■ Main Activity | **(*)** 40 Min.

Part 1

- 1. Ask participants to stand shoulder to shoulder in front of you.
- 2. Explain that you will read a statement and if the girls think it is true, they move to your left. If they think it is false, they move to your right.
- 3. After the participants move to the side they choose, reveal the right answer so everyone hears it.

Statements to Read

- Once a girl has started to menstruate (have her period), she is physically able to become pregnant which means she is now fertile. True.
- Every month, your body prepares for pregnancy.
 If no pregnancy occurs, the uterus sheds its lining.
 This is when you get your period. True.
- Pregnancy happens as a result of sex between a male and a female. True.
- Contraceptives can help us prevent pregnancies if used correctly. True.

Part 2

1. Split participants into two equal groups and have them line up behind their team's cone. Explain to them that this is a relay race in which they have to collect as many cards as they can, which are located behind you, to your right and left.

- 2. When you blow your whistle, tell participants that they must run to the center cone where the coach is. Here, they will choose a direction to run by saying out loud to the coach either "right" or "left."
- 3. The coach then has to throw the ball in the direction instructed by the participant. Each participant will have a ball thrown in the direction they choose.
- 4. With the ball in their hands (or at their feet), the participants have to then run around a cone to then proceed and collect ONE card from the side they chose.
- 5. They then run back with the card and ball, give the ball back to the coach and then run back to their group.
- 6. They then tap the next participant in line and, who will follow the same steps.
- 7. The game ends when all the cards are collected. The team with the most cards wins!
- 8. Ask each team to share, one by one, their cards. After one person shares a card, explain in detail that form of contraception (how it is used, what it helps protect from and what it doesn't as well as where it can be accessed locally).

4 Discussion | T 10 Min.

- 1. Ask the girls how they found the activity. Was it fun? Was it hard? Why?
- 2. Ask them about the part where they had to choose which way they went. Why was it important to be able to choose 'right' or 'left' by themselves?
 - + Explain that like in the game, it is important to make choices in our own lives about things that impact our health and rights.
- 3. Why is it important to make choices related to using contraception?
 - → Explain that we have the right to choose what happens with our bodies and what contraceptives to use. Nobody should make them do anything they are uncomfortable with.
- 4. Can we get help when we feel like we aren't given the opportunity to make our own choice related to contraception? From who?
 - → Explain that we can talk to a trusted adult if we feel like we are being forced to do something we don't feel comfortable with, or we can even speak to our Goal coach.

5 ■ Wrap-Up | 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Share what you learned about contraception with an older sister or trusted adult. How did it go? What questions did they have? If you didn't know the answers to some of their questions, make sure to write them down and get accurate answers. Make sure you speak to someone you trust who can help you find more information if you need it.

Session Resource

Use this visual tool to help participants visualise the process. Explain that they can draw this in a notebook and fill it in whenever they have to make a difficult decision.

Reversible Methods of Birth Control

Intrauterine Contraception



Levonorgestrel intrauterine system (LNG IUD)

The LNG IUD is a small T-shaped device like the Copper T IUD. It is placed inside the uterus by a doctor. It releases a small amount of progestin each day to keep you from getting pregnant. The LNG IUD stays in your uterus for up to 3 to 6 years, depending on the device.

Typical use failure rate: 0.1-0.4%

Copper T intrauterine device (IUD)

This IUD is a small device that is shaped in the form of a "T." Your doctor places it inside the uterus to prevent pregnancy. It can stay in your uterus for up to 10 years.

Typical use failure rate: 0.8%.1

Hormonal Methods



Implant

The implant is a single, thin rod that is inserted under the skin of a women's upper arm. The rod contains a progestin that is released into the body over 3 years. Typical use failure rate: 0.1%



Injection or "shot"

Women get shots of the hormone progestin in the buttocks or arm every three months from their doctor. Typical use failure rate: 4%



Combined oral contraceptives

Also called "the pill," combined oral contraceptives contain the hormones estrogen and progestin. It is prescribed by a doctor. A pill is taken at the same time each day. If you are older than 35 years and smoke, have a history of blood clots or breast cancer, your doctor may advise you not to take the pill. Typical use failure rate: 7%

Progestin only pill

Unlike the combined pill, the progestin-only pill (sometimes called the mini-pill) only has one hormone, progestin, instead of both estrogen and progestin. It is prescribed by a doctor. It is taken at the same time each day. It may be a good option for women who can't take estrogen.

Typical use failure rate: 7%.1



tch

This skin patch is worn on the lower abdomen, buttocks, or upper body (but not on the breasts). This method is prescribed by a doctor. It releases hormones progestin and estrogen into the bloodstream. You put on a new patch once a week for three weeks. During the fourth week, you do not wear a patch, so you can have a menstrual period.

Typical use failure rate: 7%.1



Hormonal vaginal contraceptive ring

The ring releases the hormones progestin and estrogen. You place the ring inside your vagina. You wear the ring for three weeks, take it out for the week you have your period, and then put in a new ring.

Typical use failure rate: 7%.1

Barrier Methods



Diaphragm or cervical cap

Each of these barrier methods are placed inside the vagina to cover the cervix to block sperm. The diaphragm is shaped like a shallow cup. The cervical cap is a thimble-shaped cup. Before sexual intercourse, you insert them with spermicide to block or kill sperm. Visit your doctor for a proper fitting because diaphragms and cervical caps come in different sizes. Typical use failure rate for the diaphragm: 17%.

Sponge

The contraceptive sponge contains spermicide and is placed in the vagina where it fits over the cervix. The sponge works for up to 24 hours, and must be left in the vagina for at least 6 hours after the last act of intercourse, at which time it is removed and discarded.

Typical use failure rate: 14% for women who have never had a baby and 27% for women who have had a baby.



Male condom

Worn by the man, a male condom keeps sperm from getting into a woman's body. Latex condoms, the most common type, help prevent pregnancy, and HIV and other STDs, as do the newer synthetic condoms. "Natural" or "lambskin" condoms also help prevent pregnancy, but may not provide protection against STDs, including HIV. Condoms can only be used once. You can buy condoms, KY jelly, or water-based lubricants at a drug store. Do not use oil-based lubricants such as massage oils, baby oil, lotions, or petroleum jelly with latex condoms. They will weaken the condom, causing it to tear or break.

Typical use failure rate: 13%



Female condom—Worn by the woman, the female condom helps keeps sperm from getting into her body. It is packaged with a lubricant and is available at drug stores. It can be inserted up to eight hours before sexual intercourse. The female condom may also help prevent STIs.

Typical use failure rate: 21%



Spermicides—These products work by killing sperm and come in several forms—foam, gel, cream, film, suppository, or tablet. They are placed in the vagina no more than one hour before intercourse. You leave them in place at least six to eight hours after intercourse. You can use a spermicide in addition to a male condom, diaphragm, or cervical cap. They can be purchased at drug stores. Typical use failure rate: 21%.1

(SEXUALLY TRANSMITTED INFECTIONS)





Life Skill

Knowledge on Sexual and Reproductive Health





Materials

Cones (as many cones as there are participants).

Key Learning

Participants will learn what Sexually Transmitted Infections (STIs) are, how they spread and how they can protect themselves.

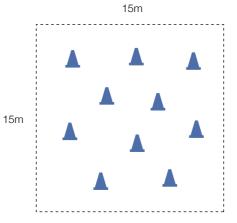
Session Notes

Social distance adaptation: As a COVID adaptation, tell the girls they can only tag other participants with one hand, and it has to be on their back (to avoid too much contact with each other), furthermore, space out the cones quite far from each other.

It might help to have a local nurse or health care practitioner join this session to help you explain in more detail what STIs are and answer questions that the participants might have.

Space Set-Up

Lay out cones inside a 15m x 15m grid on an open field. There should be as many cones as there are participants.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants, do they know what STIs, or sexually transmitted infections, are?

Key Message

A Sexually Transmitted Infection (or STI) is an infection passed from one person to another person through sexual contact (vaginal, anal or oral) or close intimate contact (such as close contact with someone's genitals or body fluids). STIs can be painful and sometimes there is no cure. We don't always know if someone has an STI, therefore, it is important to get tested and ask others to get tested to protect ourselves from STIs.

3■ Main Activity | **(*)** 45 Min.

Part 1

- 1. Tell the participants to stand at a cone of their choice.
- 2. Once everyone is at a cone, explain that when a whistle is blown everyone is allowed to leave their cone and tag as many people as they can. Give them 30 seconds to run around and tag others.
- 3. After 30 seconds, blow the whistle again. The participants must return to their original cone as fast as possible (without tagging anyone).
- 4. Once everyone returns to their cone, choose a random participant and tell everyone that this was the secret tagger. Whoever was tagged by that person gets a negative point.
- 5. Restart the game and repeat the process. This time at the end, pick a different participant as the secret tagger. Whoever was tagged by that participant gets a negative point.
- 6. Repeat the game 3-4 times.
- 7. Tell participants to count how many negative points they collected.
- 8. The participants with the least negative points win.

In-Game Discussion (5 min)

1. Ask participants if they remember what STIs are from the introduction discussion.

- ♣ An STI is an infection passed from one person to another person through sexual contact (vaginal, anal or oral) or close intimate contact (such as close contact with someone's genitals or body fluids)
- * STIs are also called sexually transmitted diseases, or STDs.
- + Antibiotics can cure some STDs (like chlamydia and gonorrhea). But some STIs (like herpes or HIV) have no cure.
- Here is a list of some STIs:Chlamydia
- Genital Herpes
- Genital Warts Gonorrhea
- Hepatitis B (HBV)
- HIV/AIDS
- Pelvic Inflammatory Disease (PID)
- Pubic Lice (Crabs)
- Syphilis
- Trichomoniasis
- 2. How was the game? Was it easy? Hard? Was it fair?
- 3. Was it hard to tell who the secret tagger was before the game began? Why?
- has an STI.
- a secret tagger until after the game, some people don't even know that they have an STI.
- ★ Explain that the more times you got tagged, the more likely it was for you to get negative points.
- + Explain that just like the game, the more sexual partners you have, the easier it is for you to catch STI's.
- ♣ Explain that the best way to avoid STI's is to not have sexual intercourse. You can also protect yourself during sexual intercourse by using a variety of methods.

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ALL ABOUT HIV/AIDS



Key Learning Participants will be able to tell the difference between menstruation

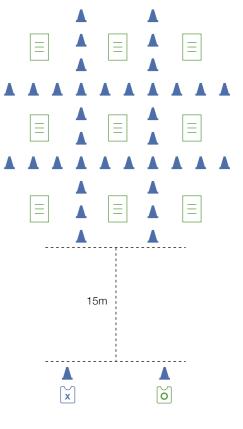
facts and menstruation myths in their community.

Session Notes

It might help to invite a nurse or health care practitioner to join you on this session and provide participants with more information about HIV/AIDS as well as answer any questions participants might have.

Space Set-Up

Set up a space as shown in the diagram. The upper grid should resemble a Noughts and Crosses (or tic-tac-toe) board and there should be two cones about 15 metres away that both teams stand behind. Place the first set of cards face down, one in each square of the grid. Reserve the rest for round.



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Part 2

- 1. This game is the same as the previous game, however, one thing will change.
- 2. Give some of the participants plastic bags to put on the hand they use for tagging. You may choose how many plastic bags to hand out.
- 3. During the game, if a participant with a plastic bag tags you and that participant is chosen as the secret tagger at the end of the round, then you would not receive a negative point: you are safe.
- 4. Alternate between picking a participant with a plastic bag and a participant without one as secret taggers.

In Game Discussion (10 min)

- 1. How was this second round different than the first round?
- 2. Was the secret tagger able to spread their negative points with the plastic bag on their hands?
- Point out that the secret tagger couldn't transfer any negative points when they had a plastic bag on their hand.
- ◆ Explain that like in the game, it is harder to spread STI's if certain contraceptives are used.
- Explain that the only two contraceptives that can prevent STI's are male condoms and female condoms.
- 3. Has anyone ever seen a female or male condom?
- Provide a demonstration to the participants if possible, or use flip chart paper to draw the steps of how to properly use the condoms.

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Share your knowledge around STIs with a close friend or trusted sibling. How did they react? Did they know the information already? What questions did they have? If you didn't know the answers to some of their questions, make sure to write them down and get accurate answers. Come prepared to share their reaction with your Goal team next session.

Life Skill Health







Materials Cards.

Cones.
Coloured cloths
or training vests
(two separate
colours, enough
for two teams, and
each participant on
the two teams).

■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what thev learned?

3 ■ Main Activity | **(7)** 30 Min.

1. Divide the participants into two teams. Each team should be represented by a colour and each person on that team should have that colour cloth or training vest, holding it in their hand.

2 Introduction to Session | 7 2 Min.

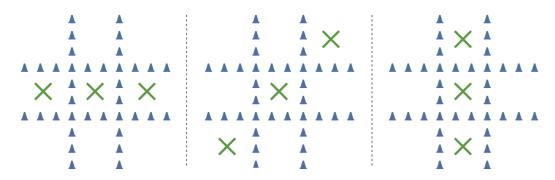
Ask participants what they know about HIV/AIDS already.

Key Message

HIV is a virus and is short for Human Immunodeficiency Virus. Like other viruses, it uses living human cells to make copies of itself which go on to infect more and more cells. HIV spreads in the body and if not treated can lead to AIDS and eventual death. There are many misconceptions and myths about HIV/AIDS and it is important to know the facts so we can protect ourselves and make the right choices.

2. Teams should line up behind their team cone. Explain that you are playing the game of Noughts and Crosses (or tic-tac-toe). The goal is for your team to place their colour cloth in three consecutive squares vertically, horizontally, or diagonally.

Examples



- 3. Explain that when you blow your whistle, the first player from each team should run to the grid and place their coloured cloth down in one of the squares. Both teams go at the same time and only one piece of cloth or training vest can be placed in one square.
- 4. After placing the cloth or training vest into a square, the player must grab the card in that square and run back to their team.
- 5. Once that player returns to their team, the next team member goes. This continues until one team wins (they get three of their colours in a row) or the game is a draw.

- 6. Once a team wins. Return all cloths to each team and replace the cards with new cards from your card packet. Play another round until a new team wins.
- 7. Once all cards have been picked up, ask individuals to read the statement on the front side. Ask the rest of the group if they think the statement is true or false. Once the group answers what they think, read the back of the card which has the right answer loud enough for the whole group to hear.
- 8. Continue until all 12 cards have been shared.

To watch a video of a game similar to the one described above, go to think link: https://www.youtube.com/watch?v=1-BsoLCEc34

4 Discussion | T 15 Min.

- 1. What did you learn about HIV/AIDS during this game?
- 2. Why is it important to understand what HIV/AIDS is and how it is spread?
- 3. How can we protect ourselves from HIV/AIDS? What decisions can we make to keep ourselves safe?
- 4. Who are people that can help us get more information, or make good decisions?

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Make a list of all the people in your life that could support you in finding more information about HIV/AIDS and help you make good choices in your life. Keep this list in a safe place and share it with your team at the next session.

Session Resources

1. Being HIV- positive means I am going to die from the disease.

False.

An HIV-positive test result no longer means a death sentence. Advances in medical care and treatment have resulted in many people living with HIV, going on to live long and healthy lives.

2. You can tell just by looking at someone that they have HIV.

False.

You can't tell by looking at someone whether or not they have HIV. Someone can only know for sure that they have HIV if they have an HIV test. The only way for someone to know his or her HIV status is to go for HIV testing at places including HIV counselling and testing (HCT) centres, hospitals and clinics.

3. HIV is a virus that attacks a person's immune system.

True.

HIV weakens our immune system (the system used to fight infections) until it can no longer protect the body from common infections. At this point, a person is said to have AIDS. 4. HIV and AIDS mean the same things.

HIV and AIDS do not mean the same thing. HIV is the Human Immunodeficiency Virus which causes AIDS. AIDS is a serious condition resulting from advanced HIV infection, in which the body's defence against some illnesses is broken down. This means that people with AIDS can get many different kinds of diseases which a healthy person's body would normally fight off quite easily.

5. HIV can be cured.

False.

Some medicines can stop HIV from multiplying in a person's body, but it cannot destroy all the HIV in the body. Therefore, HIV cannot be cured, it can only be treated.

6. You can have HIV and not feel sick. True.

You can have HIV for many years without showing any signs or symptoms. Only when your immune system becomes very weak you may get sick.

P. 40 P. 41 7. HIV can be found in bodily fluids. **True.**

HIV can be found in bodily fluids, such as blood, semen, vaginal fluids and breast milk.

8. HIV can be transmitted by shaking hands. False.

HIV is transmitted through penetrative sex, blood transfusion, the sharing of contaminated needles in health-care settings and drug injection, and between mother and infant during pregnancy, childbirth and breastfeeding. Any kind of cut using an unsterilised object, such as a razor or knife, can transmit HIV. Sharing razors is not advisable unless they are fully sterilised after each use.

9. HIV can be treated. **True.**

Antiretroviral medicines are used in the treatment of HIV infection. They work against HIV infection by blocking the reproduction of HIV in the body (see question 4). When a person living with HIV is on effective antiretroviral therapy, they are no longer infectious.

10. There are very few risks in life that can lead to HIV/AIDS

False.

There are many risks in life that can lead to HIV/AIDS including: having multiple sexual partners, having older partners, taking drugs and alcohol and negative peer pressure.

11. There is no stigma related to having HIV/AIDS. False.

Stigma is thinking a person or a group is bad. For example, thinking someone is a bad person because he or she has HIV. Discrimination is treating a person or a group unfairly. For example, when people talk negatively about HIV-positive people to their friends. It makes people afraid to test, which results in more people spreading the virus and more people dying because they do not get treatment.

12. HIV has clear symptoms that are obvious from the start.

False.

Most people infected with HIV do not know that they have become infected. Immediately after the infection, some people have a glandular fever-like illness (with fever, rash, joint pains and enlarged lymph nodes), which can occur at the time of seroconversion. Seroconversion refers to the development of antibodies to HIV and usually takes place between one and two months after an infection has occurred. Despite the fact that HIV infection often does not cause any symptoms, a person newly infected with HIV is infectious and can transmit the virus to another person. The way to determine whether HIV infection has occurred is by taking an HIV test. HIV infection causes a gradual depletion and weakening of the immune system. This results in an increased susceptibility of the body to infections and cancer and can lead to the development of AIDS.

Session 23

RISKY BEHAVIOUR







Materials
Cones
or field markers.
Ball.

Key Learning

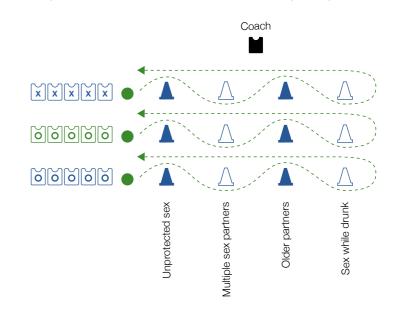
Participants will understand different types of risky activities that could increase chances of getting HIV/AIDS and the consequences for the individual and community.

Session Notes

Consider having a local health counsellor or nurse join you during this session, to help answer any questions about risky behavior and HIV/AIDS.

Space Set-Up

Set up a line of four cones for each team of 5 participants.



BE **HEALTHY** / Session 23

■ Last Session Reflection | • 2 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

Ask participants if they could name different risky activities that increase their risk of contracting HIV/ AIDS.

2 Introduction to Session | 0 3 Min.

Kev Message

There are many choices we could make that would increase our risks of getting or spreading HIV/AIDS. It is important to understand that risky decisions have consequences not only for the individuals making those decisions but can also have consequences for the community as well.

- **3** Main Activity | 🐧 35 Min.
- 1. Explain that this game is a race between the different teams.
- 2. Each player must dribble the ball between all 4 cones and make a good pass to the next player on vour team.
- 3. Tell participants that each cone represents an HIV risk in your lives:
 - + Unprotected Sex: Sex without a condom.
 - → Multiple Partners: Having more than one sexual relationship at the same time.
 - ♣ Older Partners: Having a sexual partner 5 or more years older than you. Older partners are more likely to have been in multiple sexual relationships. The chance that they have gotten HIV is higher.
 - → Sex While Drunk: Having sex while intoxicated, which puts you at risk of making poor decisions.

- 4. Tell the participants to be careful not to touch the cones during the exercise.
- 5. If they do touch a cone, they must do 2 push-ups before they continue playing. (For those who can't do a push up, suggest a squat or a few star jumps).
- 6. After you have passed the ball to your team-mate, run to the end of the line and sit.
- 7. The first team with all members sitting is the winning team.
- 8. Repeat the game but now, if someone touches the cone with the ball, the whole team has to do push-ups.

- **4 Discussion** | **7** 10 Min.
- 1. How was the game? Was it difficult? Easy? Why?
- 2. Did touching the cones have any consequences? What did each cone stand for?
 - → Explain that each of the cones represented risky behaviour that could lead to HIV/AIDS.
 - ♣ Unprotected Sex: When you aren't using a condom, you have no protection from HIV/AIDS.
 - ➡ Multiple Partners: Having more than one sexual relationship at the same time puts you at higher risk of encountering a sexual partner with HIV/AIDS.
 - + Older Partners: Having a sexual partner 5 or more years older than you. Older partners are more likely to have been in multiple sexual relationships. The chance that they have gotten HIV is higher.
 - ♣ Sex While Drunk: Having sex while intoxicated, which puts you at risk of making poor decisions. Furthermore, it is harder to protect yourself from people with bad intentions when we are drunk. Some people who have ill intentions use the opportunity to forcefully have sex with you when you are drunk.

- 3. Did you have to be more careful in part 2 of the game? Why?
 - + Touching a cone didn't just have consequences for yourself, but for your whole team.
 - + Explain that just like in the game you have to be careful about HIV/AIDS because it not only has consequences for an individual but also for their immediate community.
- 4. What do consequences for the community look like?
 - + People around them (loved ones) will feel stressed/sad about the individual.
 - + Financial pressure (due to medication).
 - ★ The individual could experience stigma or discrimination.
 - + The individual could pass it along to others in the community.
- **5** Wrap-Up | **0** 5 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Find a trusted adult and discuss what you learned during this session. Try to identity someone in your life that can help you make the right decisions to keep you safe and healthy. Tell that person that you would like to count on them for support as you grow and get older.

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BEING MINDFUL





Life Skill

Management of Emotions, Self-Regulation, Stress Management.



Key Learning

Participants will learn what mental health is and the steps that we can take to maintain mental well-being.

Session Notes

Here is a playlist of 18 videos on Mindfulness by an organisation called Girls Leadership:

https://www.youtube.com/watch?v=rJ2LWO7HGS0&list=PLI615uhXqt-JE4ux4D6WppZxg0T9L9TvVI

Space Set-Up

A field, hallway, or large classroom.

1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2■ Introduction to Session | 💆 2 Min.

Ask participants if they know what mental health is.

Kev Message

Mental health is a way of describing someone's social and emotional well-being. It is completely normal to feel worried, stressed, or sad, and there are healthy ways to deal with these emotions so that you can feel better, healthier, and happier. Healthy eating and sleep routines, regular exercise, and developing emotional management skills are all ways to maintain mental well-being.

3 ■ Main Activity | **0** 30 Min.

Note for coaches

Speak slowly, softly, and with an even tone. You don't need to adhere exactly to the time listed here, it is just a suggestion to keep you on track. Listen to the needs of your group, take longer if the group can benefit from additional meditative breathing.

1. Start the session with some mindful breathing. Have the group spread out (about 3-5 feet apart from others), and sit down.

2. Each participant will close their eyes and focus on their own breathing while they listen to the coach read through the following script:

Script

You may close your eyes or keep them slightly open. (3 seconds)

Take a moment and allow your body to settle into a comfortable position. (5 seconds)

Take a deep breath in and out. (2 seconds)

Allow your spine to lift and your shoulders to soften, falling away from your ears. (5 seconds)

Today we will practice two minutes of mindful breathing. (3 seconds)

Begin by taking a full breath in and a long breath out. (5 seconds)

Repeat that big breath in, and long breath out, and keep breathing like this. (5 seconds)

With each breath, feel your chest and stomach gently rise and fall. (7 seconds)

We're now going to count our breaths silently. (3 seconds)

On your next inhale, count silently to yourself, one, and as you exhale, one. (2 seconds inhale, 2 seconds exhale)

Now on the next breath count again to yourself, two, and as you exhale, two. (2 seconds inhale, 2 seconds exhale)

Now continue counting your breaths for eight breaths. (30 seconds)

- + If you notice the mind is wandering away from where we are, just bring it gently back and focus on yourself breathing.
- → Feel the passage of air through your nostrils and into your lungs
- → Feel your chest move as you inhale and exhale

Now with one final breath in and out, notice any sensations or feelings in your body.

When you're ready, gently open your eyes. (20 seconds)

Mindful walking

Mindful walking or walking meditation helps develop an awareness of your mental state and its connections to your physical body and environment. It can help you gain a sense of calm and connectedness, and can be done anywhere – even in a busy, crowded, or noisy place. You don't have to walk in any special way – it's more about where your attention is when you walk. If you can find a field, hallway, or large room, that will work best.

- 1. Ask the participants to spread out from one another in the large space.
- 2. Read the script aloud below as they walk around the large room or outdoor space. You should read loud enough for them to hear you as they walk, so they should not walk too far away from you.

Script

Feel the sensation of your feet in contact with the ground. Take one deep slow mindful breath - in and out.

Begin walking at a natural pace.

Place your hands wherever they feel most comfortable, whether that's at your sides, on your stomach, or behind your back.

Think about each footstep as it lifts and falls.

Feel the ground underneath your feet as you lift your foot.

Feel the muscles in your feet and legs as you take a step.

Notice the movement in your legs and the rest of the body as you walk forward.

Notice if your body shifts from side to side.

Feel how your foot rolls from heel to toe when you walk.

If you'd like, you can count your steps up to 10, and then start again at 1.

If you're in a small space, pause and choose a moment with intention to turn around.

Whatever else captures your attention, come back to the sensation of walking. Your mind will wander, so without frustration, bring your focus back as many times as you need to the feeling of your foot on the ground.

Look at the environment around you, take it all in.

Pay attention to the sounds of the world around you. Without naming them or labelling them, think about the sound.

Now bring awareness to your sense of smell. Don't push yourself to think anything at all about the smell, just bring yourself to focus on whatever smell you can sense.

What can you see? Think about the colors and objects and whatever else you see. Stay natural, not daydreaming or drifting, but with constant awareness.

Keep this open awareness of everything around you. Nothing to do, nothing to fix, nothing to change. Fully aware, and walking

Come back to the awareness of the physical sensations of walking, wherever else your mind found itself

Notice your feet again, touching the ground. Notice the movement of your body with each step.

When you're ready to end your walking meditation, stand still for a moment, taking one deep slow mindful breath, in and out.

As you finish, consider how you might bring this sense of awareness into the rest of your day.

4 Discussion | To Min.

- 1. How did you feel before and after the mindful breathing exercise?
- 2. How did you feel during the mindful walking exercise?
- 3. What are some causes of stress in your life?
- 4. Are there particular times or places where you feel more stressed or worried?
- 5. Do you know how to recognise stress in yourself?

BE **HEALTHY** / Session 24

- 6. How do you feel when you're stressed? How does your body react?
 - o Possible answers include:
 - o feeling tired during the day
 - o sleeping badly
 - o a stomach ache
 - o feeling irritable or becoming overwhelmed more easily
 - o difficulty concentrating
 - o faster heart rate
- 7. What do you do when you feel stressed or worried? What are things you can do to regulate your emotions when you feel stressed or vulnerable?
 - o breathing exercises
 - o leave the room and give yourself a break
 - o drink a glass of water
 - o write out how you're feeling
 - o organise something
 - o stretch, practice yoga
 - o talk about your feelings with a trusted adult or friend
- 8. How could you incorporate mindful breathing and mindful walking into your life?

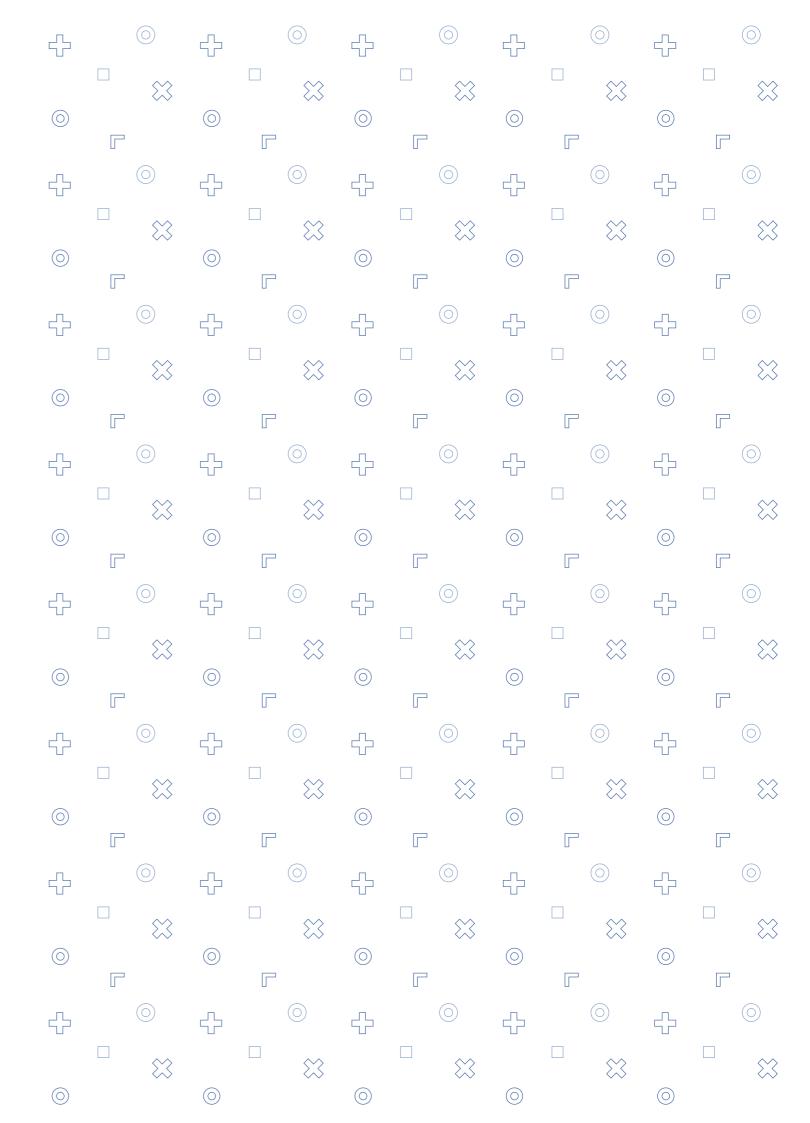
5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Take some time this week to journal about your emotions and mental well-being. Choose one or more of the following prompts, and write or draw whatever comes to your mind.

- 1. What's going well for me right now is...
- 2. What's not working for me right now is...
- 3. I know when I'm feeling good because when I feel good I...
- 4. What I wish I could change about my life is...





The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.



Goal is delivered in partnership with:









- BE **EMPOWERED**



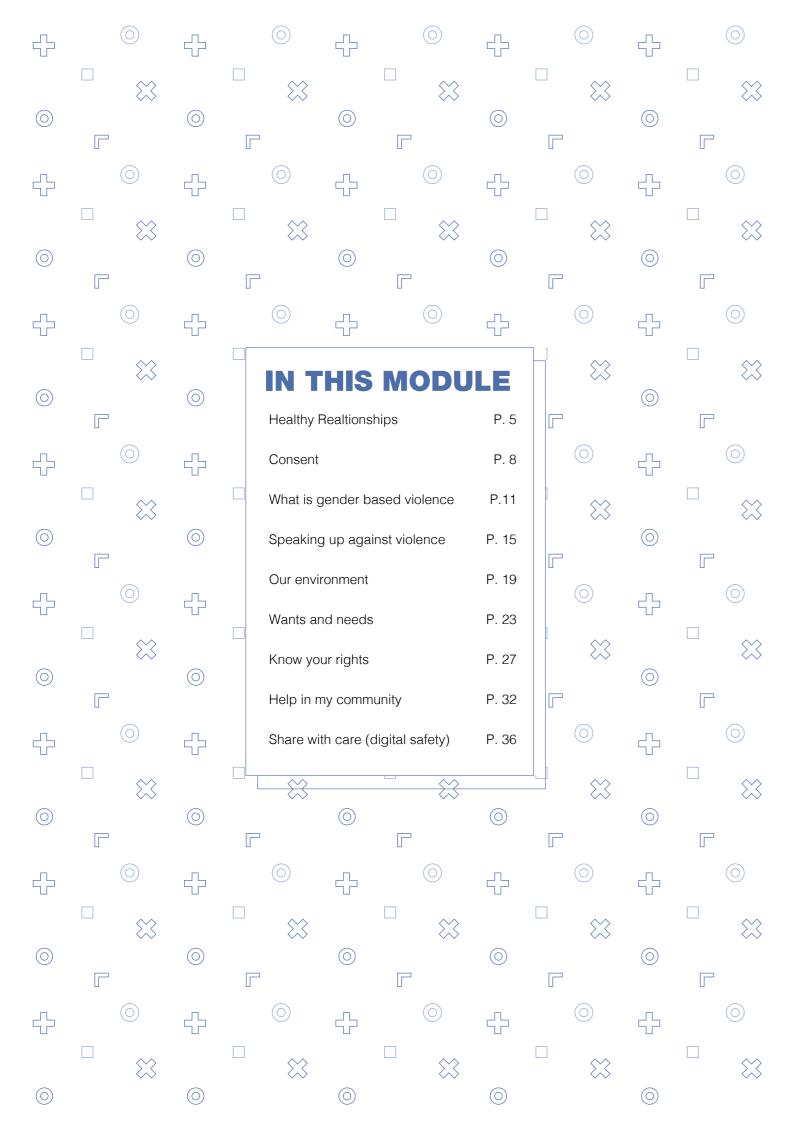


BE **EMPOWERED**

+Goal activity guide







HEALTHY RELATIONSHIPS





Egalitarian attitudes to gender roles, Communication.



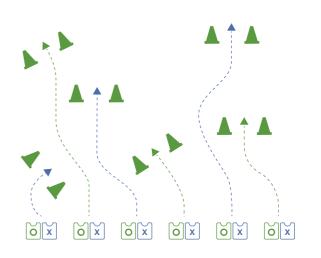
Materials Cones or field markers. Balls.

Key Learning

Participants will learn what healthy and unhealthy relationships look and feel like and how to get support if they are in an unhealthy relationship.

Space Set-Up

Set up a grid roughly 10m x 10m. Within the grid, lay out two cones, creating a "gate" with the two cones half a metre apart.



1 Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | O 2 Min.

Ask participants what types of relationships they have in their lives. Do relationships have to be with a boyfriend, or girlfriend or husband, or can we have relationships with our parents, family, friends and community members?

Key Message

Relationships are part of all of our lives. We have relationships with our family members, with our friends, with community members and with people at our school. It is important to tell the difference between a healthy relationship and an unhealthy relationship and how to get support if we find ourselves in an unhealthy relationship.

3■ Main Activity | **0** 35 Min.

- 1. Ask the participants to form pairs, each player taking either the number 1 or 2.
- 2. Tell the number 1s that their objective is to pass through all the gates on the field as quickly as possible. They will play two rounds, and in each round they must lock arms and stay locked with their partner, a number 2. This activity can be done with or without a ball.
- 3. Bring the number 2s away from the number 1s so they don't hear the next set of instructions. Tell the number 2s that, during the first round, they will try to prevent their partner from passing between the gates. They can do this by pulling them in different directions or standing still so that their partner must work hard to move them, etc
- 4. Then tell the number 2s that, in the second round, they will do the opposite; they will help their partner pass through the gates as quickly as possible by running fast and working as a team and being encouraging.
- 5. Once you have explained the directions to the number 2s, bring the partners back together again and ask them to lock arms.
- 6. Tell the groups that they are starting round one and everyone will go at the same time. They must pass through each of the six gates. The fastest team is the winner.
- 7. Blow your whistle. Once the participants finish, immediately move onto round 2.

4■ **Discussion** | **O** 15 Min.

- 1. What was the difference between the two rounds? Which one did you (number 1s) enjoy more? In which were you (number 1s) able to reach your objective more easily?
- 2. Which round was the healthy relationship? Which round do you think is the unhealthy relationship? Why?
- 3. How did you feel in both rounds?
- 4. What are unhealthy relationships? What do you think some characteristics are?
 - ▶ Example: Heavy constant criticism, loss of privacy, excessive jealousy, possessiveness, manipulation, name-calling and ridicule, bad temper that you fear, fear they will hurt you physically, she/he ignores you, she/he uses physical force or psychological and emotional abuse, she/he discourages you to have (non-romantic) relationships with others, she/he doesn't value you or your opinions.
- 5. What are the characteristics of healthy relationships?
 - ♣ Example: You enjoy spending time with that person, mutual respect, caring, he/she listens to you, he/she allows you to have friendships with others, you trust them and feel secure, you are not afraid they will use physical force, he/she values you as a person, he/she values your thoughts and opinions
- 6. Are all relationships perfect? Could there be negative aspects of a healthy relationship?
- 7. What did you want to do in round 1? Did you feel like you wanted to unlock arms because you were frustrated?
- 8. Why do some people stay in unhealthy relationships? For example, why do women sometimes stay with men who abuse them?
 - ♣ Example:Some people fear for their lives, they cannot break the relationship because of financial dependence, they have nowhere to go, they are embarrassed to leave, they feel it would be failure to leave, they are afraid of what others might say, they still love or care for that person, they hope that the person will change.
- 9. What can we do to support or help a friend who is in an unhealthy relationship?
- 10. What support would you want if you were in an unhealthy relationship? What kind of help exists in the community?
- **5** Wrap-Up | **0** 5 Min
- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Look around in your community for signs of healthy relationships and signs of unhealthy relationships. What did you notice? Write down the different signs you saw and share them at the next session. Don't mention names or specific people, just the signs you recognised.

CONSENT





Life Skill

Self-confidence, Respect for Others, Assertiveness.





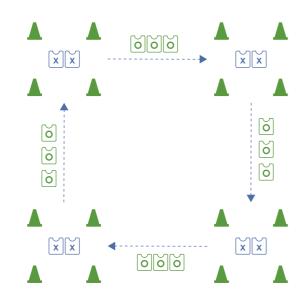
Materials
Cones or field
markers.
Training vests/bibs.
Balls.

Key Learning

Participants will understand what consent means and the important components of giving and respecting consent.

Space Set-Up

Create four 5m x 5m squares in an open field.



1 ■ Last Session Reflection | **(*)** 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 0 2 Min.

Ask participants, do they know what the word consent means?

Key Message

Consent is clear permission, which means that only yes means yes. It's a voluntary agreement, which means it's not something that one person does to another, but rather it's something that people decide to do together. Consent is also ongoing. This means that you have a right to say no at any time. Consent cannot happen when a person is drunk or using drugs, because they are under the influence. It's also not coercive, which means trying to change someone's no into a yes, for example, by pressuring or guilt-tripping them or getting them drunk or high. Consent is about asking, listening and respecting. Without these three steps, there is no consent. Consent is not only related to sex, but is important in all aspects of our lives where permission is needed or requested.

3 ■ Main Activity | → 40 Min.

1. Choose four sets of partners. Each set of partners will occupy one of the squares on the field. They must come up with a physical activity and rules for their square.

Examples could be:

- ♣ If you enter this square, you must do 10 jumping jacks while singing a funny song.
- ♣ If you enter this square, you must do 5 push-ups.
- → If you enter this square, you must do 20 toe taps on the ball.
- 2. Split the rest of the participants evenly among the squares. The participants will perform the exercises/ activities according to the rules set by the pairs in the squares and when you blow your whistle, they will switch to a new square and do the activity according to the rules set in that square.



Round 1

All participants must go through all the squares following the exact rules set out by the pairs in that square.



Round 2

Repeat round 1 but this time, the pairs must explain the rules and then ask if the participants in their square are okay with the rules they have made and for their "consent" to participate. The participants then have the choice of saying yes or no, or asking that something be changed slightly.

Repeat the activity with new pairs in the squares.

BE **EMPOWERED** / Session 26



- 1. How did the first round feel for the pairs? Was it fun to come up with your own rules and activities?
- 2. What changed in round 2? Did that round feel any different because of the changes? Why?
- 3. What are some examples in our lives that are similar to round 2, when the pairs asked if the participants wanted to participate in the activity and the participants were able to make that choice?
 - + When friends ask us if we want to do a particular activity at the weekend, rather than just telling us what we are doing together.
 - + When someone knocks on our door at our home and asks if they can enter first, before just entering.
- 4. Why is consent important in a relationship? For example, what does consent look like if we are in a romantic relationship and our partner wants to kiss us or have sex for the first time?
- 5. Is it sometimes hard to say no to someone when they are pressuring you to do something you don't want to do? Why or why not?
- 6. What are some examples of people in your life who you can turn to for help if you feel like your answer is not being listened to or respected by another person?
- 7. What are the three important components to consent?
 - Asking, listening and respecting
- 8. Why is consent important?



- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Share what you learned about consent with a friend or sibling. Listen to what they think about the idea of consent. Make a plan to ask, listen and respect each other when doing things together.

Session 27

WHAT IS GENDER BASED VIOLENCE?





Life Skill

Rights Awareness, Critical Thinking.





Materials

Flip chart paper. Markers. Cones.

Key Learning

Participants will understand different forms of gender-based violence

Session Notes

Make sure you do research on gender-based violence in your community or country before this session and prepare to answer questions the participants might have.

This is a sensitive session, so it is recommended to have a counsellor or GBV expert at the session as a support person for the participants.

Space Set-Up

In this session you will discuss an important and sensitive topic for participants. Therefore, it is important to ensure that the space where **you will conduct the session is private and safe.** Make sure the space is closed-off from strangers or any other person who is not part of the programme.

P. 10 P. 11

BE EMPOWERED / Session 27

1 Last Session Reflection | 5 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | • 5 Min.

Ask participants to form a circle and sit down, either on chairs or on the ground. Start the session by writing "violence" on a blackboard or flipchart. Ask the participants what they think this means and write their responses underneath. Then, proceed to share the definition and the different forms of gender-based violence (See Coach Resources).

Key Message

Many girls, women and gender non-conforming people will experience some form of violence in their lifetime on the basis of our gender differences. This violence can take different forms – including physical, psychological, or sexual violence – and can happen anywhere: at home, at school, in the streets, in our communities, and on the internet. No one deserves violence. Victims should never be blamed for violence they experience, as it is never their fault.

3■ Main Activity | **3**5 Min.

- 1. Mark three areas in the room (or mark three places on the field with cones if outdoors) with three signs: I Agree, I Don't Agree, I Am Not Sure.
- 2. Tell the participants to gather in a circle in the middle of the room or field where you are standing.
- 3. Explain that you will read a statement about violence out loud and each person must think about the statement and decide whether they agree, disagree, or do not know how they feel about it.
- 4. Once they make their decision, they must move towards the sign that matches their decision. For example, if they agree with the statement, they should go to the area of the room with the "I Agree" sign, etc. Explain that they are allowed to change their opinion at any time.

- 5. Rather than simply walking, ask participants to skip to the sign. For each statement, change the movement (walk backwards, crawl like a bear, hop on one leg).
- 6. Read out each statement (see Coach Resource) twice and give them a minute to decide where they want to stand. Once they are standing near the sign that represents their opinion, give participants of each group an opportunity to say why they think that.
- 7. After they have voiced their opinion, explain the message or dispel the myth with the suggestions below each statement. Once you discuss the statement, give them an opportunity to change places if they want.
- 8. Continue with the rest of the statements until all of them have been read out and discussed.

4 ■ **Discussion** | 75 10 Min.

- 1. Was this activity difficult? Was it hard to decide on your opinion?
- 2. Did you ever change your opinion? Why?
- 3. Do you think there is ever any justification for violence?
- 4. Where do you think violence can occur?
- 5. What do you think are the types of violence that are more common in your community?
- 6. Is it difficult to have discussions about gender-based violence in your community? Why or why not?

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Read the Stories of Violence in your Goal Workbook. Share those stories with a trusted friend or adult. Discuss what type of violence each story outlines and how that person could get help. Share what you discussed with your Goal team next session.

Session Resources

Definition

Gender-based Violence (sometimes called violence against women) is 'any act of violence because of someone's gender that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women. This includes threats of violence, coercion or arbitrary deprivation of liberty, whether occurring in public or private.

Defining different forms and types of violence

- 1. **Incest:** sexual relations between blood-related persons (such as sex between father and daughter, father and son, mother and son, brother and sister, brother and brother, etc)
- 2. **Sexual abuse:** refers to any type of intimate (sexual) physical contact between an adult and a child.
- 3. **Rape:** the use of physical force or threat in order to obtain sexual relations with penetration oral, vaginal or anal.
- 4. **Sexual exploitation:** taking advantage of, or involving children or adolescents in the sexual satisfaction of adults, including activities such as child prostitution and pornography.
- 5. **Sexual harassment:** usually through indecent proposals, obscene words and pressure to have sexual relations, which the other party does not want.
- 6. **Sexual violence:** pressuring or forcing someone to perform sexual acts (which can range from kissing to penetrative sex) against their will, or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if there has been prior consenting sexual behaviour between the individuals.
- 7. **Emotional violence:** is often the most difficult form of violence to identify. It is manifested through insults, humiliations, threats, lack of affection, etc. The consequences for men and women may be low self-esteem, distrust and emotional insecurity.
- 8. **Physical violence:** is violence which is expressed through punching, kicking, shoving and other acts which can provoke injury, endangering the health of a man or woman.

Statements

1. Girls and young women who dress "sexily" and wear revealing clothes, or act provocatively, are in some way responsible for any violence and abuse that they may experience.

The way someone is dressed is no excuse for violence. No one ever asks to be abused or harmed. Revealing clothes are never an invitation for somebody to be a victim of sexual assault or rape. Rape does not happen because of someone's choice of clothes or their behaviour; it happens because a person chooses to rape. People should never justify violence against girls and young women by blaming someone's clothes or presentation.

Girls are responsible for taking action to protect themselves from violence.

Violence is always the fault of the perpetrator, never the victim. The perpetrator is the one who chooses to be abusive. Girls who experience violence should never be blamed nor told they should have protected themselves. Victim-blaming is harmful and prevents the true causes of violence from being addressed.

Elimination of violence against girls will be achieved by teaching girls to protect themselves from violence.

Girls are never responsible for the violence they experience. They should never be made to feel responsible for violence that occurs. Violence occurs because someone chooses to be violent. Elimination of violence depends on educating people that violence is wrong and unacceptable, rather than perpetuating harmful stereotypes of "respectable" and "disrespectable" female behaviour.

Girls and young women deserve the violence they experience.

No one deserves violence. Victims should never be blamed for violence they experience, as it is never their fault, Instead, it is the fault of the person who chooses to be violent. Everyone has the right to live a life free from violence; failure to respect this right is a human rights abuse.

- If a young woman willingly goes home with a man, she can never claim she was raped. Consent should always be given for any sexual activity and this should be a mutual understanding among all parties of what someone is consenting to. People should always verbally consent to sexual activity. Consent can never be assumed or implied from people's behaviour. Everyone has the right to decide and change their mind and people should always respect other people's decisions.
- Boys and men are to blame for violence against girls.

Not all men and boys commit violence against girls. Men and boys should never be automatically cast as a perpetrator of violence against girls. Men and boys can make great champions for ending violence against girls and working with men and boys is integral to eliminating gender-based violence. Working together should be positive for all those involved. Individual men and boys should never be blamed for actions that they have never committed.

Session 28

SPEAKING UP AGAINST VIOLENCE





Life Skill

Rights Awareness, Critical Thinking.



1 Hour



Materials

Flipchart. Markers. Cards with scenarios. Blindfolds.

Participants will understand the importance of speaking out against gender-based violence in their communities.

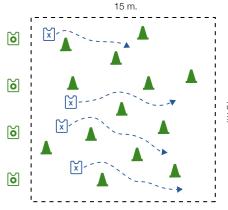
Session Notes

Come to this session prepared with contact information of places girls can call or go to for help if they or someone they know are experiencing gender-based violence.

Space Set-Up

In this session, you will discuss an important and sensitive topic for participants. Therefore, it is important to ensure that the space where you will conduct the session is safe and private. Make sure the space is closed-off from strangers or any other person who is not part of the programme.

Set up a 15m x 15m grid with cones spread randomly throughout the grid. Place enough cones so it would be difficult (but not impossible), to walk through blindfolded without stepping on a cone.



P. 14 P. 15

1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 💆 2 Min.

Ask participants if they know what forms gender-based violence can take. Review different types of violence from the last session.

Key Message

It is our right to live a life free of violence and our responsibility as a community to speak out against violence. Explain to participants that speaking out against violence and learning how to support those who have gone through violence will make our community a safer place.

3■ Main Activity | **0** 40 Min.

- 1. Spread different cones in the field or court (you can ask participants to help with this).
- 2. Explain to them that they will need to get in pairs and that the objective of the game is to get safely (without touching the cones) to the other side of the field or court.
- 3. Ask all participants to go to the boundaries of the field and form their pairs. Once all of them are in pairs, ask one of each pair to volunteer to be blindfolded. The blindfolded players are the only ones who will walk through the field to the other side.
- 4. The player who is not blindfolded cannot walk through the field, but needs to guide their partner to the other side of the field. They must give instructions to make sure their partner does not touch any of the cones.
- 5. If the blindfolded player touches a cone, they need to go back to the starting point.
- 6. Once the blindfolded player has made it to the other side of the field or court, the partners swap roles. The player who was blindfolded will now guide their partner to the end point. The couple who reaches the end point first win.

Alternate Activity

You can add this activity if you have time, or you can have an additional session where this is the primary activity.

- 1. Ask participants to make small groups of 4 or 5 people. Once the groups are formed, give them a flipchart paper, markers and a card with one of the scenarios in Session Resources.
- 2. Ask participants to read the scenario and think of the different ways that the person in the scenario could get help. Ask them to also think about how they could help if they knew that person.
- 3. After 5-10 minutes, ask each group to share what they discussed. Come prepared with a list of resources and ways girls could find help in their community.
- 4. Have the groups switch scenarios and repeat the activity.
- 5. Discuss with the group:
- a. What are some reasons that people do not speak up against violence?
- b. What are some reasons that people may not ask for help?
- c. Who are some people who the women in the scenarios could askfor supportor help?

4■ **Discussion** | **1** 10 Min.

- 1. During the game, did you trust your partner when she was guiding you?
- 2. Did you know you have the power to support and accompany a victim/survivor of violence?
- 3. Was it difficult for you to let yourself be guided? Did you ask for help?
- 4. Is it difficult to have discussions about gender-based violence in your community? Why or why not?
- 5. How can we help others we think have experienced gender-based violence?
 - ♣ See session resources for ideas
 - + Share local resources that girls can access for help (hotlines, counseling clinics, safe spaces to report GBV)

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

A

Practice at Home

Find someone you trust (it can be your sister, your friend or your mother) and share what you have learned in the session. Explain to them how they can support girls and women who are experiencing, or have experienced violence.

Session Resources

You can support and accompany victims/survivors of violence

It is incredibly difficult for some girls to share when they have experienced harassment, rape or other forms of GBV. Equipping coaches and peers with ideas of symptoms/signs to look out for in other girls can help identify when a girl is being abused.

Coach's note:

Educating girls about where they can go to get help for themselves if they are victims of violence, and providing emergency access numbers, resources and a self-reporting plan is important. Be sure to add local emergency numbers and local resources to the handout for how to respond to instances of GBV.

Stories of violence These stories are adapted from real situations.

Story 1

A teenage girl in an abusive dating relationship who is cut off from friends and outside activities.

"I'm a student and have been with my boyfriend for the last eight months. I used to be involved with many activities like playing rugby and going out with my girlfriends. But my boyfriend doesn't like me doing these things. He says he wants me 'all to himself'. It's so sweet that he loves me that much. But sometimes I wish I could also be with my friends and playing sports, but that makes him mad and I don't want my boyfriend to split up with me."

Story 2

A young, married woman being physically abused by her husband.

"My husband and I got married last year. Although it was an arranged marriage and I was hesitant to accept my parents' choice, we had a beautiful wedding day. It started off quite well, but a few months ago I was late getting home from work and my husband was really angry. He wanted to know where I had been and was asking who I was with. I was really surprised by his reaction. He wouldn't let it go and started criticising that I wasn't cleaning the house well and that his dinner wasn't ready. When I suggested he could help out too, he started shouting about my disobedience and slapped me hard. I was shocked and crying and then he was very sorry for hitting me. He said he'd never do it again. But then a week later, he got angry and hit me again. It's been getting worse and now he wants me to quit my job, but every time he hits me he says I have done something to make him mad and that he's sorry. I am scared that his temper is getting worse and I don't know what to do. My mother says it's my duty to stay with my husband."

Story 3

A young woman who was sexually assaulted.

"I was at a friend's birthday party and met someone. We started talking and he seemed really nice. There were a lot of people there, so he asked me to step outside for a minute to get some fresh air. He took my hand and we walked outside. There was no one around. He tried to kiss me and I said no, we have only just met. But he didn't listen to me. He just laughed and said, 'don't be such a prude.' I got scared and angry and told him to stop but he became rough and pushed me to the ground. I tried to scream and get away but he covered my mouth and held me down and raped me. I am so ashamed. I know it was wrong and that he broke the law but who will believe me? Sometimes I wonder if it was my fault."

Story 4

A young, married woman whose husband does not want her to study or work outside the home, has no control over the household income and is regularly put down and insulted.

"My husband won't let me work. He says that earning money is his job as a husband and that he's the head of the family and besides, who would want to hire me? It's true that we have enough money for our needs but I would still like to have an interesting job as well as taking care of our little daughter. My husband keeps me like a bird in a cage. We have a beautiful house, but he decides what is bought and gives me a small allowance. He says it's my duty to be a good wife and to do what I am told and that he knows best how much money I need. Sometimes I am so embarrassed buying food, as I do not have enough money to get what we need. Then when I ask for more he explodes and does not trust that I have used my allowance well. He wants to control everything I do and I feel so stupid."

OUR ENVIRONMENT





Life Skill

Civic Responsibility; Rights Awareness; Leadership



Time 1 Hour



Materials

Cones.
Balls
(or other objects).

Key Learning

Participants will better understand climate change and its impact on the community around them.

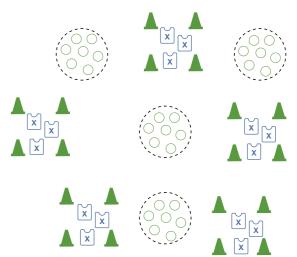
Session Notes

Use the Session Resource section to help participants think about a project they can do in their community to have a positive impact on the environment.

Space Set-Up

Create five "islands" with hula hoops, jump ropes, cones, or chalk. Note that the smaller you make these islands, the more difficult (but fun) the game will be.

Create five resource areas and place 3-5 balls (or cones, water bottles, t-shirts, etc.) in each area.



P. 18 P. 19

1 Last Session Reflection | 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | O 2 Min.

Ask participants if they have heard about climate change, and ask for examples of what impacts it has on the environment and communities around them.

- → Explain that climate change is a change in the usual weather found in a place. This could be a change in how much rain a place usually gets in a year. Or it could be a change in a place's usual temperature for a month or season.
- + Climate change is also a change in Earth's climate. This could be a change in Earth's usual temperature, or it could be a change in where rain and snow usually fall on Earth. Weather can change in just a few hours; climate takes hundreds or even millions of years to change.

Key Message

Climate change is one of the greatest risks racing our planet and its people, and has serious environmental and social consequences. Air and water pollution, droughts, loss of natural resources, and food insecurity are all impacts of climate change that threaten lives of people all over the world. The effects of climate change also make gender inequality worse, as it magnifies unequal access to education, sexual and reproductive health and rights, protection against GBV, and sustainable livelihoods.

3■ Main Activity | **0** 40 Min.

- 1. Ask the participants to choose an island they would like to live on (that you have already set up) and go to that island. It doesn't matter how many people are on each island, but they all have to be able to keep both feet inside the area.
- 2. Ask the participants to give their island a name.
- 3. When you blow the whistle, participants will be allowed to leave their island and run to the resource areas and grab a ball and bring it back to their island. Participants can only have one ball at once. Let everyone return to their islands.
- 4. The second time you blow your whistle, participants will be able to run to other islands and steal their resources. If they are tagged by the members of that island before they reach the island, they must return to their own island before trying to steal resources again.
- 5. Let participants try to steal for 1 minute, and then they must return to their island.

- 6. Warn participants that one of the islands will sink into the sea very soon and participants on that island will be forced to move quickly to another island. Allow the suspense to build and then call out the name of the island that is sinking (you can either choose randomly, or choose the island with the fewest resources).
- 7. Each participant on the sunken island runs to one of the other four islands. They may bring the resources from their island with them.
- 8. The game repeats, with 1-2 minutes of everyone trying to steal resources from other islands, and then another island sinking and people running to another island.
- 9. The game continues until everyone is living on one island.

4■ **Discussion** | **O** 10 Min.

- 1. How did you feel about this game?
- 2. What was your strategy? How did you decide where to try to steal from?
- 3. How did it feel to have your island sink? How did it feel to have your resources stolen?
- 4. What kind of things did the balls represent?

Resources - valuable things we need:

- ◆ food
- + clean water
- + clean air
- + shelter
- money
- people (community/relationships)
- 5. Is it possible to have too many resources?
- 6. What happens to people when they don't have enough resources?
- 7. How do the lessons learned during the game relate to communities and the resources they have?
- 8. Does climate change have a specific impact on girls and young women in some communities? If so, how?
 - +increase in girls dropping out of school
 - ♣ increase in child marriage
 - ♣ increased risk of violence
 - ♣ fewer opportunities to work
 - ♣ more or worsened health problems

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

A.

Practice at Home

Think of ways that climate change has impacted you and your community. Think about ways that you as young people can impact change in the way we treat the environment around us, even at a small scale. Think about how you might change your own behaviours and influence the behaviours of others so that they are more environmentally friendly.

Session Resources

Use the following guidelines to help participants take action on an issue, which is their Practice at Home activity. Share this information after sharing what the Practice at Home activity is and before participants leave the session.

- 1. **Identify** an issue or a problem that you care about, and think about why you care about this problem. Who does it affect? What are the consequences of inaction?
- 2. **Gather information** about the problem and who (organisations, governments, companies, for example) has taken steps to address it to find out the underlying roots of the problem.
- 3. **Decide** what changes you want to achieve. Think about goals for the short-term and long-term. It is great to be ambitious, but important to be realistic.

Changes can include:

- + changing your own attitude or behaviour.
- ➡increasing the knowledge/awareness of those around you.
- + encouraging people to change their behaviour
- + changing the rules within a community institution (like a school, community centre, restaurant, etc.)
- + arranging for certain people to gain access to a service they need
- 4. **Think** about who might be able to help you take steps toward the change you want to see, and talk to other people to get support and motivation.
- 5. **Think** of ideas, discuss, and create an action plan that might make the changes happen.
- 6. **Think** of the barriers and possible risks there might be with your action plan, and be sure that your actions do not cause harm to you or others.
- 7. Finalise your action plan
- 8. **Identify and gather** the team and resources you will need to implement your plan.
- 9. Carry out your action plan.
- 10. **Assess the effectiveness** of your work (short-term/long-term) and make adjustments. Seek advice/ support from others if necessary.

Do not be discouraged if the problems seem large and overwhelming. Change is possible. You can always find something you can do, no matter how small. **Session 30**

WANTS AND NEEDS





Life Skill

Civic Responsibility, Ability to use information, Planning for the Future





Materials

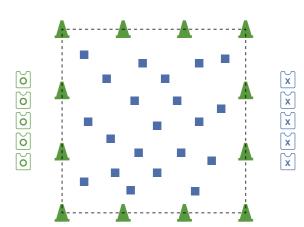
Cones or field markers. Two sets of the wants/needs cards.

Key Learning

Participants will learn the difference between our needs and wants and what is necessary to live safe and healthy lives in our communities.

Space Set-Up

Set up a 10m x 10m square made of cones. Print out two sets of the Needs/Wants cards in this session (write them out on cards by hand) and place the cards face down scattered throughout the square, mixed up. They can either be placed face down alone or underneath cones to hide them



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants if they know the difference between something they want in life and something they need.

Kev Message

In life, we have things we want and things we need. Things we want are nice to have, but they aren't necessary for surviving, staying healthy and being respected and loved. Our needs are things that are necessary and that we should not live without. Understanding the difference helps us understand the most important things in our lives.

3 Main Activity | • 40 Min.



Round 1

- 1. Split participants up into two teams. Each team should be standing or sitting in a line on opposite ends of the square. In the middle of the square are need or want written on it.
- 2. Explain that to start the game, you will read out 2. Announce that a commission has decided that the a word or sentence that corresponds to something written on a card underneath one of the cones. There will be two cards in the square somewhere that match what you read out as a coach.
- 3. After reading the word or sentence, you will blow 3. Once they are done, announce that the commission your whistle. The first person from the line must run into the square and find the card that is the exact match to what you said out loud. Both teams should eventually find a matching card, as there are two.
- 4. Once the player finds the card, they must sprint back and place it next to their team. Once both players are back with their teams, read out the next card and blow the whistle for the next players in line to run out and find the match.
- 5. Play until all the cards are gone from the middle of the square.

Round 2

- 1. Ask players to get in a circle, with the cards they just picked from the square laid face up in the middle so everyone can see. Explain that the participants are cones. Underneath each cone is a card with either a running a country and that the cards represent everything their citizens get to have in this new country.
 - citizens can only have 10 items from the cards and that they have to decide which 11 items they can eliminate or are not necessary. Give them some time to discuss and decide.
 - has decided that they must eliminate another 4 items.
 - 4. Give the players time to eliminate the additional items and then ask each group to read aloud what items they have left.

4 Discussion | 7 10 Min.

- 1. Which items were most commonly eliminated in the first round? Why?
- 2. Was the second round of eliminations more difficult than the first? Why?
- 3. Did you and your teammates have any disagreements over the items to eliminate? Which ones, and why?
- 4. What is the difference between 'wants' and 'needs'? Which items on the list were wants, and which ones were needs?
- 5. Do wants and needs differ for different people? Why, or why not?
- 6. Are needs related to our rights? How?

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Think about the things you have in your home and community. Do you have many wants? Do you have all of your needs? Find one person in your family that you can explain the difference between wants and needs to. How did they react?

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Session Resource

Wants and Needs Cards



Session 31

KNOW YOUR RIGHTS





Civic responsibility, Ability to use information, Planning for the future.





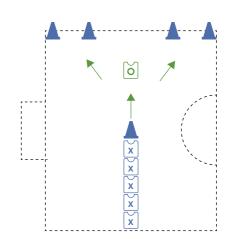
Materials
Cones or
field markers.
Pieces of cloth.
Training vests.

Key Learning

Participants will explore the definition of a right and learn about the role rights and responsibilities have in our lives.

Space Set-Up

Use half of a football field or basketball court to create this space. Place one cone in the middle of one end of the space and then create two small gates using cones or field markers on the right and on the left of that cone, about 15 metres in front.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | \bullet 2 Min.

Ask participants, what do they think a "right" is?



Kev Message

3 Main Activity | 30 Min.

- 1. Ask the girls to form one long line behind the single cone. Pick one volunteer to act as a defender. She will stand between the line of girls and the two gates.
- 2. The rest of the girls standing in line will place a training bib or scarf in the waistband of their shorts or pants so that half of it is tucked in and half hangs down, able to be grabbed.
- 3. Explain that the girls with the training bib in their shorts must run through one of the gates, either on the left or right. The defender in the middle must stop them by trying to pull the bib out from their shorts.
- 4. Each girl will go three times, once each round.



Round 1

During the first round the girls will run with a ball, either bouncing it with their hands, dribbling it with their feet or holding it. This will make it more difficult for them to make it through the gates and keep their bib at the same time. If you don't want to use balls, the girls with bibs/scarves can also skip or hop.

Round 2

During the second round the girls will run normally without a ball and try to get through the gates and avoid getting their bib or scarf stolen.

Rights are all the things that all children should

be able to do, no matter who they are and where

they are from. All children around the world are

protected by the United Nations Convention on

the Rights of the Child. It is important to know our

rights so that when they are being taken away or

violated, we can find the help we need to protect

ourselves. You are born with these rights, and no

one can take them away. Adults are responsible

for helping protect your rights and doing what is

best for you. As you grow older, you have more

responsibility to make choices and exercise your

rights. You must also respect the rights of others.





Round 3

Pick a volunteer to act as a personal defender for each girl running with a bib. The personal defender's job is to run alongside the girl with the bib and prevent or block the real defender from grabbing the bib. If the defender pulls off the bib, the participant must return to the line and try again.

- 5. In the third round, each participant that passes through the gate safely, without losing her bib, gets handed a slip of paper with a "right" written on it (see Coach Resource for cards).
- 6. Once all participants have had a chance to pass through the gates safely, get in a circle and have the girls read out the rights written on the small sheets of paper.

Adaptation for social distancing

Rules of the Game

- 1. Ask the girls to form one long line behind the single cone. Pick one volunteer to act as a defender. She will stand between the line of girls and the two gates.
- 2. The rest of the girls standing in line (to ensure girls stay 6 feet apart, place cones on the ground) will place a training bib or scarf in the waistband of their shorts or pants so that half of it is tucked in and half hangs down, able to be grabbed.
- 3. Explain that the girls with the training bib in their shorts must run through one of the gates, either on the left or right. The defender in the middle must stop them by trying to pull the bib out from their shorts.
- 4. Each girl will go three times, once each round.



Round 1

During the first round the girls will try to run through the gates while dribbling a ball with their feet. This will make it more difficult for them to make it through the gates and keep their bib at the same time. If you don't want to use balls, the girls with bibs/scarves can also skip or hop.





Round 2

During the second round the girls will run normally without a ball and try to get through the gates and avoid getting their bib or scarf stolen.







Round 3

Place a "base" made up of four cones or a hula hoop to act as safe zones for girls running through the gates. The girls may not have their bibs grabbed while in the safe zone. If the defender pulls off the bib, the participant must return to the line and try again.

- 5. In the third round, each participant that passes through the gate safely, without losing her bib, gets handed a slip of paper with a "right" written on it.
- 6. Once all participants have had a chance to pass through the gates safely, get in a circle and have the girls read out the rights written on the small sheets of paper.

Discussion (15 min)

- 1. What do you think the bib represents? Does it represent our rights in our community?
- 2. How did it feel to have the ball first? Was it hard to get past the defender?
- 3. What was the second round like? How did it feel to get rid of the ball?
- 4. How did it feel to have a safe zone you could go to where the defender could not grab your bib?

- 1. What are obstacles in our lives that prevent us from exercising our rights?
- 2. Where are places/what are resources/who are people in our community that act as safe zones or defenders of your rights?

Apply

- 1. What actions can we take to better understand our rights?
- 2. What actions can we take to identify who can help us or where our safe zones are?

4 ■ **Discussion** | **O** 15 Min.

- 1. What do you think the bib represents? Does it represent our rights in our community?
- 2. How did it feel to have the ball first? Was it hard to get past the defender?
- 3. What was the second round like? How did it feel to get rid of the ball?
 - → How did it feel to have personal defender, helping us keep our bibs, or rights, and get to the gates safely? Give examples if no one can think of anything.
- 5. What are obstacles in our lives that prevent us from exercising our rights?
- 6. Who are people, just like the personal defenders, that can help us when we feel like our rights are being ignored or violated?
- 7. What actions can we take to better understand our rights?
 - ♣ What actions can we take to identify who can help us?

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Share what you learned about your rights with a friend at school or in your community. Watch out for their reaction. Were they surprised? Did they know these rights already?

Session Resources

Right Cards

Important: Only pass out the cards that make sense for your community or culture. Also, feel free to add cards with rights that are not here but are relevant for the girls you are working with.

1. Education

I have the right to go to school just like boys in my community. I have the right to access quality education and finish school.

2. Health

I have the right to have information about my reproductive and sexual health and rights.

3. Violence

I have the right to be free from violence (sexual, physical, emotional and verbal) in my community and have the right to get help if I do experience violence.

4. Forced and Early Marriage

I have the right to marry at an age that I choose to a person that I choose. I have the right to not be forced into marriage or into an early marriage, which is marriage before I reach 18 years old. Getting married early can put me at risks for pregnancy before my body is ready to carry a child, which can put me at risk of dying during childbirth.

5. Domestic Violence

I have the right to be free from domestic violence. Domestic violence is behaviour used by one person to control the other within the home. This includes emotional, physical, sexual and financial abuse. Some examples of domestic violence include: physical assault or the threat of physical assault, forced social isolation, withholding money or jobs, stalking, and name calling, amongst others.

6. Sexual Abuse Within Marriage

I have the right to be free from sexual abuse in my marriage. Rape and abuse that occurs within marriage often goes unreported and sometimes isn't recognised by the survivor as abuse.

7. Female Genital Mutilation

I have the right to not undergo Female Genital Mutilation (FGM). FGM is the name for procedures that alter, cut or injure female genital organs for non-medical reasons. The practice has no health benefits and very serious harmful effects.

8. Be Counted

I have the right to be counted as a citizen of my country and an important member of my community and access the same human rights that boys and men do.

9. Honour Killings

I have the right to not be killed to save the honour of my family. An honour killing is the murder of a family member because they did something to dishonour the family. In many cases the victim is a woman who has been raped, had sex outside marriage, or wanted to marry someone t hat is not approved by the family.

10. Sex Trafficking

I have a right to not be trafficked.

Human trafficking is when a person is used as an object for the profit of another person. This may include prostitution, forced work or slavery.

11. Son preference / Female infanticide

I have the right to not be killed or neglected because I am a girl.

12. Dowry Murder

I have the right to not be murdered because my family could not meet dowry demands by my husband's family.

HELP IN MY COMMUNITY





Life Skill Ability to Use

Ability to Use Information, Problem Solving.





Materials

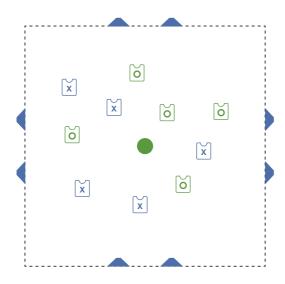
Cones or field markers. Training vests/bibs. Ball.

Key Learning

Participants will explore the different resources that exist in their community and how to access those resources.

Space Set-Up

Create a square grid with four goals (made by field markers) on each side of the grid. The goals should be about 1 metre wide.



1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?



Ask participants, what types of resources for children (people, places) do they have in their community when they need help? Ask the participants to name different types of problems they might face in their community and think of different places they could go to or people they could contact to get help. Below are examples, but this game works best if the participants themselves come up with issues they face in their community and the coach helps them understand what services there are and how to access those services.

- ♣ If you have sharp pains in the abdomen area that do not go away: local hospital, local clinic, SRHR centre.
- → If you are experiencing violence at home: local GBV centre, local counsellor, local NGO, friend.
- → If you don't have all your records or identity papers (passport, national identity card): local post office, local government office.
- ➡ If your family is not allowing you to go to school: local police, local gender centre, local human rights NGO, a trusted adult or extended family member.

Key Message

It is important to understand where to go in our communities to get the right type of help when we need it. This ensures we stay safe and healthy, both physically and mentally. It isn't always easy to find the right type of help as a girl or young woman but through Goal, our teammates and our coach, we can find the support we need to get the help we need and deserve.



0

Round 1

- 1. Ask the participants to get into two teams. Both teams will be trying to score in the correct goal depending on who has possession.
- 2. Explain that the four goals, or gates, each represent a different resource in the community that the girls can access.
- 3. Assign a resource to each goal or gate. Then, tell participants that you will call out a problem and the team with the ball must decide which resource they will go to and try to score a goal in that gate. The teams can either play handball or football, kicking the ball. The other team must try to steal the ball away.
- Once the ball is stolen, either throw a new ball to the team and continue playing the same goal or call out a new problem and throw in a new ball to start the game over.



Round 2

If you started playing with your hands, switch to playing with your feet or the other way around.



Round 3

Create smaller teams and play with two teams in the middle and one team on the side-line. The minute one team scores, the losing team must get off the field and the new team must enter to play the winner. This switch should be done quickly to keep up the pace of the activity.

Adaptation for social distancing

Rules of the Game



Round 1

- 1. Ask the participants to get into two teams. Both teams will be trying to score in the correct goal depending on who has possession. Limit the number of participants on the field to 1-2 players from each team to ensure that they have enough space between them. Have the rest of the team cheer their teammates on from the side-line.
- 2. Explain that the four goals, or gates, each represent a different resource in the community that the girls can access. Ask the participants to name four types of problems they might face in their community and think of four different places they could go to get help. Below are examples, but this game works best if the participants themselves come up with issues they face in their community and the coach helps them understand what services there are and how to access those services.
 - → If you have sharp pains in the abdomen area that do not go away: local hospital, local clinic, SRHR centre.
 - + If you are experiencing violence at home: local GBV centre, local counsellor, local NGO, friend.
 - → If you don't have all your records or identity papers (passport, national identity card): local post office, local government office.
 - + If your family is not allowing you to go to school: local police, local gender centre, local human rights NGO, a trusted adult or extended family member.
- 3. Next, assign a resource to each goal or gate. Then, tell participants that you will call out a problem and the team with the ball must decide which resource they will go to and try to score a goal in that gate. They will play football, kicking the ball into the goal. The players from the other team must try to steal the ball and kick it out of bounds.
- 4. Once the ball is stolen, either throw a new ball to the team and continue playing the same goal or call out a new problem and throw in a new ball to start the game over.



Round 2

Create smaller teams and play with two teams in the middle and one team on the side-line. The minute one team scores, the losing team must get off the field and the new team must enter to play the winner. This switch should be done quickly to keep up the pace of the activity.

4 Discussion | O 10 Min.

- 1. How did it feel being the team trying to score a goal? Was it difficult to score goals sometimes? Why?
- 2. Is it difficult to access our community resources sometimes, just like it was hard in the game to score goals sometimes? Why?
- 3. What are the main obstacles to accessing some of these community resources?
- 4. Are there people we can go to who might help us to access resources?
- 5. What are the resources I might need to access as I grow older? Where can I find them in my community?

Alternate Activity

- 1. Begin by asking the girls to list the buildings and places in their communities. These may include:
 - **→** Bank
 - + Post Office
 - + School
 - ◆ Market
 - ♣ Local Government Office
- 2. Break the girls into small groups and ask each group to draw one of the institutions listed on a piece of paper. Ask them also to think of three things they can do at that location.
- 3. Once the girls have completed the session, bring them back together as a group.
- 4. Begin to draw a map of the local area with the main streets. This should be interactive ask the girls to help you.
- 5. Ask a representative from each group to place the drawing on the map. For each institution, ask them the three things they thought of to do at each location. Ask the group if there are any more. Write these down next to the location on the map.
- 6. Ask the girls which documents they should take with them to each location if they are going to access resources.

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

Create a community map of all the important resources you can access and put it in your room or home somewhere. Share it with a trusted adult and see if they would be able to help you learn how to access these services if you need them.

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SHARE WITH CARE (DIGITAL SAFETY)



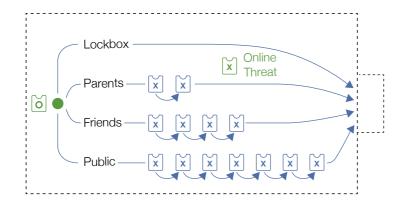


Key Learning

Participants will learn how to stay safe online and create positive digital footprints.

Space Set-Up

Set up a large field space with a goal at one end and a ball at the other. Try to leave enough space so that participants can run around. The minimum number of participants should be 10 people.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask the participants, have they ever posted something online that they wish they could take back? Have they shared something (like a picture or video) about someone else without their permission? How might information they post or send be used by other people? Explain that anything you upload, email, or message could stay around forever online, and can be connected to you for years to come. Everything on the internet is traced (every search, web site visit, online post, email, etc.). Once it is out there, it's very difficult to remove content, and you have very little control over it if someone else reposts or shares what you sent them.

Key Message

The internet connects you to the world through messages, photos, and conversations. When you post or connect with others online, you create a "digital footprint" that others can see and is tied to you. It's extra important to be careful about what you share online, and who you share it with in order to keep safe and create a positive digital footprint.

3 Main Activity | • 40 Min.

- 1. Split the group into five teams as follows:
 - Online Poster (1 person)
 - Online Threat (1 person)
 - + Parents (2-3 people)
 - + Friends (5-7 people)
 - ♣ Public (Everyone else)
- 2. The online poster will be given an example of something they may want to share online (see list below), and they will decide what to share, and who to share it with. The online poster may choose one of four options:

 - + Friends Send it to your friends only (group message,
 - ♣ Parents Share it with your family (text, show on your phone)
 - Lockbox Don't share it with anyone
- 3. If the online poster passes the ball to the team of people who represent either Public, Parents or Friends, and everyone in that group must touch the ball before they are allowed to shoot at the goal.

- 4. The online threat will try to steal the ball, but they may only intercept passes between people. This means that once the ball is touched by the last person of the team or the online poster chooses "Lockbox", the online threat cannot steal the ball.
- 5. If the poster chooses "Lockbox", they will dribble and shoot the ball in the goal (the online threat cannot steal the ball from the online pos-
- 6. The online threat should wear a pinnie or bib of a different colour.
- + Public Post it publicly (on Facebook, Twitter, Instagram, etc.) 7. Have players switch in and out of the "online" poster" role after each example so that every participant gets the chance to be the "online

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Examples of content (and the suggested correct answer)

- + Your current location (Parents/Family)
- + Funny lip sync video of you and your friends (Friends)
- A silly video your friend didn't know you took (Lockbox)
- The password to your email account (Lockbox)
- ♣ Your football team photo (Parents/Friends)
- → Embarrassing picture of your friend that they don't know you took (Lockbox)
- + Embarrassing picture of your sibling (Family)
- A nude or partially nude photo of yourself (Lockbox)
- + Petition to help your school club or team (Parents/Friends) + Meet-up details about a party (i.e. time/address) (Friends)
 - ♣ Selfie of you and your bestie with their new hairdo (Friends)
 - + Your best friend's phone number (Parents)
 - ♣ A public event happening in the community (Public)

Note for coaches:

You can add other examples of content based on your context and what is common in your communities. Ask the participants if they have ideas or experiences with wanting to share something online. If players choose a different answer than the ones listed above, ask them why they chose that one and listen to their response. If it is more public than the suggested answer, ask them to think about the possible negative consequences of sharing that information with a wider audience.

4 Discussion | O 10 Min.

- 1. Were there some choices that were more difficult than others? Which were they? Why were they more difficult?
- 2. What kind of online threats are there when you share personal information or sensitive photos?
- 3. When is it okay to share a photo or video of someone else?
- 4. How would you feel if someone shared a video of you that you wanted to keep private?
- 5. What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
- 6. How does it feel if someone posts something about you that you do not like or are unaware of? What are some ways to avoid that?

5 ■ Wrap-Up | **o** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

If digitally connected, participants can play these games about digital safety:

https://beinternetawesome.withgoogle. com/en us/interland

Password Safety

One things you can do to keep your information safe is have a strong password to protect your accounts. It should be a word or phrase that you can remember easily. Here are some tips for creating a strong password:

- + should be at least 8 characters long
- + use a mix of both uppercase and lowercase letters
- + a very strong password will include numbers and special characters
- and remember, don't share your password with anyone else (except your parents)!

Session Resources

Online Predators

If this does not come up, be sure to mention that a danger to sharing information about yourself online is the presence of online predators. The safest approach is: if you don't know someone in real life, don't talk to them online.

What should you do if someone you don't know contacts you online?

- ♣ Don't respond to them at all
- + If they are persistent, type, "I don't want to talk to you. Do not contact me again."
- + If they continue, block them and report their user information and don't respond anymore.

When anyone you don't know starts asking for pictures or personal information, you should say no. The more information you give them, the easier it is for them to find out more about you and this can be very dangerous. Online predators will often feel out a situation before they ask you for more information, or do research and get information from social media profiles to establish trust or make you think that they are trustworthy. If you shut the conversation down at the beginning, they are more likely to give up and leave you alone. Anything you share with them can keep the conversation going. This is also a good reason for teenagers to think about their digital footprints and the pieces of themselves they share online. For example, teenagers who share sensitive or sexy pictures or lots of personal information online are more at risk of being approached by online predators.

Digital footprint (or digital presence)

Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos, and texts, to "likes" and comments you post on friends' profiles. Just as your footsteps leave prints on the ground when you walk, what you post online leaves a trail as well.

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The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.



Goal is delivered in partnership with:

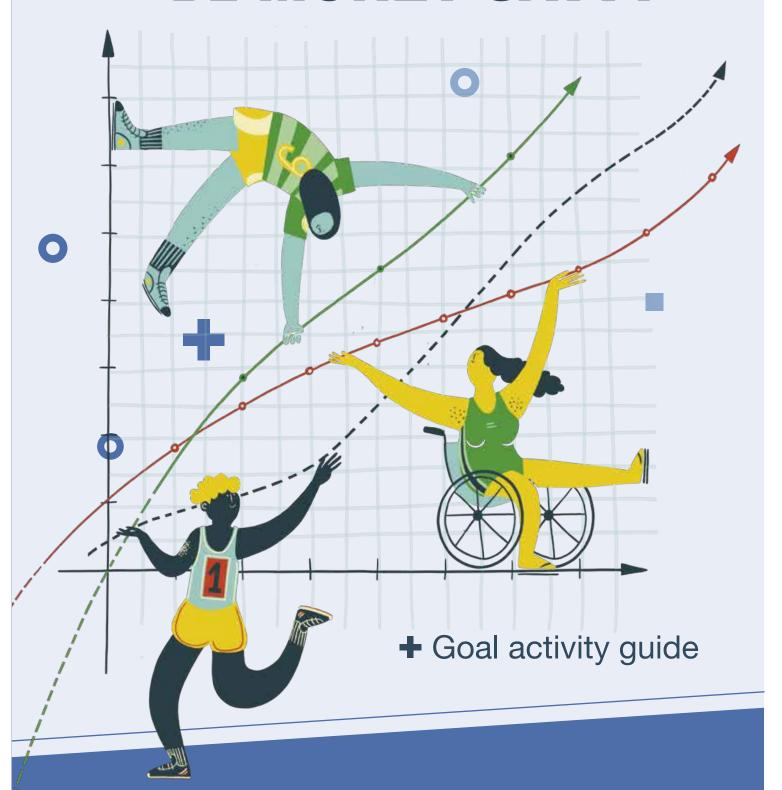








- BE MONEY SAVVY



Empowering the next generation to learn, earn and grow



BE MONEY SAVVY

+Goal activity guide





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Session 34

MY GOALS







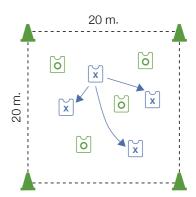


Kev Learning

Participants learn what goals are and think about their own goals.

Space Set-Up

Set up a 20x20m grid either inside or outside. If there is a large group, you may need multiple grids. \cdot



1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 0 2 Min.

Ask girls if they know what a life goal is.

Key Message

Goals can be both big and small. You can set a goal of practicing your sport skills after school, or to become a teacher. It is important to set a goal so that you can determine the steps that you must take to achieve the goal.

- **3** Main Activity | **0** 30 Min.
- 1. Split the group up into two teams: one team attacks and the other team defends. There should be around 5-8 players per team. If there are more, create multiple groups and squares.
- 2. The attacking team must try to complete 5 passes in a row using their hands, without losing the ball to the defenders or dropping the ball. The defenders must try to intercept the ball or cause an inaccurate pass.
- 3. If the attackers lose the ball, or if it hits the ground, they become the defenders and the other team becomes the attackers.
- 4. The player with the ball can only take 5 steps before passing the ball to a new player. The rest of the players are free to run around the square wherever they want.

- 4 Discussion | 0 10 Min.
- 1. What did the attacking team have to accomplish during the game?
 - + Their goal was to complete five passes in a row without losing or dropping the ball.
- 2. What is a goal?
 - + A goal is something we have to or want to accomplish or achieve in the future.
- 3. Why do we make goals?
- 4. What types of goals can we have when playing sports?
 - + To win the game, to make more accurate passes, to run for 10 minutes without stopping.
- 5. What are types of goals we can make in our lives?

To succeed on my next exam, finish school, find a job after school, support my family, start my own business, become an athlete.

6. Are there sometimes obstacles to reaching our goals?

- 7. What are some examples of obstacles? Do obstacles differ for boys and for girls?
 - ◆ Other people who might try to stop us, lack of time, money or resources, loss of interest, lack of family interest because a daughter's goals aren't considered as important as a son's goals.
- 8. What should we do when we encounter an obstacle? Should we give up?
 - ♣ No, we should not give up but try to find other solutions and move forward. Giving up is the easy way out. There are always people who might help us with advice or support, so we should not be afraid to ask for help in achieving our goals. Not everyone can help us but it doesn't hurt to ask.
- 9. How can we make sure we are on track to reach our goals? Ask participants to complete the following sentence:

I want to(goal), by(date/year), so I will(action) to meet my goal.

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Create a vision board at home. A vision board is a tool that we can use to help us better understand, concentrate and maintain focus on a specific life goal or multiple goals. It is a display of images that represent what we want to do, be or have in our lives as we grow older. Find session 34 in your workbook and fill in each section. The first section should be how you see yourself in 5 years. The second section should be how you see yourself in 10 years and the last section should be how you see yourself in 20 years. Be creative and draw, or use magazines and newspapers to cut out images to put on your vision board. Come to the next session ready to share if you can.

SKILLS AND QUALITIES





Life Skill

Self-awareness, Planning for the Future



Time 1 Hour



Materials

Cones and balls (if sport skill demonstrations are involved), Handout.

Key Learning

Participants will understand what skills and qualities are and be able to identify the skills they need for their future goals.

Session Notes

Come prepared with a list of skills for the particular sport that your organisation is using in the Goal Programme. If you are using a variety of sports, pick one sport and list out the basic skills in that sport.

Make sure that participants reflect on what types of qualities or skills society expects them to learn or adopt and leave with the message that in reality, there is no difference between boys and girls when it comes to adopting positive qualities and learning new skills, whether it is on the sport pitch or in life.

Space Set-Up

Indoor or outdoor space free from obstacles depending on the types of skills that will be demonstrated.

■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask girls if they know what skills are. Do they know how to develop a skill? Explain to them that a skill is something we learn that helps us accomplish a task or do an activity.

Key Message

Learning new skills and developing positive qualities is important when you think about planning for your future. You will need different types of skills and qualities to achieve your personal goals.

3 ■ Main Activity | ♂ 35 Min.

- 1. Ask the participants to think of some skills they have learned so far in their lives (these could be from home, from school, from jobs they have or from their sport programme). If they are having trouble mentioning some skills, help them with these examples:
- + Studying skills, cooking, passing the ball, reading.
- + For more examples, take a look at the Session Resource or help the group list all the sport skills they have learned through the Goal Programme as a refresher.
- 2. Next, create groups of 3 or 4 and ask each group to pick a sport skill to demonstrate to the other groups. Give the groups 10 minutes to plan their demonstration and then have each group demonstrate the skills in front of the others. Their demonstrations should not be longer than 2 min.
- 3. If the participants are advanced in that particular sport, rather than demonstrating the skill, the coach can ask the small groups to actually teach a sport skill, creating a short lesson for the rest of the participants.
- 4. After each group demonstrates their skill, ask where did they first learn that skill and who taught them?

4■ **Discussion** | **7** 10 Min.

- 1. Today we explored what a skill is and did some demonstrations. Are we all born having these skills? How can we learn and improve these skills?
 - ♣ We can attend practice, watch others, or practice on our own.
- 2. How about outside of sports? Do we learn different skills in our daily lives?
 - → In school, we learn study skills, reading skills, math skills; at home we learn different skills from our mothers and fathers.
- 3. Why do we need different skills in life? Can we learn skills or are we born with them?
 - + We need different skills to get certain jobs, start or run our own business, advance our studies, make money, feed ourselves or our families, take care of our families in the home. We may have a natural aptitude for something, but generally we are not born with skills; we learn them in different ways as we grow up.

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- 4. Besides skills, what else do you need to be a good sports player?
 - → You need personal qualities, such as: being disciplined, competitive, hard-working, tough, reliable and supportive of others, motivated, resilient, a quick thinker.
- 5. We call these personal qualities. Who can give a definition of personal qualities?
 - → Personal qualities are part of our personality or character, they often describe how we behave or interact with others. Some examples are: being honest, helpful, outgoing, sensitive, resourceful, calm, ambitious, or adventurous.
- 6. Does our community sometimes tell us that boys and girls should have different qualities or skills? Give some examples.
 - → Yes, sometimes people say that girls should act or behave a certain way and should only learn certain skills, this is true for boys as well.
 - → But, in reality, both boys and girls are able to have the same important qualities in life and have the capacity to learn the same skills.
 - ◆ Often, the skills and qualities that girls and women have are not as valued as the skills and qualities that boys or men have.
- 7. Are we born with certain qualities or are qualities something we can also learn as we grow up and have more experiences?
 - + We can learn and develop qualities just like skills by watching others or paying attention to how we act or behave in certain situations.
 - + Identifying good role models with good qualities is a good way to learn and develop our own qualities.

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Create a skills and qualities map for another one of your goals. Ask your family or friends about some skills that they think could help you reach that goal. Use your workbook to draw this map and share in the next session.

Session Resources

Qualities

- + Ability to concentrate
- Adventurous
- Ambitious
- Analytical
- + Attention to detail
- + Calm
- Cautious
- + Cheerful
- Competitive
- Hard-working
- + Friendly
- + Helpful
- + Honest
- ♣ Funny/Witty
- Motivated
- + Organised
- Outgoing
- Imaginative
- PersuasivePunctual
- + Quiet
- + Reliable
- + Resourceful
- + Self-confident
- Sensitive
- Shy
- + Tough

Skills

- Working with hands (carpentry, welding, pottery)
- ♣ Working with computers
- + Electrical (wiring, repair)
- Physically strong
- ♣ Good at sports/Athletic
- Drawing and painting
- ♣ Video, film
- + Graphic Design
- + Fixing things (taking things apart, putting back together)
- + Good with numbers
- Cooking, baking: food processing and preparation
- + Speaking to groups (public speaking)
- Good writing skills
- + Caring for children
- + Teaching others
- Organising/Coordinating
- + Selling to others, convincing people
- ♣ Working outdoors
- + Handling money
- Making deals
- ♣ Transportation (buses, cars, boats, planes)
- → Managing information (appointments, contact information, client files, etc.)
- ★ Keeping track of details like supplies, inventory, etc.

MY EDUCATION





Life Skill
Planning for the Future.



Key Learning

Participants will understand the importance of staying in school.

Session Notes

Ensure that you demonstrate the game clearly and run some practice rounds to make sure that the participants understand.

This game can be easily adapted and played at a safe social distance.

Space Set-Up None required.

1 Last Session Reflection | 0 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 7 2 Min.

Ask participants if they know why education is important in our lives.

Key Message

Education plays a significant role in every person's life. It helps build character, opinions, and intellect. It is important for developing skills, connects us to friends and networks and can help us find future jobs or be a better entrepreneur. It helps us understand the world in a different way.

3 ■ Main Activity | **0** 30 Min.

1. Players must get into groups of 2. Everyone starts as an egg in this game. Each group of 2 must play a game of Rock/Paper/Scissors (see instructions below).

The two players each make a fist with one hand and hold the other open, palm upward.

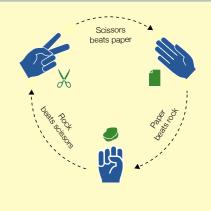
Together, they tap their fists in their open palms once, twice, and on the third time form one of three items: a rock (by keeping the hand in a fist), a sheet of paper (by holding the hand flat, palm down), or a pair of scissors (by extending the first two fingers and holding them apart).

The winner of that round depends on the items formed. If the same item is formed, it's a tie.

If a rock and scissors are formed, the rock wins, because a rock can smash scissors.

If scissors and paper are formed, the scissors win, because scissors can cut paper.

If paper and a rock are formed, the paper wins, because a sheet of paper can cover a rock



- 2. The winner of the game within the team of 2 turns into a chicken and the loser stays an egg. Each player must do the body movements associated with his/her stage.
- 3. The chickens must find other chickens and eggs must find other eggs until everyone is again in new teams of two.
- 4. The new teams play again. The winners evolve to the next stage and the losers go down one stage.
- 5. Once a super hero beats another super hero, they must play the coach. If they beat the coach, the game ends. If they do not, they must find another super hero to play and win before being able to play the coach again.

Stages and Body Movements

Egg - squat down on the floor and walk in the squat.

Chicken - stand upright and flap your "wings" like a chicken.

Dinosaur - use your arms to make a big dinosaur mouth, moving them up and down.

Superhero - put one arm up like you're flying away.

- 4 Discussion | 10 Min.
- 1. How did you evolve during the game?
- 2. How did it feel to evolve and get to a higher stage?
- 3. What are some evolutions in our lives that can make us feel a similar way?
 - + Getting better at sport skills and becoming a better athlete.
 - + Learning new ways to help my parents around the house and getting more responsibilities around helping my family.
 - + Going from primary to lower secondary and then higher secondary school.
- 4. What are some of the types of skills we can learn in school and through our studies?
 - ♣ Reading, writing, maths, history, geography, science, languages
 - Learning to work with others
 - + Learning discipline
 - Learning technical skills like farming or teaching
- 5. What are the different types of education that are available to us?
 - ♣ Primary school, secondary school
 - University (higher education)
 - → Technical schools (a school that trains you for a specific career, trade or profession)
 - ♣ Informal education (programmes that are not part of schools or the education system)
- 6. Ask participants what their goals for their own education are. Ask those who want to share to raise their hands. If no one raises her hand to share, share a personal story about your own education and then invite others to share.
- 7. What are some advantages of continuing our studies?
 - ♣ Learning skills and developing our personal qualities through studies can help us get decent jobs when we grow up, or start our own businesses.
 - + There is evidence that people who have more education are healthier and can better provide for their families and run better households, and that their children will also have more chance of going to school and being healthy.
- 8. What are the obstacles that sometimes keep us from continuing our studies?
 - + When a family does not have enough money to send all their children to school, and chooses to keep some children at home.
 - ♣ When a child has to work to support the family.
 - ♣ When school is too far away and too dangerous to get to.
 - + When a child is bored in school and feel they are not learning anything.
 - ♣ University being too expensive.
 - ♣ Getting married and having children.
 - ♣ When a child feels education is not relevant for their future.
 - +When a child feels they are not connected with the right people to make their education a success

- 9. Are the obstacles different for boys and girls? If so, how and why?
 - → When boys grow up, our community tells them that they must be the 'providers' of the family and they are pressured to take certain opportunities in education and work in order to earn more money.
 - + As girls grow up, communities sometimes don't encourage them to keep going to school because they don't think education is important for women, that it is not needed because they aren't the main 'providers' for the family.
 - → Girls and boys are capable of achieving the same educational level if it interests them, just like boys and girls are capable of developing the same skills and qualities.
- 10. Can we think of any potential solutions to these obstacles? Are there any organisations or people in our community that could help us come up with solutions?
 - + Scholarships or organisations that support students to get back to school or get technical training.
 - + Village elders, who might be able to talk to parents or caregivers about sending their daughters to school
 - + Caregivers or other family members, who might be able to support you with school fees, transport
 - + Peers, who might be able to talk with your caregivers or guardians, or help you with obstacles while in school
- **5■** Wrap-Up | **0** 5 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.
- Practice at Home

Over the next week, think about some of your goals for your education. This can be for this term, this year, or into continued education and university. What are some steps that you can take to achieve these goals?

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PLANNING FOR A FUTURE CAREER





Life Skill

Planning for the Future.





Materials

Skill cards (one set for every 4-5 participants).

Kev Learning

Participants identify possible career options and the skills they need to develop to pursue those options.

Session Notes

The types of opportunities or options for taking care of a family available to girls/women are often dictated by gender norms in the community. Explore with participants the idea that working as a woman does not mean you are a bad mother or not taking care of your family, but rather, you are supporting your family so that your children will have better opportunities.

Come prepared with nationally relevant role models who are in non-traditional jobs as examples.

Make sure that the examples of ways that you can take care of your family during the game are locally relevant to the community.

Space Set-Up

An indoor or outdoor space where participants can work in groups.

■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants if they have an idea of the type of job they might want to do when they grow up.

Kev Message

A job or career is a way for someone to pursue a passion, support themselves, support their family, and contribute to the community. Different careers require different skills. It is important that we can identify the skills that we might need to be able to pursue the job that we want, and find ways to develop those skills.

3 Main Activity | • 35 Min.

- 1. Create groups, with 4-5 participants per group. Ask each group to sit in a circle.
- 2. Each group has 3 minutes to create a list of the different types of jobs or careers that people do to support themselves and their families in their com-
- 3. After 3 minutes, ask each group to read out their list. Write the jobs on a flip chart, being careful to write each job or career only once.

Part 1

- 4. Assign each group 4 different jobs and hand out one set of skill cards to each group. Explain that the groups will have 15 minutes to discuss which skills are the most important for each of their assigned jobs. They must come up with a total of 5 skills they feel are important for each job, and discuss why they chose those skills. If there are skills they feel are missing, they can add them to the blank skills
- 5. After 15 minutes, each group must present their jobs and explain why they chose those skills to the larger group.

Part 2

6. Next, the groups should take the skill cards they selected and discuss where they can learn or develop those skills. Encourage the groups to think about all the situations and activities in their lives where they would be most likely to develop these skills (e.g. at school, at home, in sports, in the community). Below are some examples if participants are having a hard time. Encourage the groups to be as specific as possible with real examples in their communities.

Example

Skill: Empathy

We learn empathy through our sports team. When we play in a match and lose a game, we understand what it feels like to lose. In the future, if we play another match and win, we understand how the other team that loses feels because we went through the same situation and had the same feelings.

7. After 10-15 minutes, call the groups back together and ask them to share their discussions on where they can learn or develop 1 or 2 of the skills they discussed.

Alternative Activity

Have each group draw an image that represents a job and incorporate the 5 skills into the drawing.

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- 4 Discussion | O Min.
- 1. How did it feel to hear about all the educational and career options you have when you grow up? Did any surprise you?
- 2. Is there a difference in the types of options that boys or men have and the types of options girls or women have? Why or why not?
 - + Sometimes, people in the community tell us that certain options are only appropriate for men and others are only appropriate for women.
 - + This is usually because of norms and opinions and not because men and women have different abilities or are born being able to do different things.
 - + Men are often told they must 'provide' for their family with the money they make, so they are pressured to work hard and long in order to pay for everything.
- 3. Do you think it is important for both men and women to have the ability to make money and provide for themselves and their families? Why or why not?
- 4. What are resources or skills that might help you choose the option that is best for you and your family?
 - + being able to read and write well
 - + giving presentations in front of other people
 - learning how to work on a team
 - knowing maths
 - + knowing how to use a computer
 - + taking action and not waiting for things to happen to us
- 5. What are some important personal qualities that would allow us to pursue different careers?
 - + being honest
 - + being hardworking
 - + being resilient
 - + being self-confident
- 6. What is some of the unpaid work that girls and women do? Is it important?
 - + Yes, both are essential, even though we sometimes think that the only person supporting the family is the one who makes money.
 - → In many parts of the world, women are responsible for running households and doing subsistence farming in order to take care of their families, which is very hard work and contributes greatly to the success of communities.
- 7. Why should we start thinking about taking care of ourselves, our family or community now?
 - + To have a successful future, we have to think ahead. We can start developing the skills we need and gathering the resources we need now in order to be ready for opportunities later.
 - → We can start gathering information on the type of training or skills we might need in order to get a job we are interested in or that will satisfy us, and allow us to take care of our families.
- **5** Wrap-Up | **0** 5 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.



Think of a job or career that you want to pursue. Make a list of the qualities and skills that you might need for this job and where/how you can develop those skills. Do you know anyone with that career? If you are able to, ask them about the specific skills that they have had to develop to be successful.

Session Resource

Personal skills

Self-control	Setting personal goals Having a positive self-image	
Self-awareness	High personal Maths and literacy skills	
Listening and reflecting	Being flexible	Being resilient
Understanding the difference between wants and needs	Setting personal goals Having a positive self-image	
Understanding the difference between wants and needs	Being responsible	Being honest
Managing money	Writing, presentation and language skills	Computer skills
Managing money	Writing, presentation and language skills	Computer skills

eople skills		
Confidence	Empathy	Coaching and mentoring
Negotiation and refusal	Teamwork	Being a peer leader
Team management, motivating others	Report and proposal writing	Managing customers and partners
Understanding power and gender relationships	Accepting and valuing diversity	Inspriring and influencing others
Process skills		
Evaluating the consequences of actions we and others take	Understanding our body and reproductive health	Creating safe spaces
Making, saving and budgeting money	Understanding gender-based violence	Accessing community servicess
Taking care of the environment	Borrowing money and planning for the future	Risk taking
Setting team goals	Seeking creative and innovative approaches	Taking initiative
Planning and organisational skills	Project management	Technical knowledge

UNDERSTANDING MONEY





Life Skill Planning for

Planning for the Future, Critical Thinking



Time 1 Hour



Materials
Different colored cones.

Key Learning

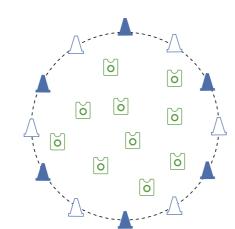
Participants will understand the role that money plays in their lives.

Session Notes

Social Distancing Adaptation: Participants should be spaced out in the circle and do not have to tag each other's hands.

Space Set-Up

Create a circle of cones large enough for all participants to run around inside of.



1 Last Session Reflection | \circlearrowleft 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | O 2 Min.

Ask participants, do they think money is important? Are there some things that money can't buy? Like what?

Kev Message

Money is important in our lives because it allows us to buy food, clothes, use transportation and stay healthy. However, there are also some things that money can't buy, like love, true friendship and ultimately, our happiness.

3■ Main Activity | **0** 30 Min.

Part 1

- 1. Explain to participants that you will play a game called mingle mingle. When the coach blows her whistle, everyone will run around inside the circle mixing with each other.
- 2. After several seconds, call out a number. Explain to participants that they must quickly form groups of the number you called. If anyone doesn't find a group, they must do a silly dance or push up.
- 3. Disperse the groups and ask everyone to mingle again, running around in the circle.
- 4. Play for several more rounds, calling different numbers.

Part 2

- 1. Explain that in this phase of the game, everyone will have a coloured cone. You will assign each color of cone a value based on local currency. For example, if using U.S. dollars, you would assign red cones the value of \$1, blue \$10, green \$5, yellow \$20. Each color of cone should have a monetary value. There can be repeated values. Remember to use your local currency.
- 2. Once every cone is assigned a value, repeat the steps above, except this time, call out an amount of money (\$25 as an example) and the participants, based on their cones, must try to group together to equal the value of what you shouted. If they add up their cone values, it should equal the number that you called out.
- 3. Play several rounds.

4■ **Discussion** | **O** 20 Min.

- 1. Was this game difficult? Why or why not? Which round was more difficult?
- 2. How were you able to succeed in the second part? What strategies did you use?
- 3. Do you think it is important to be able to count and manage money correctly? Why?
- 4. What are things in our lives that provide us opportunities to live happy and fulfilled lives?
 - + getting an education
 - + working hard to support our families and ourselves
 - + doing something we love or are passionate about
 - playing sport, exercising
 - + being able to earn a living, or making money, through working

- 5. Why might money provide us with opportunities, or what does money bring to our lives?
 - + It allows us to take care of ourselves and our families.
 - ★ We can purchase things we need or want with money (food, clothing, modes of transport).
- 6. Is money the only way to achieve the things above?
 - ♣ No, you can barter, or trade different things and there is no need to always exchange money.
 - + You can do many things that contribute to taking care of a family or supporting a community that don't involve money (educating children, running a household, farming and using your own garden to feed your family).
- 7. What types of things can money *NOT* buy?
- 8. Who usually controls money in the community? Who makes the decisions about how and when money is spent in the family? Why is it that person?

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

In Session 38 of your workbook, read the statements about money. Before looking at the right answers, see if you agree or disagree with the statement. Then, check what the right answer is. Test your siblings or friends and see how they do. Were you surprised by the results? Share what you learned in the next session.

Session 39

SAVING MONEY





Life Skill Planning for

the Future, Making Decisions.



Time 1 Hour



Materials

21 cones (or more if there are many participants) A stopwatch.

Key Learning

Participants will understand the concept of saving money and why it is important.

Session Notes

If participants do not yet have access to money at their age or because of their background, frame the discussion so that it is something they can think about in the future, when they are responsible for themselves and others and have access to money.

Space Set-Up

Set up three lines of seven cones (or more if there are many participants). with the lines forming a zig zag pattern. Place a ball at the end of each zig zag line of cones.



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■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants if they have ever experienced saving something (such as energy, time, or money). Ask participants why it might be important to save money and what reasons there are for saving money.

Key Message

Saving money is important because it will give you greater security in your life if there are unexpected costs in the future. Thinking about what needs or wants you will have in the future and how much they will cost will help you plan how to save your money now.

3 ■ Main Activity | **0** 40 Min.

- 1. This is a relay race game that helps participants think about what it means to save energy and time and how they can relate that feeling to saving other things in their lives, like money.
- 2. Explain to participants that the objective of the game is to help them understand the concept of saving money and what it means to save something.
- 3. Ask participants to get into three teams and line up behind the first cone. Tell the participants that this will be a relay race.

Part 1

- 1. Once you blow your whistle, the first person in line must run and touch all seven cones and the ball and then sprint back and tag the hand of the participant next in line. Once tagged, the next participant 2. Time each round and let participants know how must do the same thing.
- 2. Explain that once you have run and returned to the line, sit down so that the coaches can tell who has already taken a turn. The first team to get their last member to complete the race through the cones and sit down wins.
- 3. Tell the participants that you will be timing them to see how long it takes to complete the race.

- 4. Blow your whistle and start your watch. Stop it when all of the members of the first team finish the race.
- 5. Once all teams finish, ask these question below. Tell them how long the fastest team took.

Part 2, 3, 4 (depending on how much time and how many rounds you want to do)

- 1. Repeat the instructions, but instead of running normally and touching each cone in a zig zag pattern, change up the style of running to the following actions:
 - a. Hopping
 - b. Star jumps at each cone
 - c. Touching each cone with their bottoms
- long it took the fastest team to complete the race.

Last Part

- 1. Repeat the relay race one last time but this time, have the participants run straight to the ball without touching or doing anything at any of the cones. Time them to see how much time they saved and ask these questions below.
 - a. Was your time faster? Did you save time doing it this way?
 - b. What else did you save? Did you feel less tired?

4 Discussion 1 to Min.

- 1. What were ways that you spent your energy and time during the relavs?
- 2. What were strategies you used to save time and energy during the relays?
- 3. What are some examples of things in our lives that we can save or spend/use?
 - + Food or water.
 - ♣ Money.
 - ♣ Time in school.
 - ♣ We save time when we take a bus rather than walk.
- 4. What are ways that we might spend money in our daily lives?
- 5. What does it mean to save money?
- 6. Why is it sometimes difficult to save money?
 - → Saving money can be hard because there are many other things we may be tempted to spend it on before we reach our goal. It takes a lot of discipline to stick to long-term savings plans.
- 7. What are the advantages of saving money? Are there any disadvantages?
 - + If we save a little each month or week, we can save enough to make a big purchase in the future.
 - → We will be prepared for future life events that cost money, or be able to have more financial independence if we have savings.
 - + Disadvantages might be that you have to miss out on something you might want in the short term in order to save for something in the long term.

5 ■ Wrap-Up | **(*)** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

In session 39 of your Workbook, read the different scenarios and think about what you would do in that situation. Remember the session Needs and Wants in Goal, as it might help you decide. Share the stories with your siblings, a trusted adult or a friend and see if they would do something differently. Share one example in the next session. with some ideas

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SAVINGS PLAN





Life Skill

Planning for the Future, Decision Making.





Materials

Cones/field markers. Stopwatch (or something to mark the time). 24 balls or objects to carry.

Key Learning

Participants will learn what short-term and long-term savings goals are.

Session Notes

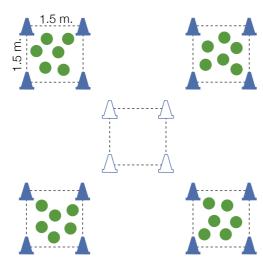
If participants still don't understand what a savings plan is, provide them with an example of something you might be saving for.

Space Set-Up

Create four square bases with cones about 1.5m x 1.5m in a square shape, about 20 meters apart from each other. Put six balls/objects to carry in each square base. Create one square base in the middle with no balls/objects.



(if you don't have enough balls, water bottles filled with sand or water work well for this activity, as well as backpacks, rolled up socks or any other object that is roughly the size of a ball and can be carried).



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants if they know what a savings goal is.

Key Message

A **savings goal** is something we are saving for that we would like to purchase in the future. Examples include school fees, books, clothes, new sport shoes, etc. Short-term savings goals should be achievable in a relatively short period of time, such as 1-2 months. Long-term savings goals will take a long period of time to achieve, like 1-2 years. Note that it can be more difficult to save money when you don't have a goal in mind; if you write out a savings plan it is easier to keep on track to achieve your savings goal.

3 ■ Main Activity | ♂ 40 Min.

- 1. Explain to participants that the objective of the game is to explore what a savings plan is, or how to plan saving for something and making savings goals.
- 2. Ask the participants to get into four teams. Each team should pick a square and stand inside of it.
- 3. Once participants are in four teams and inside their squares, ask them the following questions.
 - a. What does short term mean? If we had to make a goal to save something, what would a short-term savings goal
 - Saving up to buy a new football for practice next week.
 - + Saving up to buy a notebook for school in two weeks.
 - b. What does long term mean? If we had to make a goal to save something, what would a long-term savings goal look like?
 - Saving up for next year's school fees.
 - + Saving up for university fees.
- 4. Once the participants have discussed the differences between short-term and long-term savings goals, give each participant within each team a number, starting with one.

0

Round 1

1. Once you blow your whistle, number 1 from each team should pick up 1 ball and run as fast as possible with that ball to the middle cone, go around it and return with the ball to their team.

- 2. Once number 1 returns to the group, number 2 should go, picking up one ball and repeating the same action.
- 3. The first team to finish wins. If players drop the ball along the way, they must restart from the square. Other players are allowed to help the running player initially hold the ball, before exiting the square.





Round 2

During Round 2, the same instructions apply except now participants must carry 3 balls. An alternative is to switch up instructions so rather than running, the players must hop, or walk backwards, or carry other players on their back.



Round 3

Each player must carry 5 balls in this round.



Round 4

Each player must carry 6 balls in this round.

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- 1. What was the difference between carrying one ball or two balls and carrying all six? Was it more challenging?
- 2. What is the difference between saving for something next week and saving for something in one year? Is one easier than the other? Why?
- 3. What does it mean to have a short-term savings goal? What does it mean to have a long-term savings goal?
 - ♣ Short-term savings goal: A goal that requires us to save for only a short period of time e.g. buying sweets or a drink at school.
 - + Long-term savings goal: A goal that requires us to save for a long time e.g. buying a phone or bicycle.
- 4. Is it harder to achieve a short-term savings goal or a long-term savings goal?
 - ♣ A long term savings goal is harder because you need more time to accomplish your goal and you might get distracted and spend the money you are saving before you reach your final goal.
 - Reaching long term savings goals requires lots of discipline and patience, but there is usually a big reward once you reach your goal.
- 5. When trying to save money, it is good to have a goal, or a reason we are saving? Why?
 - + Yes, because a goal gives us an objective, a reason we are saving that will help us be more disciplined while saving.
- 6. What is one savings goal that you can have in your life?
 - + Save to buy something for myself e.g. a phone or clothes, or new backpack.
 - + Save to buy something for a sibling e.g. a new toy, gift.
- 7. Is it necessary to be able to handle and have control over money in order to create a savings goal? In your community, do you have control over money at your age? When do people start having control over money where you live?

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Throughout the week, record all the things you purchase or pay for on this page, and then add up all of your expenses to see how much you are spending each week. Circle things that are "needs", or necessary for your survival. A big part of making a savings plan is identifying where you can control your spending, and being realistic about how much you can save each week.

Look at your budget and think about where you might be able to save money. If you saved this amount of money each week, how long would it take you to reach your savings goal?

Session 41

CHALLENGES TO SAVING





Life Skill Planning for

Planning for the future.





Materials

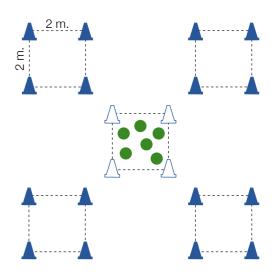
Cones or field markers, a stopwatch (or something to mark the time), 30 balls or objects to carry (at least 5 balls per team but more is better).

Key Learning

Participants will be able to identify challenges to saving money, and discuss possible solutions to those challenges.

Space Set-Up

Lay out the field according to the diagram below, creating five square bases about 2m x 2m, with four in the corners and one in the middle. Place all balls in the middle square to start the game.



1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2■ Introduction to Session | 💆 2 Min.

Ask participants if they have ever experienced any challenges to saving money. Examples can be internal, as in being tempted to spend money on something else, or external, like the price of the item increasing over time.

Key Message

Saving is not always as easy as it seems and sometimes there may be unexpected obstacles or expenses that come up. It is important to be aware of these challenges, prepare for them, and not give up on our savings goals.

3 ■ Main Activity | **0** 40 Min.



Round 1

- 1. Split the group into 4 teams, each at a corner square.
- 2. Place all the balls/objects in the middle. It is best to have at least 30 objects in the middle so add additional cones, empty water bottles or anything else that can be easily carried to the middle to reach 30.
- 3. When you blow your whistle, one player from each team must run out of the team square, grab a ball from the middle square and return it into her/his own team square.
- 4. Once that player returns, another player can do the same. The rules are that you can only grab one ball at a time and only one person from each team can be running outside of the square at one time.
- 5. Each team will be playing at the same time. Once all the balls in the middle are gone, then teams can run to each other's squares to steal balls from other teams. The participants cannot stop another team from taking their balls, but each team is free to take any ball from any of the team squares.

6. Allow the participants to play for 2-3 minutes. The goal is to try to get as many balls in the team square as possible. When you blow your whistle to end the game, the team with the most balls in their square wins.



Round 2

Play the game several times, adapting the type of movement that participants must use.

- Hopping
- Sidestep
- ♣ Running backwards
- Crawling
- ➡ Transporting participants on their back
- ♣ No hands allowed (picking up balls with elbows)

- **4 Discussion** | **O** 10 Min.
- 1. How many balls/objects was each team able to save during the game?
- 2. Was it difficult to save objects? What was happening to your balls/objects that you were saving?
- 3. Let's think now about trying to save money. When we are trying to save money, what might happen? What are some of the challenges?
 - + We face peer pressure from our friends to spend the money on things they want to do rather than saving for our goal.
 - + Our parents or caregivers need money for something related to the house and we must hand over what we have saved to them.
- 4. What are the challenges that we can take action against and overcome and what are the challenges we can't control or take action on?

We can:

- resist peer pressure from our friends.
- + keep our money safe.
- + resist our own desires and be disciplined about reaching our goal.

Sometimes, we can't:

- + say no to our parents or caregivers who might need money for house related things.
- + control emergencies that come up and money is needed.
- **5■** Wrap-Up | **0** 5 Min.
- 1. Repeat key message.
- 2. Introduce Practice at Home.



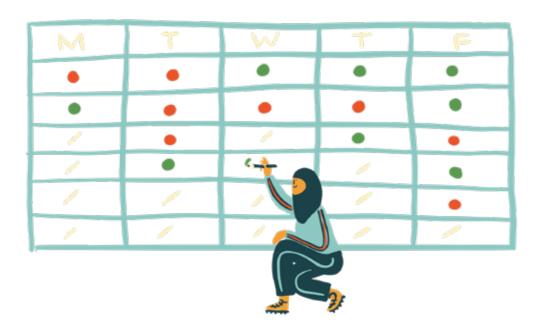
Practice at Home

Read the stories in Session 41 of your workbook. Ask yourself these questions after reading each story:

- ♣ Where are the savings kept?
- ♣ What types of problems does having money at home create for the saver?
- ♣ What strategy did the person trying to save money use? Was it an honest strategy?
- ♣ What strategy would you have used?

Share the stories with a friend or trusted adult and see what they would do.

BUDGETING





Life Skill

Planning for the Future, Decision Making, Understanding Consequences.





Materials

5 cones/ field markers for each player.

Key Learning

Participants will understand the relationship between budgeting, borrowing, and saving and the importance of budgeting.

Session Notes

An alternative to the materials above would be something that players can hold 10 of in their hands and that can be placed on the ground and seen quite easily and won't blow away in a light wind (playing cards, thicker pieces of paper, tree leaves etc.).

To make this game non-contact, you can play with tag belts or ask the tagger to tag the cones and not the player directly.

Space Set-Up

A 20m x 20m square. If there is a large group of participants, you can create multiple grids and play at the same time.

1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 7 2 Min.

Ask participants to reflect on what they spend their money on, and how they make those decisions. Do they think about how much money they will have after they make a purchase?

Key Message

A budget is a tool to help you plan for the money that you earn and the money that you spend. We can use it to plan both our "money coming in" and our "money going out" over a period of time. It can help us to spend our money wisely, and to save more money than we might without it.

- 3_■ Main Activity | ♂ 40 Min.
- 1. Create a 20m x 20m square. All players should stand inside the square.
- 2. Choose three taggers from the group. The rest of the players should get 5 cones/field markers each to hold. The taggers should not be holding anything.
- 3. Explain that all players must stay inside the square. Once the game starts, the players holding the cones must try to run away from the taggers and not be tagged. The taggers objective is to tag as many people as possible.
- 4. If a tagger tags you, you must hand over one cone to the tagger. The tagger must do a star jump and then place the cone on the ground. The player just tagged can continue running around the square. Once the tagger has done the star jump and placed the cone on the ground, she can then continue tagging players.

- 5. If a player holding cones sees a cone on the ground, they are permitted to pick it up. They are however not allowed to pick up a cone they just lost to a tagger.
- 6. If you run out of cones, and a tagger tags you with no cones in your hand, then you are out of the game and must exit the square.
- 7. If the coach blows the whistle twice during the game, that means you must take one of the cones in your hand and place it on the ground, as if you were just tagged. If you are holding no cones in your hand, then you are out of the game and must exit the square. Anyone can then pick up the cone you just placed on the ground.
- 8. After 10 minutes, take those who are "out" of the game (if any) and give them a chance to be the taggers.
- 9. Play several rounds, switching taggers and those being tagged.

4 Discussion | 10 Min.

During the discussion, make sure that participants realise the connection between the game and making a budget. Use the key below to help them make the connection.

- ♣ Cones = money
- **+** Taggers = entertainment expenditure **+** Whistle = necessary expenditure
- 1. Was it difficult to hold onto the cones? Why or why not?
- 2. Were you able to increase your supply of cones? How?
- 3. How did you feel when you only had a couple of cones in your hand? Were you getting nervous? Why or why not?
- 4. How did you feel when you didn't have any cones in your hand and you were trying to avoid the taggers?
- 5. What do you think the cones represented in this game related to our finances?
- 6. What do you think the taggers represented?
 - The taggers can represent things we spend our money on in our lives. Specifically, they represent things that we aren't obliged to spend money on in order to live but things we like to spend money on.
 - + Things like entertainment (going to the cinema, buying music), sweets after school, or a new mobile phone.
 - Remember the wants and needs session: these are our wants.
 - + When we lost a cone to the taggers, it was as if we spent money on something we wanted but wasn't exactly necessary.
- 7. What do you think the coach's whistle represented during the game?
 - The coach's whistle represented things we spend money on in our lives that are necessary, such as rent for an apartment or house, food, doctor's visits, medicine, school, transportation.
 - ♣ Remember the wants and needs session: these are our needs.
 - + When we placed a cone on the ground after the coach's whistle, it was as if we spent money on something that was necessary.
- 8. You also had the opportunity to pick up cones, what did this represent?

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Practice at Home

In Session 42 in your workbook, fill in a sample budget for yourself in the table. This budget can be updated as your "money in" and "money out" change; that is, if you get money from new or different sources, or spend it on different things, or in different amounts. Don't worry if this seems hard. Just start by writing down what you spend. That is the first step to having a good budget.

Remember, if you don't have enough money coming in, you may have to reduce what you spend. If you have more money coming in than what you will spend, you can always save! If you are struggling, ask a trusted adult or your Goal coach for help.

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Planning for the future, Ability to use information.



Materials Cones, Balls.

Key Learning

Participants will identify myths about banks and the types of services a bank offers, and learn about alternatives to banking in the community.

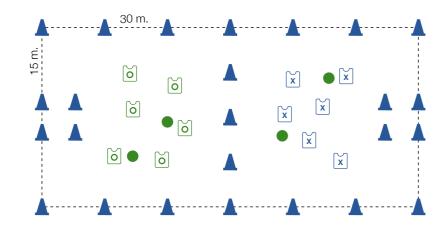
Session Notes

Make sure to identify banking services that are available to the participants before delivering this session. If there are none available for the age group you are working with, then outline services that are available to the general public.

Include services from a variety of different types of banks and financial institutions (cooperative savings groups, credit unions, village savings groups etc.)

Space Set-Up

Large field or open space. Create a rectangle that is 15m x 30m. Place a line of cones in the middle and two 1m x 1m squares at opposite ends of the field.



■ Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask participants what makes a place safe for keeping money. What are examples of safe places to keep your money? Is the place you currently keep your money safe?

Key Message

When we are able to save, it is important to put our savings someplace safe. A safe place for your money is somewhere secure where it will not be stolen, where only you have access to it, where only you can decide what to do with the money and when. A bank is one example of a safe place to keep your money, but you must be informed about the benefits and processes of saving money in a bank.

3 Main Activity | 0 40 Min.

- 1. Create two teams and assign each team a side of the field, divided by the line of cones.
- 2. Give each team 5 balls. The objective is to run the ball to the other side of the field and place it in the square on the other team's side. For each ball placed in the square, the team who placed the ball there gets one point. The ball cannot be removed from this square.
- 3. When a player crosses the line that separates their side from her opponent's side, her opponent can tag her. If the player is tagged, they must drop the ball and return to their side. The dropped ball becomes the other team's property.
- 4. Play for 10 minutes and stop the game. The team with the most balls in the square on the opponent's side of the field wins. If one team runs out of balls before the 10 minutes is up. they must wait for the other team to cross their line with a ball and tag that person in order to get more balls. If all the balls end up in one of the team's squares before 10 minutes is up, the game is over and you can move to step 5.
- 5. Let the teams have a team meeting to come up with new strategies and play one more round for 10 min.

4 Discussion | 0 10 Min.

- 1. What are some strategies that your team came up with to get your balls to the other side safely?
- 2. What are some strategies we use to better save money?
 - + Ask for support from those around us to help us save money.
 - + Put the money someplace we can't easily use it or touch it (a closed box or container that cannot be easily opened).
 - → Tell our friends and family we are saving so they don't pressure us to spend money we have.
 - + Save a small amount of money each month over a long period of time.
 - + Have a goal, it is easier to save if you have a goal of what you of what you are saving for in your mind.

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- 3. Where are places we can save our money?
 - ➡ Banks, which sometimes have special accounts for young people.
 - ➡ With our caregivers, who can keep it safe for us while we are saving.
 - In our room in a special box that is not easy to open.
- 4. After hearing the following statements, decide if you think the statement is true, false, or you don't know (see Session Resource section).
- 5. What are advantages of saving money in a bank?
- 6. What are disadvantages of saving money in a bank?
 - ◆ You have to physically go to the bank to deposit and withdraw money, so if you need the money immediately, you cannot get it.
 - + Access to your savings is restricted.
- 7. What are advantages of saving money at home?
- 8. What are disadvantages of saving money at home?
 - ★ Keeping money at home makes it too easy to spend.
 - + Others who need money might pressure you to give it to them.
 - + It can be stolen or borrowed by others.

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

Go to Session 43 in your workbook and read the Story of Mulenga and then answer the questions below. Feel free to ask a sibling, trusted adult or friend to help you with the questions.

- 1. What are Mulenga's savings goals?
- 2. How does Mulenga get the money to save and achieve her goals?
- 3. How will having a savings account help Mulenga reach her goals?
- 4. What are the challenges of putting your savings into an account?
- 5. Which place do you choose for saving your money? Why?

Session Resources

1. You must be rich to use a bank.

False: even though many banks do require a minimum amount of money to open an account, it is often possible for people who do not have a lot of money to open an account and benefit from banking services.

2. Banks are a safe place to keep your money.

True: banks are often the most secure place to keep money. Many have secure premises and insurance to cover losses due to robbery.

3. Going to the bank to deposit or withdraw money takes a lot of time

True: sometimes the queues inside banks can be very long. However, many banks now offer cash machines called Automatic Teller Machines (ATMs) through which clients can deposit and withdraw money 24 hours a day, seven days a week. At certain times the queues at these ATMs are also long, but if you can avoid these busy times, you won't have to wait.

4. Banks lend you money so they can take your TV when you fail to pay

False: banks do make loans and sometimes the borrower may offer something of value to guarantee the loan in the case that he/she is unable to repay the loan. But banks do not want the hassle of taking their clients' valuable things. They much prefer that their clients repay their loans.

5. If a bank is robbed, you will lose your money

False: banks usually have insurance to cover losses of this kind. This depends on the bank.

6. Banks have only one service that they offer to their clients.

False: Banks offer many services:

- + Different accounts for different clients (business account, student account, children's account, family account).
- ➡ Different options for getting a loan (or borrowing money from the bank).
- Credit cards and debit cards (ways for their clients to borrow money or withdraw their money from a bank without going into the bank).
- + Mobile banking, which means you can send and transfer money through your phone.
- Internet banking, which means you can look how much money you have in your account and send the money to other accounts through the internet.
- + Foreign money exchange services.
- Checks for their client.

BORROWING





Life Skill

Planning for the Future, Decision Making, Understanding Consequences.







Materials

Borrowing Scenario cards. A4 paper, one for each participant. Markers/crayons for drawing.

Key Learning

Participants will understand the difference between saving and borrowing money as well as the responsibilities of borrowing money.

Session Notes

The sessions on borrowing should only take place with older participants. Do not be seen to encourage borrowing - rather you are exploring this is an option. Highlighting the consequences to borrowing irresponsibly is important.

You may want to invite a Standard Chartered volunteer to come in and discuss borrowing with the girls.

Space Set-Up

An indoor or outdoor space where participants can gather in small groups.

■ Last Session Reflection | © 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 2 Min.

Ask the participants if they have ever borrowed money or heard of someone borrowing money. Did the borrower have to pay the lender back? How long did it take them to pay the money back?

Key Message

Borrowing money can be a great way to invest in something that you need and that will help you get further in your career. However, there are important responsibilities that come along with borrowing money, and consequences for not paying back the money you borrowed.

3 Main Activity | • 40 Min.

- 1. Begin by asking: what are some reasons you might need a large sum of money for?
- 2. Draw pictures of the answers participants give on the board.
- 3. Give each participant paper and markers and give them five minutes to draw something big they want to have money for.
- 4. Ask participants to volunteer to share their pictures, and the reason they want to save for that.
- 5. Explain that there are two main ways to get large sums of money: saving and borrowing.
- 6. Ask if the participants know the difference between the two, if they are struggling, explain that:
 - + Saving putting aside a little money at a time to grow into a large sum.
 - + Borrowing receiving a large sum up front and repaying a little at a time.

- 7. Next, ask the participants to get into groups of 4.
- 8. Each group will get one slip of paper, which represents a scenario you might face when borrowing money. If there are more than 3 groups, it is okay to duplicate the scenarios. Each group must discuss amongst themselves the situation and what problems arise in that situation if you don't borrow wisely or you make the wrong decision.
- 9. Explain that borrowing money usually comes with a cost. Often you must pay something called interest (extra money you pay to the bank or money lender to allow you to borrow the money you need). Sometimes the cost is not financial, but the loss of a friend or physical danger.
- 10. Give the groups 15-20 minutes to discuss and then have one person from each group share with the whole group what they discussed.

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- 1. In general, what are the advantages of borrowing money?
 - + You can get a large sum of money right away to pay for something and pay back the money slowly month by month or week by week.
 - You can start a small business with a loan and start making money fast rather than waiting to save enough money to start your business.
- 2. In general, what are the disadvantages of borrowing money?
 - + If you don't borrow wisely and can't afford your monthly payments, you start going into debt, which is difficult to get out of.
 - The money isn't yours to begin with and that is always risky because you can't always be 100% sure that you will be able to pay back the borrowed money.
- 3. What happens when you borrow money and have to pay interest? What if you start being late on your payments?
- 4. What happens when you borrow money from your friends? What are the advantages, what are the disadvantages?
- 5. What happens when you borrow money from a stranger? Do you think it is true that a stranger will lend you money for free? Are you willing to risk owing that person favours or things you are not comfortable doing?

5 ■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Think about the advantages and disadvantages of borrowing money, and write these down before our next Goal session. What questions do you have about borrowing money?

Session Resources

Borrowing Scenario Cards

Scenario 1: Borrowing from a local moneylender or bank

Natalie needs to pay the fees for her vocational school term where she is learning carpentry, but she can't find the money. This is her last term and she is excited to graduate. She visits the moneylender who agrees to lend her \$50 at 20% interest. They agree that she will repay a total of \$60, \$6 per week for 10 weeks. Natalie finds some work and repays right on time for the first couple of weeks. But, when she fails to pay one week, the moneylender charges her double. She can never earn that much in one week, so she must find someone else to borrow money from to pay the moneylender. Now she owes two people money.

Scenario 2: Borrowing from a friend

Maria borrows \$10 from each of two friends, for a total of \$20. She plans to use this money to buy hats to sell in the market. She promises to repay in one week. After the first week she doesn't sell all the hats; the second and third week she has other excuses. When she finally repays the money to her friends, she assumes everything is cool. But, her friends talk behind her back and avoid her. No one will lend her money again.

Scenario 3: Borrowing from the friend of a friend

You are saving money and really want to buy a new bike to get to school but you feel like you will never save enough money. The school year is going to start and you will have to walk to school, which will take you a really long time. You know that if you worked hard all year you could save for the bike but then the school year would be over. Your friend Elizabeth tells you that her brother has a friend who sometimes loans money to people when they need it. Because you know that nobody gives money for free, you ask what he wants in return, what is the interest rate? Elizabeth says that he doesn't want any interest or anything in return. It is free money. Sometimes he might ask you to hang out with him in town, he might even buy you a nice dress or some nice jewellery and he might ask to touch different parts of your body and you touch his. It is usually not more than that and it doesn't hurt.

MY ECONOMIC EMPOWERMENT





Life Skill

Rights Awareness, Egalitarian attitudes to gender roles .



Time 1 Hour



Materials
Scenario cards.

Key Learning

Participants will explore the relationship between an adolescent girl's rights and her economic empowerment as well as the value placed on different income generating activities depending on gender.

Session Notes

Some of these topics might be embarrassing for participants to discuss. Make the group feel comfortable by explaining that these are fictitious scenarios to help us think through what girls might be experiencing in their communities. They should not pass judgment on the girls in the scenarios but try to better understand what would lead someone to that situation. The more open their minds are to understanding, the better the discussion will be.

It is okay to leave this session feeling there was no right answer in the scenarios. Remind participants that our lives give us choices and there isn't always a right and wrong choice. Some choices are healthier than others but sometimes, it is not so clear.

Space Set-Up

A space where groups can read and discuss the scenarios; preferably a private space where participants' discussions will not be overheard.

1 Last Session Reflection | • 3 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2. Introduction to Session | 0 2 Min.

Ask participants if they have ever been in a situation where they did something that they did not want to do because they felt like they had to. What or who influenced that decision?

Key Message

Girls' economic empowerment is often limited because of their gender, and girls' and women's work is often not valued like men's work. This value often influences the choices that a girl makes. When a girl is able to claim her rights she is able to become economically empowered and contribute to her own independence and community

3_{■ Main Activity | 0 45 Min.}

- 1. Divide the participants up into groups of 4 or 5. Give each group one scenario and ask them to think about what might be the factors that led the girl to be in that situation. They must answer these questions:
 - a. Do you think the girl made a choice to be in that situation? Is every situation in life a yes or no choice? Are we pressured to say yes sometimes because of our situation, the other person in the situation or our needs
 - **b.** Do you think she had other options?
 - **c.** What type of value is the girl bringing to the situation? What is it about her that is valued or valuable?
- 2. Remind the groups that they should try to think about what factors or influences in the community led the girl to that situation and what type of value she has or brings in each situation.
- 3. Give the groups 20 minutes to read and discuss the scenario.
- 4. Ask each group to present their scenario (read it out loud) and share the highlights of their discussion related to the three questions above.

4 Discussion | 5 Min.

- 1. What did you think about the scenarios? Are these types of scenarios realistic in your community?
- 2. Do you think it is hard to make the right decision sometimes?
- 3. What were the different factors that influenced each young woman in each scenario?
 - + Some of the girls were influenced by the need for money to survive.
 - + Some of the girls were influenced by friends who pressured them; it is very difficult to say no to friends sometimes because we think that they are all we have, and that we could not get new friends if we lost the friends we have.
 - + Some of the girls were influenced by parents or family, or by social pressures.
 - → Some of the girls were influenced by fear, afraid to speak out because of what others might think about them.
- 4. Are these influences easy to overcome, or stand up against?
 - ♣ No. It is usually very difficult to not be influenced by peer pressure, family, social pressures, culture, or money.We all, at one time or another, are influenced to make decisions that are maybe not healthy for us or the best for us.
 - ♣ This is normal, but it is also important to talk to someone we trust when we feel these influences, or when we are faced with difficult decisions.
 - Sometimes we do overcome influences in our community to make decisions that are healthy for us (see Elizabeth's scenario).

- 5. Sometimes, when we have to make a choice in our lives, do we feel that we are forced to make a certain choice because of influences related to social pressure, friends, money or our needs?
- 6. In each scenario, there is something that the young woman has or is that is of value to her in that particular scenario. What is it?
 - Scenario 1: Sarah's body
 - Scenario 2: Elizabeth's body
 - + Scenario 3: Jenny's ability to make bracelets and be an entrepreneur
 - + Scenario 4: Carol's ability to watch children and be exploited by the family
 - + Scenario 5: Lydia's ability to be a wife (that is her value to society) and her ability to work with cars (that is value she thinks she has)
- 7. Why is there so much value put on a girl's or young woman's body? Does this sometimes influence girls and young women to make choices that are maybe not healthy for them, or will cause them harm?
- 8. What other types of value do girls and young women have that is not connected to their bodies or their sexuality?
 - + Girls and women can offer the same value to our communities that boys and men can have.
- 9. What are risky income sources?
 - ♣ If risky income sources, like receiving money from men or boyfriends, does not come up, explain that it is common for adolescent girls to get money from sources that may put them at risk of unsafe sexual behavior.
 - ♣ Boyfriends or other older men might offer to give them money or gifts in exchange for sexual activities. This is risky because when girls are dependent on this money or other resources from men, they can feel like they "owe" these men something. This can make them feel they can't say no to sexual activities or negotiate for safer sex (like using a condom). Some risks associated with getting money this way include the possibility of experiencing sexual violence and exploitation, contracting HIV/AIDS or other STIs, unwanted pregnancies, and exposure to other social and health risks. It is very important to be aware of these kinds of risks and expectations before you accept money or gifts from boyfriends or other men.
 - → It is often the case that girls who have their own money, or have a little bit of economic independence, are less dependent on men for money. Therefore, we can try to think about our savings as a way that we can use our own money so that we do not have to depend on these gifts or money from men for our daily needs.

5■ Wrap-Up | **0** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.



Reflect on this session and share what you learned to a trusted adult or friend. Share some of the scenario cards with that person and see what they think about the scenario.

Session Resources

Scenario Cards

Scenario 1

Sarah was living with her family, who were very poor. Her family could barely afford to send her to school and Sarah never had any new clothes to wear or money to even buy little snacks like all of her friends. One day, an older boy in the town approached her and told her that he could pay for her school and give her the money she needed for new clothes, a cell phone like her friends and snacks when she wanted them. Sarah was hesitant at first but decided she would take him up on his offer. It was great for a couple of weeks but soon he started asking for things from Sarah, like spending time with him alone in his home, letting him touch her in places and finally for sex. Sarah was very uncomfortable with all of this because the boy was much older and she knew her parents would be angry but she felt like she couldn't say no. She was able to go to school, she had brand new clothes and a phone and he gave her money whenever she needed. Plus, he was so nice and was taking care of her. Her parents wondered where all the money and clothes were coming from but she would always lie, saying a friend gave them to her or she sold small bracelets at the market.

Scenario 2

When Elizabeth was growing up, both of her parents worked extremely hard to be able to send her and her brothers and sisters to school. One day, her mother lost her job and could not find a new one. This meant that some of her brothers and sisters might not be able to finish school. One of Elizabeth's friends says she has a great idea for how Elizabeth could help her family out. All she would have to do is come with her to the city on the weekends when she wasn't studying. In the city, there are men who will pay you to have sex with them. She tells Elizabeth that she could make a lot of money and really help her family. She says all the men would love Elizabeth because she is tall and very beautiful: it would be easy to get clients and she would have money to give back to her family and support her parents instead of being a burden.

Scenario 3

Jenny was in secondary school and really wanted to attend university. She knew that her family didn't have enough money to support her dream so she would have to find a way to make it herself. She saw a couple of girls selling jewelry they made in the local market, and they seemed to be making some money. Jenny decided to learn how to make bracelets and start selling her own designed bracelets at the market. She gained many customers and soon she expanded to a small shop in town. Her business was growing and she was on her way to saving money for her education. Her family saw how successful her shop was and started pressuring her to not go to university but instead to keep expanding her business and support her family more. It was her duty to support them, they told her. Jenny was torn between her dream of studying at university and supporting her family. She is not sure what she should do.





Scenario 4

Carol wanted to make some extra money for herself, mainly so she could buy herself nice new skirts in town, but there weren't many opportunities that she could think of to earn some extra money. One day, a neighbour mentioned that they knew a family who needed someone to help out with the children and do some house work at the weekends, and that they were willing to pay. Carol started working for the family and in the beginning it was great. They paid her on time and treated her well. However, after a couple of weeks, they started being late on the payments and sometimes they would not pay her at all. They also started yelling or screaming when things weren't perfect and saying mean things to her about her status in town. Carol thought about leaving but they threatened her by saying they would spread damaging rumours about what she does.

Scenario 5

Lydia had just finished school and was looking for a job in town. A friend of hers said that there was an apprenticeship at the local mechanic shop. They were willing to take on someone who wanted to learn more about being a mechanic. Lydia loved working with cars, even though she knew that most people in her town thought it was men's work. The only problem was that the apprenticeship was without pay. She would have to work for a year and then she could go and find a paid job as a mechanic. The opportunity was great but she knew that her parents would not agree for two reasons: one, that the job would not bring in money, and the second, because she would be entering "a man's profession". Lydia decided not to take the apprenticeship and instead decided to get married to a local older man who had been asking for her hand from her parents for months. She never told her parents about the mechanic apprenticeship..



Life Skill

Preparing for the Future, Decision Making, Goal Setting.





Materials Activity 1

Cones or field markers

Activity 2
Pens/pencils to fill in the handouts.

Key Learning

Participants will explore the components of a good action plan for reaching personal and professional goals.

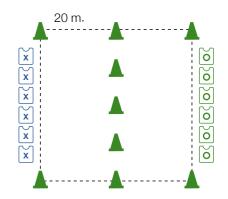
Space Set-Up

Activity 1

Set up a square that is 20m x 20m and create a line (either with chalk, cones, or another marker) that divides the square in half.

Activity 2

An indoor or outdoor space where participants can fill in their "My Plan" templates.



■ Last Session Reflection | 0 2 Min.

Ask the participants a series of questions that will help them reflect on the last session they attended and their Practice at Home activity.

- 1. What did we learn during the last session? What was the key message?
- 2. Who did their Practice at Home activity? How did it go? Who can share what they learned?

2 Introduction to Session | 0 3 Min.

Ask the participants to reflect on some of their goals - how did they accomplish them? What makes accomplishing goals easier or more attainable?

Kev Message

It can be helpful to plan out the steps needed to reach your goal so that you can see where you may need additional support and plan how you will get resources to achieve your goal. Making a plan and communicating it to others can help motivate us to achieve our dreams!

3 ■ Main Activity | **①** 15 Min.

- 1. Create two even numbered teams. Ask each team to stand in a line facing each other at either end of the square, shoulder to shoulder.
- 2. Explain that each team has a goal of reaching the centre line, but that there are rules.
- 3. Everyone's foot must be touching the foot of the person next to them. If at any point one team member's foot is not touching the person next to them, then the team must stop and go back to the edge of 7. After 5 minutes, allow the teams to try again. the square and start over.
- 4. The second rule is that participants can't speak.
- 5. The first team to get to the middle line without anyone's feet becoming unconnected wins.
- 6. Let the teams try for a couple of minutes. If they have not achieved the goal, tell them to stop, and explain that they can talk and have 5 minutes to come up with a plan.

4 Discussion | 5 Min.

- 1. What was your team's goal? Was it easier to achieve the goal once you made a plan or before you made a plan?
- 2. Why is it important to have a plan or strategy to reach our goals?
- 3. What does a good plan look like?
 - ♣ It has specific steps that you have to take or follow
 - + It lists the resources or help you might need (money, support from family, learning new technical skills)
 - It has a timeframe on it (I want to achieve this goal in 1 year, in 1 month)
- 4. Did your plan during the game succeed? Why or why not?
 - + Our plans won't succeed every time. Sometime, we will be unsuccessful and we need to learn from our mistakes and apply those learnings next time.

5 Activity **2** | **0** 20 Min.

- 1. Hand each participant one template from Handout 43 or hand out blank pieces of A4 paper and ask them to draw the template on the piece of paper.
- 2. Ask each participant to think about one goal that they have in their own life. This goal can be from Session 1 (a goal they developed in their vision board) or from Session 2, a goal they developed for their education. This can also be a new goal that they have identified.
- 3. Walk them through the template, giving an example of a goal you have as a facilitator or coach. This will help participants better understand how they fill in their own templates.
- 4. Give everyone 10 minutes to fill in their templates.
- 5. After 10 minutes, put participants into groups of 4 and have them share their plans with each other. Encourage participants to give feedback to each other and help each other improve their plans.
- 6. Walk around to each group and offer any help. Allow 10 minutes at the end of the session for the students to present their goals.

Discussion (10 mins)

- 1. Do you think that any of your goals might require resources? What kind of resources? Will they require money?
- 2. Would you consider saving now for something you need for your goal, let's say, in five years? What might this be (e.g. a training course, your own flat, a university degree, a wedding or a car)?
- 3. What (if any) are things that you can borrow from others?
- 4. Review the students' own personal ambitions and encourage them to get into the savings habit even if it is just a few coins they could manage without from their weekly pocket money.

6 ■ Wrap-Up | **7** 5 Min.

- 1. Repeat key message.
- 2. Introduce Practice at Home.

Practice at Home

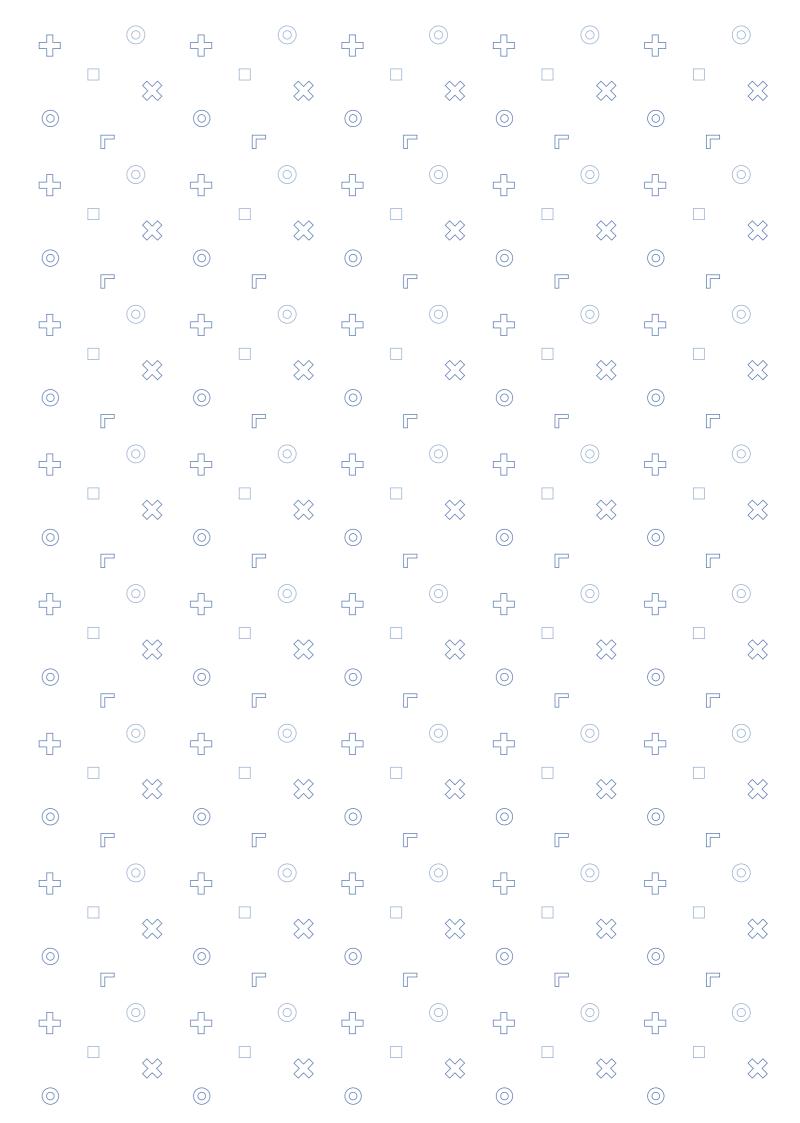
Use the following template to make a plan for how you could achieve one goal you have for the next year. If you have already created a plan during the session, talk to one of your siblings or a friend and walk them through how to make a plan for a goal they have.

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Session Resources

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Name:
Goal #1:
Steps. What are the steps I need to take to achieve my goal? What am I going to do? Why is this important to do at this time? What do I want to ultimately accomplish? How am I going to do it
Fimeline. What is my timeline? Do I have a deadline for when I need to achieve my goal?
Support. What resources do I need (both financial and non-financial)? How will I get them? Are there people who can help me? Do I need to start saving money?
Realistic. Is my goal realistic? Will I be able to achieve it with the resources I have or that I can acquire?





The Goal programme uses sport and life-skills training to equip adolescent girls to be leaders in their communities. Goal is part of Futuremakers by Standard Chartered, a global initiative aimed at empowering the next generation to learn, earn and grow.



Goal is delivered in partnership with:





