



DETERMINED TO DEVELOP
— MALAWI —

Non-Formal Education Curriculum: Form 1-2



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Introduction

The Non-Formal Education Curriculum (NFEC) Overview

Malawian girls are faced with social isolation, economic vulnerability and a lack of access to information services. These are factors which prevent a healthy transition from girlhood into womanhood. Research shows that Malawian girls experience high rates of gender-based violence and unsafe sex which increases the risk of unwanted pregnancies, HIV infection and ultimately, dropping out of school. These factors create future challenges, leading to an overall lack of agency to shape a healthy and prosperous life. The root cause of these vulnerabilities is largely determined by a girl's weak social, health and economic assets.

The NFEC aims to provide a holistic out of school program which builds assets in an interconnected approach in order to mitigate girl's vulnerabilities, and ultimately increase their resistance to such challenges. The NFEC acts as a comprehensive 2 year guide which fits into an overall 6 year non-formal education plan. The sessions in this curriculum have been designed to address a wide range of challenges adolescent girls in Malawi face. This program, targeted particularly at females in Form 1 and 2, is designed to promote gender-equitable development by complementing formal in-school learning.

This curriculum is designed to provide adults who mentor pre-adolescent females with the resources to translate information about a variety of topics into fun, interactive and dynamic exchanges with participants. The overall goal of the NFEC is to facilitate the building of social, health and economic assets in a safe and fun learning environment. Participants are equipped with skills and knowledge to be empowered with the confidence to assert their rights and protect themselves from harm and threats.

The objectives of the NFEC are to:

- Reinforce attitudes and behaviours that will lead to a better quality of life for participants
- Provide participants with the necessary skills to enable them to overcome the challenges of growing up and becoming functioning adult members of society
- Increase participants knowledge and skills in a range of subjects including reproductive health, decision making skills, resisting peer pressure, study skills, leadership, assertiveness, self-esteem and confidence building

Beneficiaries and Group Structure

NFEC participants are girls who are from vulnerable backgrounds and are enrolled in school, however this does not exclude out-of-school girls, young mothers, married girls, workers, disabled girls or HIV positive girls. Groups can range in size depending on the resources available to the facilitator or organization delivering this curriculum. Meetings can last a between 1 and 2 hours and should not be conducted in or around a school. The location should be a safe and mutual space, with no affiliation to the place the meeting is being held in (i.e, church, school, government building).

Weekly meetings should provide a space for participants to regularly interact with one another, share stories, address issues, express themselves, sing, dance, laugh and enjoy. Sessions are designed to be engaging and interactive and should not be delivered like a school class. The setting should be an informal learning environment at all times, with the facilitator ensuring that there is ample time for conversation, interaction and fun.

Curriculum Structure

The NFEC ranges over 24 cross-cutting themes and monthly topics are made up of 4 session plans to be delivered once per week. It is designed to run over two school years, starting in September time at the beginning of the school year. Participants can fall into the curriculum at any time, and never repeat sessions throughout their two year participation in the group. Participants can graduate into the NFEC for girls in Form 1 and 2, and from there can move up into the final 2 years of the program into a group aimed at Form 3 and 4 learners. Thus, the program is designed to support participants over a 6 year period, throughout what is often the most challenging period of their lives.

Learning Objectives:

The learning objectives define the goal for each session in terms of demonstrable skills or knowledge that will be acquired by the participant as a result of taking part in the session. The learning objectives should always be made clear to participants.

Materials Needed:

The materials needed for each session are outlined in this section. The NFEC is designed to use fewer resources as it is expected that the program will be delivered in settings that may have financial restriction or less access to resources and materials. The facilitator should attempt to substitute resources when necessary and prepare materials in advance.

Facilitator Preparation:

This section indicates the preparation needed by the facilitator before the session is delivered. This ranges from gathering materials, inviting speakers, reading further information or watching online videos if this option is available to the facilitator.

Activities

Step-by-step instructions for the learning activities are provided to guide the facilitator in helping participants learn and work with the concepts of the session. The steps are listed in the order in which they should be implemented and it is intended that the steps be followed as outlined. While a general script for each session is provided, facilitators should feel free to use their own words to explain each point.

Wrap-up

A suggested outline to wrap up each session normally includes instructions to ask participants to summarize what they have learned during the session while the facilitator fills in any key points they miss, address any questions or comments, and end the session on a positive note, with a clear take-away message.

Facilitators/ Mentors

Facilitators are encouraged to adapt activities to the experience and culture of girls in their communities to provide participants with the support they need to grow up healthy, make sound decisions and achieve their full potential.

The NFEC should be conducted in a 'safe space' in order to provide a safe and supportive learning environment. Regular and reliable meetings, under the guidance of female mentor(s) from the same community, are critical in building social assets from vulnerable girls. Youth leaders can help young

people by providing them with correct information and skills to adopt healthy behaviours and to stay safe through the ever changing and challenging time of adolescence.

Facilitators should ensure they read as much of the background information as possible (such as facilitator notes and dialogue) and should research any topics they are not familiar with to ensure participants gain a strong general sense of the topics being covered. Facilitators should prepare necessary materials ahead of time and clearly understand the material they will present. Every training experience has the potential to bring challenges. The most effective way to minimize challenges is to be prepared.

Facilitation and Leadership Skills

This session plan can be used as a training tool for new leaders and facilitators. It is recommended that an experienced facilitator use this plan to train other mentors. For example, participants who have graduated from the full program may be invited back to assist in the running of sessions, or facilitators who have little experience and access to resources can undergo this training and learn new skills to ensure sessions are delivered to a high standard. Alternatively, inexperienced trainers without a facilitator to deliver this session can read through the information in this plan and use it as a guide.

Session Title: Facilitation and Leadership Skills

Learning Objective: Define a facilitator; be able to understand why it's important to be a good facilitator; be able to list the effective skills of a facilitator; differentiate between good and bad facilitation skills; know some strategies to handle difficult, sensitive or challenging situations.

Estimated Time: 60 minutes



Materials Needed: Flip chart paper, markers, note books and pens for participants



Facilitator Preparation: Ensure familiarity with the content, prepare materials and ensure an appropriate space is available for the session.

Activity with step by step instructions:

Introduction (10 minutes)

As an introductory activity, ask the participants to brainstorm on flip chart paper what they understand by the word facilitator. Ask leading questions such as:

-What does it mean to be a facilitator?

-What kind of skills might a facilitator have?

-In what setting might someone facilitate?

-Why is it important to be a good facilitator?

Ask the group to feedback their ideas in a short discussion. Ensure all ideas are recorded on flipchart paper and set aside for later in the session.

What is a good facilitator? (10 minutes)

Ask the group to pick off some ideas recorded in the first session. Ask for ideas about what a good facilitator should be.

Present the information below and ask the participants to record:

A good facilitator...

- Plans, guides and manages a group event to ensure that the group's objectives are met effectively with full interest from the rest of the group.
- Creates an environment in which the group can flourish. (i.e facilitator needs to be trusted and ensure participants feel they are in a safe space).
- Guides, but doesn't lead, the group through activities, such as a group discussion.
- Ensures that everyone in the group understands and participates equally.
- Enforces the ground rules set by the group.
- Sees the participants as learners with information and skills to share, rather than seeing themselves as the only experts in the room.
- Encourages participants to learn from each other, and guides this process rather than providing direct instructions and lecture-style learning.
- Believes we learn by doing, experiencing, practicing, and feeling, rather than by memorizing, repeating, and recording information.
- Is organized, but flexible in changing methods based on participant needs.
- Is enthusiastic about the topic and participants.
- Keeps promises to the group (to let participants speak, take a break, etc.)
- Is patient and a good listener.
- Is prepared to handle strong emotions that may arise during discussions
- Is trusted and respected by the group

Ask the group why it's important to be a good facilitator. What things could happen if someone was not a good facilitator? Ask the group what negative impacts a bad facilitator might have.

Ideas:

-A bad facilitator will not be trusted or respected

-A bad facilitator will not contribute to the positive experience for the group, therefore wasting the potential to facilitate a good session and impart knowledge on the group

-A bad facilitator could miss important warning signs that someone in the group is uncomfortable,

having problems at home or is being treated badly by the rest of the group.

What kind of skills make a great facilitator? (15 minutes)

Ask the group what kind of skills it might take for someone to be a good facilitator. 5 minutes of brainstorming and then feedback as a whole group. List the ideas that participants come up with and add them to this list:

-Leadership skills. Be confident in leading the group through activities, making your voice heard but in a respectful manner.

-Active listening skills. Be genuinely interested in other people's thoughts and feelings. Listen intently. Make eye contact. When a participant is 'having a go' at an activity, say public speaking, give them time and encourage them during their moment. Do not laugh, put them down or disregard their efforts to attempt the exercise. Everyone's contribution is equally important.

-Focusing attention and pacing: Keep the group on the topic and focused, using care to limit or reduce repetition. This is one of the facilitator's primary responsibilities. Stay on track

-Time keeping: Making sure that the time allocated for each activity is not overrunning, but also being flexible and making a decision when an activity may need extra time to complete.

-Praising the group and recognizing progress 'i.e., well done, we managed to do that activity in the time frame'. Giving individuals good feedback and asking the rest of the group to clap for an individual to make them feel valued and confident in their contributions.

-Good body language. For example, standing up leaning against a wall with your arms crossed tends to suggest a closed mind or inattentiveness.

-Knowing how to deal with conflict or a difficult member of the group (We will work more in this later).

-Being flexible to the group's needs. I.e., notice when things aren't going well and having a plan 'b'.

-Making ground rules with a group such as a code of conduct that everyone agrees to and signs. This makes sure everyone in the group is accountable for their actions and the group understand the way to behave during sessions.

Handling Difficult Situations (10 minutes)

Ask the group to think of what difficult situations they may find when facilitating a class. Explain that often in a group we can come across participants who might do most of the talking, or some who are very silent. We may come across someone who is rude to the rest of the team, or someone who never wants to participate in group discussions. This section is about discussing ideas we can use in those situations.

Thinking specifically about girls club, ask the group to come up with some of the challenges they may

face as facilitators, such as:

- 1) Everyone speaking too much- i.e. noise, shouting, losing concentration
- 2) Participants feeling shy- avoiding speaking in front of the rest of the group
- 3) Time keeping skills, not always finishing the session plan
- 4) Arguments amongst participants

Using the examples below, one by one, go through with the group what they might do in one of these scenarios and then give the solutions listed:

- a) When one group member seems to do most of the talking, I might...
 - b) The facilitator could direct questions to the other members of the group and address them by name. They could also politely ask the loud member of the group to let others have a chance.

- a) When an individual is silent for a long period of time, I could...
 - b) Call on the individual by name and ask them to contribute. If they are very shy, continue to encourage them. Give them time to share their contribution and praise them afterwards to build confidence. Ensure that the rest of the group also encourage the participant and do not laugh. The facilitator could also inquire with the participant privately after the session to ask if everything is okay with them. Periodically emphasize the 'safe space' of the classroom.

- a) When someone in the team "puts down" another member, I might...
 - b) Call out the aggressor and remind them of the group rules. Reiterate that putting down another member of the group will lead to consequences. After the session, the facilitator could take the participant to the side and remind them why it is not okay to put down other members of the group. Give them a warning if necessary.

- a) When the group do not listen to the facilitator, I might...
 - b) Do an energizer activity to get everyone's attention again. Remind the group of the rules. Once the activity is finished, give the group some constructive feedback, for example; 'That

exercise could have gone a lot better if everyone was listening during the instructions’.

Good and Bad facilitation skills/ ideas (10 minutes)

Ask the group to come up with good and bad/ do’s and don’ts, based on the information given in the session and then make a comprehensive list combining the points below.

Good Facilitation Skills:

- Be clear about expectations of the session from the start
- Be inclusive, this includes letting everyone have the opportunity to join in and using language that will be understood by all
- Respect and consider everyone that is attending the session
- Be aware of any learning barriers such as culture, age, and other social issues
- Provide enough time for the group to reflect on the information, contribute to discussion and ask questions

Bad Facilitation Skills:

- Assuming the group all have the same expectations
- Allowing the group to go off topic or become unengaged
- Lecturing the group
- Ignoring new ideas
- Using disrespectful language



Session wrap up with practice activity to be done at home before next session:



Note to our Readers: This guide is a work in progress. It is an organic document that will change and improve through field tests and feedback from mentors and participants. Some sessions have been compiled and adapted from a vast array of open access resources and thus it is difficult to reference and accredit any plans which have been used in this way. Comments and suggestions are welcomed and encouraged.

September Year 1: Introduction and Study Skills

Week 1: Introduction to the Program

Session Title: Introduction to the Program	
Learning Objective: To understand why girls club is important; explain the way the club will be conducted; to discuss committees; participant introduction; distribute books to each participant; to create the code of conduct	
Estimated Time: 60 minutes	
Materials Needed: Enough books for all participants, ball pens, flip chart, marker pens	
Facilitator Preparation: Prepare a flip chart outlining the aims of girls club, have enough books and pens for each participant, come up with some committee ideas (e.g- in charge of distributing note books and pens at the beginning and end of each class, time keepers etc).	
Activity with step by step instruction:	
<p><u>Introduction (5 minutes)</u></p> <p>Start by introducing yourself and welcome the participants. Explain the aims of girls club using the flipchart already prepared and that this is a safe place for everyone to be together to express ourselves, learn together and take part in all of the sessions. Explain that all of the participants should feel comfortable to be involved in girls club and that this is a place where they can practice being confident, learn new things and grow as an individual. Ensure everyone understands the times/ days to meet. Explain that sessions will usually start with an ice breaker or energiser and end with a closing activity.</p> <p>(Facilitator tip: The more enthusiastic you are about girls club at the beginning, the more likely the girls are to be excited too. Use good facilitation skills to show the participants can trust you and feel free in the groups space).</p>	
<p><u>Introductions to one another (15 minutes)</u></p> <p>Ask participants to get into pairs. They should ask their partner their name, their favourite food and something that makes them happy. After 5 minutes of letting the partners discuss, bring the group back together and the pairs will take it in turn to introduce each other. The participants will introduce their partner and the partner will introduce them, telling the rest of the group their partners name, what their favourite food is and something which makes them happy. This way, they will have to remember</p>	

each others names and be confident in speaking to the rest of the group.

(Facilitator tip: warmly encourage the girls to speak loudly and confidently to the rest of the group)

Code of Conduct (25 minutes)

Explain that the group need to come up with a code of conduct that everyone has to abide by at girls club. Ask them to individually think of the things which are important to them when they are at girls club. Some suggestions might be to turn up on time, don't laugh at people if they use the wrong english, participate in all sessions etc.

After some thinking time, ask the group to offer ideas up to the group. If the group agree that an idea should be included in the code of conduct, have a participant come and write on the flip chart their suggestion. Keep going until you have the key things on the flip chart.

Once the code of conduct has been finished (you can add some more yourself if the group do not suggest key things, but explain why you have chosen them to be part of the code of conduct), ask the group to copy it into their books. Explain that members who repeatedly do not follow the code will be followed up on and action will be taken. Ask all of the girls to sign the code of conduct and keep it safe to refer back to in the future if needed.

(Facilitator tip: It is upto the facilitator to decide what method of action may be taken if a participant continues to break rules or act inappropriately. Often there are underlying issues as to why someone might exhibit this behaviour, so investigating this could be a good way to understand why that group member is being challenging. Link with parents or teachers if necessary but always exercise confidentiality).

Choosing committees and members of the committees (5 minutes)

Discuss the idea of having committee members in the group. Give possible ideas such as the time keeping committee, cleaning committee etc. Decide some responsibilities for each committee and ask for volunteers to be part of the committees. The committees can be flexible and not everyone has to be a committee member. Let the participants structure this how they wish. It is a chance for group members to have a stronger involvement in the group and learn new skills too.

Note down names of committee members and responsibilities and ask the participants to do the same.

(Facilitator Tip: The facilitator may choose how to store the books/ pens. I.e, letting participants take them home and bring them each week VS storing them somewhere near the meeting place for safer keeping).

Session wrap up with practice activity to be done at home before next session:

Closing Activity (10 minutes)

Hand out a piece of paper and pen for each participant, they have to put the paper on their heads and draw a picture of their partner with the paper still on their head (they can use a book on their head as support if the paper will rip). Give 5 minutes for this and then ask members to present some of their drawings to the group whilst saying 'this is And this is my portrait of her). It should be a funny activity to end the session.



If the group opted for a stationary committee, ask the members to collect everything in.

Week 2: Essay Writing

Session Title: Essay writing

Learning Objective: Learn how to organise thoughts, make an argument, write an informative piece of information

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, books, ball pens

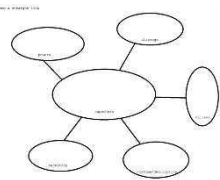


Facilitator Preparation:

-Draw a spider diagram on a flip chart (see example below)

-Write out the 4 different types of essay types on a flip chart (see below)

-Write out the essay strategies (see below)



Activity with step by step instruction:

Energiser (10 minutes)

Ask the group to make a circle. The aim of the game is to make a story as a group. Each person gets to say one word to add to the story as the game moves around the circle. People can say 'full stop' to end a sentence, but this counts their go. Do this a few times to get the group laughing and thinking.

Introducing an essay (10 minutes)

Ask the group to raise a hand if they have written an essay before. Ask if they found it tough, what the essay was about, if they received good or bad feedback. Explain that essays are a useful study skill to have. Show the flip chart and explain the 4 key purposes of an essay:

- To inform or explain (analytical)
- To persuade someone to believe something (argumentative)
- To explain a process (expository)
- To tell a story or a narrative (descriptive)



Ask the group to think of some essay subjects for each essay style (e.g, an informative essay might be about the education system in Malawi. A persuasive essay might try to convince someone that Malawi is better than Tanzania.). Give some time for participants to copy down the 4 essay styles in their book and any examples.

Planning an essay (20 minutes)

Split into smaller groups (5 or 6).The group should suggest a title for the essay and make a spider diagram with the main points of their essay. Show a flip chart with the example diagram that they can follow. Each group should:

- Draw a circle on the flip chart and write the title in the middle (example: what is the effect of fishing in lake malawi).
- Draw three or four lines out from the circle
- At the end of each line, draw another circle just slightly smaller than the circle in the middle of the page. In each smaller circle, write a main idea about the topic, or point to be made
- Now draw three more lines out from each circle containing a main idea
- At the end of each of these lines, draw another circle
- Finally, in each of these circles write down facts or information that help support the main idea

(Tips: If this is persuasive (argumentative) essay, then write down the key parts of the arguments. If the object of the essay is to explain a process (expository), then write down a step in each circle. If the essay is intended to be informative or explain (analytical), write the major categories into which information can be divided)

The group should be working together as a team to come up with ideas and points to be in the essay. If there is time have one or two groups present the essay plan.

Writing an essay (20 minutes)

After some groups have present their essay topic. Explain that using the essay plan, each individual must write a short essay based on their group preparation.

Show a flip chart outlining good essay strategies:

- An introduction (introduce the topic, any key words, tell the reader what you are going to talk about in

the essay)

-Write the body of an essay. This should explain all of the points you want to include in your essay. Support your statements with facts and examples. Do not restate anything. Have one clear point per paragraph.

-Conclude the essay. Make some conclusions based on the information you have provided. Do not bring in any new information in the conclusion. Present a conclusion on each of the points you discussed in your essay.

Walk around the room and encourage learners who are struggling and give help where needed. After 15 minutes see if anyone is happy to read their essay out aloud. Encourage someone even if it is not finished. Explain that it is important to practice essay writing as it is an essential part of school and even in employment. If there is time ask the group to copy down the essay strategies above.

Session wrap up with practice activity to be done at home before next session:

Ask learners who have not completed their essay in class to continue writing it at home.



Week 3: Highlighting Key Text

Session Title: Highlighting Key Text

Learning Objective: To learn how to take key information from a piece of text in order to understand the key information and words from it

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, ball pens, books, coloured pens/ pencils/ highlighters



Facilitator Preparation:

- Print out the key text below on a flip chart, big enough for everyone to copy from.
- Write out a mock invitation on a flip chart which looks like this:

You have been invited to a party!
Date: Monday January 16 (my birthday)
Time: Arrive between 3pm and 4pm
Location: come to my house which is near the trading centre next to peoples
Dress Code: Everyone has to come wearing blue or pink clothes
Please bring food and drinks with you to share with everyone

(Facilitator Tip: The key words have been highlighted already)

Activity with step by step instruction:Introduction to highlighting (5 minutes)

Introduce the students to selective highlighting. Discuss the importance of the activity, which is to focus on key vocabulary and the main ideas of the text. Ensure that the students understand what highlighting/ underlining text means. Give an example on the flip chart or chalkboard i.e: 'Once upon a time, there was a small cat who lived in a house with his family.' Ask if the girls know what the key words are. If no one knows, underline the key words in the sentence and explain why they are the key words. (Cat, house and family are the key words because it tells us who the story is about, where the story is set, and who else is in the story). Explain that words like because, there, who are not key words because they don't tell us anything about the story. Explain that this method of studying is useful because it can be used when revising notes for exams, working out what the most important parts of a story or speech is and organising information from a piece of text.

Party Invitation (10 minutes)

Show the group the party invitation on the flip chart. Get someone to read it aloud. Ensure everyone understands. Explain that they need to figure out the most important information from the invitation, because if they don't, they could miss information and they might miss the party or arrive unprepared. See if the group can understand what the key information is and why it is important. If they cannot, give the first few key words away and use them as examples to explain why that piece of information is important. Ask a girl to come and highlight the key information for each line of the invitation. Ensure everyone understands the importance of this before moving on to the next individual exercise.

Highlighting a key text (30 minutes)

Using the prepared handouts (give the girls one sheet per person), display the whole text to the group and read aloud once for the first time, or get a student to read aloud to the group. Ensure that they understand the text.

'The Malawi national netball team, nicknamed "The Queens", represent Malawi in international netball competition. Malawi have played in five World Netball Championships, famously finishing fifth in 2007. The Queens are coached by Peace Kaluwa, and are captained by Caroline Mtukule. Based on matches up to 1 July 2015, the team are sixth in the INF World Rankings. '

'In 2012 they competed in the Fast5 tournament in Auckland, where they have had several historic results including wins over Australia and England, and finished in 5th place, just narrowly missing out on the finals. This followed a draw against Australia in the 2010 Edition. Airtel Malawi is a significant financial donor of the Malawi Queens, having sponsored their trip to Auckland for the Fast5 World Series in 2014 to a sum of K6 M. The current Netball Association of Malawi (NAM) president is Rose Chinund.'

Let each student copy out the text in their books. Instruct the children to use a different coloured pencil or pen to highlight their own text with the key words. Walk around the room and check on the class to make sure each girl understands and is working well. After giving some time to complete the task, go around the room and pick a girl to come up to the flip chart and highlight the key words in one sentence. Keep picking new girls to do the same until the end of the story.

(facilitator tip: If the class cannot understand the english, you can adapt the material to local language)

Session wrap up with practice activity to be done at home before next session:

Summary (5 minutes)

After the activity has been completed, see if some of the girls can summarise the story in their own words, bringing to light the key points. See if some can summarise in a one or two sentences. Write a summary that the group agrees on the flip chart. Explain that this exercise can be used when revising passages of text to remember the key points.



Week 4: Studying Regularly

Session Title: Studying Regularly

Learning Objective: To understand the advantages and disadvantages of studying regularly from the beginning of term to the end of term

Estimated Time: 1 hour



Materials Needed: flip chart, markers,



Facilitator Preparation:

Activity with step by step instruction:

Introduction and Discussion (10 minutes)

Ask the group some questions:

- What method of study do you prefer? Why?
- Why do you think students delay studying until just before the exam period?
- What are some of the ways that you could balance studying with family responsibilities? Do you think you would be able to apply those methods? Why or why not?

Small Group Discussion (25 minutes)

- Let the students form into small groups, each consisting of 5 to 8 pupils and ask them to discuss the advantages and disadvantages of studying regularly from the beginning of the year and the advantages and disadvantages of studying only when the examination is near. Ask the group leaders to record the advantages and disadvantages separately
- Let each group select a representative to present the recorded information to the whole group. The teacher should record the information presented by each group in the form of a table, as shown below. There are some examples listed.

Disadvantages of studying regularly	Advantages of studying regularly
<ul style="list-style-type: none">• Might not remember all of the material at exam time• Have household responsibilities that make it difficult to study every day	<ul style="list-style-type: none">• Doesn't affect mental health• Many different lessons can be digested and memorized• Don't need to worry about the exam since all lessons have been studied• Good chance to pass the exam

Disadvantages of leaving study until exam time	Advantages of delaying study until exam is near
<ul style="list-style-type: none">• Can affect mental health a lot• Hard to memorize all of the lessons• Cant answer questions if you did not memorise those particular lessons in time• Bad chance you will pass the exam	<ul style="list-style-type: none">• Can spend time during the term time doing other activities

Role Play (15 minutes)

1. The teacher should instruct two students to rehearse the following role-play and then to act out

their respective roles before the class.

Student (1): (Seated at the table, reading)

Student (2): It's just the beginning of the school term, and you're studying so hard!

Student (1): I want to make sure I understand the lessons.

Student (2): Come on! You can study when the exam's near. Right now, let's play the guitar.

Student (1): Well, it's good to play the guitar sometimes. But I don't think it's a good idea to cram when the exam is near. You might become sick and you can't go through all the lessons well. If what you've learned by heart is not on the test paper, you probably won't pass.

Student (2): O.K. then, I gotta go. I'll be around. I'll study these when the exam approaches.

Student (1): Sorry I can't go with you! I've made up my mind to study regularly from the beginning of the year, that's why.

2. After the role-play, the teacher should ask his pupils for their opinion on the decision of the two friends — who has the better method of study, and why.

3. Then the teacher should explain some of the techniques for making good decisions and make a stage-by-stage evaluation, using the examples of the two students.

Session wrap up with practice activity to be done at home before next session:



October Year 1: Self Esteem

Week 1: Building Self Esteem

Session Title: Building Self Esteem

Learning Objective: Participants learn about self-esteem and self-image, and identify qualities they like in themselves and each other

Estimated Time: 60 minutes



Materials Needed: Chalk OR flipchart and markers, paper and pens/pencils for each girl, safety pins, a print out of the self-esteem self-assessment form for each participant (below)



Facilitator Preparation:

Read the following information and ensure a full understanding before conducting the months sessions. The facilitator should be able to explain these ideas fully to the group:

Self-esteem describes how people feel about themselves. This influences their actions towards others

and what they can accomplish in life. People with high self-esteem may have a high regard for themselves. They know that they are worthy of love and respect. They respect themselves. When people feel worthy of love and respect, they expect it from others.

Having self-esteem does not mean that you never get upset or angry with yourself. Everyone gets frustrated at times. But someone with high self-esteem can accept his or her mistakes and move on. If another person tries to convince or persuade him or her to do something they really do not want to do, people who feel good about themselves will be less likely to fall under another person's pressure. They will feel more confident that their own decision is the right one and will make their own choices based on their own desires, and not the desires and values of others.

The opposite is also true. People with low self-esteem may be more likely to fall under the influence of others, not trusting their own values or decisions. In order for young people to develop and effectively use life skills, they must have an understanding of their own worth. Believing they have self-worth, or building self-esteem, is an integral part of all life skills sessions in this curriculum.

Activity with step by step instruction:

Introduction (20 minutes)

Explain that this month's topic is self-esteem. Using the information provided in the facilitator preparation section, explain what self-esteem is to the group so they have a thorough understanding. Take questions and answer them as best you can and discuss any comments with the group before moving on to the self-assessment below.

Give each participant a print out of the self-esteem rating. Go through each statement on the sheet and ensure everyone understands it before asking each participant to sit on their own and fill out the sheet. Explain that it is not a test and no one will be graded on it. It is a tool to help us each understand what level of self-esteem we have. Explain that they should be honest to themselves, and if they feel as though they are, for example, very unconfident, they should not mark themselves as a 4, which indicates above average. If they are not honest, the activity will not work.

(Facilitator should keep these safe and bring them in Week 4)



Name _____

Self-esteem Rating Scale Directions: Rate yourself on the following traits.

Number 1 is low and 5 is high and 3 would be average.

I AM FAIR 1 2 3 4 5

I AM KIND 1 2 3 4 5

I AM HELPFUL 1 2 3 4 5

I AM CONFIDENT 1 2 3 4 5

I AM A GOOD LISTENER 1 2 3 4 5

I AM ARTISTIC 1 2 3 4 5

I AM ATHLETIC 1 2 3 4 5

I AM GOOD AT ACADEMICS 1 2 3 4 5

I AM DEPENDABLE 1 2 3 4 5

I AM TRUSTWORTHY 1 2 3 4 5

I AM OPEN-MINDED 1 2 3 4 5

I AM ACCEPTING 1 2 3 4 5

I HAVE A SENSE OF HUMOR 1 2 3 4 5
I HAVE LEADERSHIP SKILLS 1 2 3 4 5
HANDLING PEER PRESSURE 1 2 3 4 5
DECISION MAKING SKILLS 1 2 3 4 5

Self Esteem Building: A Pat on the Back (20 minutes)

- Step 1 - Give one sheet of paper, a pen, and something to attach the paper (tape, pin, paper clip, clothespin) to each participant.
- Step 2 - Explain: We have all made an impression on each other in one way or another. We all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things. This exercise gives us an opportunity to share with each other the impressions we have of each other and have some fun at the same time. (Note to facilitator: It is important to stress that participants focus on positive and good things to avoid having anyone writing negative things on the cards.)
- Step 3 - Instruct: Now write your names on an upper corner of their papers and to make a symbol that represents you in the center. You could trace your hand, draw a star, heart, or sun—anything that represents you. Next, attach your papers to your backs.
- Step 4 -Ask the participants to think about the different people in the room. Use the following questions:
 - What positive words would you use to describe each person?
 - What happy message would you like to give to different people in the room?
- Step 5 - Explain: When I say, “Go!” you should move around and write one (or two) word(s) on each other’s papers (or draw symbols to represent those words).

When most seem to have finished, say, “Stop!” and let the participants remove their papers from their backs. There should be a great deal of joy and laughter as people see the positive feelings others have for them!

What is self-esteem? Where does it come from? (10 minutes)

- Step 1 – Ask the girls to brainstorm: What is the meaning of the term, “self–esteem”? [how you see yourself, believing that you are worth a lot, personal strength, etc.] List the answers on the flipchart or board.
- Step 2 – Explain: Having good self-esteem is an important part of building good decision-making, communication, and thinking skills.
- Step 3 – Ask: Where do you think self–esteem comes from? [how your parents raise you or treat you, belief in God image of girls or boys in the community, treatment by brothers, sisters, other family members, personal reflection on our lives, etc.]
- Step 4 - Discuss each answer and jot them down on the flipchart or chalkboard.

Session wrap up with practice activity to be done at home before next session:

Wrap-Up (10 minutes)

Have participants stand up, one by one, and read out what their papers (from Activity 1: A Pat On The Back) say about them. (e.g. “My name is _____, and I am beautiful, powerful, smart, dynamic, strong, a true leader.”) This can be a powerful reinforcement to self-esteem, as the participants actually “own” the statements by reading them aloud and sharing them with the group.



Ask participants to summarize what they have learned. Fill in any key points they miss.

{Key Message: Knowing which qualities to admire about yourself, and which qualities you need to strengthen can help build self-esteem.}

Ask for any final questions or comments. Remind participants where and when the next meeting will take place, and what topics will be discussed. Thank them for their participation.

Practice Activity:

Instruct participants to tell someone three things that they (the participant) like about them (the other person) to improve their self-esteem.

Week 2: Developing a Positive Mindset

Session Title: Developing a Positive Mindset

Learning Objective: To understand the meaning of a positive mindset, its importance, and how one can achieve and maintain a positive mindset.

Estimated Time: 50 minutes



Materials Needed: Pens and pencils, paper



Facilitator Preparation: Read over session details and bring materials for activity

Activity with step by step instruction:

Introduction (15 minutes)

Explain the meaning of a positive mindset. Having a positive mindset means seeing the good in bad situations and not letting your obstacles stand in the way of your goals. To have a positive mindset, it is important to recognize our strengths and weaknesses. How can we utilize our strengths and improve our weaknesses to help us succeed?

Instruct the girls to make two columns, one with their strengths and one with their weaknesses. They should then come up with ways that they can improve each of their weaknesses. When they have finished their lists, each girl should share with a partner.

I am Afraid, But...(30 minutes)

Fear is powerful and can prevent you from achieving a positive mindset.

Have the girls list out the things they are afraid to do. For instance, they could be afraid to go swimming in the lake in front of the boys or they could be scared of doing a class presentation.

The sentences should be written as:

I am afraid to _____ because ...

The second step is to imagine doing the thing they fear and develop a 'so what' mentality. Every time they write down what they are afraid of, they should write what the possible negative outcomes would be if they tried it. Then they should write down all the possible positive outcomes. Have a few girls share one of their fears and outcomes.



Explain that oftentimes the negative outcomes we make up in our heads are much worse than what will really happen. If we let our fears stand in the way of doing the things we want, we will never have the chance to experience the possible positive outcomes. Telling ourselves we can't do something is following a negative mindset rather than a positive one.

Session wrap up with practice activity to be done at home before next session: (5 mins)

Explain that a positive mindset is important because it help us to

- Achieve our goals
- Know our capabilities
- Have confidence
- Have high self-esteem



[Week 3: Compliments and Feeling Good](#)

Session Title: Self-Esteem Building- Compliments and Feeling Good

Learning Objective: To allow participants to come up with ideas for future action on self-esteem and body image, to challenge participants to commit to spreading positive self-esteem and body image

Estimated Time: 50 minutes



Materials Needed:

Flip chart, markers, chalk



Facilitator Preparation:

Activity with step by step instruction:

Leadership activity (10 minutes)

Instruct participants to form a circle. Explain: As we go around the circle clockwise, each person will follow the motion of the leader. So you will begin the new motion after the person to your right has begun. The leader should continue the motion until every person in the circle is doing it. Once this happens, the leader should initiate the next motion. Continuous motion will produce a sound like a thunderstorm. Repeat the cycle a few times. Once the leader has decided the icebreaker should end, she will just place her hands at her sides. This motion should travel around the circle, just as the other motions did, and allow silence.

Choose a leader (or you can lead the first round) and do the following motions:

- Put palms together and rub hands together back and forth
- Click fingers
- Use hands to slap the tops of the thighs
- Stomp feet

If there is time, let a few girls have a go at leading this activity. Ask how it felt to be the leader of this game- Did they feel confident, important, scared...?



Introduction (10 minutes)

Ask the group if they have enjoyed learning and practicing self esteem in the last few sessions. (Hopefully they did!) Suggest that it would be nice to spread the love to other people who are not in girls club, since lots of young girls might have low self esteem. First, we are going to do an activity which is about ourselves, and 'who we are'. Then, we will think about other young girls and how we can help them to feel confident and have high self-esteem too, by doing an activity called 'Pay it Forward', i.e. Commit to doing something that will boost self esteem for at least three people- to spread confidence and self esteem for ourselves and our friends. The group also spends some time brainstorming additional ideas for how they will pay it forward.

Who Am I? (20 minutes)

- Step 1 - Make sure each participant has a notebook (or piece of paper) and pencil.
- Step 2 – Ask: Taking a moment to look at your own self-image, what are the most important parts of you? How do you see yourself?
- Step 3 - Invite participants to write 10 sentences that start with the words, “I am...” If participants are not able to write, ask them to draw a picture that includes 10 things to describe themselves. (Examples might be: “I am an intelligent young woman.” Or “I am a really good friend to others.”) Emphasize that this exercise will not be collected but is for their personal use only.
- Step 4 - Explain: Next, you should put a check mark next to the things you like about yourself. Put a question mark next to the things you want to change.
- Step 5 - Ask participants to think about the following (they do not need to share their answers): ‘In looking at your own lists, would you say that you feel positive about yourself in general, or are there many things you feel you need to improve on?’

Explain that many young people, boys included, feel self-conscious about themselves or have very low self esteem for a number of reasons. Ask if anyone knows how we might be able to help someone who has low confidence levels as a lead in to the next activity.

Brain Storming Ideas to Pay it Forward (30 minutes)

In small groups, give everyone flip chart paper and ask them to write down what they feel would be nice gestures or things to do to pay it forward to someone else. They can write ideas, people to pay it forward to, different ways to pay it forward etc.

Go around the room encouraging the groups. After some time, gather the groups back together and ask a member to present their ideas.

Explain that unless we feel good about ourselves it is difficult to make others feel good.

Ask the group to brainstorm (as a large group) ways that they can do something to raise their own self-esteem daily (ideas include; making our hair nicely, telling ourselves something we love about our self, reminding ourselves of a compliment someone gave us).

Tell the group that compliments are one free easy way to boost self-esteem

Session wrap up with practice activity to be done at home before next session:

After agreeing on some nice ways to pay it forward, ask everyone to choose a few that they might like to do to someone; like complimenting a friend on their dress. Ask the group to remember the nice things that they do and to record them throughout the week. Next week they should come back with some of the things they did and tell the group.



Week 4: Self Esteem at School

Session Title: Self Esteem at School

Learning Objective: For learners to understand the importance of self-esteem at school; to instil the meaning of self-esteem within ones self; to practice self-esteem techniques.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, (or chalk and board) books, pens



Facilitator Preparation: Bring the self-esteem rating sheets from Week 1, and enough unused prints for each participants to do the self-assessment again.

Activity with step by step instruction:

Introduction and re-iteration of past sessions on self-esteem (5 minutes)

Ask the group to recap some of the things covered about self-esteem in the last 3 sessions. Write answers on a board and encourage them where they can't recall topics. Go on to explain that: Self-esteem describes how people feel about themselves. This influences their actions towards others and what they can accomplish in life. Having self-esteem does not mean that you never get upset or angry with yourself. But someone with high self-esteem can accept his or her mistakes and move on. They will feel more confident that their own decision is the right one and will make their own choices based on their own desires, and not the desires and values of others. People with low self-esteem may be more likely to fall under the influence of others, not trusting their own values or decisions. On a flip chart, with the help of the class, write a list of the things having high self-esteem allows us to do, including the bullet points below and adding suggestions from the class as you go.

High self-esteem allows us to:

- Accept new challenges and try new activities.
 - Believe we can succeed.
 - Gain self-confidence.
 - Be assertive and refuse to be pressured into what we do not believe in.
 - Be more comfortable with others, and develop closer and healthier relationships.



Working on your own self-esteem (10 minutes)

Ask the group how they think they might be able to work on their own self-esteem. Explain that often, it is down to your own self to boost your feelings and emotions when you need to. Ask for ideas from the group. When the ideas are finished, give an explanation of the list below, whilst writing it down for the group to copy. Go through each one, giving examples and thoroughly explaining, ensuring a thorough understanding.

You can work on your self-esteem every day by:

- Not comparing yourself with others.
- Thinking about the kind of person you are and making a list of your best qualities. What do you like about yourself? Are you generous? Do you have a good sense of humour?
- Being aware of the things you are good at and things you would like to improve about yourself, but not being overly self-critical.

- Being realistic.
- Set achievable goals so that you can be satisfied when you accomplish them.
- Spending time with people who make you feel good about yourself
- Staying away from people who damage your self-esteem.

Role Play (15 minutes)

Explain the situation below to the group:

You feel that your best friend in school is one of the most intelligent learners in the whole class. Your friend has just told you that they dislike school because they find it too hard, so have decided to drop-out. They are not sure what they will do after dropping out of school, but think it will be okay because there are plenty of opportunities working as a farmer or fisherman/women.

Ask the students to think about what they would do in this situation. Give them five minutes to write their thoughts down in their notebook, followed by five minutes feeding back to the whole class.

Repeat the exercise again but this time when the person wanting to drop out of school being themselves.

Compare how the advice differs when it is advice they are giving to themselves. Ask the group if they can see any differences- are the responses similar or different?

Review the previous exercise by saying:

"This activity highlighted how you often see yourself as less capable as your friends. However, we should recognise that we all have strengths that we should be proud of."

Explain that knowing ourselves and valuing ourselves is called self-esteem. Self-esteem can influence our actions towards each other and what we accomplish in life and if people believe in themselves and their ability, they are able to work hard and reach goals.

The importance of self-esteem (10 minutes)

Split the group into their teams and ask each team to discuss:

1. Why self-esteem is important
2. Ways to gain self-esteem
3. What feeling good or having high self-esteem helps us to do

After some minutes ask groups to feed back, and give response as below.

Facilitators elicit responses should as:

1. *Helps us make goals and stick to them; achieve new things; making positive decisions; gain confidence; resist peer-pressure*
2. *Listing things that you are good at (sports, school subjects); make friends with people who make you feel good about yourself; stay away from people who make you feel bad about yourself; be proud of your achievements.*

Accept new challenges and try new activities; be more comfortable with others; believe we can succeed; gain self-confidence; be assertive and refuse to be pressured into what we do not believe in.

Session wrap up with practice activity to be done at home before next session:

End of topic activity (10 minutes)

Hand out a clean self-esteem self-assessment form to each participant and ask them once again to fill it out honestly. Ask them to think about everything they have learnt in the last 4 weeks. Explain that we will compare the self-assessments to the ones done in week one, to see if there has been any improvements or set-backs in any areas.



After everyone is finished, hand back out the original forms and ask them to compare. Are any participants surprised with the way they rated themselves in the beginning? Has anyones opinion of themselves increased significantly? Ask why and have a short discussion.

(If there is time):

Using a sharing circle, go around the group by tossing a rock from one player to the next, asking them what they have learnt about self-esteem in the last 4 weeks. Ask if they feel more confident in themselves now. Ask who feels they could comfort a friend when they might be feeling low or like making a bad decision. Ask what the group enjoyed or didn't enjoy about the last sessions.

November Year 1: Public Speaking

Week 1: Good and Bad Habits of Public Speaking

Session Title: Public Speaking- Good and Bad Habits
Learning Objective: By the end of the lesson students will know the basic things to consider in public speaking and presenting
Estimated Time: 50 min
Materials Needed: flip charts, handouts (printed from the notes), markers, notes books , pens
Facilitator Preparation: Prepare notes on what one has to do in public speaking, presenting. (Notes to print and hand to each student)
Take a deep breath and don't push yourself; take your time, organize your thoughts. A good speech is not a sprint or even a marathon; it should be a pleasant, calming walk—for you and for the audience.
Good Body Language Sometimes, we tend to do things we don't realise when addressing a group of people. This could include putting our hands to our mouth which means our audience won't hear us. Or looking down at our feet. Smile at the audience and show them you are confident and happy.
Give your audience—and yourself—a break from time to time. You needn't give all your speech all at once. Think of how you normally converse at a small gathering of people; there is a natural give and take, pauses in thoughts, breaks for breathing. The same applies when giving a speech. Build in a few



quiet moments in your speech, places where you can step back for a few seconds to give yourself and the audience a moment to contemplate what you just said and to regroup for the next part.

The “eyes” have it. The old rule about looking over the heads of the audience to avoid eye contact is rubbish. It only makes you look aloof and disengaged. Before you start speaking, find a few faces in the crowd that you can cycle through as you speak. Return to each one as the speech progresses—only a glance is needed.

Be gracious. At the end of your speech, be sure to thank the audience, the host, and the organization.

Speak slowly and clearly Your audience won’t be able to understand you if you speak so fast or mumbled. You need to be clear and loud!

Activity with step by step instruction:

Introduction (15 minutes)

Introduce the monthly topic: Public speaking and leadership. Explain: we will have three sessions about public speaking and then one about leadership.

Public speaking is important because we will all have to do it at some points in our life. Speaking in public can feel very scary sometimes.

Get the class to brainstorm some ideas about when someone might speak in public (like a speech). E.g, political speech from government, at a funeral, at a wedding, at a birthday, during school time, in a formal situation at a job, for an interview (there could be more than one person interviewing you).

Write responses on a flip chart.

Good and bad feelings about public speaking (15 minutes)

Ask the group to now think about what bad feelings they, or someone, might have about public speaking. How might the group feel if I told each of them they have to come and do a speech in front of the GVH, their parents, and the rest of the girls club. Would they feel prepared? Write some of the feelings down on the flip chart (nervous, scared, worried, forgetful of what they have to say, sick, unconfident, doubting their own ability).

Explain that, if one is prepared, the all of these feelings can go away.



Now ask what kind of things someone needs to employ to make a good speech in public. (confidence, knowledge about their topic, be strong, be prepared in what they are going to say, happy, be calm, good body language, gives a good speech at a good pace- not too fast etc). Record ideas on a flip chart.

Tips for public speaking (10 minutes)

Give each student a print out of the notes. Ask them to compare them to what we came up with on the flip charts. Ask them to add on some of our notes from the flip chart to their notes they have been given. This will be a help sheet for the learners. Tell them to keep it and add to it when they might need to during the class.

Examples of good and bad public speaking (10 minutes)

Using the flip charts which you made with good and bad habits of public speaking, do an example of bad public speaking. Demonstrate everything you know that is bad about speaking in public. Show it to the

group. Ask them to identify what you did wrong. Get them to point out EVERYTHING that was bad. If there are any that aren't on the flip chart then add it on. Now do the same for good public speaking. Do a short speech to the group, demonstrating all the good traits of a good public speaker. Ask the group what was good about your speech.

(Facilitator Tip: This is a fun activity and the facilitator can over exaggerate the 'bad' speaking habits and make the group laugh. Do not forget to explain that although it might be funny to watch someone fail at public speaking, but it is a very real situation and no one would like to be the one being laughed at. Ask the group to think about this and come back next week ready to practice and be in the spotlight!).

Session wrap up with practice activity to be done at home before next session:

Remind the students that:

1. During a presentation the **audience is actually rooting for you** to succeed. No one in the audience wants to take your place, because it takes a strong and confident person to speak well in public and that means it can often be scary. So, you have lots of company in front of you.
2. Explain that next session we are going to come up with a short speech which will introduce ourselves to an audience. You should study the help sheet and prepare yourself to write a speech next session. In session three, we are going to present it to the group and record it, and then watch it back to see what we can improve on!



Week 2: Practicing Public Speaking

Session Title: Practicing Public Speaking

Learning Objective: To reinforce last weeks learning about being a good public speaker, to write a speech to be presented next week, for participants to encourage one another and learn how to help their peers improve.

Estimated Time: 60 minutes



Materials Needed: Stop watch, the notes from last week for each participant, pens, papers or notebooks, laptop to show the TED Talk (will need either internet to show clip or to download clip in advance if internet is not available during session delivery).



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group to recap what they learnt last week. Ask them to refer to their hand outs and notes. Call on girls to give their answers. Make sure the good and bad elements of a public speaker are reiterated from the last class. Explain that this session we are going to write a speech to give at an awards ceremony. It will be a pretend ceremony but everyone will be getting an award. The award is for being a strong and confident girl. Girls Club have been selected to do a series of speeches to introduce our members to the public of Malawi! Explain that by next week, everyone will be ready to deliver their speeches under camera. Ask the group how they feel about this. Scared, excited, happy. Explain that the audience (who are make believe) are really excited to see your speeches. They are happy to watch you and are encouraging you! Participants should be excited.

(Facilitator Tip: If resources are available, parents, friends or members of the local community could be invited. This activity could be a real awards ceremony or open day as a chance for members to display their skills and give speeches about the importance of girls education/ leadership etc. Be creative and do the best you can with your resources/ time restrictions).



Practicing Good Public Speaking (15 minutes)

Form the information the group received last week, encourage some of the girls to come up and give a quick introduction, in Chitumbuka or English (which ever they feel comfortable) of themselves, about where they live, their family and their likes and dislikes. They have to speak for at least 1 minute and 30 seconds. Time them!

After each speech, get the group to give them pointers on what they did well and what they could improve on. Do not encourage them to say things like 'this was bad', but instead use positive language like, 'this could be better'. The participants will take this into consideration and remember to improve on it next time. Encourage the shy participants to have a go as next week they are being recorded at the awards ceremony. Tell them that this safe place is a time for them to practice. They should be giving all the energy they have to being confident and speaking clearly to the group. Remember to clap each participant and give her appreciation.

Writing a speech (20 minutes)

Explain that during the awards ceremony, participants will need to speak for 2 minutes each. It seems like a small amount of time, but when you are talking, it is a very long time. First, ask the group if they think 2 minutes is a long or a short time to speak. Set the timer and let everyone sit in silence until the

two minutes us up. Explain that two minutes is not such a short time when you are the one speaking alone in front of a group of people. Tell them that when writing their speech, they should account for it being 2 minutes long. When practicing, you should time yourself if possible. Now, using the notebooks think about writing your speech. It should include:

Name, age, school, village, likes, dislikes, favourite thing about girls club, best subject at school, best memory, proudest moment and anything else they would like to add. If they wish, they could also include what super power they would like to have and why. At the end they should thank the audience for listening and thank everyone for being given the award. (Write this list on a flip chart)

This should be individual work. Go around the room helping those who need help. Explain that if you are very uncomfortable doing the speech in English, try as much as you can in English but you can also use Chitumbuka. Anyone who has not finished after the allotted time should complete at home. Remind them to practice, practice, practice!

TED Talk Video (15 minutes)

Ask the girls if they think it's possible that one day they could be doing an important speech, to a real audience that they have never met or seen before, for being a strong and confident Malawian girl. Explain that one girl who has achieved that, has done a speech to many important people. She has great public speaking skills and delivers her information so well. Watch the video together. Once it has finished, ask the girls what was so good about the speech (don't focus too much on the content- the talk is great in many ways, but focus on the delivery of the speech).

Explain that it is possible for the participants in the class to do a speech like that, too! Ask if they think they could do that? Say: Memory has spoken for a long time, alone on the stage! If she can do that, then you can talk for 2 minutes in front of your friends at girls club. Encourage them to go home, work on their speech and come back next week ready to give their speeches in front of the camera and the group!

https://www.ted.com/talks/memory_banda_a_warrior_s_cry_against_child_marriage

Session wrap up with practice activity to be done at home before next session:

Encourage the class to practice their speeches as much as they can. If they are reading off their papers, it is OK but would be better if they can do it by heart. They can practice in a mirror, to friends and family or alone.



Week 3: Giving Speeches

Session Title: Giving a speech- Practical Lesson

Learning Objective: By the end of the session the students should be able to speak with others in public and interact with confidence

Estimated Time: 50 min



Materials Needed: Camera, Something to rest the camera on whilst filming, speeches, certificates or prizes for each participant doing a speech (should be everyone), laptop to show the videos back on, note books, paper.



Facilitator Preparation: If you are providing certificates then have enough ready for each participant, you can make something up for the certificates. Ensure the camera is charged and ready to record lots of space (better to use a camera with a memory card). Ensure laptop is ready to watch clips straight back on. Have the equipment set up in advance to the session.

Activity with step by step instruction:

Introduce the session and ask if everyone has enjoyed practicing for their speeches. Ask the group to comment on how they practiced. (Did they do it in front of family, friends, memorise it..?) Check if the group want a quick 5 minutes to practice one last time for the awards ceremony! When everyone is ready, make an introduction to the pretend awards ceremony.

Do a short introduction to the ceremony "Welcome to the yearly award ceremony for girls recognition. Today we present the award to the Junior Girls Club at Determined to Develop for being strong, confident girls and a role model to the local community. As a way to accept the award, girl's club members will be taking to the stage to deliver a series of short speeches to introduce our members to the public of Malawi!"(Or something along those lines).

Have the camera ready and invite one of the girls to the 'stage'. Give her two minutes on the clock and make sure the 'crowd' are listening and looking at her. Make sure her speech is filmed. Do the same for the rest of the participants, thanking them and clapping them as they finish.



After everyone's speeches are finished, give a closing statement and finish the 'awards ceremony'. Ask the group how it felt to be on stage, talking for two minutes in front of the camera. Although they might have been nervous, nothing bad happened to them- they did not die, they did not fail! Making a speech is easy, as long as you are prepared.

Give each of the girls pens and paper. Watch the clips back and encourage the group to comment on what was good and what could be improved about (e.g, speak louder, look at the audience, have better body language. Or, good speed of talking, good eye contact with audience etc). Get each girl to make notes about their feedback so they have a record of it. At the end, ask how it felt to watch yourself back. Did you feel like happy, pleased, embarrassed, proud?

To finish the session, give out certificates or prizes to each of the participants and thank everyone for their participation.

Session wrap up with practice activity to be done at home before next session:

If there is time, ask the group to reiterate what the good and bad elements of a bad speech in front of the public are.



Week 4: Leadership and Public Speaking

Session Title: Leadership Practice

Learning Objective: To understand the challenges of leadership, to practice being a leader and practice what is it like to be led by someone.

Estimated Time: 50 min



Materials Needed: A large amount of chairs, timer, something to blind fold members of the group with (should only need 2), tape, prizes.



Facilitator Preparation: Using a large and safe space, put the chairs out into an obstacle course type arrangement. You should make two courses the same, next to each other. Make sure the area or obstacle course it is not too dangerous. If it is possible do it on the beach.

Activity with step by step instruction:

Introduction (5 minutes)

Explain this information:

It's no secret that women have historically faced greater barriers than men when it comes to fully participating in the economy. Across geographies and income levels, disparities between men and women persist in the form of pay gaps, uneven opportunities for advancement, and unbalanced representation in important decision-making.



Real equality in the workplace and the home will make all of us better off. When we use the full talents of the population, our countries are more productive.

When men are 50/50 partners at home, marriages are stronger. When men are active fathers, their children are healthier, happier, and more successful. In order to achieve this equality in the world, we need more women to step up in leadership positions. Learning about and practicing leadership is an important skill for a young girl. This game will help us to learn some leadership skills.

Leadership Game (45 minutes)

Explain the game:

The class will be in pairs. One pair will be blind folded. The other will be the leader for that round. There will be two pairs completing at the same time, but the time scores will be kept and there will be an overall winning team! You are not allowed to touch your partner, but you need to instruct her with just words to move around the obstacle course. If she hits into one of the chairs or if the leader touches the blindfolded person, your pair will have 5 seconds added onto their time score. The pair with the lowest combined score will be the winner, so you should aim to lead your partner quickly and efficiently, without her bumping into the chairs. She cannot take her blindfold off until the finish line (a piece of tape along the floor).

Doing the game:

Two pairs will go first. Set the stopwatch off. One girl who is not participating in this round will be at the finish line with the names of all the pairs who are competing- a score board. She should record the finishing time. The rest of the group will look on and let the time keeper know if there are any 5 second penalties. The time keeper will tally the penalties for each pair and add them onto their end score at the end of the game.

The game should be fun but serous! After the each pair has had a go, start with the pair who begun the last round and ask people to change places. If you were the leader last time, you will be blindfolded this time.

Conclusion:

After adding up everyones penalties onto their score, get everyone to sit together and ask how it felt to be a leader and the blindfolded person. What was the best way to get a quick time score? (Answers should be, good leadership instruction, good listening skills from blindfolded person, patience, working together, TRUST! etc). Ask how it felt for the leader to be in charge and under pressure. Encourage everyone to share something about being a leader and being the blind folded person.

Explain that you can use this experience to become a better leader. You should feel more confident to be a leader in the future, so remember this game and use some of the skills you have learnt today!

Session wrap up with practice activity to be done at home before next session:

Announce the winning pair (the pair with the lowest time combined) and give them a prize!



December Year 1: Personal Hygiene and Health

Week 1: The Menstrual Cycle

Session Title: Menstrual Cycle

Learning Objective: To learn about the menstrual cycle; to understand the terms used in the female anatomy; to understand how to care for oneself during menstruation.

Estimated Time: 60 minutes



Materials Needed: flip chart, markers, books, pencils, the picture of the female reproductive system



Facilitator Preparation: Copy the picture of the female reproductive system onto a large flipchart paper.

Activity with step by step instructions:

Ejaculation: The rapid discharging of sperm from a man's penis

Fertilization: When a sperm and egg cell unite, usually resulting in a pregnancy

Menstruation: Discharge of blood and other fluids from the uterus due to a lack of pregnancy. Usually begins during puberty and occurs approximately once every month.

Ovulation: When a woman's ovaries release a mature ovum (egg) each month. The period of ovulation is when a girl or woman is most likely to become pregnant.

Introduction (5 minutes)

For most girls, puberty's defining moment is when she begins to menstruate, or bleed from her vagina approximately once a month. In most societies and cultures, menstruation is a big milestone in a girl's life. Once menstruation begins, a girl is often considered a woman. With this new status come many physical and mental changes, but also changes in the way society views a girl. These changes can be confusing and stressful. Moreover, because of menstruation's taboo nature, girls do not always receive accurate or detailed information about how to care for themselves during their period.

Note to facilitator:

As you lead the following discussion, remember to keep in mind how the local culture interprets and deals with menstruation. However, be sure to emphasize that menstruation does not affect a girl's ability to learn or to play sports. Moreover, a girl should not be viewed as "dirty" or "inferior" to boys and men because she menstruates.

Female Reproductive System (10 minutes)

Ask girls to define menstruation. Ask if they know what causes menstruation. Using the diagram below, explain the female reproductive system. Display on a large flip chart. Ensure to go through each point on the diagram. Ask learners to copy down the picture and label everything as you go. '

The Menstrual Cycle (15 minutes)

Explain the menstrual cycle, as follows, asking the group to make notes or copy notes as you read each point.

- a) Each girl is born with two ovaries, each of which contains thousands of egg cells, or ova. Once these eggs have matured, one egg, or ovum, is released per month in a process called ovulation. (The right and left ovaries alternate releasing the egg each month.) Different girls' eggs mature at different times, which is why not all girls start menstruating at the same age. The egg is so small that it cannot be seen without a microscope.
- b) The egg travels through the Fallopian tube to the uterus. During this process, the egg may be fertilized by a man's sperm. If the girl or woman has sexual intercourse, the man's sperm may fertilize, or unite with, the egg. If the woman is healthy and the right conditions are present, the egg will develop into a fetus (an unborn baby inside a woman's womb). While the egg is waiting to be fertilized, the woman's uterus begins to prepare itself to nurture the fetus by strengthening its inner lining with layers of padding. This "pillow" of padding is composed of blood and tissue, and lines the wall of the uterus. If the egg is fertilized, it will attach itself to this uterine lining and begin to grow into a fetus.
- d) If the woman does not have sexual intercourse (or the egg is not fertilized because the woman used contraception such as a condom), the uterine lining deteriorates. The woman's body will get rid of it via the woman's vagina. Menstruation is the monthly release of this padding of blood (and other fluids), as well as the unfertilized egg.
- e) Everyone's menstrual cycle is different and can last 2–8 days per month. While most women have a menstrual cycle once every 28–30 days, the timing can vary due to eating habits, stress, or amount of physical exercise. A girl's first few menstrual cycles usually do not happen regularly. Girls usually begin menstruating between ages 10–15, although this can vary greatly among girls.
- f) A woman will continue to menstruate monthly until she becomes pregnant or reaches menopause. Menopause is the period in a woman's life when she can no longer become pregnant because she no longer has fertile eggs.

Managing Your Period (15 minutes)

Menstruation can sometimes cause stress, anxiety, or shame. It also can be accompanied by abdominal pain, aches, cramps, and changes in emotions. Before a girl's period begins, she may experience tenderness in her breasts or mood changes, such as sadness or anger. Some girls do not experience these symptoms at all. That is normal also. Ask girls how menstruation is treated in their community. Are there special traditions surrounding it?

Discuss how girls can take care of themselves during their period and write answers on a flipchart:

What kind of menstrual pads or napkins do girls use, and how do they buy them?

How do girls manage their period at school? (For example, are there separate latrines or toilets for girls?)

What can girls do for menstrual cramps? Is medication available?

How can girls support each other and not feel ashamed during menstruation?

Distribute caring for yourself during menstruation and discuss the ways in which girls can take care of themselves during their period.

-Change menstrual pads or tampons regularly. If you use reusable cloth pads, be sure to clean them thoroughly with soap to prevent bacteria from growing. Bathe daily and keep the vaginal area clean to

prevent infections.

-Take a walk or participate in another form of exercise to reduce cramps.

-Get adequate rest.

-Eat healthful foods, including fruits, vegetables, and foods rich in iron such as leafy greens, liver, fish, and beans and lentils.

-If you experience headaches or cramps, try one of the following: massaging the lower abdomen or back, taking a warm bath, drinking a hot beverage, or taking a pain-relief medication such as aspirin. (Be sure to consult an adult before taking medication.)

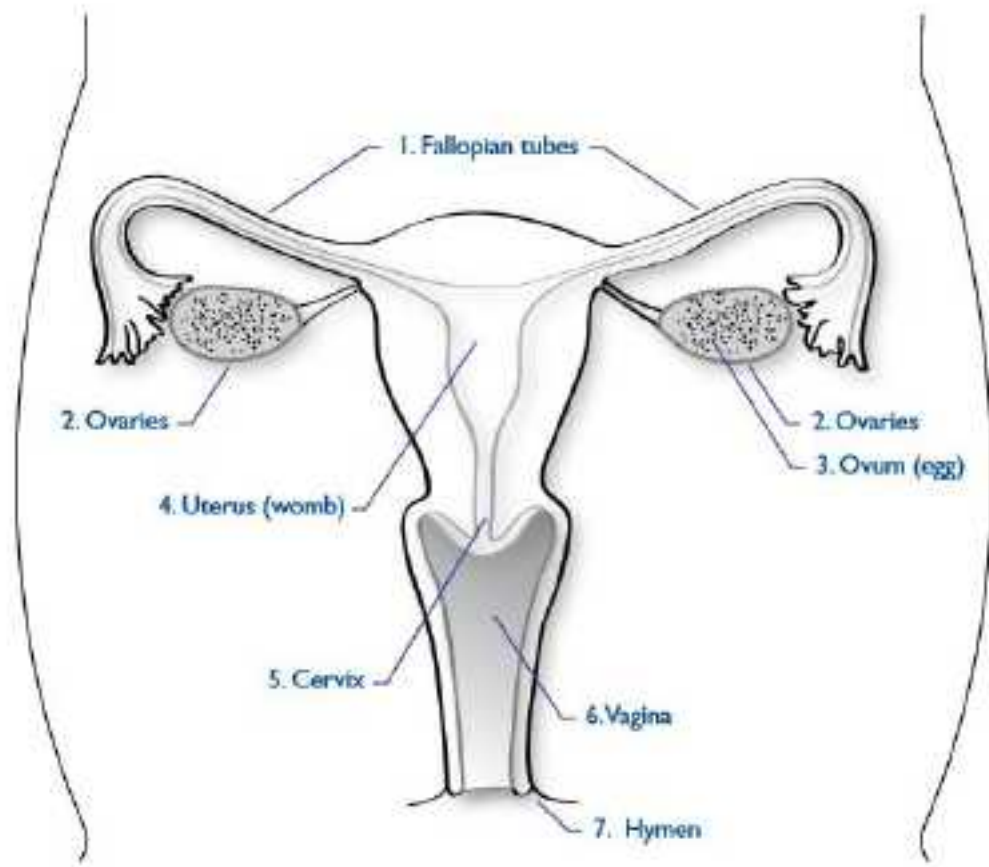
Scenario (10 minutes)

Explain to the group the scenario: At school one day, you notice that you have started your menstrual bleeding. What do you do? (Possible solutions: You ask your friend for a pad; you ask a (female) teacher if you can go home to change clothes and return to school.)

What issues might a girl find when she comes onto her period at school?

Session wrap up with practice activity to be done at home before next session:





1. **Fallopian tubes:** A pair of ducts connecting the ovaries to the uterus
2. **Ovaries:** A pair of glands that produces ova (eggs)
3. **Ovum (egg):** The female reproductive cell
4. **Uterus (womb):** A hollow muscular organ that supports the fetus before birth
5. **Cervix:** The lower end of the uterus that opens into the vagina
6. **Vagina:** The passage leading from the uterus to the outside of the body
7. **Hymen:** A thin membrane covering the vaginal opening

Week 2: Vaginal Health

Session Title: Vaginal Health

Learning Objective: To understand good vaginal health, how to manage it, and recognize abnormal symptoms

Estimated Time: 60 minutes



Materials Needed: An individual piece of paper and pen/pencil for everyone in the group, flipchart paper and pen.



Facilitator Preparation:

Draw out the diagram of the vagina below onto flipchart paper. The topic covered in this session may make participants feel awkward or embarrassed at first so you may need to allow time for additional icebreakers or energizers. Take care to ensure that participants are not put on the spot.

Research some useful contacts for doctors, clinics, or other sources of confidential health advice so that they may be given to participants at the end of the session if they want.

Activity with step by step instructions:

What is a healthy vagina? (15 minutes)

Vaginal health (health of our vagina) is an important part of a woman's health which can affect fertility and sex. It is important to understand what a healthy vagina is like so that we notice when something is abnormal.

- Vaginas can be different size, shape and colour. Some may be round or oval or dark or light.
- On the outside of your vagina is your labia (vagina lips) which can also vary in size between women and should not normally be something to worry about.
- The vagina grows during puberty and is not full size until around age 18, which is why it can be riskier to have children before this age.
- You may notice that your underwear starts to get yellow or white stains in it as you reach puberty. This is natural discharge and is completely normal, helping to keep your vagina clean and lubricated. The amount of discharge produced can change at different times in your menstrual cycle. It may be stretchy like egg white during ovulation, which is when you are most likely to get pregnant.
- Our vaginas are slightly acidic which helps to get rid of unwanted bacteria. Other people should not be able to smell a healthy vagina.

What is an Unhealthy Vagina?

Sometimes if the natural acidity (pH level) is unbalanced so that our vaginas cannot get rid of unwanted bacteria, we may get an infection known as a yeast infection or bacterial vaginosis which can make us feel very itchy and uncomfortable.

You should seek medical advice if you develop the following symptoms:

- If your vagina develops a strong, unpleasant smell, sometimes like fish, then you should seek medical advice as this may be a sign of infection.
- If you see unusual discharge for example, thicker, different colour, smellier then you should seek medical advice as this may also be sign of infection.
- If you have blood in your underwear ('spotting') during a time when you are not menstruating then this may be a sign of infection, or another problem including cervical cancer and you should seek medical advice.
- If you are itchy and sore with a rash, this may be a sign of an STI like herpes but more commonly this may be a yeast infection such as thrush (*Candida albicans*) which may produce a white creamy substance in and around the vagina and may need medical attention.

Remember that STIs don't always show symptoms so it is good practice to get tested every 6 months if you are sexually active, or sooner if you are concerned. If you have a condition such as an STI that makes your vagina sore and the skin open then you are also more likely to contract other diseases like HIV

Myths and Facts about protecting our vaginal health (15 minutes)

Hand out a piece of paper and pen/pencil to all members of the group. Then read out the following statements to the group and ask them to write down either 'true' or 'false' on their piece of paper. Once the statements have been read out ask the group to swap papers so they can mark each other's. Go through the answers listed below for each statement and spend time discussing where necessary.

Statement	True	False
1. Maintaining a balanced diet and drinking plenty of fluid keeps us healthy. (Answer: True. A balanced diet and plenty of fluid helps to keep everything, including our vagina functioning well)	x	
2. We can keep our vaginas clean by douching with strong soap. This is spraying water up ourselves. (Answer: False. Douching should be avoided as it can upset the natural pH balance and cause infection, particularly yeast infections. Strong soap can also do the same. Our vaginas are well adapted to keeping themselves clean naturally when they are healthy so this is not necessary and may cause harm. Instead we can		x

wash lightly on the outside with gentle soap).		
3. Practising safe sex with a condom protects our vaginas. (Answer: True. Using a condom during sex can help to protect us from catching STIs).	x	
4. See a doctor if your vagina has a strong unpleasant smell and unusual discharge. (Answer: True. If you have an unusual smell and discharge this may be a sign of infection so you should visit your doctor who may get you to take an STI test).	x	
5. Wearing tight underwear like lacy knickers and thongs will make us look sexy so this is good for our vaginas which are designed for sex. (Answer: False. It is better to wear loose cotton underwear that allows airflow. If we wear tight fitting clothes too often which make us hot and sweaty we are more likely to get a yeast infection which is not sexy at all!).		x
6. If we see blood in our underwear we shouldn't worry because we menstruate every month anyway. (Answer: False. If we see blood in our underwear and it is not our period then we should be concerned that this may be a sign of infection or other disease and should check with a doctor as soon as possible. When we are in our mid-twenties we should have a smear test regularly to detect signs of cervical cancer).		x
7. After using the toilet and having a bowel movement we should always wipe away from our vagina towards the back. (Answer: True. We should always wipe backwards after using the toilet so that we do not spread bacteria from our poo into our vagina. After urinating we should always wipe forwards away from our vagina).	x	
8. We can wear sanitary towels all the time just in case we start our monthly period early. (Answer: False. We shouldn't wear sanitary towels, panty liners or tampons all the time as this will make our vaginas moist and warm, which is the right condition for infections. When we are on our period we should also change our sanitary products regularly).		x
9. We should not exercise too strenuously because our vaginas are delicate. (Answer: False. Any type of exercise is beneficial for us as it will keep our vagina in good shape and function well.		x

Furthermore, our vaginas are not delicate, they are very strong to withstand childbirth).		
10. If we take antibiotics we are more likely to get an infection. (Answer: True. Sometimes if we take antibiotics (medicine for killing bad bacteria) it can also kill the good bacteria which may upset the natural balance of our vagina, making us more prone to infection. We should be aware of this when taking medicine and be sure to following other precautions such as wearing cotton underwear).	x	

Energizer break: Rabbits (5 minutes)

Someone starts by putting both hands up to their ears and wagging their fingers. The people on either side of this person put up one hand only, to the ear nearest the person with both hands up. The person with both hands up then points to another person across the circle. This person now puts both hands up to their ears and waggles their fingers. The people on either side have to put up the hand nearest the person with both hands up and waggle their fingers. The game continues in this way until everyone has been a 'rabbit'.

Scenarios (20 minutes)

Ask the group to divide into smaller groups of 4-5 and ask them to come up with a poster on how to manage their vaginal health in the following situations. Allocate one situation to each group. More than one group can do the same situation. Ask each group to then present the scenario describing what the problem is, what they should do and how they can prevent the problem from happening;

Ask the group to divide into smaller groups of 4-6 and ask them to come up with a presentation on how to manage their vaginal health in the following situations with the aid of a flipchart poster which they can make. Allocate one situation per group. More than one group can do the same situation depending on the size of the group. After 10 minutes preparation ask each group to present the situation, what problems may arise and what measures they can take to prevent the problem from happening/maintain a healthy vagina. Feedback to the group after each presentation and correct any errors.

Scenarios: How to manage your vaginal health....

1. During your period
2. When you are taking antibiotic medicine
3. On a normal day before your period
4. On a hot day when you have been exercising
5. At night time in bed
6. When you are married and have an active sex life

Session wrap up with practice activity to be done at home before next session:

Advise girls that they should familiarize themselves with their own bodies so that they can notice if anything is abnormal. In their own private time girls can use a mirror to examine themselves.



Let participants know that they are welcome to ask questions privately or provide contact details of any local doctors, clinic, hospitals etc.

Week 3: Breast Health

Session Title: Breast Health

Learning Objective: Understand women’s breasts over a lifetime and understand any potential problems.

Estimated Time: 50 minutes



Materials Needed: Flipchart paper, sheet paper (enough for one sheet of paper per person in the group), pens, tape for sticking up flipchart paper.



Facilitator Preparation:

Draw out the breast timeline and signs of breast cancer images below onto a piece of flipchart paper.

Activity with step by step instructions:

Icebreaker - Clap Exchange (5 minutes)

Ask everyone to stand in a circle. One participant sends a clap around the circle by facing and clapping in unison with the person on their right who then repeats this clap with the person on their right. Carry this on round the circle as fast as possible. The circle can send many claps with different rhythms around the circle at the same time.

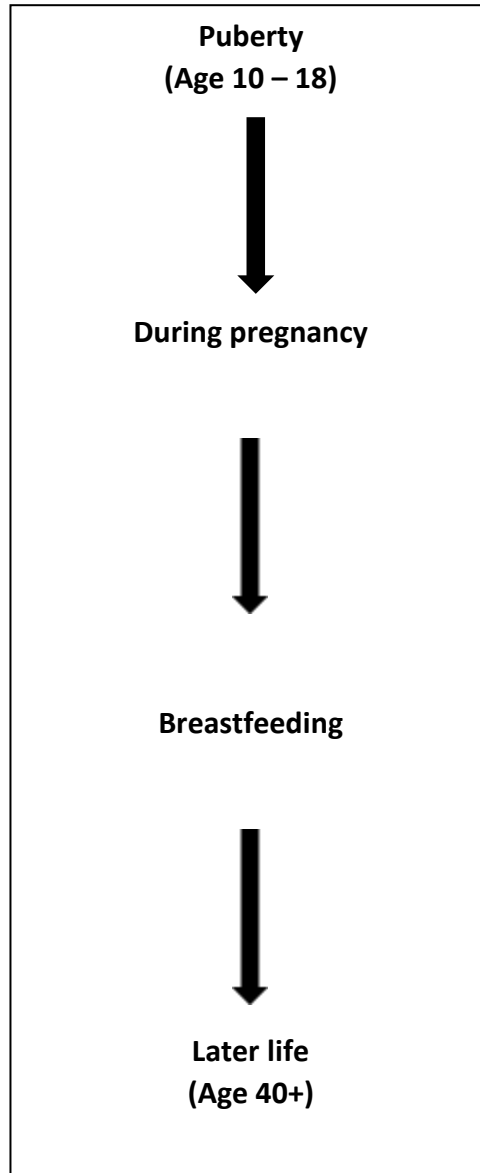
Introduction - Breasts

It’s good to be aware of our breasts at every age. In this session we will cover a timeline of our breast health across our lifespan so we can understand our breasts and how to spot any health concerns.

Breasts are ‘mammary glands’, female organs designed for producing milk for feeding babies.

Breast timeline (20 minutes)

Stick up the diagram below which will have been prepared on flipchart paper. Ask the group whether they can describe what happens at each stage and if there is anything they may be concerned about? Divide the group up into four so that each subgroup can discuss the timeline. Give each group a piece of flipchart paper so they can write down their thoughts. Ask each group to feedback one section of the timeline to the rest of the group.



The follow information can be given alongside discussion;

Puberty

At puberty our breasts start to grow. Often one will start growing sooner than the other and they may start as more of a hard knot under the areola (circle around the nipple). At this time our breasts may feel sore and tender and it is quite normal to develop stretch marks on our breasts too as our skin is delicate at this age while hormones start to circulate our body. We usually start to develop breasts about a year before we start our monthly period. By around age 17-18 our breasts are fully developed.

Problems and concerns;

- Developing breasts later or earlier than our friends
- Breasts feeling sore, hard
- Breasts looking a-symmetrical, different from our friends, different from what we expected, developing stretch marks



During Pregnancy

In the first four weeks of pregnancy our breasts may start to become tender and we may feel some tingling along the sides of our breasts and nipple. Our breasts may start to get bigger in weeks 7-8 as hormones start to make milk ducts grow and our breasts become fatter. Blood vessels and bumps may start to appear around the nipples. In weeks 14-16 breasts become heavier and fuller and the areolae (circles around the nipples) may become darker. Breasts may go through another growth spurt between weeks 22-26 when you may need to wear a bigger bra. From around week 27 up until delivery breast can produce milk but hormones will prevent this until the baby has been born. Before the baby is born your breasts may start to leak *colostrum*; a sweet, sticky and very nutritious milk which contains antibodies and protein for the baby, which it drinks in the first few days before normal breast milk is expressed.

Problems and concerns;

- We might feel pain, unusual lumps
- We might look different e.g. our breasts will get bigger and we may develop stretch marks
- We might need to buy a new bra

Breastfeeding

While breastfeeding your breasts will fill with milk and may feel hard and tender. It can be sore

at first to breastfeed and you may get cracked nipples and plugged milk ducts but continuing to breastfeed will usually relieve this and you will get more used to it as time passes. As well as being healthy for your baby, some evidence suggests that breastfeeding can help protect you from some cancer and postnatal depression.

Problems and concerns;

- Breasts feeling heavy and painful
- Producing too much or too little milk
- Having blocked ducts which result in Mastitis (breast inflammation and infection)

Later life (Age 40+)

As we stop having children and get older our milk glands start to be replaced with fat tissue, so our breasts may become larger and start to sag. Our risk of breast cancer also goes up so it is important to keep an eye on any unusual changes. It's important to maintain a healthy diet and keep fit even as we get older so we can minimize the risk of diseases like cancer. Smoking, drinking and a family history of breast cancer are all risk factors.

Problems and concerns;

- Our breasts loose shape and start to sag
- Breast cancer
- Other unusual lumps
- We might need to visit the doctor more about health concerns

Checking our breasts (15 minutes)

It's important to check our breasts regularly for any irregularities. Sometimes we may get small lumps in our breasts that are harmless cysts however we should also be aware that this may be breast cancer which is better to catch as early as possible. It is possible to get cancer at any age however the risk increases as we get older.

Doctors may be able to take a mammogram in hospital, which is recommended especially for women over 50, but we can also do a self-check at home.

Does anyone in the group know how to check their breasts? What are the signs to look out for?
Answers may include;

- Changes in skin texture,
- Firm lumps or thickening,
- Swelling around the breasts, collarbone and armpit
- Discharge from the nipple,
- Nipple inversion or changes in direction (note that some women have naturally inverted nipples)

- Constant pain in breast or armpit
- Change in size and shape
- Rash or crusting (thickened, dry and cracked) of the nipple or surrounding area

Advise that if any of these symptoms are found then medical attention should be sought.

Get the group to stand up and repeat the following actions in bold as the facilitator goes through them;

1. **Stand up with hands on hips.** Explain that in this position we can check our breasts in a mirror for size, shape and colour, making sure there is no distortion or swelling.
2. **Raise your arms.** Explain that in this position we can and check the same things and also check there is no fluid coming out of either nipples.
3. **Lie down.** Explain that in this position we can use our left hand to feel our right breast and vice versa. With our fingertips flat and together we can press down and rub in a circular motion. This can be repeated down the entire breast area from the collarbone down to the abdomen and across from the armpit to cleavage. You should feel all of the tissue in your breast. You can use light pressure for tissue just under the skin, increasing the pressure so that you have firm pressure for the tissue at the back of your breast. You can feel deep tissue when you start to feel your ribcage.
Note: The facilitator can choose whether they want to visually demonstrate this but does not have to ask the group to copy in front of each other if they feel uncomfortable in doing so.
4. **Sit up.** Explain that finally you can feel your breasts again like the previous step sitting or standing up. Some women like to do this when they are washing so that their skin is wet and slippery.

Signs of breast cancer (10 minutes)

Ask participants to copy out the below diagram to take home. If the facilitator is able to make copies for handing out this may also be an alternative.



LOOK for changes in skin texture eg. puckering/dimpling



LOOK for swelling in your armpit or around collar bone



FEEL for lumps and thickening



FEEL constant pain in your breast or armpit



LOOK for nipple discharge



LOOK for a change in size and shape



LOOK for nipple inversion and changes in direction



LOOK for a rash or crusting of the nipple or surrounding area

Session wrap up with practice activity to be done at home before next session:

Encourage participants to practice feeling their breasts at home in private and have conversations about the issues in this session with other female friends and relatives.



[Week 4: Healthy Bodies](#)

Session Title: Healthy Bodies

Learning Objective: At the end of the topics, the girls should have learned how to take care of the body and what it means to have a healthy body

Estimated Time: 60 minutes



Materials Needed:



Facilitator Preparation:

If accessible the facilitator can find and bring along to the session media images of women from sources such as magazines, newspapers, or the internet to share with the group and discuss

Key Message: Our bodies are different from each other. Everyone is individual, no two people are the same.

Activity with step by step instructions:Introduction: What does it mean to live a healthy life? (20 minutes)Exercise

Ask the girls if they know the meaning of exercise, then give them the following definition:

Exercise: Being active to keep our bodies healthy, muscles strong, and blood pressure low

Give the girls a few minutes to write down how they exercise every day and have them share some of their examples. Provide the following examples of how we can exercise:

- Sports (netball, football, basketball, volleyball)
- Swimming
- Walking
- Running
- Stretching

Healthy Diet

Next, have the girls write down everything they typically eat in a day, including breakfast, lunch, supper, and snacks. Have some of them share examples.

Ask the girls whether they know the things they should be getting in their diets and what types of food they can get them from.

- Protein: meat, beans, eggs
- Carbohydrates: rice, nsima
- Healthy fats: meat, fish, eggs
- Vitamins: fruits and vegetables

Stories (20 minutes)

No two people are the same but how do we know when our differences are normal or when something may be wrong?

In groups of 5-6 decide on whether the following circumstances are something to be concerned about or not and explain why. Ask groups to feedback and discuss the answers;

- Mr. Mwenda likes to drink gin (spirits) after he comes home from working in his shop.

He usually drinks a bottle every day. Lately, he has noticed that his belly is growing. What might be the problem?

(Answer: Mr. Mwneda goes to the hospital and the doctor tells him that he must stop drinking so much gin, because it is causing his stomach to grow large. He should start drinking more water and less spirits.)

- Maria plays on her school netball team. She loves being active and competing with her friends. In the morning before class, Maria spends time studying and often does not have time to eat breakfast. Lately, Maria has noticed that she gets more tired than usual when she is running and sometimes feels dizzy after a game. She also feels tired at school and finds it hard to concentrate, even though she enjoys class. What might be the problem?

(Answer: Breakfast is the most important meal of the day, because it gives our bodies fuel for the rest of the day so that our muscles and brains can function. Skipping breakfast is causing Maria to have low blood sugar, which means she doesn't have the energy to concentrate in class and play sports. Maria should eat breakfast every day and should make sure she is getting a balanced diet of protein, carbohydrates, and healthy fats.)

- Chimwemwe's cousin has just had a baby and has commented on how pleased she is to have big breasts so she can breastfeed well. Chimwemwe wants to have children when she is older but is concerned that her breasts aren't that big and might not be able to breastfeed. Is this something to worry about?

(Answer: No, the size of your breasts have nothing to do with your ability to breastfeed and Chimwemwe's breasts may get larger when she is pregnant. Women's breasts come in all shapes and sizes).

- Tinkhani is 12 and noticed that her armpits are getting sweaty and starting to smell after playing netball with her friends. She is worried her friends will notice as this never used to be a problem. Is it a problem now?

(Answer: No this is not a problem. At Tinkhani's age we start to reach puberty and sweat a lot more. It is natural to sweat, especially as teenagers and just means we need to wash a bit more than when we were young children).

Creating a positive body image (10 minutes)

With everyone now facing the front write the phrase 'Positive Body Image' on a piece of flipchart paper. Ask the group collectively what this means. Then also ask the group what they think a negative body image is.

Definitions:

Body Image – How you see yourself both in the mirror and in your mind. This includes what you believe about your appearance, how you feel about your body and how you sense your body.

Positive Body Image – When you feel comfortable and confident in your body. People with a positive body image....

- Appreciate their body and all the good things it can do
- Respect their body by keeping it healthy for example by eating well and exercising the right amount (not too much or too little)
- Feel proud of having a unique body and do not over worry about things like diet, weight and appearance
- Understand that physical appearance does not reflect a personality and a person's value
- See their body accurately, as it really is

Negative Body Image – When you feel awkward and uncomfortable in your body and dislike your appearance. People with a negative body image....

- Feel ashamed, anxious and self-conscious about their body
- Do not respect their body and may not have a healthy lifestyle
- Have low self-esteem and are convinced that other people are more attractive than them
- Are obsessed with trying to improve their appearance and may see themselves in a distorted way

Ask the group to come up with ideas on how to create a positive body image. Write down responses on the flipchart paper.

Some suggestions may include;

- Appreciate what your body can do e.g. walk, run, dance, breathe
- Make a list of what is good about yourself
- Surround yourself with positive people
- Spend time treating yourself with a bath, relaxing nap
- Be critical about images in the media and remember they are not always realistic
- Remember that personality is important
- Give yourself a compliment
- Help and compliment other people too

Session wrap up with practice activity to be done at home before next session:

Ask the group what they have learnt this session then go around the room asking everyone one good thing they like about themselves and one good thing they like about the person sitting next to them.



January Year 1: Goals and Careers

Week 1: What is a Goal?

Session Title: What Is A Goal?

Learning Objective: Using guided imagery, participants think about their hopes and dreams for the future. The facilitator guides the participants through a structured goal-setting activity to help them develop one specific goal for the future.

By the end of this session, students will be able to:

1. List the characteristics of effective goal setting.
2. Make one personal goal.
3. Strategize how to deal with people and situations that challenge our goals.

Estimated Time: 50 min



Materials Needed: Flip chart, markers, note books, pens.



Facilitator Preparation: Write descriptions of achievable goal on the chalkboard.

(Facilitator tip: Some students may not immediately come up with a goal because they feel helpless or hopeless. You will need to provide extra encouragement to such students to help them develop a goal that excites them or inspires them. Other students may list as their goal something that is expected of them, such as getting married. Encourage these students to set a goal in relation to their education. It is important to help students focus on realistic goal setting. While becoming a famous netball player or singer are valid dreams, the students should be prepared to seek alternatives should this not happen.)

Activity with step by step instruction:

Introduction (10 minutes)

Start with a short energiser. Introduce this month's topic: Setting goals and careers. Start by asking the group what they think a goal is. Why is it important to have one? Try to come up with a definition as a group. A common definition of a goal is: a target we are trying to reach and must take actions to get there.

What qualities do we need to reach our targets? (20 minutes)

1. Ask the students to think about the following two questions:

- What is one achievement they are most proud of?
- What is one personal hope/dream for the future?

2. Ask students to share what they are most proud of. Ask students to clap loudly after each student has shared what she/he is most proud of.

3. Clearly point out that the students have strengths and assets or they would not have achieved those things of which they are most proud. Ask the students to list some of the strengths that helped them with their achievement. Some examples are: intelligence, patience, maturity, resourcefulness, etc.



(write these achievements and the strengths that helped people achieved them on the flip chart). (**Facilitator Tip: Encourage girls to come up with various achievements, small or big, and give them time to think about 1 thing each).**

4. Ask each student to think back to the achievement they are most proud of. During this achievement were there any challenges and obstacles along the way. How did they deal with this? What kept them from giving up?

On a flip chart, write down some challenges people can face when achieving goals. (not enough time, resources, no support from families or friends, money problems, failing once or twice before you succeed).

Setting Goals (25 minutes)

Explain that the goal we are going to come up with today, we are going to build on for the rest of the month. So think hard about it! Take your time!

5. Ask students to close their eyes and think about their future (maybe in 5 years time). Ask them to imagine themselves this afternoon by answering these questions:

- Where are you?
- What are you doing?
- What are you most proud of?
- What changes have you made in your life?

Ask some of the group to share what they are imagining

6. Explain that in order to get to our hopes/dreams for the future, we need to have a plan.

7. Explain an achievable goal, below: (Display the pre-prepared flip chart with these bullet points on so the class can see and copy down if there is time).

An achievable goal is:

- **Realistic:** Create a goal that is **possible** and realistic. Good for you for wanting to become a professional netball player. Is there another goal that could be achieved sooner?
- **Specific:** Create a goal that is **specific** and you can touch (for example, finish high school, or get an A in math courses). Try to stay away from goals that are too general and hard to put your finger on (e.g., be successful, be happy, or follow my dream).
- **Flexible:** Create **several paths** through which to obtain your goal. Be prepared to face obstacles and use your personal assets and the resources around you to tackle the obstacles. Trust yourself; you have dealt with obstacles before.

- **Exciting/Inspiring:** Choose a goal that you are **motivated** to work toward, not something that is wished by someone else, expected of you by your community, or based on you being a girl.
8. Hand out note books and ask the students to take five minutes to create a personal goal using the achievable goal description. Walk around the room, helping students with their personal goal-setting.
 9. Ask students to share their goal in one sentence. If the class is very large, you may wish to have the students form small groups for sharing.
 10. Explain that the students will be asked to refer back to their personal goals throughout the month sessions.
 11. Remind the students that they have the strengths to face whatever obstacles they meet and to achieve their goals.

Session wrap up with practice activity to be done at home before next session:

(5 minutes)

1. Remind the students that they have already achieved goals they are proud of. They have also already dealt with obstacles and challenges.
2. Reinforce that they have established a new goal as part of this session, and identified ways in which they can deal with challenges to this goal.



Week 2: SMART Goals

Session Title: SMART Goals

Learning Objective: Students set SMART goals for their careers and goals to be successfully achieved

Estimated Time: 50 minutes



Materials Needed: Note books, pens, flip chart with SMART goals.



Facilitator Preparation: Learn what SMART goals are:

To give goals meaning, use the SMART principle-

S-specific

M-measurable

A-attainable

R- realistic

T- time bound

For example, instead of saying, I want to pass my mathematics exam, rather say, I want to pass my mathematics exam with an A symbol by the end of 2017.

Have this on a flip chart to display.

Activity with step by step instruction:

Introduce the SMART Goals (10 minutes)

Ask the group to remember their goals which were made last week. Now explain that we are going to use a common method used in all sorts of goal making to create a stronger and more defined goal. Explain that it doesn't matter if your goals change; this is just a practice activity which will help us to learn successful ways of making a goal. Introduce the SMART goal concept. Try and ensure the girls learn by heart the SMART acronym. Once everyone has read the goals, hide the paper and call on some girls to remember what the S, M, A, R and T stand for.

Practicing writing SMART Goals (20 minutes)

Distribute the note books to each member of the group with pens.

Ask them to draw where they see themselves in 5 years time, for example they can draw a family, a house a car or their workplace. The drawings should just be sketches. Allow 10-15 minutes to draw, and then give each participant time to present their drawing to the group. Make your own drawing to illustrate the SMART principle.



Achieving your SMART Goals (20 minutes)

After the presentation, ask some participants how they intend to reach their goals. Encourage them to start thinking about what things they need to put in place to reach their goals. How will they achieve them? What are they going to do? Ask the group to go back to their goal picture. They need to write a short paragraph explaining their goal, what they are going to do to achieve it, how long it will take... There can be more than one goal- if the goal is very big, then it should be broken down into smaller or more achievable goals. Ask some people to present their paragraph to the group, explaining everything. Ask some of the group to comment on their goal- do they think it is achievable, are they going to take some ideas from that person and apply it to their own goal?

Session wrap up with practice activity to be done at home before next session:

Explain to the group to remember that:

1. You only know how to be best live today if you know where you want to be tomorrow.
2. Goals keep us focused on what we want to achieve.
3. Goals help us to live meaningfully
4. Goals needs to be reviewed from time to time
5. Put your goals where you can see them every day (for example write your goals down and stick them to your bedroom as a daily reminder of what you want to achieve)
6. Goals do not happen overnight... They require work and dedication.



Week 3: Careers Talk

Session Title: Careers Talk

Learning Objective: To motivate and inspire the students through role models of different jobs.

Estimated Time: 60 min



Materials Needed: role models from the local community or further (especially youths), flip charts, markers, soft drinks and snacks(for the visitors), note books and pens.



Facilitator Preparation: invite role models, especially female youths who are employed, about 8 of them with different careers, for instance: a nurse, a teacher/lecturer, a soldier, a lawyer, a doctor, a social worker, an airhostess, and a bank manager, etc (try and find role models who have a different job to ones that the girls might want to be when they get older- this session is about introducing girls to a variation of different jobs).

Before the session, the facilitator should welcome the guests and explain what girls club is, about D2D, let them know we only have 1 hour, and ask each visitor to be ready to do a short 5 minutes talk to the group about their job, the skills they need to do the job, the reason why they chose to do that job, the things they needed to do to get to that job etc.

This session should be done in conjunction with the senior girls club too.

Activity with step by step instruction:

Introduction (15 minutes)

Start with a prayer. The facilitator should introduce the visitors to the class one by one and welcome them formally. Give an overview of the session. Explain that today we have women who are successful and have reached some of their goals to get where they want to be today. Hand out note books and pens to the girls so they can make notes if they wish.

Short talks by the visitors (40 minutes)

Visitors should give more details about what they do, what made them choose that job, what were the challenges they were facing for them to achieve their goal, motivate the students on what they can do for them to succeed.

Questions from participants (15 minutes)

There should be a question and answer session before thanking the visitors and having closing remarks and prayer. (Remind the girls to remember the things they have learnt today as we will be discussing these during next week's session).



Session wrap up with practice activity to be done at home before next session:



Week 4: University Visit and Talk

Session Title: University visit and talk

Learning Objective: To expose students to a university setting and to girls who have achieved university enrolment; To expose students to a variation of different courses.

Estimated Time: Talk should last around 1.5 hours



Materials Needed: As per your organisation of the day



Facilitator Preparation:

The facilitator should prepare everything in advance. You will need to put together a budget for transport and food and explain to the university you choose the purpose of this trip. You will need to coincide this trip to include the Junior and Senior Girls at the same time. Ensure that there will be female university students from various different courses available to speak on the day. The girls club should prepare a short presentation to do on the day.

Activity with step by step instruction:

On arrival at the institution, here is a plan outline of what could happen on the day which will be subject to change depending on the planning of the facilitator:

1. Welcoming remarks and an introduction from the trip co-ordinator.
2. Introductions of both the girls clubs and the students.
3. Each university student presenting to the students should include; which school she went to before university, what was the motive, the challenges faced, how the challenges were overcome, and some back ground about why she chose that course and some interesting things about studying in her subject area. (5/10 min to each student)
4. Allow the girls club members to ask questions to the visitors relating to how they managed to go to university and how they manage their university life.
5. Carry out week 4 part 2 activity for this month (in next session plan)



Session wrap up with practice activity to be done at home before next session:

Move onto the next session for week 4 and do this immediately after the talk or tour has finished. Ask the university if there is a spare classroom to work in for 30 minutes before leaving. This is because participants will have inspiration fresh in their mind and it will be a good time to do the finishing exercise for this months topic.



Week 4 part 2: Planning My Goals

Session Title: Planning my goal

Learning Objective: By the end of the session, students will be able to decide on their goals based on the last 3 sessions work.

Estimated Time: 30 min



Materials Needed: One piece of paper and pen/pencil per student



Facilitator Preparation: (This session will be done at the institution that the girls club visits for the university visit and talk- ensure that you can find a space where the girls club can happen).

Activity with step by step instruction:

Introduction (10 minutes)

Ask the participants what they enjoyed about the careers talk last session. Remind the students that when they started the month they learned how to set a goal. Ask them to recall some of the personal goals discussed back in this earlier session. Based on all the things they have learnt this month, ask the students to think of a goal they would now like to achieve. It can be the one they had in mind back during Session 1 or a completely different goal maybe one they have realized as part of their participation in their girls club sessions.

Achieving Your Goals (20 minutes)

Give each student a piece of paper. Ask the students to write or draw her goal on the right hand side of the piece of paper. On the left hand side of the paper, ask the students to write her name or draw a picture of her. Ask students to pretend there is a small lake between them and their goal. What do they need to build a bridge or stepping-stones to their goal? Allow a brainstorm.

Congratulate the students for their brainstorm and ask them to draw three large stepping- stones between them and their goal. Building on the student's brainstorm, walk the students through the creation of their three stepping-stones:



- **Stone 1: Why is this goal exciting for me?** It will be difficult to cross the lake to your goal unless you are motivated. Ask students to think about what motivates them about this goal and draw or write the answer to this question in the first stone, between her and the goal.
- **Stone 2: Who/What resources** will help me see my goal through? It will be easier to cross the lake with help from others, individuals, groups, or organizations. Who are they? Ask students to think about this and then write or draw their representations on the second stone, between her and the goal.
- **Stone 3: What specific steps** will I take to get to my goal? It will be easier to get to your goal if you have plans and steps to get there—steps that you can tick off and celebrate along the way. Ask students to write or draw some of these steps in the third and final stone, between her and the goal.
- **Other Stones:** There are other stones, identified through the student brainstorm, that are also important to each individual student. Invite students to add other stepping stones to their goal at this time.

Make small groups of 3-4 students each and ask students to present their plans/pictures in turn to the

other members, or present to the group.

February Year 1: Financial Education

Week 1: Learning About Banks

Session Title: Learning About Banks

Learning Objective: By the end of this session, participants will have:

- Learned what a bank is and discussed common myths about banks.

Estimated Time: 45 minutes



Materials Needed: Papers, markers, box



Facilitator Preparation:

Activity with step by step instructions:

Introduction to Banks (20 minutes)

Say: Today we will be talking about banks, what we know and don't know about them. Some of you may have heard about banks or even been inside them.

Ask: **Who can tell us what a bank is?**

[A place where people keep their money, a place where money is kept in a safe and secure way, a place

where people save their money, a place where people put their money to grow it.]

Wrap up the definition of a bank by saying:

A bank is a business that offers services to its clients that include a place to keep their money and place to borrow money. The government has the responsibility to check and provide guidelines in the way banks operate.

Say:

Stand up if you know someone who has a bank account

Ask:

Are there one or two volunteers who can share about that person and their bank account?

Say:

Stand up if you have ever been inside a bank

Ask:

Are there one or two volunteers who can describe their experience in a bank?

Say:

Stand up if you can think of the name of a bank in Malawi.

Call on the girls who are standing and have them call out the banks in Malawi that they know. Make a list on a flipchart of all the banks identified.

Explain:

Sometimes people, places, or institutions develop a reputation—something that many people believe about them, whether it is true or not. For example, perhaps a new girl comes to your school who some people gossip about and tell you not to speak to because she is so strange. But you decide to find out for yourself and it turns out she is quite nice. Banks

are similar in that many people believe things about banks that may or may not be true.

Today we are going to try to figure out which widely held beliefs about banks are true and which are only myths.

Ask:

When I say the word “bank” what images or thoughts come to your mind?

Remind participants that there are no right or wrong answers. Make a list of all the answers. When the participants are done, go over the list and make the following points if they are missing. Then, as a group, decide which are true and which myths are. Explain to the girls that a myth is a common belief about something based on opinion

Ask:

Are there any questions?

Common Myths About Banks

- You have to be rich to use a bank.
- Banks are unfriendly.
- Going to the bank takes a lot of time.
- If a bank is robbed, you will lose your money.
- Banks will take your house away.

Energiser- The Matching Game (10 minutes)

The facilitator should think of as many bank names as you can in Malawi (use some which the girls have already mentioned). Write half of the bank name on one piece of paper and the rest of the name on

another. E.g, write 'First Nat' on one piece, and 'ional Bank' on the other (making First National Bank).

Fold the papers and put them into a box or pile. Ask girls to pick a piece of paper and find the person with the matching half of the bank name.

Session wrap up with practice activity to be done at home before next session:



Week 2: Exploring Options for Making Money

Session Title: Exploring Options for Making Money

Learning Objective: By the end of this session, participants will have:

- Identified various options for increasing the money they earn.
- Explored practical approaches to improving existing income generating activities.
- Thought about new ways to earn money.

Estimated Time: 55 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instructions:

Identify current ways that girls like them earn money (10 minutes)

Explain:

Today we are going to spend some time talking about earning money. To start let's play a small game that will help us to think about some of the current ways that girls like you earn money. In this game, I am going to mention three different ways of earning money. If you have any experience with the ways of earning money that I mention, I am going to ask you to perform an action, and then give me an example.

- If anyone in our group has ever earned money by doing a small job for someone else—*please jump up and hop on one foot*. Now let's ask a few of those hopping to give us an example (and then we can sit back down again).

- If anyone in our group has ever earned money by buying and selling things— *please jump up and clap your hands*.

Now let's ask a few of those clapping their hands to give us an example (and then we can sit back down again).

- If anyone has ever made something or grown something themselves and then sold it to earn money— *please jump up and spin around*. Now let's ask a few of those spinning around to give us an example (and then we can sit back down). We can certainly see that girls in our group have lots of experience with different ways to earn money—I wonder how many of you have had experience with all three ways of earning money (doing small jobs, buying and selling things, and making or growing something to sell)

- If anyone here has experience doing all three of these things to earn money—then please *jump up, hop on one foot, clap your hands, and spin around (all at the same time)!* You are good examples of how hard girls work to earn money to help their families and reach their own goals—and today we have a lot to learn from you.

Explore ways to improve existing income-generating activities (25 minutes)

Say:

Now that we know about our existing experience in earning money, let's spend some time exploring ways that we can earn more money doing these same kinds of activities. To help us get started I want to tell you Nambula's story:

Nambula's Story

Nambula needed money to help buy food for her family and meet her personal goals, so she started a business roasting maize and selling it to people in the market. At first business was good, but then more and more young people started to copy Nambula (even some of her friends) and business started to drop. One thing Nambula noticed was that many customers bought a water to drink from another vendor after buying her maize—so she started to sell both roasted maize and water (giving a special price for people who bought both), and helped grow her business again. Next, she started to ask her customers what was the secret to the best roasted maize they had ever eaten. One said that in her home village she had once had roasted maize with fresh chilli sauce on it, and it had been delicious. So Nambula found a recipe for fresh chilli sauce and started to offer a shake of it on her client's maize. This kept some of her customers more loyal to her (and made it easier to sell more water too)! Finally, Nambula paid close attention whenever she travelled to other markets to see if anyone was trying something new when it came to roasting maize. That is where she first found out about a special grill that used much less charcoal and thus increased profits for the maize vendor, at the same time reducing their cost. Once she saw it, she knew she had to save up to buy one since charcoal was always getting more expensive.

Now that we have listened to Nambula's story.

Let me ask you a few questions:

- **Why was Nambula trying to earn some money?**

[To help buy food for her family.]

- **What business did she start at first? And what challenge did she run into?**

[Selling roasted maize; others copied her business and started selling maize, so her business dropped.]

- **What were some things she did to try and earn more money?**

[(i) Adding variety to the product/service she was selling (water, chili on maize); (ii) Asking her customers about improvements she could make; (iii) Keeping her eyes and ears open for new ideas, and improved methods.]

Next, let's see if we could use one of Nambula's strategies to improve one of our own existing ways of earning money. Working in pairs, please talk about one of your current ways of earning money, and decide on an example of how you could use one of Nambula's three strategies to increase your earnings. Remember that her strategies involve: (i) Adding variety to the product/service she was selling; (ii) Asking her customers about improvements she could make; (iii) Keeping her eyes and ears open for new ideas, and improved methods.

After giving the girls 10 minutes to work in pairs, ask for one or two volunteers to share their business improvement strategies.

Considering new ways to earn money (20 minutes)

Say:

Now that we have spoken about ways to improve our existing ways of earning money, let's spend a little bit of time considering new ways to earn money. During today's session (both the game at the start and the activity we just completed) we have been hearing about lots of different ways girls in our group earn money. So let's take a few minutes now to use each other as a source of good information and advice about new ways to earn money (that we can add to our existing ways of earning money, or use to replace an existing way). Let me invite some of you to:

- Tell me about a new way of earning money you have heard someone speak about in our group today.
- Now why don't you spend 10 minutes talking to that person to get more information and ideas about just how that way of earning money works. Make sure to talk about what kind of skills and qualities someone needs to succeed at that way of earning money. Let's keep pairing off this way until everyone has someone to speak with (and then let's take 5 minutes or so to speak). After all of the pairs are done, let's rejoin the larger group for one final reflection: You see—being part of this group is a great source of ideas and support. And who knows, maybe some of you will now be able to both improve an existing way of earning money and/or to start a new one!

Session wrap up with practice activity to be done at home before next session:

Note to Trainer: After this session would be an ideal time to bring in one or two guests who could serve as role models of ways to earn money—perhaps a woman from the community who has been successful in some type of work or enterprise. Have them speak about their experience, how they got started, challenges they've faced, and their secret to success. Make sure to organize ahead of time with the visitors and inform the participants that someone special will be coming so that there is good attendance.



Week 3: The Risky Income Cycle

Session Title: The Risky Income Cycle

Learning Objective: By the end of this session, participants will have:

- Explored how adolescent girls in their community make and spend money.
- Discussed the risks and risk reduction strategies of girls' income cycle.
- Updated their own personal budgets.

Estimated Time: 45 minutes



Materials Needed: Pieces of paper



Facilitator Preparation:

Activity with step by step instructions:

Girls money in and money out (25 minutes)

Put a blank piece of flipchart paper on the wall or in the center of the room.

Explain: Last session we thought about how adults in our community make money. Now we're going to think more about girls like yourselves.

Ask: Can I have a volunteer to draw a picture of a typical girl in this community?

As the volunteer finishes her drawing, ask for the girls in the group to pick a name for the girl in the drawing. Lay the flipchart on the floor in a space.

Hand out cards or pieces of paper, at least three for each girl.

Say:

On each of these cards, I want you to write one way that [name of girl] gets money. Once you're done, come and put your cards on the left side of [name of girl].

Once everyone is finished, hand out another set of cards (at least three, if possible in a different color) to each girl.

Say:

On each of these cards, I want you to write one thing that [name of girl] spends money on. Once you're done, put your cards down on the right side of [name of girl].

Invite the girls to gather around the picture of [name of girl]. Start with the right side. Have the girls help you organize the cards into piles of common expenses

(i.e., clothes, food, sanitary towels, school fees, school supplies, rent, etc.).

Say:

Move the expenses around and put the most common expenses on top, followed by somewhat common, and then on the bottom the least common expenses. Once the girls have agreed on the order

of expenses from most common to least common, ask for volunteers to explain a bit more about each expense, including:

- **About how much does [name of girl] spend in a week on this expense?**
- **In a month?**
- **Why does she spend money on this particular item?**

Once the conversation about the expenses has concluded, have the girls repeat the process with the sources of money—starting by grouping according to similar sources of cash (i.e., pocket money from parents, boyfriends, casual chores, etc.), and then have them rank the sources of income by most common to least common. When the girls have agreed on an order,

Ask:

- **About how much does a girl get from this source of money in a month?**
- **How often does she get this income—Daily? Weekly? Monthly?**
- **Can someone describe more about each of these sources of money?**

What is risky income? (20 minutes)

Note to trainer: It is common for adolescent girls to get money from sources that may put them at risk of unsafe sexual behavior. This can be from different kinds of boyfriends or other older men who give them money and gifts in exchange for sex. When girls depend on these men for money and other resources, it can make it harder for them to be in a position to say no to sex or to negotiate for safer sex, i.e., condom use. 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.

Ask:

- **In our previous discussions, we talked about different places that a girl like [name of girl] would possibly get her money from. Do you think it matters where this money comes from?**
- **From the different ways that [name of girl] gets money, which are some that might have some risks to them?**

For each of the risky sources of income mentioned,

Ask:

- **What makes this way of getting money risky?**

What can [name of girl] do to avoid some of these risks?

If “from men” or “from boyfriends” does not come up,

Ask:

- **What are the risks in girls getting money or other gifts from boyfriends or other men that they know?**

If [name of girl] had her own money that she kept aside as savings—either at her home or in a bank account, how would that change the way she gets money from boyfriends or other men?

Encourage discussion and then explain:

Often, when other people apart from your parents give you money, there is an expectation that they will get something back. In many cases, what you give back is work. You wash clothes, plait hair, work in the field, and in exchange you get paid an amount of money. However, when you are getting money that is not in exchange for work, especially if it comes from boyfriends or other men that you know, there may be an expectation that eventually you will give something back. Maybe that expectation is some kind of sexual activity. When you are in this situation, or feeling like you “owe” someone something for the money or gift that they gave you, it may be hard to say no to sex or to ask your partner to use a condom.

Let's be aware of these kind of expectations before we accept money or gifts from boyfriends or other men. Some of the risks associated with getting money through such ways include the possibility of contracting HIV & AIDS and other sexually transmitted infections, unwanted pregnancies, involvement in drugs, in sexual violence and sexual exploitation, forced marriages, and exposure to other social and health risks. 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.

Ask:

Does anyone here have an example of when something like this happened to someone they know?

Let a few girls share examples. This may open up a larger conversation.

Session wrap up with practice activity to be done at home before next session:



Week 4: Control Spending and Budgets

Session Title: Control Spending and Budgets

Learning Objective: By the end of this session, participants will have: Understood the idea of making spending priorities and practiced making a personal budget.

Estimated Time: 50 minutes



Materials Needed: 10 stones per girl, flip chart, markers, pens and notebooks



Facilitator Preparation:

Activity with step by step instructions:

Make spending decisions (25 minutes)

Ask the girls to sit in a circle or gather around so that everyone can see. Give each girl 10 stones (or sticks or pieces of paper) and tell them that each one represents 100 Kwacha—so take care of them!

Explain:

We are going to play a game called the Spending Game. In this game you are going to have a series of opportunities to spend the 1000 Kwacha I have just given you (which you can imagine that you earned doing some small jobs for me). Each of you will make your own choices—and there is no right or wrong way to spend your money.

- What questions do you have?

Next say:

I want all of you to imagine that it is Saturday and you have decided to go to the market to buy a new outfit. You each have 1000 Kwacha that you earned from baby sitting for a neighbor— and you will now have a series of opportunities to spend it on buying a new outfit.

****As the girls spend money, make a note of what each one buys from you.****

1. It is hot and your feet are tired. A taxi driver asks if you want a ride to and from the market today—it just costs 100 Kwacha. Pay me 100 Kwacha if you accept his offer and then take a quick drive to the market (or just keep walking on your tired feet).
2. You arrive at the market (in the taxi or by foot) and you see that some of your friends are already there.
3. Your best friend asks if you have enough money to buy you and her something to eat. Pay Me 100 Kwacha if you decide to buy you and your friend some lunch (or just tell her that you are not hungry and keep moving).
4. While you are heading toward your favorite shop a street vendor catches your eye. He has some very attractive dresses for sale—and matching sandals. The price is only 800 Kwacha but he says you have to decide right away as he only has a few outfits available. Pay me 800 Kwacha to buy the dress and sandals from him or move on (and only let the first three girls buy from him as his supply is limited).
5. Next you go to your favorite shop where the owner knows you and gives you good prices. She has some very nice dresses for 500 Kwacha—and a good supply. Pay me 500 Kwacha to buy a dress.
6. Now you are looking for shoes—but it is hard to find ones that match your new dress. You go to one store and the perfect shoes cost 400 Kwacha. Pay me 400 Kwacha to buy shoes—or move on.
7. You remember that you have run out of soap and lotion at home and you see a very good price to buy one of each for just 100 Kwacha. Pay me 100 Kwacha or miss out on this good price.
8. You are feeling unlucky when it comes to buying a new outfit when suddenly you see that there is a new trader in town who has very special prices— you can buy a dress, shoes, and a necklace for 700 Kwacha. Pay me 700 Kwacha to buy them.
9. You are getting ready to go home when you see that your Auntie is in the market. She asks if she can borrow 100 Kwacha from you to buy some medicine as she is not feeling well. Pay me 100 Kwacha if you lend the money to her.
10. On your way to leave the market you see a woman beside a broken down truck selling dresses for 300 Kwacha and shoes for only 200 Kwacha (a special price because she needs to raise

money to fix her truck immediately). Pay me 300 Kwacha to buy a dress and 200 Kwacha to buy shoes at this very special price

Now it is time to go home. If you paid for a ride with the taxi driver then go home with him. If not, then enjoy the walk home...

Thank the girls for playing the game.

Introduce the Budget (25 minutes)

Ask girls to reflect on what they spent their money on during the first round of the Spending Game before.

- **What did you end up spending your money on? And did you save any?**
- **How did you make your decisions?**
- **Are you happy with how you spent your money?**

Say:

Now that you have thought about your spending decisions, it is time to learn about something called a “budget.” A budget is a tool to help you plan for the money that you earn and the money that you spend. We can use it to plan both our “money coming in” and our “money going out” over a period of time. It can help us to spend our money wisely, and to save more money that we might without it. A budget is simply our planned “money coming in” and how we will spend that money over a period of time—like a week or a month.

On a flip chart, prepare a budget as a sample and post it so everyone can see.

Money In	
	1000 Kwacha
Money Out	
Transport	
Food	
Clothing	
Soap/ Lotion	

Explain the different sections of the budget.

Say:

Now let’s work with another group member to plan for Round Two of the Spending Game. We will all start out with the same amount of money (1000 Kwacha) which we can put in our “money in” row and we will have the same choices to make. But this time we have a chance to plan ahead and make a budget.

So take a few minutes to “budget” how you will use your 1000 Kwacha. Then we will quickly go through the same steps for the game. Repeat all the same steps (buying choices) as in Round one.

Now de-brief the game.

Ask:

- **What did you end up spending your money on? And did you save any?**
- **How did you make your decisions this time? Were they different or the same?**
- **Are you happier with how you spent your money this time? Why?**

Now introduce a more general budget template. If flipchart paper is available, prepare a budget like the one on the right as a sample and post it so everyone can see, or make a photocopy of the budget for each girl. Explain the different sections of the budget.

This next budget is an example of one we could all use to track our actual money in and money out over a typical week. It uses the same overall design as the one we just used in our game, but it is closer to what we might use in real life to apply our new budget making skills.

Tell the girls to try to make a budget for the coming week.

Say:

Think about what “money in” you will have next week. That is money that you get from different sources. Then think about what you will spend next week.

Give the girls 10 minutes to work on a personal budget.

	What I Earnt/ Spent Last Week	What I Plan to Earn/ Spend Next Week
Money In (Income)		
Salary (Income)		
Gifts or Allowances		
TOTAL		
Money Out (Expenses)		
Food		
Clothes		
Phone		
Transport		
School Supplies		
Personal Items		
Medicine		
Savings		
Emergencies		
Other		
TOTAL		

Then say:

Good job. A budget is something that you can use to plan, and can be updating 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. Practice at home as making a budget and sticking to it take practice! Remember, if you don't have enough money 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! 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. Before we leave, I want to give you two rules for savings. Repeat after me:

- Spend less than you earn!

- Save a little every week!

If you follow these simple rules, your savings are sure to grow.
Thank the girls for their work.

Session wrap up with practice activity to be done at home before next session:

Ask the group to think about the budget plan in the future when they have money that they need to plan with. Encourage them to continue using a budget plan in their personal life.



March Year 1: Geography

Week 1: Earthquakes

Session Title: Earthquakes

Learning Objective: To teach learners about earthquakes and plate tectonics.

Estimated Time: 60 minutes



Materials Needed: Cross section of the earth print out / Drawing on the floor with chalk



Facilitator Preparation: Prepare print outs and chalk.

Activities:

Introduction (10 mins)

Today we will be looking at Earthquakes and plate tectonics. But before we look at them too much we must understand how the earth is made up. The facilitator will then show the learners the cross section of the earth with the sections ladled. The facilitator can draw the cross section on the floor with chalk and label the sections and explain them as follows.

Inner Core, Outer Core, Mantle, Crust (15 mins)

Explain the following:

Inner Core: the Inner core is about 70% of the size of the moon and is comprised of Iron and Nickel alloys and is in a solid state. The temperature is 5400 °C!

Outer Core: this is 4,030 °C and is a liquid and made up of liquid Iron and Nickel

Mantle: The mantle is a layer between the crust and the outer core. Earth's mantle is a silicate rocky shell with an average thickness of 2,886 kilometres (1,793 mi). The mantle makes up about 84% of

Earth's volume. It is predominantly solid but in geological time it behaves as a very viscous fluid.

Crust: The crust of the Earth is composed of a great variety of igneous, metamorphic, and sedimentary rocks. The crust occupies less than 1% of Earth's volume. It is the outer most solid part of the Earth, the part that we're standing on.

It is important to stress that we will only be focusing on the Crust and Mantle this session.

Next get out the earth quakes print out and ask learners to point out any patterns that they see.

- The coast of Africa is seemingly in the middle of the Atlantic Ocean, this is because the African continent was made from this line.
- The west coast of the Americas has many earthquakes, South America has a mountain range (Andes)
- The Himalayas have many earthquakes as do many other mountain ranges.
- The Pacific Rim has many earthquakes, this is the area of Indonesia, and the western reaches of Asia.
- Malawi has some earth quakes.

Second activity (15 mins)

An **earthquake** (also known as a **quake**, **tremor** or **temblor**) is the perceptible shaking of the surface of the Earth, resulting from the sudden release of energy in the Earth's crust that creates seismic waves. Earthquakes can be violent enough to toss people around and destroy whole cities. Earthquakes occur mostly along fault lines, Malawi sits on top of a minor fault line which forms the great rift valley, this fault line moves apart from its self and in a shearing motion this stretches and thins the crust.

Then get out the Earthquake anatomy sheet and talk through the various aspects of earthquakes. Explain that earthquakes are a build-up of energy in the earth's crust. Similar to bending a pencil, the energy increases and eventually the pencil breaks/the crust slips. It is difficult to predict when earthquakes will be because it is difficult to know when the energy will be released. It is like predicting exactly when someone will click their fingers.

Divide the group up and talk through what they would do in the event of an earth quake. Have them present their ideas first then ask questions such as.

Would you stay in your house or leave?

Answer: leave because the houses here are fragile and not tall so you are safer outside but you must be careful of power lines.

They should leave all personal belongings

They should turn of electricity if they have it in case of an electrical fire.

Session wrap up with practice activity to be done at home before next session



Week 2: Map Reading and Orientation

Session Title: Map reading and Orientation

Learning Objective: To get The girls to actively do map reading by discussing how to read a map and then getting them to go out into Maji Zuwa on a treasure hunt.

Estimated Time: 1 hour



Materials Needed: Printed maps (at the facilitator's discretion as to how many they need one between two, one between three or four) and printed orienteering sheets. Print out of Map of Karonga, secure the pens in the spots on the map.



Facilitator Preparation: The facilitator will have to go around to each of the points listed on the map and attach a felt tip pen to each of the points and then note the order of the colours that they placed them in.

Activities:

Introduction – 10 mins

Today we will be looking at maps and orienteering. Get out map of Karonga and ask the learners to identify what they can on the map and how can they tell what it is?

- Airport marked with a little plane
- Rivers are in light blue, as is the lake
- Urbanised areas in grey
- Main road in red
- There is a scale in the bottom right hand corner so people can judge distance.
- There is usually a key that explains less recognisable symbols or colours (This map came from the net so the key was interactive)

Explain that the trick to a good map is that It has to be identifiable so that map users interpret the map in the same way. You can ask which way the map is facing. North is the way almost all maps face, if it is not expressed on the map you can safely assume that the map points North. Now explain that the learners are going to put this knowledge into practice by doing orienteering.

Main activity – 40 mins.

Hand out the maps and orienteering sheets. Number the groups 1-16 and explain that each group must start by finding their corresponding number but after that it is up to them to decide what number to find next. Each numbered point on the map represents a felt tip pen at that point, they must find the pen and colour in the corresponding square on the orienteering sheet. You could set a reward, everyone who gets them all and correct gets a sweet or a pen or something.

GO!

Learners can keep the maps and orienteering sheets as they will likely be worn and creased after this exercise.



Maji Zuwa Orienteering Map



- Legend**
- Orienteering Points
 - Paths
 - Maji Zuwa Buildings
 - Flower Beds
 - tent patches
 - Label_Out of Bounds
 - Out of Bounds
 - Car Parks
 - Veg Garden
 - Maji Zuwa Boundaries
 - Outside Maji Zuwa
 - Road





Week 3: The Hydrological Cycle

Session Title: Hydrological cycle

Learning Objective: To teach learners about the hydrological cycle

Estimated Time: 50 minutes



Materials Needed: print out of Hydro System 1 and 2.



Facilitator Preparation: Facilitators should familiarise themselves with the hydrological cycle and make sure they understand it before the session.

Activity with step by step instruction:

Introducion (10 mins)

Water is the key to life, every known life form needs water. Water can come in many forms: Fresh, salty, clean, dirty, rivers, lakes, seas, oceans and ground water to name a few. We will look at the amount of water that is fresh (non salty) and see how much of it we use, then we will look at the processes behind the hydrological cycle. The hydrological cycle describes the continuous movement of water on, above and below the surface of the Earth.

Excercise 1 (15 mins)

Get out Hydro cycle sheet 1

And read top paragraph to learners, then explain the various sections of the poster. Ask learners if they can apply this to their local area. The water evaporates from lake malawi and moves over the land and

up the hills towards Livingstonia, as the air is forced to rise from the hills it also cools and condenses into water and is rained out. The water runs into river that flow back into the lake, some infiltrates the ground and can be drawn up. This is where water from the boreholes comes from. Next ask whether rain from the sea (in coastal areas) is salty? The answer is no because salt cannot evaporate because it is only in solution in the water (dissolved) and cannot transform to a gaseous form.

Part 2 (15 mins)

Use Hydro Cycle 2 sheet, and explain that this shows the same system but with a couple of additions explain these titles:

Water Storage in the Atmosphere: water can be stored in the atmosphere in all three states. It can be stored as water vapour which is felt as humidity, it can be stored as water as clouds and can be stored as ice in cirrus clouds, the highest clouds which are small ice crystals. Explain that the atmosphere is not usually a permanent storage as there is lots of mixing in the atmosphere.

Water storage in Ice: this can be in the form of snow tops on mountains that never melts. This snow can turn into glaciers where snow compacts to form an incredibly slow moving “river” of ice.

Interception loss: Interception loss refers to precipitation that does not reach the soil, but is instead intercepted by the leaves and branches of plants and the forest floor.

Sublimation: This is the process by which ice or snow can convert straight to gas without going into liquid form. This happens on mountain tops and ice caps.

Springs: are where the water table reaches the surface and forms a small river. This can occur due to there being impermeable rock under the surface that the water cannot run through. (this one will likely be too advanced and difficult to grasp but there is an explanation included in case there is a question on the sublimation heading in Hydro Cycle 2.)

Round up (10 mins)

Finlay recap over both sheets asking people to explain what is going on in each section.

Week 4: Globalisation

Session Title: Globalisation

Learning Objective: To teach learners the basics of globalisation and the pros and cons attached to it

Estimated Time: 60 minutes



Materials Needed:



Facilitator Preparation:

Introduction (10 mins)

The world is now a very small, interconnected place, as a result of globalisation. This term is used in human geography and refers to physical and human processes that extend across the world.

Globalisation is not a new term. People have travelled, traded and shared ideas for thousands of years and there are many global linkages, ie people in one country are connected in many ways with people in other countries, this is what globalisation is.

First activity (10 mins)

In recent years the impact of globalisation has become very clear. It can be seen in the following ways: communication between people in different parts of the world can be instant improved transport and communication links have increased trade, the sharing of ideas and the spread of cultures

Factors that encourage globalisation

Write globalisation on a piece of paper and make a spider diagram of what people know about globalisation. Things to look for are factors that encourage globalisation and signs of globalisation.

Factors that encourage globalisation include transport and ICT developments.

Transport developments:

Container ships make transporting bulky goods quick and easy.

Air transport means people and goods move quickly from one place to another. In recent years the cost of air travel has reduced.

ICT developments:

The internet allows people and businesses to communicate instantly.

Satellite communications allow a global view and communications links even in very remote areas. They enable TV and telephone communications.

Mobile phones enable people to communicate and to access the internet wherever they are.

Social networking brings people from all around the world in contact with one another.

Signs of globalisation

Foreign food being readily available in different countries

The spread of English

Spread of culture, - shaking hands as a greeting

The spread of world music and the influences that it brings

These are just a couple of ideas, once you have filled your spider diagram as the group to decide which factors are the strongest.

Global trade

Global trade is the result of uneven distribution of materials and resources across the world. No single country has everything it needs and so countries need to trade with each other. Countries that rely on each other to trade goods and services are interdependent.

Sometimes, countries group together to help increase the volume of trade. The European Union is one example of a trading group (or trade bloc) or the Southern African Customs Union (SACU) and Common Monetary Area (CMA) or the preferential Trade Area for Eastern and Southern African States (PTA).

Second Activity: 10

We will now look at 4 example countries to show us the difference between More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs). Split a big piece of paper into four quadrants by drawing two lines. Label the quarters USA, UK, Malawi, Ghana. Explain that these are only general examples of MEDCs and LEDCs trade. Use this

<p>USA – MEDC May trade high price goods and services with UK. May buy resources from Malawi and farming produce</p>	<p>Malawi – LEDC Sells Tobacco and sugar to America Will not trade much with Ghana because Ghana produces similar products</p>
<p>UK – MEDC May sell some lower price items to Ghana but not much Sell services to America</p>	<p>Ghana – LEDC Will sell agricultural products to UK such as bananas and agricultural produce.</p>

Transnational corporations

TNCs or multinational corporations (MNCs) are companies that operate in more than one country. They often have factories in countries that are not as economically developed because labour is cheaper. Offices and headquarters tend to be located in the more developed world, in countries such as the United States, the United Kingdom, and Japan. Unilever, McDonalds and Apple are all examples of TNCs.

When a TNC locates within a country, there are advantages and disadvantages. As usual take a large piece of paper and make two columns of pros and cons for TNCs

Advantages of TNCs locating in a country include:

- creation of jobs
- stable income and more reliable than farming
- improved education and skills
- investment in infrastructure, eg new roads - helps locals as well as the TNC
- help to exploit natural resources
- a better developed economic base for the country
- poverty reduction
- improved standard of living

Disadvantages of TNCs locating in a country include:

- fewer workers employed, considering the scale of investment
- poorer working conditions
- damage to the environment by ignoring local laws
- profits going to companies overseas rather than locals
- little reinvestment in the local area
- factories are often footloose and jobs insecure. If labour costs increase, the company may move elsewhere

natural resources being over-exploited

Impact of global trade

Some developing countries have benefited more than others from global trade. Developing countries welcome global trade because it brings jobs and investment. The World Bank suggests that trade reforms have reduced poverty in some countries, eg China, India, Uganda and Vietnam.

In other parts of the world, there have been fewer benefits of global trade. For example, many countries in Africa have failed to benefit from globalisation because of unfair terms of trade, the actions of TNCs, poor government or unfavourable physical geography, eg landlocked countries.

Global trade and the environment

Some developments, such as the internet, reduce the need for travel. However producing goods on a global scale can increase the carbon footprint of these products.

Keeping to strict environmental laws, which some countries have, is expensive. A company could locate to a country that has more relaxed environmental laws but while this may increase the profit the company can make, it will cause more harm to the environment.

April Year 1: Peer Pressure

Week 1: Dealing with Peer Pressure

Session Title: Dealing with Peer Pressure

Learning Objective: Be able to define peer pressure, define two types of peer pressure and find effective ways of dealing with peer pressure

Estimated Time: 60 minutes



Materials Needed: Flip charts, markers



Facilitator Preparation: Print out the peer pressure scenario below for each group and hand it out during the session.

Activity with step by step instruction:

Introduction (15 minutes)

Ask group to discuss what they understand peer pressure is and different types of peer pressure, or examples of peer pressure. Ask them to record on a flip chart. After the groups have given some feedback, go through the definition and types of peer pressure listed below:

-**Peer:** A member or a group of people who share the same characteristics. E.g, people of the same sex, age and background.

-**Peer Pressure:** when friends persuade you to do something that you do not want to do or are unsure about

Two types of peer pressure:

-**Bad Peer Pressure:** occurs when you are being forced or encouraged to do something that you don't want to do. Friends have tendency to think that they know what is best for you, and may offer their opinion whether it is wanted or not.

-**Good Peer Pressure:** is being pushed into something that you didn't have the courage to do or didn't think about doing. Another form of good peer pressure is walking away from a bad situation because your friends convince you that it is not in your best interests.



Resisting Peer Pressure (20 minutes)

As a whole group, have a discussion about ways of resisting peer pressure. Record these on a flip chart and then share this information, discussing each point as you go:

-Think about the consequences of your choice. Will you feel good about it the next day?

It is a healthy, positive decision? Are you fully in control of the situation and likely consequences?

-Stand your ground and do not give into pressure

-This means being strong, determined and motivated to stick to your decision

-Feeling strong and sure means you do not give into threats of emotional blackmail (eg, If you really loved me you would..... I will leave you if you do not.... I will have to get sex from other girls then...)

-Keep focused as to what your position is, and why you have decided to choose this decision.

What would you do? (25 minutes)

Divide group into smaller groups of 5-6 people. Ask them to come up with ways of dealing with this situation in the exercise below. (Hand out the small print outs you prepared before the session one per group).

"I am having problems with friends at school. We are a group of five. I enjoy being with them and doing things, but sometimes after school we get together and do things I am not comfortable with, like stealing and smoking cigarettes. Another time they found a can of paint and sprayed words on a garden wall. I have sometimes said to my friends that I don't feel comfortable by they laughed at me and teased me and called me names. They said that if I don't want to do these things with them, then I must leave the group. I do not want to be without friends, but I feel bad doing these things."

Ask each group to come up with ways of how you could address this situation and present them back to the group.

Session wrap up with practice activity to be done at home before next session:

Ask participants to think of any ways that they might have been peer pressured in the past, or may have peer pressured someone without even realising- good or bad. Ask them to think about, over the next week, what the consequences might have been. Ask learners in the next session if they feel comfortable sharing some situations.



Week 2: Dealing with Peer Pressure (Part 2)

Session Title: Dealing with Peer Pressure (Pt 2)

Learning Objective: To practice ways of dealing with peer pressure, learn the three C's, think more about making decisions and their consequences

Estimated Time: 60 minutes



Materials Needed: Printed out peer pressure scenes, flip charts, markers



Facilitator Preparation: Copy and paste the 5 scenarios into a new document and print out ready to give each group their own copy of the scene for them to work with.

Activity with step by step instruction:

Introduction (15 minutes)

Ask the group to come forward with any short stories they know about peer pressure. Have they been peer pressured in the past? What happened? Have they seen someone be pressured into doing something? Tell them a story about a girl who was pressured by her friends into stealing something from a teachers office. Even though she didn't want to do it, she did so she could be friends with that group of people. When the teacher asked the class if they knew anything, the same people who pressured her into stealing told the teacher that she had committed the crime.

Ask the group what she could have done instead of stealing?

Ask these three questions:

- What were the challenges about the situation?
- What were the choices that she had in that situation?
- What were the consequences of the choice that she made?



- Explain that people often find it difficult to make choices that are different from what their friends are doing. This is often the case even between close friends. Often people feel that by saying "no" they are hurting the other person or that their friend will think less of them.

The Three C's (10 minutes)

-Introduce the learners of the Three C's model: **the Challenges, the Choices, and the Consequences**. When using this to tackle peer pressure, challenges means that we look at the challenges of the situation (e.g. are you in danger, what is challenging about the situation, is it a sensitive nature, are you being physically forced into something?) The challenges of a situation should always be addressed before acting. The choices refer to what different choices you have in your situation. What options do you have? The consequences mean what are the results of your choice? What will or could happen next after you chose your actions?

Point out that they can use the Three C's for decisions that could have a major impact on a person's health or future.

Activity (25 minutes)

Read the following scenarios to the girls and have them come up with as many ways to resist peer pressure as they can think of, thinking about the three C's.

- 1) Mary comes from a poor family who cannot buy her all the clothes she wants. Her friend Fannie has so many nice clothes and Mary wishes she had all the clothes Fannie does. Fannie tells Mary that if she gets a sugardaddy, she will also be able to buy nice clothes for herself. Mary knows this is not a good idea, but she really wants to have nice clothes. What should Mary do?
- 2) All Angela's friends have started drinking spirits after school. One day on her way home from school Angela's friends ask her to come with them to drink. Angela has to study for her English exam the next day and she knows she should not be drinking, so she tells them no. They tell her that she is smart so she doesn't have to study and she can just have one drink. What should Angela do?
- 3) Tiwonge doesn't have all the books she needs for school because she has many brothers and sisters. She tells her friends about her problem and they tell her to just steal the books from the school. Tiwonge really wants to do well in her classes, but she also knows that stealing is wrong. Her friends tell her that no one will find out and having the books so that she can learn is more important than being honest. What should Tiwonge do?

Session wrap up with practice activity to be done at home before next session:

Group discussion (10 minutes)

Discuss how young people can get tricked into taking drugs without their knowledge or have sex when they wanted to abstain. Ask the learners to share some ways that young people could be tricked into doing something that they did not want to do.



Week 3: Ways of Resisting Peer Pressure

Session Title: Participant Peer Pressure

Learning Objective: The participants will have a go at pressuring their peers to do something. This session will give the group hands on experience with dealing with peer pressure.

Estimated Time: 60 minutes



Materials Needed: Flip chart, pens, activity cards for each participant.



Facilitator Preparation: Make a small card with each of the actions on it (add more if your group will be large) ready to hand out to each participant. Copy the 'how to take care of oneself' list from the closing activity.

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group if they can remember what the last two sessions have been about. (Examples are good peer pressure and bad peer pressure, ways to deal with peer pressure, the three C's). Now explain that although we have done role plays in recent weeks, this week we are going to put what we have learnt into practice by resisting peer pressure.

Activity (30 minutes)

Hand out each girl a card (get them to pick a card anonymously). Keep a list with you of all the actions that are written on the cards. Go through all the actions and explain what each of them mean. Now, choosing someone to start, they must try to get the person on their left to do whatever is on their card. The person on the left can choose to do the activity, or choose not to, but they have to explain to the person clearly why they do not want to do it. After each girl has asked the person to her left to do the

activity on her own card, then discuss how everyone felt being asked to do something by the other person. For those who refused, how did it feel refusing? Were you embarrassed, shy, confident? Why? For those who said yes, why did they say yes to the person asking them to do the activity?



Ask participants to think about some of the activities on the card... For the activities like giving someone a compliment, people are more likely to do that rather than refuse to. But what about the ones such as pick your nose, annoy someone, etc.. Why are we more likely to refuse pressure to those activities?

Now explain that although some people chose not to do the activity, this time we are going to play the game again and anyone who is asked to do something bad will refuse. They will be very clear in the reasons why they are not going to do it, and explain to the person peer pressuring those 3 reasons why they will not do it.

(There will be two rounds of this game. The first round, the person may choose to do the activity rather than refuse it because they feel pressured into it. Those who refuse may not give a strong reason and might feel embarrassed trying to explain to the group why they don't want to do it. The second round we will encourage the girls to firmly explain why they do not want to do the activity. During the second round, everyone with a bad or negative activity will not do it. They will refuse, explaining why).

After the second session, ask the group what was different this time? How can we apply what we have learnt today to real life? During the first round of the game, lots of people decided to give into the peer pressure. During the second time, it became easier because we had practiced. It is not always easy to say no to peer pressure, but most of the time, saying no to any negative peer pressure, such as having sex (especially having sex without a condom), is the best thing to do so we can protect ourselves from bad consequences.

The list of activities (which can be added to or revised by the facilitator):

Give something you own or have with you to the person on your side.
Tell the person on your side a secret.
Tell the person on your side a lie.
Stand up and do 10 jumping jacks.
Hug the person next to you
Shake hands with the person next to you
Take something from the person on your side, without asking.
Do something that you know will annoy the person beside you.
Give the person next to you a nasty stare.
Pay a compliment to the person on your side.
Stand up and sing a song.
Cough loudly for 2 minutes.
Pick your nose.
Pick your ear.
Scratch yourself hard.

Session wrap up with practice activity to be done at home before next session:

Saying no to negative peer pressure has lots of benefits. Mostly, it means we are taking care of ourselves. Ask each of the group to copy down this mantra:

I will take care of myself

I will...

-recognize negative peer pressure and learn how to say "no" when asked to do something that is not in my best interests.

-I will strive to do my best as much as possible, giving myself credit for my accomplishments.

I will find ways to reduce stress in my life.

I will find healthy outlets for the stress in my life that I cannot control.

I will set goals for the future and strive to achieve them.

Always remember the key points that help us to take care of ourselves!



Week 4: Peer Pressure and Sex

Session Title: Peer Pressure and Sex

Learning Objective: To understand the deeper consequences of having unprotected sexual activity

Estimated Time: 60 minutes



Materials Needed: Print outs of the excuses and responses



Facilitator Preparation:

Introduction (10 minutes)

Peer pressure can often cause people a lot of stress and anxiety and we all have to be careful about making decisions based on what others say because we might not make the right decisions for ourselves. Now read the class this information:

“Unprotected sexual activity has consequences for adolescents, their families, and the children they may bear. Should a young woman become pregnant and have a child, her prospects for education and employment are greatly reduced. Should the young father quit school to help provide for his family, his opportunities may be similarly diminished. Parents or guardians of adolescents may also share in the burden of caring for unwanted children. Children born to such circumstances are themselves more likely to start life with low birth weight, medical complications, and reduced opportunity to achieve their full potential.”

Peer pressure can lead to risky sexual behaviour. Risky sexual behaviour includes: early onset of sexual activity, non-use of contraception’s (condoms) and teenage pregnancy. Practicing how to avoid peer pressure related to risky sexual behaviour is important, as it means we can be equipped if we are in a situation where we are pressured. Remember, peer pressure can come from anyone, including a long term boyfriend, a friend or someone you know really well like an elder or a friend of your parents.

Activity (15 minutes)

Divide participants into pairs and ask them to decide who will be #1 and who will be #2. Tell the #1’s they are going to put pressure on their partner. They must use any way they can to convince their partner to do what they ask. You can use either of the scenarios: Scenario A #1 must convince #2 to have unprotected sex. Scenario B #1 must convince #2 to stick their tongue out.

Tell the # 2’s they must find ways to resist and should not give in to the pressure under any circumstances. Give the groups 3-4 minutes to complete the role-play. Once you have stopped the activity ask each group how it felt to put pressure on their partner or to be under pressure. As the groups report back summarise their ideas on the board.

The following themes may come up:

- People with strong ideas about what they want can resist pressure more easily

- People who feel good about themselves and their values can resist pressure more easily
- People who have good information about the issue can use it to resist pressure
- Cultural norms (such as gender roles in scenario A or not wanting to be rude in scenario B) can make resisting pressure difficult.

Passive, Assertive and Aggressive (15 minutes)

Write the words passive, assertive and aggressive on the board. Ask students to give examples of each (verbal and non-verbal). Write these ideas under the corresponding word. Ask the students which behaviour they think is the most constructive response to peer pressure and why. Write these ideas on the board. Give out the quiz sheets and ask students to fill them in individually.

(Passive: accepting or allowing what happens or what others do, without active response or resistance. E.g, your friend takes someone of yours and keeps it and you do not say or do anything about it).

(Assertive: having or showing a confident and forceful personality. Similar words include, confident, bold, decisive)

(Aggressive: pursuing one's aims and interests forcefully, sometimes unduly so. Or, ready or likely to attack or confront)

Begin a whole class discussion by asking students what they think the advantages and disadvantages of being assertive, aggressive or passive are in response to peer pressure or pressure from a partner to have unprotected sex

Excuses for Condom Use (20 minutes)

Ask the group to think of reasons why boys or men might try and give an excuse for not wearing a condom. When a woman decides that she is ready to have sex with someone she loves, she should always use protection. Sometimes, she might be pressured into having sex without a condom, which we know is risky sexual behaviour and can cause many bad consequences for us.

Get into small groups and discuss for a few moments some of the excuses that a man may use for not wanting to wear a condom. Now write these on a white board and add the ones listed below.

After coming up with a list of ways that someone might pressure us into not using a condom, now get the groups to think of things we can say in response to them. After each group has given some ideas and shared with the group, you can now give them the below information. Go through the points one by one and discuss the responses as a group. Print out a sheet and give to each participant.

Excuse: Don't you trust me?

Response: Trust isn't the point. People can have infections without realising it.

Excuse: Just this once

Response: Once is all it takes.

Excuse: It ruins the moment

Response: Get used to putting on a condom and thinking about sex while you're doing it. Your partner could put it on for you, or you could watch your partner undress or masturbate as you're putting the condom on. This way, you'll stay aroused, and it will become part of sex, not an interruption.

Excuse: They hurt or 'they're too small'

Response: A condom that's too tight may feel uncomfortable. But condoms come in a range of sizes, so you can easily find one that fits properly. A condom can hold 14 pints of beer, or around 24 cans of soft drink, so it should fit around you or your partner's penis! A doctor, community contraceptive clinic or pharmacist can help you to find a brand that suits you

Excuse: But I love you

Response: Then you will help us to protect ourselves. If you loved me then you will not want either of us to be at risk of pregnancy, diseases or dropping out of school early due to any of these reasons.

Excuse: We've been seeing each other for a while

Response: Many STIs, such as Chlamydia, don't have any noticeable symptoms and can lie undetected for a long time. Even though you may have been with your partner for a while, you still may not be risk free. Discuss your sexual history with your partner and get checked at a sexual health (GUM) clinic before you stop using condoms.

Excuse: I'm allergic to them

Response: Only a very small number of people are allergic to condoms, so don't always trust someone who tells you that they are. An allergy is not a good excuse to have unprotected sex, because there are condoms that don't cause allergies.

Excuse: I like it natural

Response: Sex with a condom can feel natural. You may find that some condoms are more comfortable than others and may feel more 'natural'. Some men find that using a condom can make their erections last longer. Having sex without a condom may seem natural, but it puts you and your partner(s) at risk of infection and pregnancy.

Excuse: I'm healthy!

Response: It doesn't matter how healthy and fit you are: if you have unprotected sex, you're at risk of catching an STI including HIV & AIDS and having an unwanted pregnancy. It's easy to think it won't happen to you, but it can. You or your partner may not realise that you have an STI because many people have no noticeable symptoms. For example, 70% of women with Chlamydia and 50% of men with Chlamydia don't have symptoms. You can't tell whether someone's got an infection by looking at them. Just because you can't see any obvious symptoms, such as sores or warts, doesn't mean you're free from STIs.

May Year 1: Traditional Arts and Skills

Week 1: Dancing

Session Title: Dancing

Learning Objective: To learn the importance of dancing and practice performing in front of others.

Estimated Time: 60 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 mins)

Explain that dancing is a form of creative expression that can strengthen our bodies and connect us with others.

Ask the girls to name some benefits of dancing and list them on the flipchart. Then display a flipchart with the following benefits:

1. Improved condition of heart and lungs
2. Improved muscle strength and endurance
3. Stronger bones
4. Better coordination
5. Improved balance
6. Increased physical confidence
7. Improved mental functioning
8. Improved general psychological wellbeing
9. Greater self-esteem



Activity (40 mins)

Divide the girls into groups and have them come up with a dance according to the style of a song. Once they have finished, have them present their dance to the group.

[Week 2: Drawing](#)

Session Title: Drawing

Learning Objective: Practice drawing and attention to detail.

Estimated Time: 50 minutes



Materials Needed: Printed pictures, papers, pencils, colored pencils, markers.



Facilitator Preparation:

Activity with step by step instruction:

Drawing Practice (50 minutes)

Choose three images to print and hand on the wall. Each girl should choose one drawing to copy exactly. When the girls have finished, they should hang their drawing next to the original and everyone can look at each other's drawings.

Session wrap up with practice activity to be done at home before next session:

Have the girls bring their drawing home and encourage them to hang it in their home.



Week 3: Singing

Session Title: Singing

Learning Objective: Practice writing a song and singing.

Estimated Time: 60 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

Explain that singing is a fun way for us to express ourselves and connect with others. Ask:

- What are some places where you sing?
- What do you enjoy about singing?
- What is your favorite type of music?

Ask the group what they think some benefits of singing are and write their ideas on the flipchart. Explain that the following benefits have been found to be associated with singing:

Singing...

1. Can strengthen the immune system
2. Strengthens your lungs
3. Can improve your posture
4. Is a natural anti-depressant, which means it makes you happier! When we sing, the brain releases feel-good chemicals called endorphins.
5. Lowers stress levels. It relaxes your muscles and lowers a stress hormone called cortisol in the blood.
6. Improves your mental alertness, concentration, and memory. It improves blood circulation and helps more blood to reach your brain.
7. Can boost your confidence.
8. Is a way to connect with others.



Songwriting (40 minutes)

Instruct the girls to get into groups and write a song of their choosing. It could be gospel, traditional, hip-hip, or any other genre. Once the song is written, they will present it to the class.

Week 4: Knowing Your Skills

Session Title: Knowing Your Skills

Learning Objective: Identifying skills and knowing how to use them.

Estimated Time: 60 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Introduction (20 minutes)

Ask the girls if they know the meaning of a skill.

- Skill: the ability to do something well or being experienced in something. Skills are also often things that we enjoy doing because we are good at them.

Hard versus soft skills

Hard skills – skills that a person can learn and “do”

- Typing
- Writing
- Reading
- Mathematics

Soft skills – also known as “people skills”

- Communication
- Leadership
- Listening
- Teamwork



Have the girls think of some hard and soft skills that they have. Write them on a flipchart.

Activity (40 minutes)

Have each girl think of one skill that she is particularly proud of. Have her think of how she first realized she had this skill and what she does to practice and improve it. Once the girls have thought of their skills, a few should come to the front and explain and demonstrate their skills.

Explain that it is important that she share our skills with others. When we do this, we get better at our skills, improve our self-confidence, and help others learn new skills.

June Year 1: Conflict Resolution

Week 1: Conflict Resolution and Assertive Communication

Session Title: Conflict Resolution- Assertive Communication

Learning Objective: To understand conflict resolution strategies and practice assertive communication

Estimated Time: 50 – 60 minutes



Materials Needed: Bottle Tops, flip chart and markers.



Facilitator Preparation: Write the meaning of assertive communication on a flip chart ready to display

Activity with step by step instruction:

Introduction (20 minutes)

Ask the group to come up with a definition of conflict. What is conflict? Where does it happen? Why might it be caused? What different types of conflict might there be? Write some answers on a flip chart.

Give this definition: We often think of wars, violence and destruction when we think of conflict, but conflict is often part of day-to-day life. Conflict can be personal, local, national or international. Ask the group to split into 4 groups and to list on flip chart paper what kind of personal, local, national or international conflicts they can think of. Groups should present back to the class. Try and focus on some of the personal conflicts that the group bring up. Invite members of the class to add to any of the conflict types if they can think of something that group hasn't.

Personal Conflict (15 minutes)

Explain that personal conflict will affect everyone at some point in their life. Its important for us to know how to deal with it so that when conflict does come our way, we can handle it well and without making the situation worse. Who can give us some examples of personal conflicts? Perhaps something they have experienced themselves, or have witnessed happen? Ask for answers and record on a flip chart.



Begin to talk about ways of dealing with conflict: What can we do when we come into conflict with some one? How do we avoid conflict? What should we do if we do come into some kind of conflict (everyone will come into some kind of conflict at some point in their life). Write answers of how we can avoid a conflict on a flip chart before moving onto the next activity.

Assertive Communication (25 minutes)

Explain that the responses to fight or take flight are the most natural responses in conflict situations; however, they are not always the most effective. Assertive communication is a more effective way of dealing with people.

Display the definition on a flip chart: Assertive communication can be defined as a person's attempt to convey his/her needs or wants while considering the needs and wants of other people.

Although assertive communication takes practice because it feels unnatural, the key point is that an attempt is made to meet the needs and wants of all involved. Explain the following information:

When there is personal conflict, it is always important to remember the three P's...

-People: There are two or more people or groups of people involved

-Problem: The people involved are in opposition about something- that 'something' is the source of the conflict and can be thought of as the 'problem'.

-Process: The behaviour of people involved, or the way they respond to each other. Typically, to resolve a conflict, the interaction between the people has to change before they can focus on solving the actual problem.

Introduce “I” statements:

The first step in assertive communication is to have the class practice the use of “I” statements. Give the group an example of the difference between an “I” statement and a “you” statement.

Example: Pick a member from the group and role-play. Have the participant be the employee who has left the shop a mess.

You are at work and your boss comes up to you and says, “You always leave all the tools lying all over the garage. You don’t have any respect for my shop or my property”.

- Ask the participant how this interaction made him or her feel. Then ask the rest of the class the same question. Try to elicit responses as angry or defensive.

- For the same participant, use the same example. This time use an **“I” statement**. For example, “I have a problem. I feel disrespected when I see my tools laying around the garage because I paid a lot for them and this business is important to me”.

- Ask the participant how this interaction makes her feel. Then ask the rest of the class. Try to get responses such as more respected, less angry, less defensive, and more appropriate.

“I” statements are designed to express and take responsibility for your feelings rather than blaming others.

There are four steps to developing an “I” statement. The focus is on the action or the circumstance you want changed, not on the person.

1. First, tell the person, “I have a problem”.
2. Secondly, make a non-threatening description of the problem.
3. Third, tell the person how you feel about the problem.
4. Finally, let reality be the disciplining agent by asking two questions:
 - If you continue the behaviour, will it make our relationship better or worse?
 - Do you want our relationship to get better or worse?

Example:

“I have a problem. When I see you spend time with other friends, I tend to get jealous and feel left out. Now, if this behaviour continues, will this make our friendship better or worse? Do you want our **relationship to get better or worse?**”

Give these examples to the class and ask them to write “I” statements and “You” statements.

- You hear a rumour that your friend has been spreading rumours that are not true about you
- You fall asleep on your desk at school and are awakened by the teacher slapping the desk.

Ask the class to work in pairs to develop scenarios with dialog and then have them role-play.

Session wrap up with practice activity to be done at home before next session:

Ask participants how it was to use both statements. In addition ask how it was to be on the receiving end. Ask volunteers to contribute their answers and highlight the differences between using 'I' statements versus 'you' statements.



Week 2: Taking Space to Resolve Conflicts

Session Title: Conflict Resolution- Taking Space

Learning Objective: To learn more ways to deal with conflict or confrontational situations

Estimated Time: 50 minutes



Materials Needed: Flip charts and markers



Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

Ask participants if they can remember some of the conflict situations that they came up with last week. Now give them a new scenario:

Your boyfriend that you have been meeting regularly for a short time starts to push you to have sex with him. You have already told him that you do not want to have sex yet, since you first want to gain an education as well as retain your virginity for someone who loves and respects you, as well as someone you love and respect too. When you say no and explain why, he begins to get angry. He starts to say that you don't love him, and that he will find another girlfriend who really does love him instead of you. You begin to get annoyed and angry back at him, since you cant believe he is treating you this way.

Ask the girls, in groups of three, to discuss what kind of things they can do in this situation. Get the groups to feed back to everyone about what they can do and record them on a flip chart.

Taking Space (20 minutes)



Explain that you will introduce the class to a new way to resolve conflict. It is called taking space. Ask: has anyone ever felt angry in a situation, or been faced with someone who is angry. Explain that it is difficult to act in the way we would like to, since anger clouds our judgement and we do things we don't want to when we are angry or faced with anger. Imagine your boyfriend gets angry at you... Some girls who are not empowered might give in to him and agree to have sex, just to get him away and

stop bugging them. This is not the solution.

Taking space is removing one's self, either mentally or physically, in order to feel safe, secure, and/or in control of a situation.

It can be necessary at times to slow down the process of becoming angry. This can be done by physically moving to a safe place or mentally by changing one's focus. The goal is to avoid escalating the situation.

Have the group give ideas that might work for them and create a list on the flipchart of concrete examples on how to mentally or physically take space. Encourage others to look at new options that may work for them.

Write on the flipchart: Rules for taking space:

1. Start by using "I" statements.
2. State your position. ("I really don't feel like I want to have sex with you")
3. Indicate that you will be gone (do not ask for permission). ("I am feeling too angry/ upset to talk about this right now.")
4. State a definite time you will return. ("I'll be back in one-half hour.")
5. Promise to work out the matter when you do return. ("When I get back, we can sit down and talk about it.")

Don't:

1. Blame others
2. Storm away
3. Debate the matter at that time
4. Order others to do something

Challenge students to think of possible ways to take space in their own environment.

Have the group role play some examples as you have in the past. They can use previously mentioned situations and examples of an anger situation or a problem that has surfaced in the class. The more relevant the situation is to their lives, the greater impact it will have on them.

Relaxing and Putting the Matters into Perspective (15 minutes)

This is a technique used to focus yourself on getting your attention, realizing your self-worth, and putting the whole matter into perspective. The techniques used are:

Affirmations

Thinking or saying out-loud to yourself something about you that is always positive and always true.

- I care about others and myself.
- I am a hard worker.
- I am going to make good things happen.
- I learn from my mistakes.
- I will achieve my goals if I work hard
- I will stick to my decisions that I make

Have participants identify personal affirmation statements and say them with the rest of the group. These affirmations can be used when we are stressed in a situation, or when we are taking space from a tricky situation. It will allow us to be positive about ourselves, and make the right decisions.

Session wrap up with practice activity to be done at home before next session:

Session Wrap-up (5 minutes)

Remind the group that peer pressure situations, like a boy pressuring you to have sex, you need to think about and use all of these ideas to ensure you make the right decision for you.



Go back to the list made at the beginning about how we could potentially deal with situations which involve anger. Add the two methods discussed in this class to the list and go through the list with the group. Ask volunteers to explain what methods they might use in the future and why. Notice if some participants choose the new methods discussed in this class and emphasise why these methods can help us to avoid making hot-headed decisions that we may regret, and resolve any conflict situations in a strong and empowered way.

Week 3: Physical Violence and Conflict

Session Title: Fighting and Conflict

Learning Objective: To learn that fighting is not an acceptable method of conflict resolution

Estimated Time: 45 minutes



Materials Needed: Flip chart paper, markers,



Facilitator Preparation:

Activity with step by step instruction:

Energiser and introduction (15 minutes)

Start with an energiser and then move on to introduce the session. Ask the group what they define violence as. Why do they think some people use violence to handle a conflict situation. Can they think of some situations where they have seen violence used in a situation. Encourage the group to think back to week 1 when we discussed different types of conflict (personal, group, national and international).



What about wars..? Wars are effectively a fight over a problem. Usually, during a war, the problems were not resolved in the right way, and this has resulted in many violent wars and deaths happening throughout the world. Are there groups in Malawi who fight to get their point across? Ask the group if they know of any other 'groups' who fight to get their message across.

Ask a few members of the group to quickly put together a short role play that illustrates a conflict and violence. Get them to act it out to the group and allow the group to comment on it: Was it OK for the person to be fighting? Why/ why not? Did it solve the problem?

Fighting (20 minutes)

After the students have offered suggestions, ask them to split into two groups. Group one will discuss and record answers about positive things they can think of about fighting or using violence to resolve a conflict. If they have trouble naming any, ask them to think about a fight they might have won in the past. What feelings did they have? What positive things did the fight accomplish?

The other group will be doing the same but for negative consequences of fighting or using violence to deal with conflicts.

After a short while, swap the papers over and ask the groups to add to what has already been written on the flip charts.

If necessary, ask about specific areas of students' lives: What might be the consequences of fighting at home? At school? On the playground?

Ask the groups to report back to the rest of the class. Everyone should be of the agreement that fighting is a bad way for people to resolve conflicts. The negative list will probably be significantly longer. Why is it longer?

Discuss the following questions with students: (10 minutes)

- a. Which list is longer? Why?
- b. Which of these negative things is a short term consequence? Which is long term?
- c. What are some ways you could get the positive effects of fighting without fighting?
- d. If there are so many reasons not to fight, why do people fight?
- e. Where do we get our ideas about fighting?

Session wrap up with practice activity to be done at home before next session:

Ask the group to discuss in pairs what effects violence or war might have to:

(i) Individual person

(Possible answers: mental instabilities such as post traumatic stress disorder, injury, death, could cause someone to be withdrawn from others, no trust in other people).

(ii) A family

(Possible answers: A loss of a family member due to violence could mean the 'breadwinner' leaves his family in problems, money spent on a family member in hospital)

(iii) A community

(Possible answers: Could make the community feel unsafe, parents are worried about childrens safety,



community relationships can become strained).

(iv) A country

(Possible answers: public services could be ruined such as schools, hospitals, religious buildings, government offices)

Ask pairs to give their answers and record information on a flip chart, adding any of the possible answers above that have not been mentioned.

Explain that the next session focuses on war and communities and we will further discuss some of the ideas then.

Week 4: Conflict in Malawi

Session Title: Conflict in Malawi

Learning Objective: To understand and discuss the types of conflict that happen in Malawi and its consequences.

Estimated Time: 55 minutes



Materials Needed: Flip chart paper, markers, pens, books.



Facilitator Preparation:

Activity with step by step instruction:

Introduction and case studies (15 minutes)

Explain that today we will be discussing conflict in Malawi. Ask the girls to think of some common causes of conflict in Malawi, maybe ones that they have seen in their communities, and write them on the flipchart. Then, have the girls think of solutions to each of these problems.

Roleplays (40 minutes)

Divide the girls into groups and assign a roleplay to each. Have each group come up with a solution to the conflict in their scenario and add it to the ending of their roleplay.

Political conflict: two or more parties competing with each other

- Two parties, the Lake Malawi Party (LMP) and the Malawi Goat Party (MGP) are campaigning for the presidency in the upcoming election. LMP has more supporters than MGP, so members of MGP have been burning houses of the leaders of LMP to stop them from having meetings. They are also creating programs at the same time as LMP speeches to try to prevent people from attending the political rallies.



Family conflict

- John is the firstborn son in his family. His parents were so proud when he went to secondary school. However, one day John left the school boundary and was kicked out of school. When he told his parents, they were angry with the school for not giving John another chance and helped find him a spot at a different school. A few years later, John's younger sister, Charity, went to secondary and broke the same rule, but when she told her parents, they were very angry with her and told her that she would not be able to complete her education. Charity was angry because, even though she had broken a rule, this was unfair treatment.

Community conflict



- In a community, the chief calls for meetings every month. Everyone in the community is supposed to join the meetings, but only a few of the same people attend the meetings each month. An NGO decides to donate resources to the community, and the chief gives them to the people who come to the meetings. When the people who have not been attending the meetings find out about this, they are very angry, because they need the resources too.

Conflict between men and women

- A community has started a project to build a new secondary school. Everyone in the community wants to help with the project, but whenever women come to the worksite, the men yell at them and chase them away, saying that building is 'men's work' and women are too weak to help. The women are very angry at not being taken seriously and being denied their rights.

July Year 1: Stress and Emotions

Week 1: Stress and Emotion

Session Title: Stress and Emotion	
Learning Objective: By the end of this session, learners should be able to define stress, and emotion and know different types of stress.	
Estimated Time: 50 minutes	
Materials Needed: Flip charts, markers	
	
Facilitator Preparation:	

Activity with step by step instruction:

Introduction (15 minutes)

The facilitator must introduce the monthly topic to participants. In your introduction, consider the things below; stress refers to the way your body responds to challenges and gets you ready to face something with attention, energy and strength. Stress gets you ready for action. When you feel you can cope with challenges, stress gives you the motivation to get things done. But, sometimes too much stress can cause us damage.

-Ask the learners to share with the group their understanding of what stress and emotion is. Ask them to identify different types/kinds of stress/emotions, or why someone might become stressed and emotional and write their responses on the flip chart.

Kinds and types of stress:

- Acute stress; is the most common form of stress. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Acute stress can drop in anyone's life, and it is highly treatable and manageable (**Ask the group what kind of things might cause acute stress- e.g exams, money problems, worrying about something, being pressured into something, a bad relationship, having something bad on your mind**)



- Chronic stress; this stress tears the life of a person apart his mind, body or spirit. It's the stress of poverty, of dysfunctional families, of being trapped in unhappy marriage, or in a despised job or career. It is a stress that never-ending troubles have brought to the people.
- Episodic stress. It is common for people with acute stress reactions to be over aroused, short tempered, irritable, anxious and tense.

Stress and Emotions Role Plays (20 minutes)

Ask the group to split into smaller teams. This activity will see each group deliver a role play which has a situation in which is stressful or brings about strong emotions. The end of the role play should show what might happen when stress builds up and 'explodes' out of us in unhealthy ways. Help with some examples (or record group ideas on a flip chart before starting the activity) and let the groups know that they should not be doing the same role plays twice.

Explain that when someone gets stressed, it is usually some small things which build up more and more and end up in a person having a burst of anger or emotions. Before letting the groups split off, give this example of stress being caused by small things building up on us (do actions as you tell the story):

Imagine an empty glass. There are drops of water dripping into the glass. Each drop is small, but, over time, the drops add up and fill the glass until it is overflowing. This is how stress affects us. Each bit of stress may seem small, but, over time, it can add up until we feel like we are overflowing with stress. If we don't take care of our stress in healthy ways, when it builds up, we sometimes release it in negative ways.

This example is what usually happens to people who are stressed. Stress might only come to us in small batches, but if it builds up, it can be very hard to deal with, so we must do what we can to keep stress free all the time! No one likes to be stressed, do they?

Give groups 15 minutes to practice a role play which lasts a few minutes. Move around the room and

assist where necessary.

Role Play Performances (15 minutes)

After each performance, get the rest of the group to summarise what happened in the play. The role playing group should explain the drama to the rest of the group and answer any questions.

Session wrap up with practice activity to be done at home before next session:

Ask learners to think about some of the different reasons that someone may become stressed as shown in the role plays.

Ask participants to think of some ways of handling stress, and these findings will be used for the next lesson.



Week 2: Coping with Extra Stress and Strong Emotions

Session Title: Coping with Stress and Emotions

Learning Objective:

By the end of this session, learners should be able to:

- Know the signs and symptoms of stress
- Identify the causes of stress
- Know how to manage stress

Estimated Time: 60 minutes



Materials Needed: Flip charts/board, markers/chalk



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

-Ask participants what they remember about last week's sessions. Remind the students the definition of stress if no-one can remember: **Stress is your body's response to certain situations. The types/kinds of stress. Ask if they came up with any ways to deal with stress, as you asked them last week to come up with some of these ideas.**

Remind participants about last weeks 'wrap-up' activity. They were asked to come to this session with ways of dealing with stress that they may have found. Ask for contributions and record answers on a flip chart before moving onto the next activity.

Group Work (20 minutes)

-The facilitator should divide the learners into groups and assign them the following questions: (Ask the questions one by one and give the group a few minutes to write responses on a flip chart. As the students shout out their ideas, group by group, you should record them on a large flip chart in a spider diagram, one per question). Ensure all of the examples below are mentioned during the discussion, explaining the answers one by one:



A. What are the causes of stress?

Study worries, looking after other family members, friendships, family conflicts, body image, work, bullying, discrimination, alcohol and other drugs abuse, tension between cultural worlds, high personal expectations, high expectations from parents, teachers, and friends

B. What are the signs of stress?

Behaviour: decreased contact with family and friends, poor work relations, sense of loneliness, avoid others and others avoid you because your cranky, failing to set aside times for relaxation through activities such as hobbies, music, art or reading.

Emotional: irritation, no sense of humour, frustration, jumpiness/over excitability, feeling overworked, feeling overwhelmed, and apathy.

Mental: confusion, mental slowness, general negative attitudes or thoughts, constant worry, forgetfulness, difficulty thinking in a logical sequence etc.

C. How can a person manage stress in either positive or negative ways?

avoid alcohol and substance abuse, indulge in physical activity, get more sleep, try relaxing techniques, talk to someone about your worry, keep a stress diary (it will help you become more aware of the situation which cause you to become stressed), take control, manage your time, and also you have to rest if your ill.

(This last section is important, as the rest of the class will be focused on learning about managing stress- so encourage people to share what they do if they become stressed)

Managing Stress (15 minutes)

After the discussion you should summarise the key points for the group. Now ask them to sit on the floor cross legged and close their eyes. They are going to imagine that they are having a very stressful day. Ask them to visualise everything from the morning up until the evening. Get them to imagine the most stressful day EVER! After a few moments, bring the group back and ask them to open their eyes. Call on some girls to tell us about their most stressful day. Ask the group how they felt, imagining such a stressful day! Now, do the same again. But this time, imagine the most relaxing day ever. Ask the group to spend a few moments imagining that day too. Ask participants to share their experienced on the relaxing day too.

Now ask the group what the key things were in peoples relaxing days and stressful days- compare these days- what was different? Record some of the different things on two different flip charts as you go so we can see the differences between people personal stressful and relaxing days.

Now explain that we are going to discuss some of the things we can do when we are having one of those stressful days, or even weeks. On different flip charts, write the headings:

- Relaxation Techniques
- Exercise/ Physical Activity
- Proper Diet, Nutrition and Lifestyle
- Communication
- Coping with Circumstances

Asking the group to contribute stress management ideas under each of these headings. Explain that these are the categories that we can employ when managing stress. Sometimes, stress management needs to be instant, like when we need to remove ourselves from a situation. Other things, such as exercising and getting enough sleep and drinking water are things we can do to avoid stress in the future- they help towards our mental wellbeing. Write down answers (ask the group to think back to their stressful day that they imagined, and think about what things would make them relax in that situation).

Category 1: Relaxation Techniques

Meditation, deep breathing exercises, visualize yourself in calming situations, slowly count to 10 in your head to calm down, do something creative like drawing or making something crafty.

Category 2: Exercise/Physical Activity

Stretching, swimming, walking, running.

Category 3: Proper Diet, Nutrition and Lifestyle

Eat a well-balanced diet, drink plenty of water, avoid eating processed foods, avoid overeating, reduce the amount of caffeine you consume, get plenty of sleep.

Category 4: Communication

Express your feelings rather than bottling them up, keep a journal as a means of self-expression, talk with friends and/or family members.

Category 5: Coping with Circumstances

Meet challenges head-on, do not fall into a pattern of avoidance behaviour when problems arise- confront them and work out ways to overcome your problems, periodically take breaks to rest your mind and body.

Session wrap up with practice activity to be done at home before next session:

Meditation and Breating exercise (5 minutes)

Ask participants what method of stress management they might like to use and why. Ask for volunteers to share their opinions.



As an example and closing exercise, ask the group to sit in their own space cross legged and rest their hands on their knees, palms facing up. Sitting up straight and closing their eyes, they should take slow and deep breaths in and out throught their nose, ensuring that the breaths last for as long as they can- breathing in as far as they can and out for as long as they can. They should sit and do this for 5 minutes, without noise and concentrating on clearing their mind of any thoughts. Encourage them that this is their time to relax and really balance their mind. They should keep eyes closed throughout. After time is up, ask them to bring their hands together at their chest and rub palms to get warm hands, then place their hands over their eyes for a moment and open slowly.. Now they can remove their hands with open eyes and take a moment to come back down to earth!

Encourage that this exercise be done whenever they need to take a moment or want to relax on their own. It's a good mechanism to calm down and become stress free!

Week 3: Stress and Personality Change

Session title: Stress and Personality Change

Learning Objective:

By the end of this session, students should be able to:

- Define the term personality
- Know some changes in personality which are common to observe in people who are stressed.

Estimated Time: 60 minutes



Materials Needed: Flip charts/board, markers/chalk, handouts, note books and pens.



Facilitator Preparation: Print the handout about the situations of Jan, Sabrina and Youseth, and the action plan grid resource. Print enough of for as many groups as you will have when breaking out for this activity (The smaller groups the better).

Activity with step by step instruction:

Introduction (15 minutes)

Ask participants to share what personality means to them. Give this definition:

The term personality is used to describe the consistent individual patterns of thoughts, emotion, and behaviour that characterize each person across time and situations.

Explain that personality can either be something that we are born with or something that we learn. Each individual's personality is thought to be influenced by both an inherited "genetic" component (usually called temperament) and by their interactions with the environment. Some people experience personality changes in response to stress hormones, which are part of their internal environment.

Explain that there are some changes in personality which are common to observe in people who are stressed. Ask participants to give examples of what may change within a person when they become extremely stressed. Sometimes, during a stressful situation, the things we do and the way we act can change due to being under pressure. Write the changes on a flip chart and explain each point as you go:



- Irritability
- Hostility
- Frustration
 - Anger
- Aggressive feelings and behaviour
 - Decreased interest in appearance
 - Decreased concern with punctuality
- Reduced work efficiency or productivity
- Lying or making excuses to cover up poor work
- Excessive defensiveness or suspiciousness
- Problems in communication
- Social withdrawal and isolation
- Impulsivity (expressed as impulse buying, gambling, sexual behaviour, or similar)

Activity- Role playing and group work (20 minutes)

Explain that in stressful situations, people can act very strangely and sometimes we don't understand why, especially if we are unaware of their problems. Everyone experiences different emotions and reacts to situations in different ways. Say: we will look at three people and come up with some conclusions about each of their scenarios. Using the handout, get a volunteers to come and read the situation out to the group. Do this for each situation.

Once the group understand the three scenarios, assign people small groups (the smaller the better). Give them each a handout with the scenarios and paper to write notes on. The task is to build up a full and accurate picture of what is going on, recording their ideas:

- > How is the person feeling?
- > What is causing the stress, what are they worried about? List their thoughts.
- > How is the stress affecting their behaviour and their life?
- > How are they coping at the moment?

Once they complete the task get groups to feedback into the whole class and explain some of their findings. After the groups have discussed, going back into smaller groups we move onto the next section.

Action Planning (10 minutes)

Ask each group to choose one scenario to work on. In small groups fill in the action planning grid for that scenario.

- > What could the character do/change to improve their ability to cope?
- > What would be the consequences of making this choice?
- > What action plan do you think these people could put in place?

Ask everyone to come up with as much information and feedback about the situation, and then present back to the group. Praise good ideas and interject where needed.

Session wrap up with practice activity to be done at home before next session:

Explain that using these methods to help yourself and to help other people can help in stressful and emotional situations. It's always best to break the problems down! Remind participants to implement some of these ideas when feeling stressed or helping a friend who feels stressed.



Week 4: How Stress and Emotions Affect Decision Making

Session Title: How stress and emotions affect decision making

Learning Objective:

By the end of this session, students should be able to understand how their decisions can be affected by their emotions

Estimated Time: 30 minutes



Materials Needed: Flip charts, markers, copies of case study



Facilitator Preparation: Ensure photocopies of the case study are available

Activity with step by step instruction:

Monthly re-cap and introduction (10 minutes)

Ask the group what they have remembered from the past 3 weeks' sessions in regards to the causes of stress, how we can manage stress, why we might get stressed. Make sure everyone remembers the key points from the month. Now introduce the idea that being stressed can cause us to make irrational decisions. Sometimes, when we are under pressure and stressed we can make unhealthy decisions that we later regret. Ask the group if they have ever done something when highly emotional that they later regretted. Share one of your stories about a situation like this or make one up, too.

Case Study on Decision Making and Stress (20 minutes)

Madalitso's family does not have much money and is struggling to pay for her school fees and materials. In her free time, she has to help her mom sell tomatoes, so she does not have time to study, so she is doing poorly on her exams. Madalitso used to participate in class, but now she is so tired that she often falls asleep in class. She has started spending time with the wrong company and going to the bar, because she finds that drinking helps her cope with her stress, but spending money on beer means she has even less money for school.



What are some ways that Madalitso's stress is negatively impacting her?
What are some healthy ways that she can deal with her stress?

Session wrap up with practice activity to be done at home before next session:



August Year 1: Sexual Reproductive Health

Week 1: Changing Bodies, Changing Attitudes

Session Title: Changing Bodies, Changing Attitudes.

Learning Objective: To enable students to state ways that gender roles change during adolescence and to assess critically the impact of these changes on girls, boys, and gender relations; to strengthen critical thinking skills.

Estimated Time: 60 minutes



Materials Needed: Flip chart paper, envelope, 'shifts' written onto separate papers and folded up.



Facilitator Preparation: Ensure the 'shifts' bullet points are written onto separate pieces of paper.

Activity with step by step instructions:

Introduction (10 minutes)

Explain the following:

As children approach adolescence, their bodies begin to produce chemicals — called hormones — that lead to changes in their bodies and emotions. This time of change is called puberty. Puberty occurs early for some people and later for others.

On a flip chart, write the following for the group to copy:

- For girls, physical changes associated with puberty include beginning menstruation, the development of breasts, growth of underarm and pubic hair, and other physical changes.
- For boys, puberty includes the initiation of involuntary orgasm during sleep (sometimes called a wet dream); production of sperm; the growth of facial, pubic, and body hair; deepening of the voice; and other physical changes.
- Age of puberty is influenced by genes, nutrition, physical activity, and illness.
- Girls typically reach puberty at an earlier age than boys do.
- At puberty, sexual and reproductive organs begin to mature.

Changing Bodies Changing Attitudes (10 minutes)



Explain that puberty can be both confusing and exciting. Both the physical and social aspects of puberty bring changes in the way young people feel about themselves and about other people. Many adolescents become curious about sex and may explore their sexuality by themselves, with a friend, or with a sexual or romantic partner. As young people reach puberty and begin to develop sexually, they find that people they know — and the society at large — relate differently to them.

For those reaching puberty, some cultures practice coming-of-age rituals. Most such rituals are celebrations of growing up. Some, however, may be harmful. On a flipchart, write down suggestions from the group about what rituals they know of which are either harmful or not (for boys and for girls). (Ideas include: Initiation camps, female genital mutilation, early marriage, male circumcision, 'sweet 16' parties- in western world people celebrate turning 16 with lavish and over the top birthday parties).

Families and communities often expect adolescents to assume greater responsibilities and sometimes allow them greater freedom. Often, families and communities exert great pressure on adolescents to conform to expected gender roles. Gender roles often sharpen dramatically around puberty. This change is often marked by a growing gap in boys' and girls' equality and opportunities. Ask the group what kind of changes in attitudes do people have towards girls and boys who are reaching puberty? Write ideas on a flip chart and give the below information, discussing as you go and asking the group to

comment on what they think (agree, disagree etc).

For example:

- Boys are pressured to be brave and strong.
- Boys may experience disapproval if they express certain emotions, such as vulnerability or tenderness.
- Boys are often pressured to become sexually active to prove their heterosexuality. In contrast, in most settings girls who are sexually active meet with social disapproval.
- In some settings, girls find that their freedom is seriously restricted at puberty. Their schooling may end, their style of dressing may be limited, their behaviour may be constrained, and they may be assigned additional household duties.
- Girls, in particular, are subject to sexual advances, both well-meaning and harassing.
- For girls in some settings, reaching puberty signals that they are of an age to be married.

Activity (20 minutes)

Check the end of this session plan for the 'shifts' bullet points and ensure they are written onto separate pieces of paper and put into an envelope ready for the learners to pick from, before this activity begins. Spend 5-10 minutes on this exercise.

Explain to the group:

- I will walk around and ask some of you to remove a slip of paper, read it aloud, and tell us if what you are reading is a physical development that happens to young people all around the world, or if it is a shift in how society treats young people when they reach puberty and adolescence.

• The remainder of this activity will examine in more detail the changes in the way that young people are often treated when they reach adolescence. I'm not talking about the changes in your body. The facilitator should write 'changes in how people may treat you' across the top of the board. Below that, write BOYS on one side of the board and GIRLS on the other side.

Explain:

- What happens to young people when they reach adolescence? Do people treat them differently? As we examine these shifts in more detail, I want you to tell me whether they apply to girls or to boys. If they apply to both, tell me if they affect girls and boys in the same way or differently (and how).

Read each item on the list on the following page and ask students to say if it applies to boys, girls, or both. If there is disagreement, stop and discuss and write that item under Boys, Girls, or both.

Adolescence: Changes in How People May Treat You

- More freedom to move about in public spaces (streets, parks, community centers, shopping areas)
- Less freedom to move about in public spaces
- More domestic responsibility (such as household chores or child care)
- More responsibility to start earning money
- More pressure to dress in a way that covers the body or in a way that displays the body
- More social mixing between boys and girls or less social mixing between boys and girls
- Coming-of-age rituals with harmful practices (such as female genital mutilation)
- Coming-of-age rituals with no harmful practices
- Increasing social pressure to gain sexual experience
- Increasing social pressure to prepare for marriage
- Wider opportunities for leadership at school and in the community
- Social pressure to succeed in sports
- Greater likelihood of being pulled out of school by one's family
- Exposure to sexual harassment

- Pressure to join a gang
- Pressure to comply with gender roles by taking dangerous risks
- Pressure to exchange sex for gifts, money, or school fees

Discussion (15 minutes)

Divide students into small groups. Ask them to discuss how young people’s gender roles and lives change with puberty and adolescence; ask specifically:

- Can the shifts in social expectations and experience that young people encounter at puberty be fairly dramatic or are they fairly minor?
- What do you notice about what boys encounter at puberty? Overall, is their freedom expanding or shrinking? Do these experiences lose importance after puberty, or can they affect the person’s life into adulthood?
- What do you notice about what girls encounter at puberty? Overall, is their freedom expanding or shrinking? Do these experiences lose importance after puberty, or can they affect the person’s life into adulthood?

Bring the whole group back together and ask:

- Could things be different? Is it possible to live in a way that would be better or fairer? What is your vision?
- Name one way that the society could allow young people a better experience of puberty and adolescence.

Session wrap up with practice activity to be done at home before next session:



Week 2: Sexually Transmitted Infections

Session Title: Sexually Transmitted Infections

Learning Objective: To define STIs; to learn how to protect from STIs; to understand the barriers in protecting against STIs; to consider skills learnt in this curriculum which can assist participants in protecting against STIs.

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, books, pens, print out of STI information sheet.



Facilitator Preparation: Print out enough copies of the STI information sheet.

Activity with step by step instructions:

Introduction (10 minutes)

Ask the group: what are sexually transmitted infections? Give this information:

Sexually transmitted infections (STIs) are infections passed primarily by sexual contact, including vaginal, oral, and anal intercourse. A variety of different organisms may cause an STI.

Ask the group if they know any STIs that they have already learnt about- what can they tell us?

Explain that people can experience both positive and negative consequences as a result of sexual activity.

- Positive outcomes include pleasure, intimacy, and (among heterosexual couples) desired pregnancy.
- Negative consequences may include emotional and physical harm; sexually transmitted infections, including HIV; or (among heterosexual couples) unintended pregnancy.

STIs are preventable. (Write the following information on a flip chart for the group to copy down)

Explain the bullet points below:

- Some STIs cause symptoms or discomfort. Others do not always have symptoms (especially among females).

- Even when an infection does not produce symptoms, it can have serious health consequences, including endangering fertility or even life.



- Among the STIs that can have serious consequences are: HIV, HPV (genital warts), syphilis, gonorrhea, chlamydia, trichomonas, and herpes.

- Oral sex can result in the transmission of various STIs, including HIV.

- For some STIs, girls are physiologically more vulnerable to infection than boys.

Explain that the good news is, people who decide to become sexually active can take steps to reduce their risk of acquiring an STI.

Ways of preventing STIs (15 minutes)

Ask the group if they can list any ways that STIs can be prevented. Then provide this list of information, using a flip chart to write key points and asking the group to copy down.

1 Every person has the right to protect himself or herself against STIs. There are various ways to protect oneself and one's partners against STIs. This is true whether one's partner is of the same or the other sex.

2 The surest way to prevent an STI is not to have vaginal, oral, or anal sex. Everyone has the right to refuse unsafe sex (or sex that is unwanted for any reason). Many people, however, cannot or do not exercise this right. This situation is especially common among women and girls who lack the power to insist that their male partners use condoms.

3 Both partners can agree to engage in forms of sex (such as mutual masturbation) that do not carry the risk of infection transmission.

4 Both partners can agree to use male or female condoms.

5 Both partners can practice mutual monogamy. This means not having any sex partners outside their primary relationship and is also known as "being faithful." However, a person can already be infected (even without knowing it), or may not be completely faithful. Hence promising to be faithful does not necessarily eliminate the need for practicing safer sex.

6 A common STI is human papilloma virus (HPV). Many strains of HPV exist; some cause genital warts and others lead to cancer — most commonly, cervical cancer. HPV vaccines can protect both males and

females against many of these strains of the virus.

7 Male circumcision offers some protection against HIV for males, but no direct protection for females.

- Having a foreskin on the penis seems to make it easier for various viruses and bacteria — including HIV — to establish an infection in the man.
- Even if they are circumcised, men can still get infected by HIV and can still infect their partners.
- Because circumcision provides no direct benefit to females and provides only partial protection for males, circumcision **does not** eliminate the need for condoms

Explain that it seems like there are many ways to protect ourselves from STIs and HIV. But in reality, it can often be hard for women to protect themselves because of several reasons.

Why don't people protect themselves from STIs when methods of protection are available? (20 minutes)

Divide the girls into groups and have them think of reasons why people don't protect themselves from STIs, then produce the following reasons:

- People, particularly girls, may feel pressured by their partner to show their love by having sex without a condom.
- Even if a condom is available, a person may feel pressured by a partner to have intercourse without stopping to put on the condom.
- A significant age gap between partners may make it difficult for the younger person to insist on condom use.
- Within marriage, women and girls are often obligated to have sex or to have a child, even if they feel that it is not safe.
- People (both men and women) who are paid to have sex may be paid extra — or coerced — to have sex without condoms. Girls who accept favors or gifts from older men (“sugar daddies”) may be offered more in the way of material goods if they agree to have sex without a condom.
- Initiating a discussion about sex or sexual health may be considered inappropriate or taboo for women and girls.
- Some people feel that raising the issue of condoms implies suspicion of sexual infidelity and may trigger conflict, anger, or violence. Such reactions result in serious harm to many women throughout the world.
- In some settings, men who are infected with HIV wrongly believe that they can be cured by having unprotected sex with a female virgin. This practice is dangerous for the girl and is an extreme abuse of her human rights.

Ask the group what kind of things they can do about these issues, reflecting on the skills learnt at girls club (being assertive, confident, educated about their decisions.) Explain that they have the power to say what they want to say, and using the skills learnt during girls club sessions will help them to protect themselves.

Explain that despite obstacles, such as the ones we discussed above, millions of people, including young people, use condoms correctly and effectively.

Explain that a person should obtain an STI test when/ if they have had:

- symptoms of an STI;
- a sex partner who has an STI, or who has signs of an STI;
- more than one sexual partner;
- a new partner in the past three months;
- a partner who has or may have other sex partners; and
- a partner who lives elsewhere or travels often.

Early testing is important. A person diagnosed with an STI can obtain treatment and can help their recent partners to be tested as well. A couple should not resume sexual activity until both partners have been tested and have completed any necessary treatment. Because some STIs do not show up in test results right away, a repeat test may be necessary.

Different types of STIS (5 minutes)

Hand out the STI information sheet and ask participants to get into pairs and have a read through the sheet. Ask if they knew there were so many different types of STIs. Remind them that not all STIs can be seen by the naked eye. Even if someone looks like they don't have an STI- they could have any number of the diseases listed on the sheet.

Ask if there are any questions and let participants take the sheet home.

Session wrap up with practice activity to be done at home before next session:



Note: This information may change in response to new research, testing, and treatment approaches. For updates and additional information, see www.hiv.gov/lockdownable/transmitted-auto-infective/.

STI	Symptoms for women	Symptoms for men	Can it be cured?	Is there a vaccine?
Chlamydia	Painful sores on the genitalia; swollen lymph nodes on the groin. Women are often asymptomatic.	Other asymptomatic. Men with symptoms may have a pus-like discharge from their penis or burning sensation when urinating.	Yes	No
Gonorrhea	Most women are asymptomatic; women who do have symptoms might have abnormal vaginal discharge or a burning sensation when urinating.	Men often experience discharge or burning when urinating. Some men have no symptoms.	Yes. Left untreated, it can lead to PID among women, and may lead to infertility among both women and men.	No
Hepatitis B	Some people experience flu-like symptoms, jaundice, and dark-colored urine; others experience no symptoms.	Although no medicine has been found that cures hepatitis B, in many cases the body clears the infection by itself. Occasionally it develops into a chronic liver disease. Small children and infants are at a much greater risk of becoming chronically infected.	Yes	Yes
Herpes (Herpes simplex virus)	Recurrent episodes of painful sores on genitalia or anus.	No, but symptoms can be controlled through treatment.	No	No
HIV (Human Immunodeficiency Virus)	HIV generally has no symptoms in its early stages. HIV usually leads to AIDS. People with AIDS may suffer various infections, cancers, and other life-threatening ailments.	No. AIDS is a chronic, ultimately fatal disease, but treatment (antiretroviral therapy) dramatically slows the progress of the disease.	No	No
Human papilloma virus (HPV)	HPV can be asymptomatic. Some strains cause genital warts. Others cause cancer. This includes head, neck, and anal cancer; penile cancer (in men); and — most commonly — cervical cancer in women.	No, but symptoms can be controlled through treatment. Some cancers secondary to HPV are treatable.	Yes. HPV vaccines can protect both males and females against many strains of the virus.	Yes
Syphilis	Begins with one or more painless sores on the genitalia, rectum, or mouth. The second stage may produce skin rashes, lesions on mucous membranes, fever, and malaise. The third stage begins when these	Yes, if treated in its early stages. Without treatment, infection remains in the body. The late stage of syphilis includes damage to	Yes	No

Week 3: Protection from HIV, STIs and Early Pregnancy

Session Title: Empowering Young People to Protect From HIV, STIs and Early Pregnancy

Learning Objective: To enable students to describe obstacles to condom use and how these can be addressed

Estimated Time: 60 minutes



Materials Needed: Handouts one per pair



Facilitator Preparation: Ensure there are enough handouts for each pair to have one. Review the situations given in the worksheet to ensure they are appropriate. Be familiar with the answers and ready to assist the learners with answers to questions and explanations whilst they are filling in their worksheet. It may be beneficial to read through the worksheet first in local language to ensure full understanding.

Activity with step by step instructions:

Introduction (5 minutes)

Explain the following (and write down key responses):

- Today we will be discussing condom use. What do we know about condoms? [Probe for: They protect against STIs/HIV and unwanted pregnancy; they are used by the male.]
- Who can use condoms? Is there a condom for women, or just for men? [Probe for: There is also a female condom. Offer basic information about this method.]
- Why is it important to know about condoms? [Probe for: Every day people die from AIDS or from complications of unsafe abortion; these are deaths that could have been prevented if the person had used condoms. Condoms offer protection against pregnancy, HIV, and other infections.]
- If people know about condoms, does that mean they will use them?

Scenarios (25 minutes)

Have the class form pairs and pass out the worksheet.

Explain:

- There are many reasons why people do not use condoms or do not use them correctly. Your worksheet describes the experience of nine real couples. It also gives suggestions about what might have helped these couples.



next time?

- With your partner, read over the situation of each couple. Then decide which solution or solutions fit their situation: what might help them use condoms correctly

Session wrap up with practice activity to be done at home before next session:

Conclusion Activity (15 minutes)

Bring the class back together and discuss the situation of each couple described in the worksheet. For couples C, F, and I (which involve gender inequality), elicit further discussion as time allows.



Below are the stories of nine couples who did not use condoms correctly. For each one, think about what would have helped this person or couple. Select one or more “solutions” from the following list and circle the number that corresponds to one of the solutions listed below. For example, circle “2” to indicate “Greater equality and shared power between the girl and the boy.” (You may circle more than one number if you think the couple requires more than one solution.)

Solution 1 Information about correct condom use

Solution 2 Greater equality and shared power between the girl and the boy

Solution 3 Better communication skills

Solution 4 Information about where to obtain condoms

Solution 5 A more realistic idea of the risk of HIV and pregnancy

Solution 6 A safe place to discuss concerns about sexual performance

Couple A: These two young people have intercourse, using condoms. After the boy ejaculates, he lies still for five minutes. His penis becomes soft and smaller, and when he moves a little, he is shocked to realize that a little bit of his semen is dripping out of the condom at the opening of his girlfriend’s vagina.

Couple A needs: 1 2 3 4 5 6

Couple B: These two young people have decided to have sex and to use condoms. One partner searches the local market but doesn’t find either male or female condoms for sale. The other thinks that condoms might be available at school, but the nurse says no. Each of them hopes that the other found condoms. That weekend, they begin to have sex. They are both embarrassed to say what happened, so they ignore the subject and just go ahead and have sex without using a condom.

Couple B needs: 1 2 3 4 5 6

Couple C: These two young people want to have sex. The girl tells her boyfriend that she brought condoms, but he says, “No way... those feel lousy!” She tries to insist but he becomes angry, tells her she is acting like a baby, and asks if she really loves him or not. Finally, she gives up arguing and they have sex without the condom.

Couple C needs: 1 2 3 4 5 6

Couple D: These two people want to have sex and have agreed to use condoms. But when the moment comes to use them, the boy starts fumbling with the condom package and loses his erection. This time, they skip intercourse. But the next time they are together, he becomes anxious about losing his erection

again. He tells his girlfriend that condoms ruin the atmosphere and so they agree to go ahead and have sex without a condom.

Couple D needs: 1 2 3 4 5 6

Couple E: These two people have decided to have sex. Both of them think it is a good idea to use condoms, but they are afraid that their partner will think they are “dirty” if they suggest using condoms. In the end, neither one knows how to bring it up, so they have sex without a condom.

Couple E needs: 1 2 3 4 5 6

Couple F: This boy, who is 16, is in a gang. He wants to leave the gang, but doing so is difficult and can be dangerous. However, his gang will allow him to leave if he becomes a father. The boy explains to his girlfriend, who is 15, that if they have a baby, it could save his life, and that he’ll be a good father. She feels confused about what to do. She wants to finish school and she does not feel ready to be a mother. But she also thinks she should help her boyfriend. They have sex without a condom.

Couple F needs: 1 2 3 4 5 6

Couple G: These two people decide to have sex. The boy asks if they should use protection, but the girl says that she just had her period so she can’t get pregnant.

Couple G needs: 1 2 3 4 5 6

Couple H: These two people decide to have sex. They discuss whether to use condoms to protect against HIV but agree that they would know if they were sick. So they go ahead and have sex without using condom.

Couple H needs: 1 2 3 4 5 6

Couple I: A 17-year-old girl is having sex with a 25-year-old man who gives her gifts and sometimes gives her money to help with her expenses. Sometimes he uses condoms, but this time he doesn’t have a condom with him. She thinks that they should wait and have sex another time, but he promises it will be okay without a condom. She already took money from him this week, so she feels she cannot refuse. They have sex without the condom.




Couple I needs: 1 2 3 4 5 6

Answers for Facilitator:

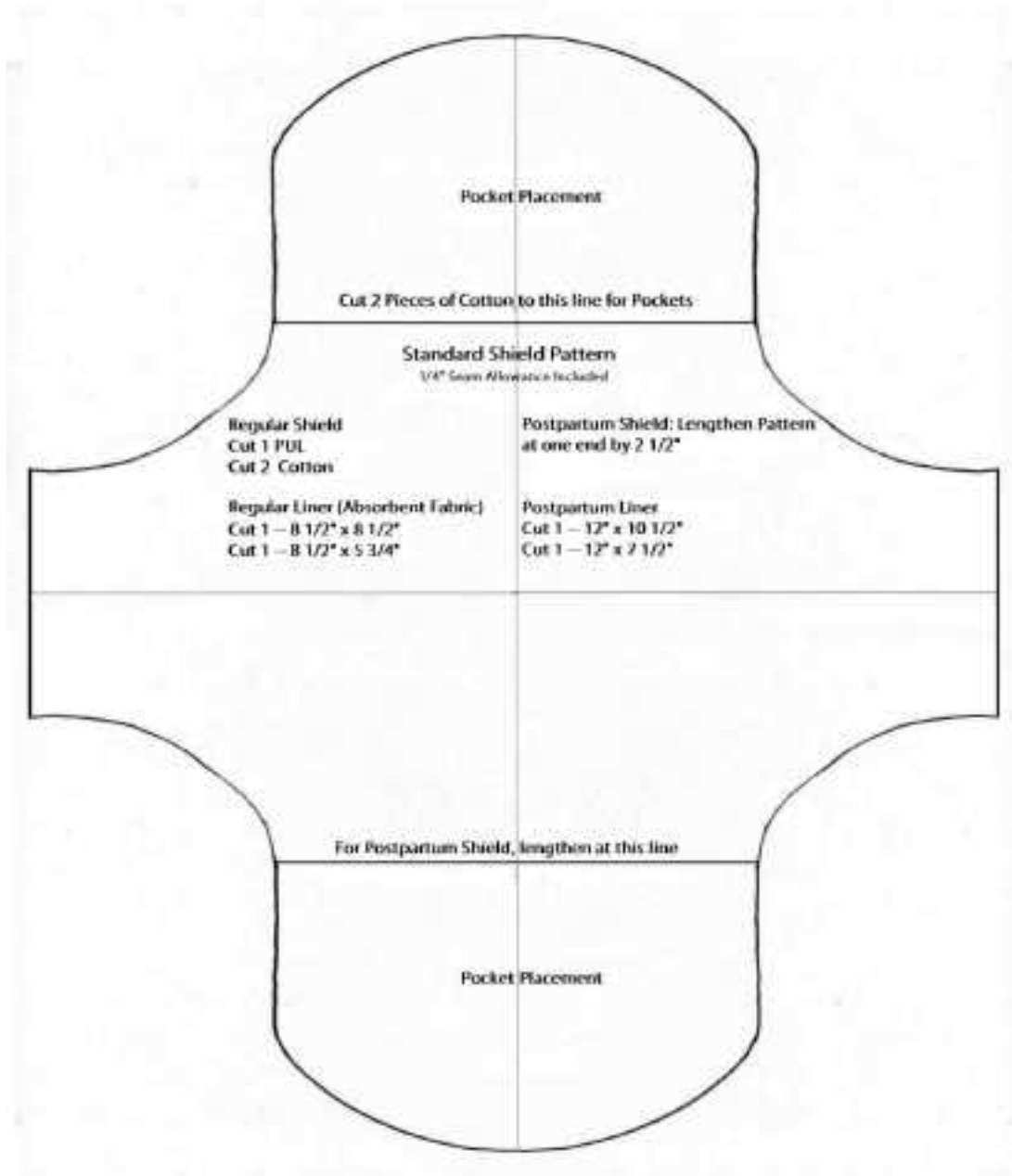
- Couple A: Solution 1 (information about accurate condom use)
- Couple B Solution 4 (information about where to obtain condoms); also: Solution 3 (better communication skills)
- Couple C Solution 2 (greater equality and shared power between the girl and the boy); also: Solution 3 (better communication skills)
- Couple D Solution 6 (a safe place for the boy to discuss performance anxiety)
- Couple E Solution 3 (better communication skills); also: Solution 5 (a more realistic idea of the risk of HIV and pregnancy)
- Couple F Solution 2 (greater equality and shared power between the girl and the boy)
- Couple G Solution 5 (a more realistic idea of the risk of becoming pregnant)
- Couple H Solution 5 (a more realistic idea of the risk of HIV)

- Couple I Solution 2 (greater equality and shared power between the girl and the boy) answer key to “solutions to empower

Week 4: Reusable Sanitary Pads

Session Title: Sewing Reusable Sanitary Pads	
Learning Objective: For the group to practice sewing skills to make re-usable sanitary pads; to encourage girls to stay in school during menstruation	
Estimated Time: 60 minute	
Materials Needed: Lots of fabric cut offs, enough needles and thread for each participant, buttons, chalk, scissors.	
Facilitator Preparation: Ensure that there is enough fabric cut offs for each participant to make a reusable sanitary pad. Sizes are given below. If you visit a tailor near you they may be able to provide you with enough cut offs. Otherwise using a roll of lining material will also work. (Pretty fabric is better for the final product though).	
Activity with step by step instructions:	
<u>Introduction (10 minutes)</u>	
<p>Ask the question: Has anyone ever skipped school because of monthly period? (Ask the group to be honest and explain you are not asking it to get anyone into trouble).</p> <p>Explain that during menstruation often girls decide that they will not go to school for a number of reasons. There may not be adequate facilities for a girl to dispose of any sanitary products at school-toilets may not be safe and clean, forcing young women to be discouraged from going to school during this time of the month. Other girls may not be able to afford to buy sanitary products, therefore making them stay home too. Having several days off school means missing a lot of content. Sometimes, girls get worried about returning to school and being behind, and can even stop going to school altogether.</p> <p>Having a reusable sanitary pad can encourage girls to attend school during their menstruation. They are simple and cheap to make and can be used over and over again. Ask the group if anyone has ever made one or used one before. Ask them to share with the group their experience. Ask if people in the group would like to try making one and using one! They can show their sisters and female family members too. It is a nice activity to do with other women and can bring a sense of female solidarity.</p>	
	<u>Making the Menstrual Pad (45 minutes)</u>
<p>Distribute enough material (as per the diagram below), a needle, thread and button to each girl. If you already have a finished product, show them the product and explain how it works. If not, show them the pictures in this session plan before starting so they can get an idea of what the final product should look like.</p>	
Assist participants as they go and ensure the instructions you give are clear.	

Start by making paper patterns from the diagram below. Cut out both the outline of the liner as well as a template for the pockets- shown on the bottom and top.



1)

egin

by taking the two smaller pocket pieces. With the wrong (less pretty) side facing you, turn over the top straight edge about one centimeter and sew across with running stitch. Do this with both pockets



- 2) With the right (pretty side) facing you, sew the curve of the pocket to both the (right side) top and bottom curves of one the larger pieces. (One larger piece will have pockets on it and one will not). Use running stitch. Make sure the edges match well! You will probably need to pin this while you are sewing.



- 3) Make a fabric sandwich. Put the PUL (if you have it) shiny side up on the bottom. Put the piece with the pockets right side up in the middle, and put the second large piece WRONG side up on top. Line them up well, and then pin everything in place.



- 4) Choose a place to start sewing, and use a running stitch to sew around the edges. Make sure each stitch goes through all layers and that they don't slide out of place. When you have two inches left to go, stop and tie a knot. (You will need this space to turn the pad inside out).



- 5) Using the space you left, turn the sandwich inside out, so that the right sides of the patterned fabric are on the outside and the PUL is in the middle. You should be able to see the pockets.



- 6) Now smooth out the edges and use a running stitch to sew around the outside. On the part that was left open, turn the edges under and sew them so that it looks like the rest.



- 7) You can now fold your liner into thirds and insert it into the outer pad! Tuck the edges into the pockets. For heavy flows, you can tuck in two liners.



8) Since the “wings” will wrap around the crotch of the underwear to hold the pad securely, I attached sew-on snaps. However, snaps have proven hard to find. Be creative!



The liners can be easily changed when soiled without removing the outer pad.



Session wrap up with practice activity to be done at home before next session:

Ask the group who will use the pad, or if they will not use it, who will pass it onto someone who can use it. Ask if they feel like they could explain how to make one to a friend or a family member?



Year 2

September Year 2: Introduction and Study Skills

Week 1: Introduction to the Program

Session Title: Introduction to the Program

Learning Objective: To understand why girls club is important; explain the way the club will be conducted; to discuss committees; participant introduction; distribute books to each participant; to create the code of conduct

Estimated Time: 60 minutes



Materials Needed: Enough books for all participants, ball pens, flip chart, marker pens



Facilitator Preparation: Prepare a flip chart outlining the aims of girls club, have enough books and pens for each participant, come up with some committee ideas (e.g- in charge of distributing note books and pens at the beginning and end of each class, time keepers etc).

Activity with step by step instruction:

Introduction (5 minutes)

Start by introducing yourself and welcome the participants. Explain the aims of girls club using the flipchart already prepared and that this is a safe place for everyone to be together to express ourselves, learn together and take part in all of the sessions. Explain that all of the participants should feel comfortable to be involved in girls club and that this is a place where they can practice being confident, learn new things and grow as an individual. Ensure everyone understands the times/ days to meet. Explain that sessions will usually start with an ice breaker or energiser and end with a closing activity.

(Facilitator tip: The more enthusiastic you are about girls club at the beginning, the more likely the girls are to be excited too. Use good facilitation skills to show the participants can trust you and feel free in the groups space).

Introductions to one another (15 minutes)

Ask participants to get into pairs. They should ask their partner their name, their favourite food and something that makes them happy. After 5 minutes of letting the partners discuss, bring the group back together and the pairs will take it in turn to introduce each other. The participants will introduce their partner and the partner will introduce them, telling the rest of the group their partners name, what their favourite food is and something which makes them happy. This way, they will have to remember each others names and be confident in speaking to the rest of the group.



(Facilitator tip: warmly encourage the girls to speak loudly and confidently to the rest of the group)

Code of Conduct (25 minutes)

Explain that the group need to come up with a code of conduct that everyone has to abide by at girls club. Ask them to individually think of the things which are important to them when they are at girls club. Some suggestions might be to turn up on time, don't laugh at people if they use the wrong english, participate in all sessions etc.

After some thinking time, ask the group to offer ideas up to the group. If the group agree that an idea should be included in the code of conduct, have a participant come and write on the flip chart their suggestion. Keep going until you have the key things on the flip chart.

Once the code of conduct has been finished (you can add some more yourself if the group do not suggest key things, but explain why you have chosen them to be part of the code of conduct), ask the group to copy it into their books. Explain that members who repeatedly do not follow the code will be followed up on and action will be taken. Ask all of the girls to sign the code of conduct and keep it safe

to refer back to in the future if needed.

(Facilitator tip: It is upto the facilitator to decide what method of action may be taken if a participant continues to break rules or act inappropriately. Often there are underlying issues as to why someone might exhibit this behaviour, so investigating this could be a good way to understand why that group member is being challenging. Link with parents or teachers if necessary but always exercise confidentiality).

Choosing committees and members of the committees (5 minutes)

Discuss the idea of having committee members in the group. Give possible ideas such as the time keeping committee, cleaning committee etc. Decide some responsibilities for each committee and ask for volunteers to be part of the committees. The committees can be flexible and not everyone has to be a committee member. Let the participants structure this how they wish. It is a chance for group members to have a stronger involvement in the group and learn new skills too.

Note down names of committee members and responsibilities and ask the participants to do the same.

(Facilitator Tip: The facilitator may choose how to store the books/ pens. I.e, letting participants take them home and bring them each week VS storing them somewhere near the meeting place for safer keeping).

Session wrap up with practice activity to be done at home before next session:

Closing Activity (10 minutes)

Hand out a piece of paper and pen for each participant, they have to put the paper on their heads and draw a picture of their partner with the paper still on their head (they can use a book on their head as support if the paper will rip). Give 5 minutes for this and then ask members to present some of their drawings to the group whilst saying 'this is And this is my portrait of her). It should be a funny activity to end the session.



Week 2: Study Skills Needs and Learning Styles

Session Title: Study Skills Needs and Learning Styles

Learning Objective: By the end of the session, participants will have completed a study skills checklist to determine what skills they need to improve and will be able to identify their learning style(s)

Estimated Time: 50 minutes



Materials Needed: Study skills checklist with key, flipchart, markers, index cards.



Facilitator Preparation: Print Study Skills Checklist, create learning style index cards, review session plan.

Activity with step by step instruction:

Introduction (5 minutes)

Explain that this month is all about learning study skills. Everyone needs study skills so they can succeed at school. Today we are going to identify which study skills we need to improve on and practice. Ask the group what kind of study skills they already know- do they use any, do they know of any, do they want to learn new ones and what are some common types of study skills that people use around here? Finally, ask if anyone knows what study skills are?

‘Study skills or study strategies are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life’

Study Skills Checklist (25 minutes)

Pass out the Study Skills Checklist (below). Go through the questions one by one and read them out to the class. It might be a good idea to get the group to fill out the answers of each question as and when you are explaining the question and reading each one out. This will avoid confusion. Ensure each



question is explained properly and ask the group to answer truthfully. Explain that this information will not be given out to anyone else and it is not a test- it is to help us each understand where our strengths and weaknesses are.

After everyone has answered each question, now show them the ‘key’ on a flip chart:

Explain that the questions are grouped in threes. The first three questions are about time scheduling, the next three are about concentration levels, the next three are about listening and note taking, the next three are about reading, the next three are about exams, the next three are about reading and the final three are about writing skills. E.g:

- Time Scheduling - 1, 2, and 3.
- Concentration - 4, 5, and 6.
- Listening & Note taking - 7, 8, and 9.
- Reading - 10, 11, and 12.
- Exams - 13, 14, and 15.
- Reading - 16, 17, and 18.

Write on flip chart

- Writing Skills -19, 20, and 21.

If the student answered yes to two or more questions in any of the categories listed below, it is recommended that you work on those skills more than the others. If you have answered yes or less in a category, you are proficient enough in that area. It is your strong point.

Ask the group to go through their papers and note down their scores for each section out of three. Now ask how they fared up- did they think they were good at exams, but scored bad in that area? Explain that each participant can keep their assessment to refer to and improve on the areas of study skills that they need to. They should also be listening carefully in the upcoming sessions to help improve their weak areas. Alternatively, if they are struggling a lot they can come and speak to the facilitator for more help on how they can improve on any areas.

Learning Styles (20 minutes)

Just as everyone has different study skills strengths and weaknesses, everyone has different learning styles. We are going to do a quick activity to determine the different types of learning styles.

There will be 7 index cards with the following written on each: Visual, Aural, Verbal, Physical, Logical, Social, and Solitary taped in order on the flipchart. There will also be 7 cards with each learning styles description as written below. Do not include the words in brackets on the index cards, otherwise this will give the game away:

(Visual) learning through images such as graphs, charts, diagrams and pictures

(Aural) learning through listening, sound and music

(Verbal) learning through speech and writing

(Physical) learning through hands-on and interactions

(Logical) learning through logic, reasoning, and systems

(Social) preference for learning in groups or working with other people

(Solitary) preference for learning alone via self-studying

Have participants volunteer, or work in a group, to match the descriptions with the learning styles, this may take a few attempts so be encouraging and help them through it. After the styles are all matched correctly to their description, go in a bit more depth describing each style. Encourage the participants to think through each one to see if they feel that they learn best with that style.

–Visual Learning: Visual learners retain information better when it is presented in pictures, videos, graphs and books. If you are a visual learner, use pictures, images, colour, diagrams, and other visual media in your note taking, test preparation and studying.

–Aural Learning: aural (or auditory) learners retain information better when it is presented in lecture form, via speeches, audio recordings, and other forms of verbal communication. If you are an aural learner, integrate auditory media such as listening techniques, sound, rhymes or even music in your learning and studying. Try things such as replacing lyrics of a song with information you are trying to learn.

–Verbal Learning: verbal learning involves both writing and speaking. People who are verbal learners usually find it easy to express themselves, both verbally and in writing. They often love to read and write and have well developed vocabulary. Verbal learners should try employing learning and studying techniques that involve speaking and/or writing. Reading aloud while reviewing subject matter, or acronyms used for memorizing lists and sequences are tools that verbal learners can use.

–Physical Learning: physical learners retain information best through hands-on interaction and participation. Physical learners excel in classes where they study in labs for example. If you are a physical learner, when able you should practice through hands on involvement. Ex: studying a certain technique in agriculture, practice it at your home

–Logical Learning: logical learners are usually those who excel at math and possess logical reasoning skills. They notice patterns and draw connections between information. Logical learners can maximize their learning by understanding the meaning and reasoning behind what they are learning. Don't depend on rote memorization, but explore links between subject matter.

–Social Learning: social learners usually have excellent written and verbal communication skills. Social learners work best with groups and take opportunities to meet with teachers individually. If you are a social learner, you should seek opportunities to study with others, make a study group.

–Solitary Learning: solitary learners usually like to learn on their own, but studying by themselves in a private setting. They don't like to rely on others for learning, and this can cause delays in studying. If you are a solitary learner, be open to seeking assistance with problems if you find yourself working on them too long by yourself.

It is important to know what learning style you fall under, and it is possible to have more than one learning style (Ex. Social and Verbal). Understanding what learning style you fit with will allow you to find better ways to study and learn.

Session wrap up with practice activity to be done at home before next session:

Take some time at home to think about what your learning style is, and what techniques you can use to study and learn better.



Study Skills Checklist

Tick either Y (Yes), or N (No)

1. Y__ N__ I spend more time than necessary studying for what I am learning.
2. Y__ N__ It's common for me to spend hours cramming the night before an exam.
3. Y__ N__ If I dedicate as much time as I want to my social life, I don't have enough time left to focus on my studies, or when I study as much as I need to, I don't have time for my social life.

4. Y__ N__ I often study with the radio turned on or in a noisy space.
5. Y__ N__ I struggle to study for long periods of time without becoming distracted or tired.
6. Y__ N__ I usually doodle, daydream, or fall asleep when I go to class.

7. Y__ N__ Often the notes I take during class notes are difficult for me to understand later when I try and review them.
8. Y__ N__ I often end up writing the wrong material into my class notes.
9. Y__ N__ I don't usually review my class notes from time to time throughout the semester in preparation for exams.

10. Y__ N__ When I get to the end of a chapter in a textbook, I struggle to remember what I've just read.
11. Y__ N__ I struggle to identify what is important in the text that I am reading.
12. Y__ N__ I frequently can't keep up with my reading assignments, and then have to cram the night before an exam.

13. Y__ N__ For some reason I miss a lot of points on essay tests even when I feel well prepared and know the material well.

14. Y__ N__ I study a lot for each test, but when I get to the test my mind draws a blank.
15. Y__ N__ I often study in a disorganized way only motivated by the threat of the next test.

16. Y__ N__ I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts.
17. Y__ N__ I don't usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content.
18. Y__ N__ I often wish that I was able read faster.

19. Y__ N__ When my teachers assign me papers and projects I often feel so overwhelmed that I really struggle to get started.

20. Y__ N__ More often than not I write my papers the night before they are due.

21. Y__ N__ I really struggle to organise my thoughts into a logical paper that makes sense.

Week 3: Listening Skills

Session Title: Listening Skills

Learning Objective: By the end of the session, participants will understand the difference between hearing and listening and employ 1 strategy for being a more attentive listener

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, books and pens.



Facilitator Preparation: Make sure that you read the listening skills tips before the session so you can explain properly and illustrate each tip with an example, read through the role play before beginning and ensure you have a second person to help with that.

Activity with step by step instruction:

Introduction (10 minutes)

Listening vs. Hearing: begin by asking participants if they know the difference between listening and hearing. Write their answers down on a flipchart.

Hearing is simply the act of perceiving sound by the ear. If you are not **hearing**-impaired, **hearing** simply happens. **Listening**, however, is something you consciously choose to do. **Listening** requires concentration so that your brain processes meaning from words and sentences.

Using a flip chart to record answers, ask the group what they need to do to be good listeners in class?

Listening Skills (15 minutes)

Explain that listening is an important skill that everyone needs to practice at school. In order to understand the information well and get as much from the class as possible, learners need to be good at listening.



Now explain the key points to the class. Write notes on a flip chart for each listening tip

1) Listening for meaning

Listening for meaning is a form of active listening. Active and attentive listeners not only pay attention to words, they also focus on the intent of each word—the message a word is intended to communicate. To decipher messages, first determine the central idea being communicated. Then pay close attention to explanations, and other details meant to clarify meaning. While you work to improve listening skills, always pay close attention to the central focus of what is being relayed.

While you're listening, and after the listen task has ended, check your understanding. Did what you learn make sense within the context of the topic or central idea being communicated? Monitoring and checking comprehension makes sure that you're active listening strategy is working.

2) Take notes from the class

To ensure that you take away information from the class, it is important to make some notes. You don't need to write everything that the teacher says, but some key themes and ideas from the class can help you to remember when you look back on your notes to revise. Sometimes, when we try to write everything down, we are more concentrated on the writing rather than the listening. Listen carefully and jot small notes to remind you of what was being said during class- focusing on the central ideas and points.

3) Concentrate and pay attention

People who struggle with listening often have a difficult time concentrating. Good listeners must work to develop the ability to concentrate and ignore distractions. This requires the ability to tune out personal worries, thoughts about family members and friends, and thoughts about upcoming activities. Those who can hone the ability to concentrate can improve listening skills.

4) Be prepared

If you do not complete required reading or review notes from previous lectures prior to class, it is very difficult to process information and attentively listen to lectures. This is why you should never neglect to complete reading or other class assignments. Attending a lecture prepare provides you the background knowledge required to be an effective listener—and an effective student.

5) Focus on what's important

One of the keys of effective listening is the ability to concentrate on central ideas and main focuses. It is a mistake to only be concerned about facts and extemporaneous detail during a lecture. In other words, effective listeners focus on the stories or ideas behind the facts. They then are able to pick up on the supporting fact, details and evidence for the main concepts, ideals and topics being discussed.

Ask the group to make short notes in their books. At the end of the activity- ask learners to reiterate key points that they can remember- to show they were listening!

Practice Activity (30 minutes)

(You will need two people to role play the scenario, but not a learner from the class as they need to be listening to the activity). Ask the class to listen to the activity, and take notes. Make sure that they understand the information that you gave in the first activity and use it in listening. Depending on the understanding of the group, the facilitator could do this activity in English to help with English understanding.

Glory: Hi! What school are you going to these days, and how was your first week back at school?

Martha: I go to Perfect Learning Academy School now. My first week was OK, but there were some boys who were teasing me.

Glory: I'm sorry for that! Why don't you tell the teacher? What were the names of those boys?

Martha: I am scared to tell the teacher in case they are mad at me for wasting their time. Their names are William, Moses and Precious. Precious took my bag from me and hid it behind the toilets. When I tried to get it back they chased me away from there and threw rocks at me.

Glory: You should tell the teacher. When did it happen? I have heard that there is a nice Madam at your school- Madam Alice. She was very nice to my friend Katie once and helped her with exam fees.

Martha: It happened on Tuesday. Yes, I will go to Madam Alice if you say that she is kind and will help me. I am really getting sick of the boys pushing me around. I just want to be able to go to school without any problems! The thing is, I have just been given the position of Head Girl this year, and I don't want anything to ruin that for me. Maybe the teachers will think I am troublesome?

Glory: No! They will think you are brave and strong for coming to speak to them about the boys pushing you around. The teachers will be able to tell the boys to stop being nasty and leave girls alone. If you tell the teacher, the boys will stop pushing you and any of the other girls around, and then people will see that you are following the rules and being a good student and friend. I think you should arrange a meeting with Madam Alice tomorrow in her office.

Martha: Thanks for your advice, you are a good friend!

Questions to ask the group after the role play has been done:

- 1) What is the name of the school that Martha goes to? (ANS: Perfect Learning Academy School)
- 2) What are the names of the three boys who bullied Martha? (ANS: William, Moses and Precious).
- 3) Where did Precious hide Martha's Bag? (ANS: Behind the toilet).
- 4) What did Madam Alice once do for Katie, Glory's friend? (ANS: Pay her fees)
- 5) When did the incident with the boys and Martha happen? (ANS: Tuesday)
- 6) Why is Martha worried about telling the teachers about the boys? (ANS: because she is worried that there will be problems as she has been given the position of Head Girl).
- 7) When and where does Glory suggest that Martha meet with Madam Alice? (ANS: Tomorrow in her office at school).

After completing the activity, ask what the class found hard or easy about listening. Did they easily remember everything? Ask them to think about, if Glory and Martha's conversation had continued on for a long time, would they have remembered everything then? Encourage that they should be taking notes during class time, so that they can revise the information they learnt when it comes to exams. It is not easy to keep all the information in our brains, so making notes will help us to remember in the future.

Ask what the class liked about the story and get them to discuss what they would have done in that situation. Now explain that, by discussing with friends the things discussed in class, it can help us to remember information and make sense of things. If we leave class without understanding what was taught, we can ask our friends and have discussions outside of school, to help us to better understand things.

Session wrap up with practice activity to be done at home before next session:

Choose to be interested

Explain this before leaving the class:

Many people tune out in classes because they're bored or disinterested. As a result, they neglect to take notes on key concepts. Effective listeners become interested in the subject material, so they can process the information and pay attention to classroom lectures.



Week 4: Improving Memory Skills

Session Title: Improving Memory Skills

Learning Objective: By the end of the session, participants will be able to implement one method of improving their memory

Estimated Time: 50 minutes



Materials Needed: Flip Chart, markers, books and pens.



Facilitator Preparation: Read all material and either prepare notes on flip charts prior to session or be prepared to make notes on flip charts during the sessions.

Activity with step by step instruction:

Introduction (15 minutes)

Ask the class: Put your hand up if you have ever come up blank in an exam or classroom and cannot remember the answer to the question.

Say: Let's face it, it has happened to everyone! Usually, people who can remember a lot of information have practiced to do it. They do not remember the information by accident! They have to learn to increase their memory capacity. There are things that we can do to improve our memory, which will help us in exams and studying. Does anyone have any ideas which can help us to remember the things which we learn in class? Write any ideas down on the flip chart, then add these:

- Make sure you understand the material
- Organise the information properly
- Visualisation
- Active Studying
- Frequently reviewing information
 - Talking
 - Mnemonic Devices



Tell the class we are now going to look more at these ways that can help us remembering information better. The group should write down these helpful tips that are on the flip chart. The facilitator should go through them one by one and explain.

Tips to improve remembering information (30 minutes)

Go through this information and ask participants to take notes. Stop after each bullet point to discuss and give time for the group to add questions or make comments.

- **Make the information meaningful**

Students often struggle to retain important information because it is unclear or confusing. It's much more difficult to remember concepts when they're not completely understood. In order to remember new information presented to you, it helps to summarize the information that you have learnt first, in your own words. If you can't do this, then it's a good sign that you have not understood the topic. This means it will be hard to recall this information. So, to be sure you can remember the information, first we need to understand it.

- **Organize the information**

"Chunking" is another organization strategy for memorizing information. In fact, you probably already use chunking memory strategies already and don't even realize it. When you memorize a person's phone number, the combination to a lock, or a number passcode you use chunking. It's far easier to remember long numbers when you "chunk" them into small groups of three or four numbers. Why? Because most people can only remember about three or four bits of information at once. So how can you use chunking to improve your memory? Chunk history by events or periods of time when events occurred. Chunk foreign language vocabulary into functional groups like items in a house, car parts, or body parts. When you chunk, you simply group information into small groups of three to five times at a time. (Ask the group to think of

things that they could 'Chunk'). History, as said above, is a good example.

- **Visualization to improve memory**

It's easier to remember a picture rather than details from a book or a lecture. Visualization is one strategy that can be used to remember information that's been read in a text book or spoken during a lecture. This strategy is especially useful when studying confusing subjects. To apply this strategy, create images in your mind that relate to, or have similarities to, the concept. Visualizing information read or relayed to you will imprint it in your mind, increasing the likelihood you'll remember it.

Visualization is particularly effective for memorizing systems, cycles and processes. For example, let's say for upcoming science test you'll be required to memorize the water cycle. So let's get started. Ask the group to close their eyes whilst you read the following:

'Visualize in your mind a cloud floating high in the sky. Picture the cloud getting bigger and bigger until it bursts. Now watch as rain pours from the cloud and hits the ground. See the rain form into small streams, then larger rivers as it flows toward lakes and eventually to the ocean. Visualize the sun shining down on the ocean and evaporating the water and form into clouds which the wind then pushes inland...'

Anyway, you get the idea, right? Visualization allows you to create a vivid, meaningful and memorable story that allow you to recall information. You can also use maps, charts, graphs, or pictures to help you visualize and remember important material.

- **Active Studying**

In order to remember or learn a concept, you must practice active studying. If you are passive in your study habits, it will be very difficult to remember what you read or heard during a lecture. One way to be an active studier is to teach the information you are studying to classmates in a study group. You can also critically analyze material you're studying by contrasting it with correlating details or coming up with questions about what you've learned, or finding ways to apply what you've learned. By implementing active study strategies into your personal study, you'll enhance your ability to retain confusing or complicated concepts.

- **Frequent Reviewing**

All students cram for tests at one time or another. Although many people cram right before tests, it is not an effective long-term learning or memorization strategy. It is very difficult to retain information long-term from one or two cramming sessions. The key to memory retention is to frequently review notes and other study materials weeks or days before tests. If possible, review notes immediately following lectures and jot down or highlight information that will probably show up on a test. You should also adapt this strategy after completing textbook reading assignments by reviewing information you highlight and chapter headings. Through repetitive review and study, you will eventually begin to retain the information being learned.

- **Talking**

Believe it or not, talking is a very powerful—and underutilized—strategy for improving memory. How does it work? Just talk! Talk about what you've learned. Talk about the information you need to remember. Sit down with your Mum, Dad, brother, sister or friend and tell them what you've learned. Struggling to memorize the water cycle for a test? Then sit down with someone and describe in detail the cycle. Want to learn history? Then discuss, debate and argue history with someone else. Want to improve your English? Then talk English with someone who will listen—or find a fluent English speaker who will listen to you.

- **Mnemonic devices**

A Mnemonic (pronounced like newmonic)

A mnemonic device can be a pattern of letters, ideas or associations that can help us to remember something. Mnemonics come in different shapes and sizes. It could be a song, a poem, a picture, rhyming words, an acronym... A mnemonic is something which we make to help us remember any amount, big or small, of information.

Another example; I used to get confused at how to spell difficulty. Can anyone spell difficulty? Choose someone. Now explain that for those who can't remember how to spell it, they can remember this short song instead:

Mrs D, Mrs I, Mrs F F I, Mrs C, Mrs U, Mrs L T Y.

A powerful mnemonic device for improving ability to remember important information and details is the use of acronyms. An acronym is a word composed of the first letters of a list of words. How does it work? Easy. You take the list of words that you want to memorize and put them in an order so that the first letters of each word spell a real or made-up word that is easy to remember. An example of a simple acronym is MADD—Mothers Against Drunk Driving. It could be an acronym, such as D2D. D2D is an acronym which stands for Determined to Develop. Another one is ADMARC: Agricultural Development and Marketing Corporation Limited. As well as this, we can use an acronym to remember how to spell a word.

The short sentence 'big elephants can always make small elephants cry', can help us to spell BECAUSE... Look:

BigElephants CanAlwaysMakeSmallElephantsCry

Check out the first letter of each word! It spells 'because'.

As an example, explain to the group this mnemonic which can help us to learn the planets in the solar system, in order of distance away from the sun, starting at the planet closest to the sun. Write this on the board:

My Very Easy Method Just Shows Us Nine Planets

Now look at each first letter of the words. Each letter corresponds to the first letter of the planets...
Look:

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

Now can the group think of any other Mnemonics that they know which help them to remember information. Maybe they have learnt one at school. If there is time, ask the group if they can come up with one themselves.

Short Discussion (10 minutes)

Ask what tip individual student prefer. Which one's sound like something that they might use, and why? Which ones seem like they could be of help? Has anyone used them before, and why were they useful? Have a short discussion using on the information that the class have been given today. Encourage the group to practice these activities and find which one is best for them.

Session wrap up with practice activity to be done at home before next session: (5 minutes)

Ask the group to bring evidence of them using one of these memory improving tips for next week's session, using something they are working on at school.



October Year 2: Relationships

Week 1: Friendships

Session Title: Friendships

Learning Objective: Participants identify and list the qualities of a healthy or good friendship, and explore the boundaries of a friendship.

Estimated Time: 60 minutes



Materials Needed: Chalkboard/chalk or flipchart/marker.



Facilitator Preparation: Make a pretend microphone, for Activity 1 below.

Activity with step by step instruction:

Activity 1: Friend Wanted (20 minutes)

Step 1: Ask participants to think of someone they would consider a good friend or someone they would like to be their friend. Why is that person a good friend? Why do you want that person to be your friend? Write answers down on a flip chart.

Step 2: Now, ask participants to create a 30-second "Friend Wanted" radio advertisement. They do not need to write it down, and it doesn't need to be perfect. The advert should simply indicate interests, hobbies and positive qualities they are seeking in a good friend.

Step 3: Participants share their 30-second advertisement with the group. For fun, use a pretend radio microphone.

Step 4: After everyone has shared their radio advertisement, ask participants the following discussion questions:



- What are some of the key qualities participants are looking for in friends?
- Why are these important qualities? (Participants may say things like trust, make them feel good about themselves, have their best interest at heart, care about them and/or won't force them to do things they don't want to do)
 - Do you think boys and girls want the same qualities in a friend? Why or why not?
- What qualities do you offer to a friendship?

Activity 2: What Would I Do? (30 minutes)

Friendship Scenarios:

1. If my friend asked me to help watch her little brother, I would...
2. If my friend asked me to drink, I would...
3. If my friend asked me to help carry a heavy bag to the market, I would...
4. If my friend asked me to go on a double date with two older guys who were going to give us gifts, I would...
5. If my friend asked me to lie to her parents for her so she could spend the night with her boyfriend for the first time, I would...
6. If my friend told me to have sex or else I wasn't a real woman, I would...

Step 1: Read the first sentence from the "Friendship Scenarios". Ask participants to complete the sentence. Ask participants to be as honest as possible and answer how they would actually respond.

Step 2: Read the remaining "friendship scenarios," one at a time, allowing participants to give their response after each sentence.

Step 3: Ask the group these questions:

- Are there things you would rather not do, but you would do it if a good friend asked you to? (Participants do not have to disclose what this is, but try to explain or understand why one would make this decision to do something, which she would rather not do. How could participants avoid a situation like this?)
 - When is friendship no longer healthy or good for you?
 - What are two things you would not do for your friends, no matter what?

Session wrap up with practice activity to be done at home before next session:

1. Remind participants that healthy friendships are important for young people, but sometimes they need to have boundaries. Tell them: “Sometimes friends may ask you to do things that are not in your best interest and you have to be strong and do what is best for you”.

2. Practice activity



Between now and the next time the group meets, think about:

- Take a look at your friends. Do your friends have the qualities detailed in your radio advert?
- Take a look at yourself. Could you be the person selected for your own advert?

Week 2: Maintaining Peer Relationships

Session Title: Maintaining Peer Relationships

Learning Objective: Introduction to different strategies that we use to develop and maintain peer relationships; Recognizing what characteristics are wanted and unwanted in a friendship

Estimated Time: 60 minutes



Materials Needed: Flip charts, markers



Facilitator Preparation:

Activity with step by step instruction:

The benefits of relationships (5 minutes)

Explain to the class that we have relationships with many people. Parents, siblings, extended family members and even our best friends at home and school. Relationships are important because these connections with people can make us feel good about ourselves. One way that relationships make us feel good are that we know people love and care about us. Ask the group for examples of why relationships are a good thing?

The way that we form connections with other people can have a positive or negative consequence. When we act in a good way towards other people and they act the same way to us, we feel better about ourselves (increased self-esteem) and the other people in the relationship feel the same way too (more likely to keep that relationship, which will continue to increase your self-esteem).

Characteristics of a good and healthy relationship or friendship (15 minutes)

Ask: Can anyone give me an example of what a good friendship is made of, or what it means to be a good friend? Eg: Sharing your belongings, giving your peer compliments.

After a short discussion and writing answers on a flip chart, explain that good friendships can be complex because they consist of many different characteristics (you may have already covered these in the short discussion):

- (1) Having common interests, likes, or hobbies
- (2) Feeling comfortable with sharing private thoughts, feelings, or stories
- (3) Understanding each other
- (4) Conflict resolution Eg: Being able to solve arguments and problems without hurting the relationship
- (5) Being affectionate or caring
- (6) Equality in the relationship Eg: A shared friendship where all members are treated the same; everyone is treated fairly
- (7) Being loyal and trustworthy Eg: Keeping your word in the relationship; actually doing what you say you will Eg: Keeping secrets in the relationship

Explain: Good friendships are also two-way. This means that it takes two people to form a positive relationship that has all of the above characteristics that we just spoke about. Both people in the relationship must make an effort to make sure that the friendship lasts. **Everyone can benefit from learning how to be a good friend and practicing using positive strategies to help us initiate and maintain positive relationships with our peers.**

Maintaining positive and happy relationships (20 minutes)

Now we are going to talk about some strategies which can help us to keep a relationship healthy, happy and positive. Sometimes, when things get tough, our friendships are the thing which we turn to in times

of need. **Two ways to help us maintain good relationships are ensuring that your friendship is always fun and that you are always there for and supporting you friend when they are having a bad day.**

So... How can we do this? Get the class into two or three groups. Give them both a few minutes to write down ways that we can maintain good relationships by having fun, and supporting a friend. Come back together and get teams to present, and discuss as a group. Ensure that by the end of the discussion you have everything below written down:

- Show appreciation (thank them when they do something nice, return favours etc)
- Show interest in your friends life in what he or she likes. (Be a good listener, communicate well, take time to hear what they are saying- this will make them feel understood and they will notice you care.
- Build trust. (don't gossip about friends, this could cause negative effects on a relationship. Don't tell secrets or break promises).
- Have fun together. Do things together that you and your friend enjoy.
- Support each other when things get rough (listen to their problems, provide distractions if they are feeling low, say nice words to each other).
- Help find solutions to problems. (Work together to find solutions to any problems you are facing).
- Handle conflict maturely (don't scream or get angry at each other. Talk through any arguments you have. Respect each other. Apologise if you did something wrong.)

Role Plays (20 minutes)

Now we have looked at strategies which can help us to maintain nice relationships, students should identify on their own paper, their top 5 strategies which they would use to maintain healthy relationships with others. After 5 minutes, get the group into pairs. Comparing notes, they will get into pairs to create a one-minute drama. Volunteer pairs should share their drama and explain why they chose that strategy to help maintain good relationships.

Session wrap up with practice activity to be done at home before next session:

At the end, ask the group what the benefits of maintaining relationships with our friends are. (Maintaining relationships takes time, energy and care for others. It is not an easy task but it is one that will create long-lasting friendships that are healthy, enjoyable and respectful of each other's thoughts and actions).



Week 3: Signs of a Bad Relationship

Session Title: Signs of a bad relationship

Learning Objective: To understand the signs of a bad relationship

Estimated Time: 60 minutes



Materials Needed: Flip charts, markers



Facilitator Preparation: Print off or copy down the friendship scenarios (ensure each scenario is on a separate paper so you can stick them on the right traffic light) and print off or make the traffic light cards to stick around the room.

Activity with step by step instruction:

Healthy relationships (10 minutes)

Ask the group if they understand why it's important to have a healthy relationship. (Ask them to think about last weeks session. We need healthy relationships with family, friends and neighbours and any other people you may encounter in your life.) We will talk about key elements that help make a healthy relationship, but also the behaviours you need to look out for in an unhealthy relationship.

Firstly, lets talk about what makes a healthy relationship?

- Respect. Respecting each other as individuals. A healthy relationship means learning about the other person and valuing whats important to them, what they like etc.
- Trust- It means that you feel you can count on each other and that the other person will be there for you. You feel you can say anything to that person and they will understand and also not tell anyone else. Trust is earned overtime and can be lost with a broken promise.
- Honesty- Be honest about thoughts and feelings that you have with your friend. Show the 'real you', this is who your friend wants to get to know. You also need to tell the truth about problems and/or other things that may happen in the relationship.
- Communication- constant communication and talking is out is how we show respect, trust and honesty to our friends.

Before moving on, remind the group what when we talk about 'relationships' we are not just talking about a romantic relationship. We are talking about any relationship, or connection, between two people, including a friendship, teacher and student, neighbours etc. Ensure participants are clear that a relationship does not always mean romance is involved, and if we talk of a teacher student relationship, we do not mean a romantic one either.

Explain to the group what platonic means: **Platonic** describes a **relationship** that is purely spiritual and not physical. ... This word **platonic** refers to the writings of Plato, an ancient Greek philosopher who wrote on the interesting subject of love. **Platonic** love and **platonic** friendships are marked by the absence of physical or sexual desire.

Unhealthy Relationships (20 minutes)

As a group, shortly discuss some things that might happen in an unhealthy relationship? (violence, no communication, verbal and physical abuse, cheating, lying, breaking promises, being rude)

Now, in smaller groups, write on flip charts more characteristics of a bad relationship. Include emotions that we might feel, things that might happen, things someone might say etc, that could happen in an unhealthy relationship. On the other half of the paper, list the things which are associated with a healthy relationship.

Once the groups have had time to discuss and write down everything, get them to present their work group by group. Below are some ideas that you can add as you go along:

Unhealthy Relationships	Healthy Relationships
You feel sad, angry, scared, or worried.	You feel good about yourself when you're around the other person.
You feel controlled. You feel that you give more attention to them than they give to you.	You do not try to control each other. There is equal amount of give & take.
You don't communicate, share or trust	There is communication, sharing, and trust. You feel safe and trust to share secrets.
You feel pressured to spend time together and you feel guilty when you're both apart from each other.	You like to spend time together but also enjoy doing things apart.
You feel fear in your relationship.	There is not fear in your relationship.
You feel the need to be someone that you are not.	It's easy to be yourself when you're with them.
You feel there is no respect for you or your opinion.	You Respect each other's opinion.

Now that the group has had a chance to discuss about unhealthy relationships, as well as healthy ones, now we are going to have an activity.

Positive and Negative Behaviours (15 minutes)

Who knows what the colours of a traffic light mean? Red, Orange and Green?

Red= STOP

Orange= CAUTION

Green= GO.

In our activity, red means 'bad signs in a relationship'. Orange means 'warning signs in a relationship'. Green means 'good signs in a relationship'. Illustrate the traffic light cards that you have set up on the walls. Using the printed scenarios, read out the sentence and ask the group whether they think it is red, orange or green.

*You are afraid of your friend's temper

*Your friend criticises you or people you care about

*Your friend threatens to hurt you

*Your friend bullies and makes fun of you and other kids at school

*Your friend pressures you to do things you do not want to do

*You are nervous that if you tell your friend something person, s/he will tell other people at school

- *Your friend sometimes makes fun of you
- *You rarely get to plan what the two of you will do together
- *Your friend tells you not to hang out with certain people
- *You enjoy being with this person, but you also enjoy spending time with other friends
- *You usually feel happy when you are with this person
- *Your friend respects your feelings and opinions
- *Your friend talks to you about his/her feelings
- *Your friend is happy when good things happen to you
- *You say that you agree with your friend, even though you really don't. You are afraid that they won't be your friend anymore if you disagree

After discussions as a group, stick the scenario next to either the red, green or orange traffic light. Make sure you discuss WHY that scenario is going there.

Session wrap up with practice activity to be done at home before next session:

Start to think about the consequences of having an unhealthy relationship with someone. What could happen? What could it cause? What could we do if we find ourselves in an unhealthy relationship? Shortly discuss before the end of class.



Week 4: Starting Relationships with Boys

Session Title: Starting/ continuing relationships with boys

Description: Participants discuss the decision-making process for assessing whether to start or to continue a sexual relationship, the benefits of communicating with a partner. They also practice communication skills.

Learning Objective:

By the end of this session, participants will be able to:

1. Outline steps for decision making on assessing whether to start or to continue a sexual relationship.
2. Name at least two advantages to communicating with a partner.
3. Demonstrate how to talk to a partner.

Estimated Time: 1 hr 15 mins



Materials Needed: Chalkboard/chalk or flipchart/marker. Pen and paper for each participant.



Facilitator Preparation:

- Review the questions in Activity 1 and adapt based on the relevancy to the girls in your group – that is if they are sexually active or not.
- Review the list of role-play options in Activity 3 to see if there are other ideas that would be more relevant to the girls in your group.

Activity with step by step instruction:**Activity 1: Am I Ready? (20 minutes)**

Step 1: Hand out pen or pencil and paper to each participant and ask them to write 1 to 10 on the left side

Step 2: Tell the group that you are going to read out a number of questions and they should write down yes or no. Tell them that this is a checklist for girls to think about when making decisions related to sex, whether for the first time or not.

NOTE TO FACILITATOR:

- If participants have initiated sexual activity or already have a child, then the questions should be adapted to include both girls thinking about being sexually active and those who have already started. Remind the participants that they can still refuse sex even if they have started having sex.
- Help participants understand that going through this list of questions can be part of decision making skills: “Stop and Think,” “Consider Consequences” and “Know the Facts.”

- Remind participants of the benefits of dating someone their own age; they’ll have more in common and find it easier to communicate about mutual needs and limits.



- a. Would my parents approve of me having sex now if they knew?
- b. If I get pregnant, am I responsible enough to provide for the baby’s emotional and financial support?
- c. Does the man I’m with make me feel good about myself?
- d. Will I be glad when I am older that I lost my virginity at the age I am now?
- e. If the relationship breaks up, will I be glad I had sex with this person?
- f. Am I sure no one is pushing me into having sex?
- g. Am I able to comfortably talk to my partner about sex, and his sexual history?
- h. Am I absolutely sure my partner is not infected with an STI or HIV?
- i. Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV and STIs?
- j. Do I feel safe with my partner?

Step 3: Ask the participants if most girls ask themselves these questions before initiating sexual activity or continuing sexual activity? Why are they important?

Step 4: Let participants know that if they answered no to any of these questions then they should consider not starting a sexual relationship or perhaps ending the one they are in. Decisions today affect a girl’s future, so best to be sure before starting or continuing sexual activity.

Activity 2: Talking to My Partner (45 minutes)

Step 1: Ask participants to brainstorm the benefits of talking to partners about relationship or sexual issues.

Step 2: Explain that we can use strong communication skills when talking to our partners. Remind participants about the STRONG Communication skills...

- “I feel ...” The emotion that she is experiencing.
- “When you...” What the other person did that caused her to feel the emotion.
- “Because...” Why the action caused her to feel the emotion.
- “And I would like/want/need...” what she would like to have happen in order to feel better.

Step 3: Tell the participants that we will practice communicating with a partner. Ask the participants to form groups of four.

Step 4: Each group will prepare two 3-minute role-plays. The first role-play shows how things can go wrong when talking to a partner (you give into pressure or don't communicate well) and the second role-play should demonstrate how the communication can go better when using the strong communication skills. Allocate each group a different role play to do twice with the different scenarios. If there are more groups you can allocate a role play more than once.

- Talking to a partner about using a condom.
- Talking to a partner about delaying sex.
- Asking a partner to share his feelings about your relationship—for example deciding to be only with each other, if they have other partners.
- Asking a partner to go for joint STI or HIV testing.
- Asking a partner if he can cut back on drinking.
- Talking about getting support for you to complete your studies.

Step 5: Each group performs both role-plays.

Step 6: After each role-play, ask how it demonstrated how to talk to partners. Discuss each one and compare them. What was better about the one where they communicated properly?

Session wrap up with practice activity to be done at home before next session:
(10 minutes)

1. Remind the participants that the choices they make today will affect their tomorrow. Before girls engage in sex or continue a sexual relationship it is important for them to practice decision-making skills (Stop and Think, Consider Consequences, Know the Facts) to make sure they are making a decision that will be good for them.
2. Talking to partners can be challenging, but girls can use strong communication skills to ask for what they need in order to have a healthy and happy relationship.



Practice Activity:

Between now and the next meeting, ask your girlfriends who are not in the workshop a few of the questions from the 'am I ready' list and see what kind of response you get.

November Year 2: HIV/ AIDS

Week 1: An Introduction to HIV/AIDS

Session Title: An introduction to HIV/AIDS

Learning Objective: By the end of this session the students will be able to know some factors that increase the vulnerability of HIV

Estimated Time: 50 min



Materials Needed: flipcharts, markers, tape, yes and no written on A4 papers, note books and pens



Facilitator Preparation: Yes and No papers to stick on either side of the room

Activity with step by step instruction:

Introduction (10 minutes)

Introduce this month's topic as HIV/AIDS. Ask the group if anyone knows what HIV/AIDS stand for. Write the acronyms on a flip chart and once someone has the correct answer, write them up for everyone to see. Ask if anyone knows the definitions of these words?

HIV: Human Immunodeficiency Virus- When HIV enters the body through semen, blood, vaginal secretions or breastmilk, it damages the immune system that normally protects us from infections. HIV is the virus that causes AIDS.

AIDS: Is the name given to a group of illnesses in HIV positive people. These are illnesses that arise when people living with HIV (PLHIV) are no longer able to fight off infections because of lowered immunity.

A: Acquired (something you get rather than something you are born with)

I: Immune (resistance or protection of diseases)

D: Deficiency (absence of protective power)

S: Syndrome (a variety of symptoms rather than one single disease)



How can someone contract HIV? (10 minutes)

Explain that this session is all about learning what things can cause HIV/ AIDS. Ask the group what they already know about contracting HIV. How does someone become HIV Positive? Write answers on a flip chart and then make sure that the information below is included;

Blood

Semen

Rectal Fluids

Vaginal Fluids

Breast Milk

Game (20 minutes)

After sticking the Yes and No signs on either side of the room, ask the group to form a line in the middle. Explain that you will ask questions and then the group will move to which ever answer the feel is correct. If they don't know or are unsure, they can stand in the middle. Encourage them not to follow the group and tell them you will be calling on participants to explain why they have stood where they have stood. After asking some participants why they have answered in that way, tell them the correct answer, and tell them WHY it is the correct answer.

Read the following statements and after each one, let participants answer by moving to either the yes or no papers. After each question, give an explanation of the answer and ask participants to move back into the middle of the room.

- 1) You can get HIV from kissing **(Ans: No)**
- 2) Alcohol can increase the risk of getting HIV **(Ans: Yes- taking alcohol can decrease our awareness and we can make bad decisions like not using a condom or choosing to have sex when we are not ready)**
- 3) HIV can be prevented if a male does not ejaculate inside a female i.e, withdrawing the penis during sex before ejaculation **(Ans: No, HIV can still be contracted in this way)**
- 4) Does culture affect HIV infection **(Ans: Yes, some harmful cultural practices can increase risk to HIV infection such as initiation camps, the belief of not using condoms or girls not having the right to choose with whom they have sex)**
- 5) HIV can be contracted if you use the same cups and plates as a HIV positive person **(Ans: No, HIV cannot be transmitted through using the same utensils as people with HIV)**
- 6) Women are more likely to get HIV than men **(Ans: Yes, women are more likely to contract HIV since gender inequalities increase the vulnerability of women to HIV infection (a woman's ability to negotiate for safer sex, women engaged in transactional / intergenerational sex)**
- 7) The risk of contracting HIV can be prevented if you use a condom during sex **(Ans: Yes! The risk of contracting HIV can be greatly reduced if you use a condom correctly)**
- 8) You can tell if you have HIV without being tested **(Ans: No, you cannot tell without being tested)**
- 9) Sex is the only way that HIV can be contracted **(Ans: No, HIV can be contracted through three different ways: Unprotected sexual intercourse with someone who has HIV. Through blood, blood products or transplanted organs which contain the virus, or from an infected mother to her child during pregnancy, childbirth or through breastfeeding).**
- 10) You can hug, play with and care for a baby or child with HIV without contracting it **(Ans: Yes. Its ok to play with or care for a baby or child with HIV as you cannot contract HIV in this way).**

Conclusion (10 minutes)

Ask the group to come together and in their books, write down the notes below on HIV/AIDs. Write down the meaning of HIV and AIDS as written in the introduction.

The three ways that HIV can be contracted:

- 1) Unprotected sexual intercourse with someone who has HIV
- 2) Through blood, blood products or transplanted organs which contain the virus
- 3) or from an infected mother to her child during pregnancy, childbirth or through breastfeeding

AIDS: AIDS is the end stage of infection with HIV and it is characterized by a range of symptoms. AIDS is the name given to a group of illnesses in HIV positive people. These are illnesses that arise when people living with HIV (PLHIV) are no longer able to fight off infections because of lowered immunity.

Session wrap up with practice activity to be done at home before next session:

Encourage the girls to remember what they have discussed in this class and try and remember the ways HIV can be contracted and spread.



Week 2: HIV Transmission and Prevention

Session Title: HIV Transmission and Prevention

Learning Objective: Students will be able to understand how HIV can spread rapidly. Students will be able to identify ways to prevent the spread of HIV.

Estimated Time: 50 minutes



Materials Needed: Index cards, flip chart paper, markers.



Facilitator Preparation: Prepare the index cards to give to each student. Prepare enough small cards to distribute to all the students. Mark the cards as follows: 1 card with a blue dot (if possible, give this card to a confident student), 1/3 of the cards with a yellow dot, 1/3 of the cards with a green dot, and 1/3 of the cards blank. There needs to be enough space on the card for participants to write peoples names onto, so using A5 should be a good size.

Activity with step by step instruction:

Activity (30 minutes)

Explain the learning objectives for this session plan, and that we are going to play a game which will help us to see the reality of HIV transmission.

Give a card to each student in the room.

1. Tell students to sign their name in the top right-hand corner of the card and keep track of their card throughout the activity. Instruct students to walk around the room signing each other's card. After about 5-10 minutes, have students return to their seats.
2. Inform the group that this is an exercise to demonstrate how quickly HIV can spread within a community. Ask the student with a blue dot on his/her card to stand up. Tell the group that the person who is standing up represents someone who is infected with HIV. Make the point that you cannot tell if someone has HIV by simply looking at the person. Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many do not even know they are infected.
3. Go over again how HIV is spread and reinforce that it cannot be passed from casual contact. For the purpose of this exercise, however, say that signing each other's cards represents having sex with another person. Ask the student with the blue card to state the names of people on their card. Instruct students to stand up when their name is called. Note that all of those standing could now be infected with HIV. Ask those standing to share the names of those whom signed their cards and instruct students to stand up when called. Continue until all of the students are standing. If a person's name is called more than once, point out that this signifies a higher chance of infection. Remind students that not every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.
4. Explain that with unprotected sex, HIV can spread very quickly through the social networks of a community. Introduce the idea of prevention. Ask students to see if they have a green dot on their card. Inform the group that every person with a green dot on their card said "no" to unprotected sex and, therefore, is not infected with HIV. Those with a green dot may sit down. Inform the group that those with a yellow dot on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Ask students with a yellow dot to sit down. Inform the group that those still standing did not say "no" to sex, did not use a condom, and therefore, put themselves at risk and could be infected with HIV.

Discussion (10 minutes)

Ask the students to sit down and ensure that they understand this was just a game.

After the activity, discuss the following questions:

- a. How does this exercise help explain how HIV can spread so quickly in a community?
- b. Did anyone realize that he or she was infected before passing on HIV to someone else?
- c. Do you think that in real life HIV is often passed from one person to another without someone realizing that he or she is infected? Why is this?

Transmission and Prevention (10 minutes)

On a flip chart, make a table and encourage answers from the group about how HIV can be transmitted and prevented. Challenge them to think of as many prevention methods as possible, in addition to the ones that were discussed in the activity.

Possible answers may include:

HIV Transmission	HIV Prevention
Unprotected sex with an infected person	Getting tested to know your own status and knowing the status of sexual partners
Contaminated blood transfusion	Abstaining from sex until in a monogamous relationship
Sharing contaminated needles	Being faithful to one partner
Between a mother and her infant during pregnancy, childbirth, and breastfeeding	Correct and consistent use of condoms
	Using clean needles in syringes and not sharing needles
	Screening donated blood
	Testing expectant mothers and treating those who are HIV-infected to prevent mother-to-child transmission

Session wrap up with practice activity to be done at home before next session:



Week 3: Stigma and Discrimination

Session Title: Stigma and Discrimination

Learning Objective: Participants will be able to define stigma and discrimination. Participants will be able to understand how stigma affects people’s ability to disclose their status. Participants will be able to evaluate how stigma and discrimination affects their own community.

Estimated Time: 50 minutes



Materials Needed: Scenario cards, flip chart, paper, pens.



Facilitator Preparation: Ensure that the scenario cards are printed out and available. Write the quote from Nelson Mandela on a flip chart ready to display.

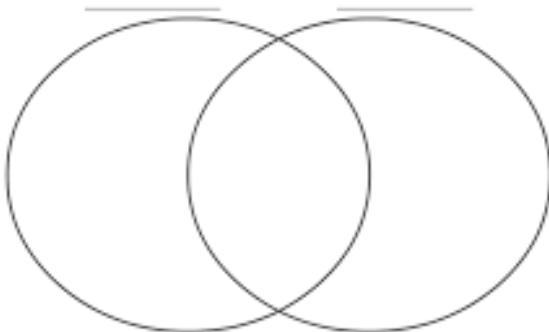
Activity with step by step instruction:

Introduction and Definitions (15 minutes)

Have students work in pairs to brainstorm definitions for stigma and discrimination. Instruct pairs to read the quote by Nelson Mandela and discuss its significance. Then, ask students to think about what “stigma” and “discrimination” mean and how the two are connected. Have student’s record similarities and differences by completing the Venn Diagram provided.

“AIDS IS A WAR AGAINST HUMANITY; WE NEED TO BREAK THE SILENCE, BANISH THE STIGMA AND DISCRIMINATION AND ENSURE TOTAL INCLUSIVENESS WITHIN THE STRUGGLE AGAINST AIDS. IF WE DISCARD THE PEOPLE LIVING WITH HIV AND AIDS, WE CAN NO LONGER CALL OURSELVES HUMAN.” - Nelson Mandela, former South African President

Venn Diagram



Allow pairs approximately 5-7 minutes to complete the activity and then ask students to share their responses. As a group, come up with a shared definition for “stigma” and “discrimination”. Go further to discuss “self-stigma” and how it relates to HIV. Examples of definitions may include:

- Stigma: A mark of disgrace associated with a particular circumstance, quality, or person.
- Self-stigma: Can take the form of blaming oneself, often with feelings of shame and unworthiness.
- Discrimination: Make an unjust distinction in the treatment of different categories of people.

Activity (25 minutes)

Instruct the class to think about what would stop a person from telling their friends, family, partners,

and employers about being HIV positive. Ask students to finish the sentence: 'One thing that may prevent a person from disclosing their HIV status could be...' Record answers on the board as ideas are being shared (approximately 5 minutes).

Depending on group size, hand out the scenarios below on cards or strips of paper. If there is a small group, hand out two cards to each group. And ask them to consider what might prevent the person from disclosing their HIV status and to identify any self-stigma (approximately 10 minutes).

Ask each group to read out their cards and explain their answers. Ask for some quick ideas on how people could make it easier for their characters to talk about their HIV status (approximately 10 minutes).

Each of the scenarios below have some common answers which could be given during the activity. The facilitator should make sure these are covered during the discussion.

CRAIG:

Craig is missing school because of illness and doctor appointments. His teacher knows and has been helping him keep up to date with work. He hasn't told any of his friends he has HIV and they keep asking why he's off school.

What do you think is preventing Craig from telling his friends while he is comfortable with his teacher knowing?

Craig might not want to tell his friends because he doesn't feel comfortable and is scared of the stigma attached to being HIV positive. He might think that his friends will not want to play with him because they are scared about contracting the virus. He feels as though he can trust his teacher and that the teacher will not discriminate against him.

AJAY:

Ajay was studying hard for many years to become a teacher. He had just been offered a teaching position in Mumbai, India, when a rumour started in his neighborhood that he was HIV+. Ajay turned down the teaching position and moved to a smaller village to work as a school secretary.

Why do you think Ajay moved and turned down his dream job instead of disclosing his HIV status?

Ajay was scared of being 'outed' in his community and thought that parents may not want a HIV positive teacher being in contact with their children. He was scared people would discriminate against him in his job, although he is fully trained and educated.

LILY:

Lily was diagnosed HIV+ a couple of months ago. She is 20 years old and doesn't know exactly how or when she got the virus as she has never had any distinctive symptoms. However, she has suspicions it was passed on to her by her first boyfriend when she was 15. She has been with her current partner for over three years and because they have always used protection, he is still testing negative. Her partner has been great support but she has not told her parents yet.

Why do you think Lily is hiding her status from her parents?

Lily could be afraid that her parents will know she was sexually active at a young age and did not take precautions. She could be scared that they will not love her any more.

PIM:

Pim is 15 and HIV+. She recently became famous after winning a beauty contest in Bangkok, Thailand. Her fear of the local community's reaction to her HIV status is keeping Pim out of school. After six months of taking antiretroviral medicine, she is well enough to study again but she does not wish to go back to school as she would be kept back a year and have to explain her absence.

Why do you think Pim believes keeping her secret is more important than her education?

Pim thinks that if the public know her HIV status, they will not like her any more. As she won her beauty contest, she feels as though if she is honest about her status, no one will support her anymore. She is scared of being open to her school teachers too, in case her status is revealed.

JACK:

Jack is 15 and although he has spent his whole life in and out of hospitals, he was only told he had a weak immune system. His adoptive parents hand Jack medication every day. In his teen years, he became very curious and asked his adoptive parents if he had HIV but they changed the subject.

Why do you think Jack's parents did not tell him he has HIV?

Jacks parents may have kept Jacks status from him because they wanted him to avoid any self-stigma. They believed that if they had told Jack, he would have felt worthless within himself, so they tried to hide it and protect him from that information.

DALILA:

After being sick for months, Dalila was tested in a Kenyan clinic and was diagnosed with HIV last year. She knows her husband is aware that he has HIV, though they do not discuss it. Although she assumes he was the one who infected her, when he asked why she had been sick, she lied that she had a miscarriage.

Why do you believe Dalila and her husband cannot admit to each other that they are HIV+?

Dalila could be scared that her husband might think that she has been sleeping with other partners. If she is honest about her HIV status, her husband may think she is also accusing him of sleeping with other partners since he has caught HIV too. She may also be worried he might leave her.

TARA:

Tara found out she had HIV when she became pregnant at 16. She had only been with her first boyfriend for 6 months, he didn't know he was HIV+ and they never used a condom. Tara has told everyone she is pregnant but is still hiding her HIV status.

Why do you think Tara is not disclosing the full story?

Tara could be scared people will discriminate against her baby.

PEDRO:

Pedro is often late for school because his mom isn't well and he has to help her take her tablets. His teachers keep getting mad at him for being late and his constant excuses.

Why do you think Pedro would rather be punished at school than disclose that his mom is HIV+?

Pedro is worried that people may discriminate against him because he cares for his HIV positive mother.

Session wrap up with practice activity to be done at home before next session:

Closing Activity (10 minutes)

Instruct students to discuss with a partner or write a short essay on what they think is needed in their own community to eliminate stigma and discrimination for those living with HIV and AIDS. Are there any changes that can be made at school to ensure that stigma and discrimination is not a barrier? Were the people in the scenarios right to feel the way they felt?



Week 4: Gender and HIV/ AIDS

Session Title: Gender and HIV/ AIDS

Learning Objective: Explain the negative consequences that traditional gender roles can have, including in sexual relationships; Identify alternatives to traditional gender roles that have more positive results; Demonstrate communication and negotiation skills that challenge traditional gender roles, including in sexual relationships.

Estimated Time: 50 minutes



Materials Needed:



Facilitator Preparation: Ensure that the information provided below is easily accessible during the session and be prepared to present this information to the group.

Activity with step by step instruction:

Information and Discussion (15 minutes)

Present the following information to the class:

The roles that society assigns to men and women based on their gender are referred to as 'gender roles'. These roles have a significant impact on how men and women relate to one another and the power dynamics between them. As a result, they lead to the social, cultural, and economic reasons why women are more vulnerable to HIV than men.

The common gender roles in most cultures place men as dominant over women, who are supposed to remain submissive. This leaves women disadvantaged in terms of education, access to information and resources, income, rights, decision-making power, and the ability to assert and protect themselves. Women often have limited options for supporting themselves financially, which may lead to dependence on men for financial support. Women may then lose their ability to influence with whom, when, where, and how they have sex and to negotiate for safer sex options. As a result, women become more vulnerable to unwanted pregnancies, violence from men, and getting HIV and other STIs.

On the other hand, when women have more rights, greater access to education, and better employment options, they have more lifestyle options and can achieve greater self-esteem, independence from men, and power in sexual relationships, and, as a result, stay healthier. Women deserve to have the same rights, opportunities, and responsibilities as men. Because gender roles are created by cultures and not determined by nature, they can be changed. So, new roles that allow women and men to be treated equally can be developed. The solutions need to involve both women and men.

Ask if there are any questions. Next, encourage a brief discussion of the information just presented. Some questions that can be used to stimulate the discussion include:

- In what ways have you seen traditional gender roles put girls and women at a disadvantage?
- What are some pressures that traditional gender roles put on boys and men?
- What are some of the gender roles that women are expected to adhere to in the local context?

Role Plays (35 minutes)

Divide students into groups of four people to carry out two role plays. In the first one, two students create a scene in which a man and a woman are playing traditional roles in a decision they are making. The other two students serve as observers to help in providing feedback on the role play. Allow about 5 minutes for the role play.

Examples of decisions they could make include a man and woman who are partners are deciding:

- who will work outside the home and who will take care of which household responsibilities and child care.
- which children in a family go to school when resources are limited and more income is needed
- when and how to have sex

Ask the small groups to discuss the role plays. Questions to address include:

- How did each character feel in his or her role?
- What are the consequences likely to be of the roles they played and the decision(s) they made?
- How might the woman and man be at a disadvantage or at greater risk?

Now ask the members of the small groups to switch roles so that the observers become actors and the actors observe. The new actors do a 5-minute scene in which they act out alternative gender roles. Encourage them to use the same scene as in the first role play but to change the way the characters interact and the decision they make.

Ask the small groups to discuss this role play. Questions to address include:

- What are the ways the characters could reach a decision in a respectful way?

Reconvene the large group to discuss the role plays. Ask for members of the different groups to share their experiences. Ask what conclusions they may have reached about the ways that men and women can interact and the roles they can play that feel fair and result in men and women being treated equally.

Session wrap up with practice activity to be done at home before next session:

“In this activity you have examined traditional and alternative gender roles that men and women can play. Now you can make decisions that have a greater chance of leading to fairer and more positive results for both men and women.” Optional Homework Assignment: Encourage learners to discuss gender with their parents or guardians. How have things changed since they were your age? What advice do they have for your generation? Try to discuss that person’s answer in the next session.



December Year 2: Being Assertive

Week 1: Good Communication

Session Title: Good Communication Exercise

Learning Objective: For the group to define assertiveness; to understand why communication is important in getting the desired outcome; identify barriers to good communication.

Estimated Time: 70 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Introduction (5 minutes)

Today we will be talking about good communication skills. Ask:

- What are the ways you communicate? Do you communicate differently with different people?
- Why is good communication important?
- What are some examples of bad communication?

Activity – Practicing Good Communication (30 minutes)

Divide the girls into pairs, giving each pair a printed image that is simple enough to copy. One girl will look at the image, and the other will have to try to draw it without looking at it. The girl who is looking at the picture must describe it so that the other girl can draw it. Once they are done, the drawer may look at the picture and see how well she copied it.

After the activity, ask the following:

- What was difficult for the drawers?
 - What was difficult for the explainers?
 - Did you communicate well? How could you communicate better in the future?



Encourage the girls to come up with some examples of good communication, then add the following:

- Using clear language
 - Body language, gestures, good eye contact
- Responsive to questions, encouraging attitude
- Openmindedness
- Encouraging words or sounds
- Listening skills

Week 2: Passive, Aggressive and Assertive

Session Title: Passive, Aggressive and Assertive

Learning Objective: For students to learn the difference between being passive, aggressive and assertive; for students to practice assertiveness skills; for students to understand the right time to use the skills

Estimated Time: 50 minutes



Materials Needed: Flip chart paper, markers, books, pens

Facilitator Preparation:

When you introduce the topic of assertiveness, keep in mind that communicating assertively, especially for women, is not considered the norm in some cultures. Individual cultural teachings regarding assertiveness will vary among your participants. Some will come from families in which speaking up for oneself or refusing a request, especially from an adult or a male, is considered inappropriate.

You do not want to encourage teens to behave in a way that could have unpleasant consequences for them in their cultural or family circles. It is important, however, that all participants understand there are certain situations in which assertive behaviour will often yield positive results. (Examples include resisting pressure, from romantic partners or peers, to have sex, use alcohol or other drugs, join a gang or fail in school.

Activity with step by step instruction:Introduction (15 minutes)

After last weeks introduction to assertiveness, we are going to learn about the difference between passive, aggressive and assertive. These three ways of communicating can help us during a time of conflict, or negotiation. Often, being persuaded or pushed into doing something means we need to respond in the right way to get the outcome we want. Some of the skills that we will learn in todays class will allow us to handle those types of situations well, such as peer pressure, pressure from a boy to have sex or do sexual things that we don't want, persuasion of an adult to do something we don't want. Knowing and understanding the words and ideas we are going to discuss today can be really helpful to us in situations that we need to handle.

In order to get what you want, you must be able to tell people what you want in a way that helps them to want to listen. How you say something, or your style of communication, is very important.

On three flip charts, write each word in the middle (Passive, Aggressive and Assertive). As a group, try to come up with things that are associated with each word.

After, have a quick discussion about which communication style is overall, the best, and why.

Passive: Passive is the opposite to being assertive. Someone who is passive does not stand up for what they want or believe. They often feel like they don't have any rights. Passive people may feel like a doormat, that people walk all over them. They often go along with things that they don't want to happen, for fear of speaking out. They can act shy and quiet. A passive person might watch their friend get pushed around by someone else, but not say anything about it. Passive people do not let other people know what they want or need. They often let other people decide what is best for them.

When you are passive/ nonassertive: - you stand or sit slumped down - you look at the floor and your feet - you mumble. When you are nonassertive, other people see you as: - little - not able to make decisions - always needing help – childish

Aggressive: You are aggressive when you: - want to win at any cost - are pushy - put down other people - don't listen to or respect other people's feelings or ideas. Often aggressive people want everything to be done in their own way.

When you are aggressive: - you stand too close to people - you clench your fists - you talk too loudly or shout. Aggressive people often scare people into what they want. An aggressive person might use violence or abuse to get what they want. Being aggressive is not a good way to communicate.

Assertive: Being assertive means respecting the person that you are speaking to as well as yourself. You

are assertive when you: - stand up for what is best for you - make sure other people understand what you need or want - openly and honestly express your ideas and feelings - respect other people's rights and ideas - listen to other people

When you are assertive - you stand tall - you look people in the eye - you speak clearly - you listen with interest. When you are assertive other people see you as: - an adult - able to make decisions - able to do things - independent - honest.

After, have a quick discussion about which communication style is overall, the best, and why.

Tips for being assertive (10 minutes)

On a flip chart, see if the group can come up with any ways that we can be assertive. Go through each one and demonstrate the assertive action, and the opposite (e.g, tell someone in the group, 'I am not going to do your homework for you' whilst looking in their eyes and then again whilst looking at the floor so the group can notice the difference).

Make eye contact- Make sure the person is more interesting than what is on the floor. Look at the person most of the time. But, do not stare at people 100 percent of the time.

Body language and posture – Try to face the person. Stand or sit up tall. But don't be threatening.

Keep a good distance- you smell or feel the other person's breath, you are probably too close. Keep a comfortable distance.

Facial expressions – Your face should match your emotion and what you are saying. Don't laugh when you are upset and don't have a frown when you are happy. A relaxed, pleasant face is best when you are happy. A relaxed, serious face is best when you are upset.

Voice tone and volume – When you are making an assertive message, you want to be heard. In order to be heard you have to pay attention to the tone of your voice (happy, whiny, upset) and volume of your voice (whisper to yell).

Practical Activity (20 minutes)

The facilitator should provide a scenario appropriate to the group and model the three responses. Firstly, give a passive response to the situation whilst standing under the passive sign. Then, with an aggressive response, standing under the aggressive sign and then the facilitator moves to the middle with an assertive response.

(Scenarios could include parents telling you that you are going to drop out of school because they want you to work in the farm; a boy asking you to come with them to a bar at the trading centre; a friend asking you to come out and play when you know its time to study for an exam.)

If there is time, provide a few circumstances and ask volunteers to come forward and give passive, aggressive and assertive responses.

In their books, participants should pick a scenario and write down three possible outcomes using the passive, aggressive and assertive communication styles.

Some suggestions for scenarios are:

Someone wants to copy your homework

A girl at school calls you names every day

James is spreading rumours about you that aren't true

A boy at school persuades you to leave school after break time and go for a walk with him
 A boy tries to grab you on the walk home from school
 At home, your older brother persuades you to go out with his friend
 Your uncle tries to introduce you to his older friends at the bar and tells you to stay with them for the evening
 Your friend fails at doing her homework and bullies you into doing it for her every week

If time permits, ask volunteers to come and demonstrate their answers or read them out.

Body Language (15 minutes)

Sometimes our body language is important in saying exactly what you want to say. Let your body say positive things about you. Before you even open your mouth, your body is announcing to others that you are either showing confidence in yourself or not. On a flip chart, write these ideas down with the help of the group, demonstrating some as you go.

Showing confidence:

1. stands straight and looks people in the eye when speaking with them
2. keeps eye contact with people when conversing with them
3. is not afraid to sit next to the most powerful person in the room
4. doesn't wait for permission to speak before speaking up

Not showing confidence:

1. slumps when standing and seems afraid to look at you when talking to you
2. sits down as though sitting on eggs, too self-conscious to move
3. is uncomfortable looking at you for more than an instant
4. is afraid to take the initiative in greeting people and waits for others to give permission to say "hello"
5. sits inconspicuously – away from persons perceived as powerful or threatening
6. is afraid to speak unless spoken to and given specific permission to speak
7. becomes unpleasant, argumentative or rude when expressing a viewpoint.

Session wrap up with practice activity to be done at home before next session:



Week 3: Sexual Rights and Assertiveness

Session Title: Sexual Rights and Assertiveness
Learning Objective: The group will be able to understand and define 'sexual assertiveness'; learn skills to employ sexual assertiveness; to learn skills to avoid verbal coercion
Estimated Time: 55 minutes



Materials Needed: Flip chart, books, pens, markers



Facilitator Preparation:

When you introduce the topic of assertiveness, keep in mind that communicating assertively, especially for women, is not considered the norm in some cultures. Individual cultural teachings regarding assertiveness will vary among your participants. Some will come from families in which speaking up for oneself or refusing a request, especially from an adult or a male, is considered inappropriate.

You do not want to encourage teens to behave in a way that could have unpleasant consequences for them in their cultural or family circles. It is important, however, that all participants understand there are certain situations in which assertive behavior will often yield positive results. (Examples include resisting pressure, from romantic partners or peers, to have sex, use alcohol or other drugs, join a gang or fail in school.

Activity with step by step instruction:

Introduction (10 minutes)

First, introduce the topic of sexual assertiveness. Explain: Being able to talk about sex openly and freely with our peers and the person we are thinking about having sex with is a sign that we are comfortable enough to begin having sex. If you are not mature enough to just *talk* about having sex, then you are definitely not mature enough to actually *have* sex. Being confident enough to talk about sex is important. It helps us to have a healthier outlook on sexual experiences and the more informed and educated we are about sex, the more likely we are to make positive and safe sexual decisions.

The development of sexuality is an important part of growing up. It seems logical that being able to express one's preference in a sexual encounter would be a key factor in an individual's sexual health. Often, women can feel powerless in a sexual situation and they do not know how to confidently communicate to their partner what they want, or don't want.

Sexual Rights (10 minutes)



Explain: What many women do not know, is that they have sexual rights. Sexuality is a natural part of life. For people to attain the highest standard of health, they must be empowered to exercise choice in their sexual and reproductive lives. They must feel confident and safe. In order to fully feel safe and educated on this topic, it's important to know our rights and entitlements.

Sexual rights are part of our human rights. Everyone has sexual rights. It is up to you to exercise your rights.

On a flip chart, write each point and explain it as you go.

-All persons have the right to insist on safe sex, for the prevention of unwanted pregnancy and STIs, including HIV/AIDS. This means that it is your RIGHT to insist on safe sex with a condom, each and every time.

-All persons have the right to access information about sexual rights in relation to their health. This means that it is your RIGHT to find out and be given access to information that will help you to stay healthy. Information, for example, like this. It is your RIGHT to know this information.

-All persons are entitled to sexual rights and shall be able to make decisions about sexual behaviour and

intimacy. This one is very important. It means that you have a RIGHT to make your own decisions about things that you do and do not want to do. It is your decision. No one else's.

-All persons have the right to choose whether or not to marry, whether or not to found and plan a family. This means that YOU have the RIGHT to decide when the time is right for you to marry, have a child or start having sex.

-All persons have the right to refuse any type of sexual contact, regardless of how aroused the partners might be. This means that you can refuse any offers of sex, or anyone who is proposing you for sex. It is your RIGHT to refuse anyone, without an explanation. Your decisions are in your hands.

Often, those who do not know or understand their sexual rights are powerless. Information is power! And knowing your rights means you are a step closer to being empowered.

Sexual Assertiveness (20 minutes)

To be sexually assertive can mean two things. Encourage the group to give us some information about being assertive that we have learnt in the last two weeks before moving on. Then explain that sexual assertiveness means recognizing the warning signs of inappropriate sexual advances and potentially controlling, abusive relationships, and having the sense of empowerment and the skills to say no. It also means being able to ask for what we want in terms of sex, when the time is right for us.

In many different parts of the world, men and boys continue to believe that women and girls are sexual objects that have no sexual rights or needs. This is not the case. Females and males are sexually equal. Females have needs just like men! We also have the right to decide if we don't want to have sex with someone.

There are two forms of sexual assertiveness.

- 1) It involves communicating one's sexual needs and desires. This means that we are able to tell our partner what we enjoy, what we would like to try and what we want to do with one another. It is OK to ask your trusting and loving partner to try something new that you want. It is also OK for you to refuse your partner's request too, just as it is OK for them to refuse yours.
- 2) The second, and perhaps the most important one, is to understand that it is not OK for anyone to touch or kiss you when you do not want it. You do not have to have sex if you don't want to, and that you don't have to be pressured into anything sexually with which you are not comfortable.

Explain: These skills are not always easy to carry out when it comes down to it. However, a lot of it depends on how we feel about ourselves and our bodies and how we allow others to treat us on a day-to-day basis. Being assertive means to pursue our own goals with self-confidence.

Asserting our wants and needs can also be made harder by someone who has an older partner who is more experienced than us. This shows us that it is even more important to get educated about these issues, so we can have a better and informed understanding about our choices and decisions.

Say: Understanding one's sexual rights and developing a sense of empowerment to enforce them, however, these are just the first steps toward sexual assertiveness. Eventually, when adolescents are sufficiently mature and responsible, they should be able to come to terms with their own sexual needs and desires, and when the timing is right, they should learn to enjoy a healthy, developmentally appropriate sexuality. And if adolescents choose to become sexually involved, then they need to understand that it is their right to experience sexuality free of violence, risk of pregnancy and disease,

and exploitation, and that any partner who does not respect their wishes for effective protection is not a desirable partner. In this way, information and affirmation of one's rights is a first line of defence against unwanted pregnancy and sexually transmitted disease.

Sexual Coercion (15 minutes)

Give the following information:

Sexual coercion is hard to define because it involves a lot of different things, such as violence, aggression and abuse. One definition of sexual coercion is: 'the act of using pressure, alcohol or drugs or force to have sexual contact with someone against his or her will. Tactics can include persistent attempts to have sexual contact with someone who has already refused'.

Pressure could be verbal, emotional or physical. It could also be wearing the victim down, such as asking and asking until they feel like giving up and letting their guard down. It could be continual kissing even though the subject is pulling away. It can include behaviours such as threatening to use physical force, shouting at the victim, name calling, tricking, lying, blackmailing and harassing the victim.

Emotional pressure can include the perpetrator convincing the victim that he/she cares more for the victim than he/she actually does, threatening a breakup, wearing the victim down by using the same tactic over and over again, making the victim feel obligated to participate in sexual acts, guiltning the victim participating, utilizing peer pressure and even the perpetrator using his/her position of authority over the victim.

Example: tell a volunteer to refuse giving you her book. In front of the class, keep asking for it repetitively, in different ways.

Session wrap up with practice activity to be done at home before next session:

Sexual coercion is a common occurrence. Ask the group if anyone has ever experienced it before or has witnessed it, or maybe has heard a story where it has happened. There are many different outcomes if a victim gives into, or does not have the skills to fend of sexual coercion. So, what can we do to stay safe?



Week 4: Negotiation Skills

Session Title: Negotiation Skills

Learning Objective: To learn skills to avoid verbal coercion; be familiar with negotiation skills

Estimated Time: 70 minutes



Materials Needed: Flip chart, books, pens, markers



Facilitator Preparation: Ensure the flip charts are prepared

Activity with step by step instruction:

Introduction (10 minutes)

At the end of last week we discussed about sexual coercion. Ask the group if they can remember what we discussed during the last session (sexual rights, sexual assertiveness). Re-cap on key points briefly to ensure full understanding.

How to recognise sexual coercion (10 minutes)

Ask the group some things that men might say to coax women into sex. Ask if they have ever heard someone say something like this to them. Encourage anyone who wants to tell an example, and what they responded. Have a short discussion about this topic and write ideas on a flip chart. Make sure the bullet points listed below are available for everyone to see.

The following are common comments/situations that someone might use to get you to participate in sexual acts with them:

- “Everybody’s doing it.”
- “Sex is the way to prove your love for me.”
- “We’ve had sex before, so you can’t say no now.”
- Giving compliments that sound extreme or insincere
- Put-downs or guilt trips
- Buying gifts or giving spending money to make you feel you “owe” sex.



Learning to avoid unwanted sex (15 minutes)

Trust your feelings and follow your instincts if you:

- Feel uncomfortable with a situation in any way
- Recognize signs of possible sexual coercion, say no firmly and then leave immediately. Seek help if needed.

Learn ways to respond to sexual pressure...

You could say:

- “I really like you. I’m just not ready to have sex.”
- “If you really care about me, you’ll respect my decision.”
- “I said no. I don’t owe you an explanation.”

Avoid alcohol and other drugs...

Drugs and alcohol can:

- Harm your judgment.
- Make it harder to resist a sexual situation.

- Make your partner more aggressive.
- Make you blackout.

Negotiation Skills and Assertiveness (15 minutes)

After discussing the information above, say: Lets think about ways that we can be assertive and negotiate with someone. It is common that boys can propose a girl and ask for sex. If she does not have the skills to negotiate this, it might be easy for her to give in, when she really doesn't want to. Ask the group what giving into sex could lead to? (Answers could include: sexually transmitted infections, pregnancy, unwanted sexual experiences, dropping out of school due to pregnancy etc).

The list you will give the group below will help them learn the skills they need to be assertive in these kinds of situations. Ensure that they understand and write them down, as well as contribute and ask questions.

When negotiating with someone, these skills can help us to get our message across:

1. Face the other person.
2. Look in the eyes of the other person.
3. Use a good voice tone (not too loud or quiet).
4. Use a good facial expression.
5. Use good body posture (straight or relaxed, don't laugh as they won't take you serious).
6. Use good listening skills.
7. Ask for what you want.
8. State the reason why you want it.
9. Thank the other person if he or she agrees to the request.
10. Suggest a compromise if he or she does not agree.
11. Say thanks if the person agrees with your compromise. Ask the other person for a solution if he or she does not agree with the compromise.
12. Say thanks if you agree with the other person's solution. Suggest a different idea and keep on negotiating if you don't like the other person's solution. If you need time to think about a solution, ask for it. Also ask the other person when you can talk with him or her again.

Once you have explained everything, and even illustrated by acting some of them out and given examples, move onto role plays. Ask the group to come up with a few role play scenarios where someone might try to use sexual coercion. Record answers on a flip chart to use in the next activity before moving on.

Role Plays and Practice (20 minutes)

After a short time practicing role plays, ask for some volunteers. On a flip chart, have the check list below written. After the role play has been performed using the skills given above, the group will go through the checklist and mark each skill that was performed correctly.

Negotiation Skill Steps Checklist

As each student completes a role-play, place a check mark by each skill step that was performed correctly.

Role Player's Name/Initials _____

DID PLAYER: 1. Face other person? _____

2. Look other person in the eyes? _____

3. Use good voice tone? _____
4. Use good facial expression? _____
5. Use good body posture? _____
6. Use good listening skills? _____
7. Ask for what he or she wants? _____
8. State reasons? _____
9. Say thanks or suggest compromise? _____
10. Say thanks or ask for a different solution? _____
11. Say thanks or ask for time? _____

Session wrap up with practice activity to be done at home before next session:

As this is the last session on assertiveness, remind everyone some of the key points of the month. Remind them about their sexual rights, about assertive communication, about passive, assertive and aggressive behaviours. If there is enough time, ask them a few questions about the month, such as

- 1) What is the best style of communication. Passive, Aggressive and Assertive. Why?
- 2) What are some of our sexual rights?
- 3) What ways can we show assertiveness to someone?
- 4) Why is communication so important?
- 5) What is assertiveness?
- 6) What skills can we use to negotiate with someone?



January Year 2: Leadership

Week 1: Leadership: Good, Bad and Challenges

Session Title: Leadership: The good, the bad and the challenges.

Learning Objective: by the end of this session students will be able to to explore leadership at moments of challenge, participants take a serious look at how they lead during times of challenge, start to think about what good leadership is.

Estimated Time: 50 min



Materials Needed: flip charts, markers



Facilitator Preparation: Write the Martin Luther King quote on a flip chart.

Activity with step by step instruction:

Energiser (10 minutes)

Explain that the aim of the game is to be the last people left in the group at the end of the game. Explain that when you shout the word "Castle" (you can make another Tumbuka word up if its easier- it can be any word), everyone has to get into teams of 2 as quickly as possible. Anyone who is not part of a three is out of the game. If you shout "Kings" the group should get into teams of 2. Anyone who is not in a pair is out of the game. If you shout 'Queens"', you have to get into groups of 5. Anyone not in a group of 5 is out of the game. Explain that the group should walk around and be moving the whole time, until the facilitator shouts one of the names. As soon as the name is shouted, the class should form groups as per the instruction. After each round, anyone left in the game keeps walking around until you shout another instruction. At the end there will be two winners!

Leadership- Good and Bad (20 minutes)



Ask the group how it felt when they were all pulling and pushing each other to get into groups. Explain that this is because everyone wanted to win the game. Everyone wanted to be a leader and push or pull people out of their group to have the correct number in the group. Effectively, everyone wanted to be a leader and make decisions in this game. Competing to be a leader can be encouraging, but sometimes it can bring out bad qualities in us. Who felt someone grab them and pulling them into their group during the game, who pushed someone out of their group when there was too many people?

On a flip chart, divide the groups into two and title one paper 'good leadership' and the other 'bad leadership.' Give 5 minutes to each team, asking them to write as many things they can think of. After 5 minutes, swap the papers between the groups and give them another 5. Get the teams to present the ideas on the paper. Add in any information you think is missing from the sheets.

Ask the class if they can think of some good and bad leaders. (Politicians, government officials, leaders of countries etc). Ask them why.

Leadership in challenging times (20 minutes)

Begin by asking participants to react to the following quote by Martin Luther King: "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." Ensure that they understand the quote properly. Write it on a flip chart.

Divide the group into small groups and have participants give examples of leadership actions that they took during a moment of challenge or crisis. When everyone has had a chance to give an example, ask the groups to identify leadership traits that came to the forefront during a “moment of truth.” If they do not have an example to give about themselves, have they been in a situation before whereby they have seen someone jump into action during a crisis moment.

Options: Here are some additional questions that you can ask the group after they have exchanged examples: Were you surprised by your actions? Did your leadership approach change? Do leaders need to change leadership style to fit specific situations? In retrospect, can you think of a better way you could have handled the situation? How important is it for leaders to be consistent in all situations?

Ask the group to think of some of the challenges we face when we become a leader. It is not always easy, we have to accommodate for everyone if we want to be a good leader, but this can cause problems. Its hard to please everyone. Lets think of some of the challenges about being a leader and discuss them.

Answers could be:

- Conflict in a group that we are leading. A leader needs to know good conflict resolution styles in order to over-come the challenges of conflict
- Someone else may be a dominant character in a group and may want to take over leadership. A leader must know how to address certain challenges.
- People often go to a leader with issues and challenges that they need resolving. A good leader will have the skills to fairly resolve a dispute between two people.

Session wrap up with practice activity to be done at home before next session:

Ask the group to go home thinking about the challenges a leader faces. Next week we are going to practice an activity which will give us a chance to become a leader.



Week 2: Strong Communication Skills

Session Title: Public Speaking – Strong Communication Skills

Learning Objective: For participants to define strong, weak, and aggressive, communication for participants to identify and practice strong communication skills.

Estimated Time: 60 minutes



Materials Needed: Chalkboard/chalk or flipchart/marker



Facilitator Preparation:

There is a demonstration at the beginning of Activity 1 on strong, weak, and aggressive communication. Plan this with a participant or co-facilitator.

- Write the definitions for strong, weak, and aggressive communication on the chalkboard.
- The gestures and phrases used throughout this session of acting weak, strong, and aggressive are examples. You are highly encouraged to develop examples that are relevant to your own culture and community.

Activity with step by step instruction:

Activity 1: Defining Strong, Weak and Aggressive Communication (20 minutes)

Step 1: Tell the participants that you are going to demonstrate a few different ways to communicate, using a co-teacher or another participant for help. Explain that you are a young girl who needs to ask another girl to help you with a household chore. You will demonstrate three different communication techniques:

- **Strong:** Look at your partner and say calmly, “I think you have a lot of experience with this task and I need help with this chore. Would you please help me sometime today?”
- **Weak:** Without looking at your partner say, “It sure would be nice if someone would help me with this chore, because I won’t be able to do it on my own.”
- **Aggressive:** Stare at your partner, get too close to them and speak very loudly, saying, “You better help me with this chore or I’ll hold you responsible for what will happen.”

Step 2: Ask participants what they just saw. Ask how they would have reacted to each approach. Which was most likely/least likely to make you want to help this person? Why?



Step 3: Share the three definitions for strong, weak, and aggressive communication, below. Ask participants which of the ways demonstrated earlier was an example of weak communication. Of aggressive communication? Of strong communication?

Three Types of Communication:

Strong Communication: delivering a message by honestly expressing your thoughts and feelings; direct and clear; mutual respect.

Weak Communication: delivering a message without expressing your true thoughts or feelings; sometimes staying silent.

Aggressive Communication: delivering a message forcefully without thinking of the other person’s feelings; expressing yourself in a confrontational manner.

Step 4: Ask participants to give examples of when aggressive or weak communication may be useful. Two examples are listed here:

- If you need to get away from a dangerous situation: fight, be loud, angry, and scary. (Aggressive)
- If an influential person (leader, teacher, etc.) asks you for favors that might lead to sexual activity or

advances: lie and tell him your mother/father wants you home right then or make up some other story that might work. (Weak)

Step 5: Tell the participants that there are times when aggressive and weak communication are appropriate, but this session will focus on developing strong or assertive communication skills.

Activity 2: Steps to Strong Communication (10 minutes)

Present and describe the following four steps to Strong Communication:

- a. "I feel ..." Here the girl should express the emotion that she is experiencing.
- b. "When you..." Here the girl says what the other person did that caused her to feel the emotion. It is important to note that this is not about assigning blame but about expressing feelings.
- c. "Because..." The girl explains why the action caused her to feel the emotion.
- d. "And I would like/want/need..." Here the girl explains what she would like to have happen in order to feel better.

Some examples you can provide:

a. I feel hurt and betrayed...
when you call me a baby just...
because I do not want to smoke chamba or have sex with boys I don't know...
and I would like you respect how I feel about drugs and sex.

b. I feel frightened...
when you get so close to me...
because it is threatening...
and I need you to keep more distance.

c. I feel put down...
when you tell me I should not stay in school...
because I think you must think I am stupid...
and I need you to support my decision to stay in school.

Write examples on a flipchart and point out that each sentence uses the same format. Ask volunteers to come up with their own sentence which uses the same strong communication style.

Activity 3: What Would I Say? (25 minutes)

Step 1: Ask participants to form groups of two. Ask each pair (Participant A and Participant B) to take turns play-acting and responding to the situations read by the facilitator, using strong communication. One participant will play-act the part of the person asking the other participant to do something, while the other participant will role-play using the four parts of Strong Communication skills.

For example:

- Participant A = "I want to buy you a beer, you are pretty and I have money. I am tired of you saying 'No' and I will not take 'No' for an answer".
- Participant B = "I feel confused by your constant offers, when you know I am not allowed to go to a bar because I am too young and my parents do NOT allow it. I need you to stop asking me"

Step 2: Read the situations below. Read slowly. Allow each pair to practice using their strong communication skills before you go to the next situation. Choose the situations that are most pertinent to your community and your participants or use your own examples.

Situations:

- Someone you do not know offers you a ride to school.
- Your closest friend smokes chamba as do all of your friends. She asks you to smoke also or not hang out with them.
- A boy you like asks you if you want to go have a beer.
- An older man who is a good friend of the family tells you if you go to his house with him, he will buy you something special.
- Someone you do not know sees you and your friend walking along the road and offers you a ride. You refuse, but your friend gets in the car and is trying to convince you to get in too.
- You are trying to return to school and your aunt and mother are trying to discourage you.

Step 3: Ask the participants the following discussion questions:

- Did you hear strong statements that you could use in a real situation? What were they?
- Did the statements make you feel comfortable? Was it difficult to confront your peers? Why?

Session wrap up with practice activity to be done at home before next session:

Session Wrap-Up (10 minutes):

1. Ask the participants how strong communication skills can help protect them?
2. Ask how strong communication skills can help participants reach their goals?



Practice Activity:

Between now and the next time the group meets, practice: Using the four steps of Strong Communication: “I feel ...” “When you...” “Because...” and “I would like/want/need...”

Week 3: Leadership Characteristics

Session Title: Leadership Characteristics

Learning Objective: To assess the group’s leadership skills, gain an idea of what a good leader looks like, practice using leadership skills in their everyday lives, and understand how leadership relates to public speaking.

Estimated Time: 70 minutes



Materials Needed: Markers and Flipchart, notebooks and pens/pencils for each participant



Facilitator Preparation:

Activity with step by step instruction:

Activity 1: Pre-test (20 mins)

Step 1: Ask participants to copy out the information below in their notebooks. Then, ask participants to rate themselves with "always" "never" or "sometimes" for each statement below. Discourage talking and ask participants to concentrate on themselves and answer honestly. Give some minutes for all participants to fill in their statements.

1. _____ I first try to understand what the other person is saying before I decide how I will respond.
2. _____ I listen for the feelings behind the words someone is saying as much as I listen to the words.
3. _____ I try not to over-react to emotionally charged words.
4. _____ I try to send non-verbal communication that will match my verbal communication.
5. _____ When I disagree with something, I make a special attempt to listen carefully.
6. _____ I try to listen to what is NOT being said.
7. _____ I try to see situations from other peoples' points of view.

Step 2: Short discussion about why they chose their answers and how these relate to being a strong, confident leader.



Activity 2: Characteristics of an effective leader (30 mins)

This activity allows participants to brainstorm characteristics of leaders and helps them recognize these characteristics in themselves.

Step 1: Show participants the flipchart with three leadership quotes:

"A good leader leads the people from above them. A great leader leads the people from within them."--
M. D. Arnold

"A good leader takes a little more than his share of the blame, a little less than his share of the credit." --
Arnold Glasow

"Leaders think and talk about the solutions. Followers think and talk about the problems." --*Brian Tracy*

Step 2: Ask the participants to read the quotes and share their reactions. Spend about 10 minutes discussing.

Step 3: Next, distribute three index cards to each group and review the following small-group task instructions on the flipchart:

Small-Group Task Instructions:

- I. Close your eyes and think of someone you think of as a leader. It can be someone you know personally

or a famous individual in the public domain.

II. With that person in mind, write a list of the characteristics, traits, behaviours, and attitudes that make her an effective leader.

III. When everyone in the group has finished, share your lists with your group.

IV. Make sure that everyone understands each other's list.

V. As a group, reach consensus on three characteristics that are most important for an effective leader.

Step 4: When the groups have finished, ask each group to read their top three traits out loud. As groups read their responses, record the characteristics on a flipchart. Do not write characteristics that are repeated; simply put a checkmark next to any traits mentioned more than once. At the end of the exercise, the group will have compiled a comprehensive list of characteristics of effective leaders.

Step 5: Ask questions such as the following to get participants thinking about leadership:

- Was it challenging to identify an effective leader? If so, why?
- Did you think about someone you know personally or someone famous?
- What made you choose the leader you did?
- Was it difficult to identify characteristics that make that person effective as a leader?
- What characteristics did everyone in the group agree were most important?
- Where did the group disagree?
- Who feels very strongly about a leadership characteristic that was not chosen as one of the top three? Would you like to add it to the large list? (If so, write it on the master list.)

Session wrap up with practice activity to be done at home before next session:

Session Wrap-Up [15 minutes]:

Post the closing discussion question: What are we learning about leaders?

Take several responses. Record the participants' conclusions about leaders and leadership on a flipchart.



Practice Activity/ Homework:

Prepare a speech about something they feel passionate about... Give examples: social justice issue such as girls education, poverty, nutrition, domestic violence, etc. OR anything else they choose to talk about – it can be a poem about their life, career aspirations, or friends. Anything they feel comfortable sharing with the group. Explain that this activity is to practice public speaking skills. Good leaders have great public speaking skills so this is a chance to practice those. Give the following information:

Ten Steps for Preparing a Great Speech

1. **Decide what you'd like to talk about.** Usually the more focused your topic, the better.
2. **Determine what the purpose of your speech is.** Do you want to inspire, educate, persuade, exhort, train, challenge or entertain?
3. **Think about your audience.** Ask yourself: What does my audience already know about this topic?

What is their attitude towards this subject? What kinds of illustrations and stories would appeal to my audience the most? If you want to quote from authors or poets or musicians, think first of the people *this* audience would be familiar with and try to use material from those individuals where possible.

4. Think about the occasion of your speech. Why are you giving your speech? What sorts of subjects would be suitable? What sorts would not be? Is this an occasion where humor would be appropriate or inappropriate?

5. Research the topic. What do you need to learn about your topic before you can prepare the speech? Do you need to find any authoritative sources to quote? Do you need to gather facts or data? Is there anyone you should talk to in order to gain more knowledge of your topic?

6. Outline the speech. What is the best way to arrange your thoughts and material? What is the most logical sequence for your points? Count how many parts you have to the speech. Are you in danger of giving people "information overload"? Remember that people have only a certain limited capacity for absorbing information. If you suspect your talk has "too much in it," run it by a few friends to see if they think you need to cut out some material.

7. Write out the speech sentence by sentence. Fill in your outline by writing down everything you want to say word for word. This may seem tedious, but it will help you formulate your thoughts more specifically and it will give you a way to get yourself back on track if you lose your train of thought during your talk. It also will ensure that you have something to say if you go completely blank! However, when delivering your speech, be sure to guard against reading your script word for word. That can be deadening.

8. Practice giving your speech. It can be helpful to give your speech in front of a mirror first, and then practice in front of friends. Memorize the main points. Practice enough times so that the speech is very familiar and you feel comfortable with it. Be sure to time your speech so that it is not too long or too short.

9. Deliver the speech. Be sure to speak slowly and clearly and make eye contact often with your audience. Again, don't read it word for word. Speak in simple, easy to understand language as if you were engaged in a conversation. Relax, trust yourself, and give it your best shot!

10. Evaluate. Ask someone to give you constructive feedback on your speech, both positive and negative. Develop a plan to strengthen the areas where you are weak.

Some Additional Helpful Hints

Repeat key ideas often as this helps people remember your main points.

Use first person singular, "I," as this will help the audience feel more connected with you. When challenging or exhorting the audience, be sure to use "we."

Open with an attention grabber such as a surprising fact, interesting story or probing question.

Speak clearly and slowly so that your audience can understand you.

Don't play with your hair (shoving it behind your ears) as this can be distracting.

Prepare! Prepare! Prepare!

Week 4: Leadership and You

Session Title: Leadership and You

Learning Objective: To reflect on their behavior in different personal and professional scenarios to see what leadership characteristics participants already exhibit. In addition, begin preparing to speak in front of the group for next session.

Estimated Time: 60 minutes



Materials Needed: Printed hand-outs, flipchart and marker, last weeks list of leadership characteristics created by participants during activity, flip chart with listed instructions as outlined in the activity section, pens for each participant.



Facilitator Preparation: Review session and make sure to have all materials. Print multiple copies of the handout.

Activity with step by step instruction:

Homework Activity (15 minutes)

Ask participants to share their speeches from last week's homework activity. Praise all attempts and ask the group to give feedback. Ask participants how it felt to speak in public. Did they use any of the leadership characteristics discussed in last week's session?



Activity 1: Personalizing the Leadership Grid (40 minutes)

This activity enables participants to identify situations where they currently assume a leadership role and where they would like to be leaders in the future.

1. Remind participants that in the previous activity, they identified and prioritized the

characteristics, traits and actions of effective leaders. Point to the list of characteristics on the flipchart from last week.

2. Tell participants that the next task is for participants to take a look at themselves, and think about where and how they might practice effective leadership.

3. Distribute the Leadership Grid – My Leadership Practices handout.

4: Review the flipchart featuring the instructions below (prepared prior to the activity):

Individual Task Instructions

I. Fill out the grid with the leadership practices you already perform in the various settings that apply to you. (Note: You may leave one or more columns blank if they do not pertain to you.)

II. Do not list practices/activities that you aspire to or plan to do in the future. Focus on the leadership practices you currently do.

III. If you are not sure whether or not the specific practice is leadership, put a question mark (?) next to it.

IV. When you have completed the grid, find a partner and review each other's grids. (Often times, discussing personal experiences with another will open up participants' views of themselves. Allow about 10 minutes for this conversation.)

Ask each other questions such as the following:

- What do you mean by this?
- Tell me about this leadership role.
- How did you become involved with/responsible for this?
- Do you enjoy this role?

If participants seem unclear about the task, refer the group to the grid on the flipchart. Complete the grid together using examples below or examples from the group's personal experiences.

HOME: Do all financial bookkeeping and banking for my family.

ORGANIZATION: Sponsored by an organization who pay school fees and help out with younger girls in that organization

COMMUNITY: Informally motivate women to take an active role in solving local issues.

COUNTRY: Member of national HIV advocacy coalition.

5: Now ask participants to go back to their sheet, drawing a line under all of the current leadership practices they already do. Ask them to fill the sheet in with some leadership practices they may like to do in the future. Maybe some participants have been inspired by others to do something in their home or community.

6: Ask participants to share one or two of their current leadership practices with the rest of the group, and then some future leadership goals. Ask participants how they think they might achieve these future goals, and give encouragements.

Session wrap up with practice activity to be done at home before next session:

Session Wrap-Up (5 minutes):

After participants have shared their responses with their partner, bring this activity to a close by asking questions such as:

- How easy/difficult was it to complete the grid?
- Which situation was easiest to fill out? Which was the most difficult?
- Did you choose to leave some columns blank? If so, why?
- Does this activity help you start thinking about what kind of leader you would like to be? If so, how?



Leadership Grid: My Leadership Practices

Name:.....

Home	Organization	Community	Country

February Year 2: Creative Writing

Week 1: An Introduction to Creative Writing

Session Title: An Introduction to Creative Writing

Learning Objective: Students will think about literary devices and elements in preparation for a short story writing assignment.

Estimated Time: 50 minutes



Materials Needed: flip chart, markers, pens and books, fiction books if available.



Facilitator Preparation: Ensure a clear understanding of creative writing and the planning mechanism before delivering the session.

Activity with step by step instruction:

Introduction 10 minutes

Explain to the group that this month's topic is going to end in a competition- a creative writing competition! Through the next 3 weeks, the group will learn skills to assist them in writing a strong piece of creative writing. During the final week of the topic, participants will read their stories to the group and a panel of judges will pick 1st, 2nd and 3rd place.

Rules: The story has to be at least 2 A4 pages long or more. The topic is creative writing, which means that they will write a short imaginative story. Creative writing is, in informal terms 'the art of making things up'.

On a flip chart, display the definition of creative writing. 'Creative writing is a form of artistic expression. It draws on the imagination to illustrate meaning through the use of imagery, narrative and drama. Creative writing includes poetry, novels and story stories. Ask the group if anyone has had experience at creative writing before, or reading creative writing. (Have any participants done a school assignment for creative writing, or tried creative writing at home for fun?).



Explain that creative writing allows us to use our imagination to take a story in whatever way we want it to go. When we use creative writing, the person writing is in charge of the story. It is up to the writer to make the story interesting and original. The beauty of creative pieces of writing is that it is unique to our own imagination! Creative writing is fictional- which means it is not real. It is made up. The opposite of fiction writing is non-fiction, which is based on facts and truth.

Reading a short fictional story (20 minutes)

If there are some books available, either hand out a few and in groups read a few pages of the book, or read to the whole group. If there is no book available, print the first few pages of a piece of creative writing and hand out to the class. The idea of this activity is to give an example of good creative writing. Some may never have read a fiction book for pleasure. This exercise is also for inspiration.

(Facilitator Tip: If there is no fiction book available, there are many short stories on the internet which could be printed out and read to the group or handed out for smaller groups to read together).

After reading, come together and discuss what was good about the first few pages. Lead with questions such as:

- What was interesting?
- Did reading the first few pages make you want to know more?
- What did you like the best?
- What was introduced in the beginning (e.g. characters, setting, a theme or an event?).

After discussing, point out that a good introduction to the story grips the reader. It introduces some of the story, but doesn't give it all away. There might be a certain theme that the writer is going for and is introducing at the beginning. Emphasise that the key to a good story is planning it to ensure that you have included all the key ingredients for a great piece of creative writing.

Starting to create your story (20 minutes)

Explain to the group that often, a blank piece of paper and a request to produce some creative writing is usually scary or daunting. Often, the writer can question 'where do I start?'. Getting the idea together, or the *plot line* of your story can seem like a big task, but by creating a plan of your story, it can become easier to see the outline take shape.

A story map is a tool, often used in both reading and writing instruction that helps students to understand the important elements of a story. Before beginning a story, have students plan out story elements such as character, plot, setting, theme, problem and solution on a story map so they have it to refer to as they write the story.

Ask the group to copy the below story organiser on their books and explain each section. Encourage them to really use their imagination. For example, a story about a girl in a school who loses her book and then finds it is not very interesting at all. Encourage the group to be really specific in their ideas. Under the character section, writing 'a boy and a girl' is not specific enough. Try to encourage them to develop their ideas more. Give the characters names, ages, identities.

A good example could be a story with the title 'The case of the lost diamond'. The characters are a 16 year old school girl and a Nigerian prince. The setting is in the mountains at night time. The problem is that the diamond that belonged to the prince and is his rightful property has been lost by his father many years ago. The solution is that he gets a girl from the local school, who is known to be good at solving mysteries, to go and search for the diamond with him. Events that happen along the way are an encounter with a leopard and a thunderstorm. The theme is adventure!

Give the class some time to come up with two or three story ideas.

Title:

Characters:

Setting:

Problem:

Solution:

Events that happen:

Theme:

If there is time, ask some of the group to share their ideas.

Session wrap up with practice activity to be done at home before next session:

Closing activity (10 minutes)

Explain that next week we will start to learn about writing introductions which grip the reader and encourage them to keep reading on. Encourage the group to keep thinking of ideas for stories, using the planning method you have practiced during this session. They have two more weeks to write their story so they should begin planning and developing it now.



Week 2: Tools for Creative Writing

Session Title: Tools for creative writing

Learning Objective: To learn different tools that can improve story writing skills.

Estimated Time: 50 minutes



Materials Needed: Markers and flip chart.



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group if anyone practiced coming up with ideas during the week. Encourage sharing of ideas and giving feedback. Lead a short discussion asking what was hard or easy when coming up with ideas. Sometimes, coming up with the idea is the hardest part. But what happens once we have a good idea? We need the creative skills to write a good story. Explain that there are many different tools that we can use to make writing interesting and descriptive.

Using metaphors and similies (20 minutes)

Using similes and metaphors can be used to make creative writing more interesting and can give the reader a better understanding. When we are describing something, saying 'the soldier was brave' can be made more interesting and vivid by saying 'the soldier was as brave as a lion'. Similes often compare two very different things to make a point. A metaphor is a word or a phrase that is used to make a comparison between two people, things, animals or places. Often, metaphors and similies compare two different things to make a point. It is a figure of speech. If we say, she was boiling mad. She was not actually boiling, but it gives us a clearer description



Examples:

- Black as the night
- Green as grass
- As bright as the sun
- As brave as a lion
- As hot as fire

These examples are comparisons.

Giving the examples below, ask the group if they can explain what the metaphors are trying to say (the answers are in brackets):

- Life is a roller coaster (Life has high points and low points- its up and down)
- Their home is a prison (No one is allowed out of their home, they are locked in)
- The sand was as hot as coals (The sand is so hot, like the coals from a fire).
- Toms eyes were ice (Toms look was cold, like ice)
- Her hair was a flowing golden river (Her hair was yellow and long and flowing down her back).
- The peaceful lake was a mirror (The lake was so flat you could see your reflection).
- The stars are shiney diamonds (The stars are twinkling like diamonds do).
- The boys stomach was a bottomless pit. (No matter what the boy eats, he will never get full).

Work through the metaphors and similes together and get opinions on what the group think they mean.

As an exercise, ask the group to see if they can think of any metaphors that they might use in their local language without thinking about it. Then think of some as a group. Encourage them to use similies and metaphors in their creative writing piece to make the language more descriptive and vivid.

Description exercise (20 minutes)

Ask if anyone knows what descriptive means (describing something. E.g, saying that the skirt is orange doesn't describe it very well. If we are being descriptive, we might say 'the flowing skirt was the colour of the morning sun. The material flowed like water down to the ankles of the tiny girl.' The second description gives us a full picture of what the skirt might look like, as well as using metaphors to really spell out the description to the reader. An exciting story is one that the reader can really imagine and understand.

Explain that during this activity, the group are going to think of a simple everyday activity or object, close their eyes and imagine everything about it.

Step 1: Show the group the picture of the pot cooking that is below.

Step 2: Now ask them to close their eyes, and imagine what they can see, feel, hear, smell and taste whilst they are sitting next to the pot and making porridge in the morning.

Step 3: (The facilitator should be giving them encouragement whilst they have eyes closed.) Ask them to really imagine all the different senses.

Step 4: After a few moments, ask the group to come back to reality and spend 10 minutes writing down their description in detail of them sitting next to the pot and cooking in the morning.

Ask the group to share their descriptions and encourage the use of metaphors and similes.

Session wrap up with practice activity to be done at home before next session:

Closing activity (5 minutes)

The participants should use these skills in their creative writing piece. Remind the group that next week is the last week of creative writing sessions before they have to hand in their stories and read them to the group. They should begin to start writing, as they can always edit it as they go.



Explain that participants are welcome to bring a first draft of their creative writing next week for marking if they wish. As well as this, they should bring in their draft to start working on, as next weeks session will allocate some time for them to work on their stories during the session.

Week 3: Tools for Creative Writing (Part 2)

Session Title: Tools for Creative Writing Part 2

Learning Objective: For participants to practice skills used in creative writing

Estimated Time: 50 minutes



Materials Needed: Markers and flip chart.



Facilitator Preparation:

Activity with step by step instruction:

Writing an Introduction (10 minutes)

Explain that although some participants might have already started their piece of creative writing, this still applies to everyone. Writing great introduction is really important to a story. It grips the reader from the beginning and makes them want to read onwards. Introductions which are boring and don't have any excitement or anticipation in them will make the reader want to stop reading on. This session is going to provide the ingredients for a great introduction to your story!

Ask the group if there are any ways that they know which might encourage a reader to keep on reading past the introduction. Answers could include something interesting happening, holding back some information, making the reader curious, writing something controversial.

Hooking the reader (20 minutes)



The Hook Introduction: Think fishing when you think of hooking the reader. Once the reader is hooked, you've got 'em. The following techniques are effective:

- An authoritative quotation
- A controversial opinion or statement
- Shocking situation in the story

- Exciting or adventurous event happening at the very beginning of the story

Explain that a good lead hooks the reader and heightens the reader's curiosity by arousing interest. The best leads drop the reader into the middle of the action.

List various methods:

- Describe a Character
- Action
- Dialog
- Emotion
- Detail
- Setting
- Quotation

Now ask each participant to write a short introduction to a story, which is exciting and hooks the reader. Give some 'story starter' examples to give inspiration. After 10 minutes, have volunteers read out their introductions and ask the group to give feedback on what is good and what could be improved.

Creative writing practice (20 minutes)

Give the group 20 minutes to work on their creative writing, using the different tools that have been discussed during this month's sessions. Some participants may have already started their creative writing and will continue working on it. Some may be just starting their stories now. Explain that next weeks session will be about reading the stories out, therefore they need to start now.

The facilitator should move around the room assisting participants where needed. If any students ask to have their work marked, assist them and give feedback.

Session wrap up with practice activity to be done at home before next session:

Practice Activity (5 minutes)

Ask the group to think back to their public speaking sessions. Explain that next week, they will be bringing their piece of creative writing to class and those who are comfortable and would like to take part will read their stories to the group (encourage each participant to be involved, even if there is a large group).



Week 4: Creative Writing Competition

Session Title: Creative Writing Competition

Learning Objective: For participants to take part in a competition; to employ public speaking skills learnt in this curriculum; to become confident through sharing their ideas and creative writing.

Estimated Time: 60 minutes



Materials Needed: 3 Prizes



Facilitator Preparation: Ensure there are prizes available for 1st, 2nd and 3rd place.

Activity with step by step instruction:

This session is a chance for the participants to read out their stories in a safe environment. The participants should be prepared with their stories, as mentioned last week.

The facilitator should invite participants, one by one, to read out their creative writing. The rest of the group will show their appreciation at the end of each story reading and give comments and feedback on what they enjoyed about the story.

Once each student has had a chance to read their stories, ask for some feedback about this month's topic. The facilitator should lead the discussion asking the questions below:

- what they enjoyed about creative writing?
- What was difficult
- What was easy
- What could they have improved on
- What was easy/difficult about sharing their creative writing with the rest of the group.
- Was it relaxing or exciting to write about something creative and new?
- How did it feel when getting good feedback on your own story.



Before closing the session, ask the class to comment on which story they liked the most and why. Come to a decision together as to whos creative writing should get 1st, 2nd, and 3rd place and why. Hand out prizes and praise the group for good work.

Session wrap up with practice activity to be done at home before next session:



March Year 2: Human Rights

Week 1: Introduction to Human Rights

Session Title: Introduction to Human Rights

Learning Objective: To understand the importance and meaning of human rights; to recognise the Universal Declaration of Human Rights (UDHR).

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, books, pens.



Facilitator Preparation: Write the definition of Human Rights on a flipchart and the simplified version of UDHR.

Human rights are “the rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, sex, sexuality, or abilities; human rights become enforceable when they are codified as conventions, covenants, or treaties or as they become recognized as customary international law.”

Facilitator notes:

- 1) Background information on the UDHR: Rights for all members of the human family were first articulated in 1948 in the UDHR. The 30 articles of the declaration cover economic, social, cultural, political and civil rights. The document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one’s humanity). A declaration, however, is not a treaty and lacks any enforcement provisions. It is a set of principles to which United Nations (UN) member states commit themselves in an effort to provide all people their human dignity. The influence of the UDHR has been substantial; it has achieved the status of customary international law because people regard it as a common standard of achievement for all people and all nations.

- 2) The UDHR has been criticized because it lacks a gender focus and most of the language centres on men, with no special regard given to women or children.

UDHR (Simplified Version):

Article 1: Everyone is free and we should all be treated in the same way.

Article 2: Everyone is equal despite differences, such as skin color, sex, religion or language.

Article 3: Everyone has the right to life and to live in freedom and safety.

Article 4: No one shall be held in slavery and slavery is prohibited.

Article 5: No one has the right to hurt or torture another person.

Article 6: Everyone has the right to be treated equally by the law.

Article 7: The law is the same for everyone; it should be applied in the same way to all.

Article 8: Everyone has the right to ask for legal help when his or her rights are not respected.

Article 9: No one has the right to imprison someone unjustly or expel someone from his or her own country.

Article 10: Everyone is considered innocent until guilt is proved.

Article 11: Everyone has the right to ask for help if someone tries to harm them, but no one can enter their home, open their letters or bother them or their family without a good reason.

Article 12: Everyone has the right to belong to a country. No one has the right to prevent a person from belonging to another country if he or she wishes to.

Article 13: Everyone has the right to marry and have a family.

Article 14: Everyone has the right to own property and possessions.

Article 15: Everyone has the right to practice and observe all aspects of his or her own religion and change his or her religion if he or she wants to.

Article 16: Everyone has the right to go to school.

Article 17: No one has the right to take away any of the rights in this declaration.

Activity with step by step instruction:

Introduction (10 minutes)

Write on flipchart paper: “What Are Human Rights?” Ask participants, as a large group, to brainstorm answers to this question.

Compare their list to the standard definition of human rights on the flipchart.

Form small groups of five or six people and read the following scenario: Imagine that you have discovered a new country, where no one has lived before and where there are no laws and no rules. You and the other members of your group will be the settlers in this new land. You do not know what social position you will have in the new country.

Group Work (10 minutes)

They should also give the country and individual name. First, ask participants to individually list three rights that they think should be guaranteed for everyone in this new country. After everyone has had the chance to write three rights, share amongst their groups and work together to come up with a master list of rights that you are guaranteeing everyone in your new country.



Presentations (15 minutes)

Have each group present their list to the whole group and make a master list that includes all the different rights from the group lists. If some rights are mentioned several times, write them once, and tick them each time they are repeated. When all the groups have presented their lists, identify rights on the master list that overlap or contradict one another.

When the master list is completed, refer to the Simplified Version of the Universal Declaration of Human Rights in the Teacher Reference Materials. Show the UDHR on a flip chart or hand out print outs.

Discussion and Processing (20 minutes)

Use the following questions to guide the discussion:

1. What are the differences and similarities between your list and the UDHR?
2. Does everyone have the same rights? Do some people have more rights than others? Note to facilitator: Use this question to introduce the concept that human rights are universal. Human rights are the same for all human beings regardless of race, sex, religion, political or other opinion, or national or social origin. Everyone is born free and equal in dignity and rights; therefore, human rights are universal.
3. If people do not know what human rights are or a country does not inform its citizens about their human rights, does that mean they do not have any? Note to facilitator: Use this question to introduce the concept that human rights cannot be taken away; no one has the right to deprive another person of them for any reason. People still have human rights even when the laws of their countries do not recognize them or violate them—e.g., when slavery is practiced, slaves still have rights even though these rights are being violated.
4. Do people have the right to pick and choose what rights they have? Can you have just some rights, but not all (e.g., the right to education, but not freedom of expression)? No; rights are interconnected and indivisible. Note to facilitator: Use this question to introduce the concept that human rights are indivisible. This refers to the equal importance of each human right. A person cannot be denied a right because someone else decides it is less important or nonessential.
5. How does gender relate to human rights? Do women in your country have the same rights as men?

Are women's rights universal, inalienable and indivisible?

6. Are there any rights that you now want to add to the final list?

7. Did anyone list a right individually that was not included on any of the lists?

8. Look at some of the rights mentioned. What are the responsibilities that come with those rights?

Note to facilitator: Use this question to introduce the concept that rights always come with responsibilities; this is why rights are also interconnected.

9. Did the rights you listed include rights of children? Why or why not? Note to facilitator: This is a very important question. If participants did not include or mention rights for children, ask why children should have their own set of human rights.

10. On our list and the UDHR list, which rights have related to the prevention of violence or abuse?

Session wrap up with practice activity to be done at home before next session:

Explain that during the next sessions we will discuss more about violence and abuse in relation to our human rights.



Week 2: International Human Rights for Women and Girls

Session Title: International Human Rights for Women and Girls

Learning Objective: To understand international and national rights for women and girls.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, pens, books



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group to define human rights. Explain that today we will be talking about human rights for women and girls. Why is it important to have rights specifically for women? Why not just for all people?

International Women's Rights (20 minutes)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Adopted in 1979 by the UN General Assembly, is an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and solutions to ending discrimination.

Ask the girls whether CEDAW has solved the problem of gender inequality? What are some inequalities women still face?



Sustainable Development Goals (SDGs)

17 global goals created by the United Nations to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

Goal #5: Gender Equality. This seeks to end discrimination against women. Women around the world are still denied equal access to jobs, experience sexual violence and exploitation, the unequal division of unpaid care and domestic work, and discrimination in public office.

Activity (20 minutes)

Divide the girls into groups and assign them each one area in which women still face discrimination. Have them make posters about why and how this should be changed. Have them present to the class.

Week 3: Rights in Malawi

Session Title: Rights in Malawi

Learning Objective: To understand the history of human rights in Malawi and where we are today.

Estimated Time: 50 minutes



Materials Needed: Flip chart and markers in



Facilitator Preparation: Understand the different types of power in the table below.

Activity with step by step instruction:

Introduction to Human Rights in Malawi (20 minutes)

Malawi Human Rights Commission: adopted in 1994 and became fully functioning in 1998. It protects human rights and investigates violence.

Malawi has signed the following international human rights agreements:

- African Charter on Human and Peoples' Rights
- Convention on the Rights of the Child
- Convention on the Elimination of All Forms of Racial Discrimination

Constitution of Malawi: established in 1994. It has since been updated to further protect human rights in the following areas:

- Gender equality
- Nutrition
- Health
- Environment
- Education
- Children

Roleplays (30 minutes)

In groups, have the girls come up with roleplays to demonstrate scenarios in which rights protect the areas of the constitution listed above.

Session wrap up with practice activity to be done at home before next session:

Processing (5 minutes)

Ask the group if they think their opinion on abuse has changed after this session? Have a short discussion and ask what individuals have learnt this session. Do they see people in a position of power in a different light now? Do they feel like they understand the relationship between power, force, abuse and consent?



Week 4: Organizations that Promote Human Rights

Session Title: Organizations that Promote Human Rights

Learning Objective: To learn about organizations that protect human rights and why they are important.

Estimated Time: 55 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

Explain that even though we have laws in place to protect our rights, they are not always followed through, which is why it is important to have other organizations that protect our rights when the government fails to do so.

Ask the girls if they know the meaning of a nongovernmental organization (NGO):

- NGO: Organizations that work independently from the government. They can work in all areas, but many are to protect human rights.

Activity (40 minutes)

Have the girls get into groups and think of an NGO that they know of that protects human rights. (If they are having trouble, provide them with some of the examples below). What rights does this organization protect? How does it do so? Is it effective?

Next, give examples of the following human rights NGOs and a **brief explanation of what they do:**

- PLAN International
- Save the Children
- FOCUS
- Red Cross
- World Vision

In their same groups, have the girls come up with their own NGOs, including the following elements:

- Name
- Mission / purpose: what issue will you solve?
- Objectives
- How you will implement your programs

Session wrap up with practice activity to be done at home before next session:

NGOs are important because they focus on specific human rights and protect them when the government fails to.



April Year 2: Sexual Harassment and Coercion

Week 1: Unwanted Advances

Session Title: Unwanted Advances

Learning Objective: To understand that people can be forced into sex through both emotional and physical means; Identify how to avoid unsafe places and situations that might put one at risk for unwanted sex.

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, pens, paper



Facilitator Preparation: Prepare the questions on flip chart paper

Activity with step by step instruction:

Introduction (10 minutes)

Explain that this month's topic will be about sexual harassment. Ask if anyone knows what sexual harassment means. Write these two definitions on a flipchart:

- Harassment is defined as aggressive pressure or intimidation.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature.

Sexual Harassment can include:

- Sexual jokes
- Touching in an inappropriate way
- Inappropriate gestures
- Spreading rumours about another person's sexual behaviour

Mary's Story (20 minutes)

Mary is 14 years old. She lives with her parents and her cousin Blessings. Blessings often touches her breasts or bottom and laughs about it. Mary is afraid of him, but as he is her cousin she doesn't say anything. One day Mary comes home from the market and goes to the bathroom to wash and change her clothes. Blessings comes into the house alone and she hears him coming towards the bathroom. He says, 'is that you Mary?' and opens the door.

Ask the group to discuss between themselves what they think about this story. Ask for some comments. Ask participants to get into groups of three and discuss these questions:

- 1) What might happen next?
- 2) What are the possible endings for Mary's story?
- 3) What could Mary do to improve her situation?
- 4) Does this situation involve sexual harassment? Why/ Why not?

Ask the groups to give feedback on their answers and lead a short discussion with the group before moving onto the next activity.

Lucy's Story (30 minutes)

Lucy is 15 and has 4 younger brothers and sisters. The family is experiencing financial difficulties and Lucy's mother is again pregnant. Lucy helps her mother by walking to the market each day to sell/buy goods. Every day on the way to the market she is approached by the owner of a local bar, who proposes his love for her. He is older and often ill. Her mother and aunt tell her it is an honour to receive the attention of this man and urge her to talk to him. She refuses because he is old and she doesn't like him, but they keep pushing her...

Ask the group for their initial thoughts about Lucy's story. Explain that although physical force was not used in Lucy's situation, people were using emotional force to push her in a direction she didn't want to go.

Reveal these questions on a flip chart and ask participants to discuss and make notes ready to feed back to the rest of the group.

1. What could happen to Lucy?
2. What are the possible endings to Lucy's story?
3. What could Lucy do to improve her situation?
4. Ask the group what the stories of Mary and Lucy have in common?
5. What are other situations or places where girls are in danger of coercive/unwanted sex in our community?
6. How can girls in our own community avoid these situations or dangerous places?
7. What do you think boys, girls, parents, leaders, the police and the community can do to help stop unwanted sex from happening?

Lead a discussion and encourage groups to give feedback about their ideas during the group work.

Session wrap up with practice activity to be done at home before next session:

Explain to the group that next week we will continue to work on this topic. They should try to remember Mary and Lucy's story.



Week 2: Values, Money and Gifts

Session Title: Values, Money and Gifts

Learning Objective: By the end of the session, participants will be able to: 1. Identify how the need for money/consumer goods affects sexual decisions. 2. Strategize how to reduce risks related to transactional sex.

Estimated Time: 50 minutes



Materials Needed:



Facilitator Preparation:

Make a list of people or places girls can go to if they are sexually harassed or coerced (e.g, an organisation, trusted adult, police, teacher, any services in the local area).

Activity with step by step instruction:

Recap (15 minutes)

Ask the group if they remember both stories from last week. Re-read them if necessary. Ask the participants what are some of the problems that might happen to girls who have unwanted sex? Listen for the following answers:

- Unplanned pregnancy.
- Contracting STIs/HIV.
- Low self-esteem.
- Feeling sad/down/helpless.
- Unpleasant sexual experiences.
- Abuse.

Ask the group who could Mary or Lucy go to for help? What can they do if those people don't at first believe them or don't take any action?

Offer resources and remind participants to find and identify helping adults in and outside the family who they can talk to. (This information should have been collected by the facilitator before the workshop.)

Thembi's Story (30 minutes)

Read the story to the group:

Thembi is beautiful and smart. When her peers started having sex with older men for money or special gifts, she decided that this was not for her. The only consequence she sees to this is getting a disease or pregnant. She wishes to advance in school, but her family wishes her to stay home to help her mother. She is not sure what will happen, but she is sure she will stick to her decision to wait and have sex when she loves the person and not to have sex for money.

1. Divide the group into four smaller groups. Ask each group to present a 2-3 minute role-play of Thembi:

- Ask the first two groups to pretend it's three years later and that Thembi has been able to stick to her decision not to have sex for money or special gifts. Ask these two groups to make a list of things that may have helped Thembi stick to her decision and develop a role-play showing what helped her stick to her decision. (For example, maybe she asked for help and advice from a trusted adult, or she stayed away from places where older men would be present, etc.)
- Ask the other two groups to pretend it's three years later and that Thembi was not able to stick to her decision to not have sex for money or special gifts. Ask these two groups to make a list of things that made it too difficult for Thembi to stick to her decision and develop a role-play showing challenges that kept her from sticking to her decision. (For example, maybe she got tired of being the only girl in her group without nice clothes and a cell phone or her best friend did this so she went along, etc.)

Let each group deliver their role play.

2. Discuss with the group the following questions:

- What helped Thembi keep to her decision, three years later?
- What challenges kept Thembi from keeping her decision, three years later?
- What choices did Thembi have along the way? How did she weigh the good versus the bad consequences of each choice?

3. Ask participants to think of a decision in their own life where they made a decision and were able to stick to it. (For example, eating more vegetables, not teasing your younger sister, doing your homework, etc.). Ask them:

- What made it hard to stick to the decision?
- How did you address the challenges so you could stick to your decision?

Session wrap up with practice activity to be done at home before next session:

Pose the question;

-Did Thembi's values get mixed up when the prospect of money and gifts came into the situation?

Ask participants to go away thinking about their personal values; what might make them change their values?



Week 3: Sexual Harassment at School

Session Title: Sexual Harassment at School

Learning Objective: To understand the different types of sexual harassment; to learn ways to identify and stop sexual harassment; to understand who is a victim, bystander and harasser

Estimated Time: 50 minutes



Materials Needed: Flip chart paper, markers, information about different types of sexual harassment on flip chart paper. Role play print outs.



Facilitator Preparation: Prepare flip charts with information about different types of sexual harassment. Print out or write up role plays so participants can access the class resources.

Activity with step by step instruction:

Types of Sexual Harassment (15 minutes)

Explain that sexual harassment can come in many different forms. During the last two sessions, we learnt how to avoid sexual harassment. During this session will explore sexual harassment more and also look at it in the school context.

Using a flip chart, display this information whilst informing the group the four types of sexual harassment listed below:

Verbal – Includes name-calling, whistling/catcalls, obscene phone calls, sexually explicit jokes, comments about people's bodies, innuendo about sexual behavior, threatening or pressuring someone for a date or sex.

Written – Includes sexually explicit letters, notes, or graffiti.

Visual – Includes sexually explicit cartoons, pictures, or pornography. Wearing t-shirts with offensive messages or images is also visual harassment. Gestures like licking one’s lips or grabbing one’s crotch are also visual harassment.

Physical – Includes unwanted physical contact of a sexual nature, for example grabbing, pinching, groping, brushing up against someone and unwanted hugs or kisses.

Discuss these types with the group. Can anyone think of situations where we might encounter different types of harassment? For example, verbal harassment might happen when walking near a bar with drunken men shouting things at women during evening hours. Written harassment might be a letter that someone passes around the class at school. Ask where and what times is sexual harassment likely to occur. For the rest of this session, we will talk about sexual harassment in the school place and how we can help to stop it.

School Place Harassment (20 minutes)

Either display the scenarios on large flip chart paper or hand them out for each small group to read from. Ask participants to get into small groups and read the scenarios. The groups should make notes to answer the questions and report back to the group as a whole.

- 1) Andrea sits in front of Jeff and Mike in English class. They all get along well most days. Recently the boys have started telling obscene jokes to one another before class and drawing dirty pictures during class. At first Andrea tried to ignore it but it makes her feel uncomfortable. Andrea told them that she didn’t like it and asked them to stop. Mike said they were just having fun and she should just ignore it. Jeff said “It’s not like we’re doing it to you.”

Is this sexual harassment? Why or Why not?
What are some things that Andrea could do?
What are some other ways that Jeff and Mike could have responded?
What type of sexual harassment is this?

- 2) James and Sarah are 8th grade students. Their lockers are right next to each other. James is a popular boy who is always with his group of friends. When Sarah is at her locker, James and his friends make comments about her “nice ass” and “big breasts.” Sarah acts like it doesn’t bother her, but she knows that they are making fun of her. It makes her feel humiliated.

Is this sexual harassment? Why or Why not?
What are some things that Sarah could do?
What are things that James and his friends could do to make Sarah feel safer?
What type of sexual harassment is this?

As a large group, discuss the answers from each smaller group and come to some agreements on each scenario.

Victim, Bystander and Harasser (15 minutes)

Get back into small groups and do the same as the previous activity. After some time, come together as a group and compare and discuss answers.

Carrie and Ana were talking at lunch, an boy name Karl was talking to his friend Larry nearby. Ana could hear Karl things like “That Carrie is a real slut,” and “she’ll sleep with anyone.” Ana tells Carrie who goes over to confront Karl. When confronted Karl grabs Carrie’s butt and says “you like that don’t you?”

Who is the Victim?
Who is the Bystander(s)?
Who is the harasser?
What could each one have done to stop the harassment?

Tyler is going on a first date with Darleen. He tells her that if she doesn't have sex with him he will tell everyone at school that she has HIV and then no guy will ever go out with her.

Who is the Victim?
Who is the harasser?

Lionel is the class clown. When he walks down the hall he grabs girls butt and laughs about it when they get mad. The other people in the hall usually laugh too. He continues to do it even though he knows they don't like it because he knows everyone thinks it's funny.

Who is the Victim?
Who is the Bystander(s)?
Who is the harasser?
What could each one have done to stop the harassment?

Session wrap up with practice activity to be done at home before next session:

Ask the group:
Do you feel you could now identify school place harassment?
Do you feel like you could step in and stop harassment if you see it?
What are the 4 types of harassment?
Why might it be difficult if we try to stop a teacher harassing a student?



Week 4: Preventing Sexual Harassment

Session Title: Preventing Sexual Harassment

Learning Objective: To understand the significance of sexual harassment; to think of ways individuals can help to stop sexual harassment.

Estimated Time: 50 minutes



Materials Needed: Craft materials such as pens, paper, stickers, coloured pencils, scissors, tape.



Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

Ask the group to turn to the person next to them and have a quick discussion about how someone who has been sexually harassed might feel. After a few moments, ask pairs to give some ideas, writing them on a flip chart as you go. Answers might include: Scared, worried it might happen again, unconfident, angry, upset, low self-esteem.

Now explain that the group is going to do a short exercise where participants should only participate if they feel comfortable. Explain that this exercise is confidential and no one will be followed up on if they raise their hand during the exercise, unless they ask for help or advice. Ask the group to close their eyes very tightly. The facilitator should ask the question: raise your hand if you or anyone you know has experienced sexual harassment in any form; verbal, physical, emotional or visual. After a few moments, ask the group to put down their hands and open their eyes again.

Based on the show of hands, the facilitator should then say, for example, 'around 50% of us in the room have experienced or know someone who has experienced..'. This activity is to show the participants how real sexual harassment is.

Now read out this information, which has been taken from an article in the Malawi times in 2014.

The research that was done by the Girls Empowerment Network (Genet) using sealed suggestion boxes has shown that most girls are sexually harassed by their teachers and or older male students. The Executive Director for Genet Faith Phiri said some uncouth male teachers take advantage of school girls and force them into relationships. "Most learners at the schools where we conducted the research explained that they are harassed by male teachers, some even opened up to say that some male teachers even propose love to them," she said. Apart from sexual harassment, Phiri said, pupils also complained that teachers make them miss classes as punishments which puts them at a disadvantage academically. They also complained that some of the tasks they are made to perform as punishment are beyond their age but they have nowhere to complain to for fear of further reprisals. "This is a serious impediment to the girl child's education. The other problem that the students mentioned is that they are made to serve punishments while others are learning. They also complained that they are made to work at teachers' houses," she said.

Ask the participants what they think about this article:

Are there some things in the article which could be labelled as sexual harassment?

Are there things in the article that shock you, or is this normal?

What could the school girls do to stop sexual harassment?

Stopping sexual harassment (30 minutes)

Following on from the last question of the discussion write a list of things as a group that girls can do to stop or interrupt sexual harassment. Some ideas could include:

- Say NO! If possible, tell the person who is harassing you to stop. This is not an easy thing to do, so if you feel you cannot do this on your own, ask someone to help you.
- Tell someone about it! Find someone you trust – a friend, a trusted teacher, or a member of your family. Tell them exactly what happened. They could come with you to tell the person who harassed you to stop. Or, if the harassment was very serious, they could help you report it to someone in authority, such as the school principal, who could deal with the harasser.

- Keep a record of what happened. Write down what happened, when it happened (the date and time) and where it happened. Try to remember if anyone else was there. They may have seen what happened and could be a witness for you.
- Encourage your school to do an awareness event about sexual harassment
- Encourage friends who are/have experienced sexual harassment to speak out against it
- Speak to local chiefs and make the issue important in your community

Explain that for the rest of the session each person is going to make their own poster about sexual harassment, encouraging others to stop sexually harassing. Ask the group to imagine the poster will be displayed at a school, church or community place. Show the below examples to give some ideas.

MEN: FEAR FACTOR?





Session wrap up with practice activity to be done at home before next session:

Ask the group to show some of their pictures explaining what is happening in them. Praise individuals for good work and if participants are happy, keep posters to display in a communal space such as at the notice board at school. If any one feels confident enough, they could take their poster to their school and ask them to display it somewhere people can see it, thereby giving the participants agency over their own school environment.



As this is the last session on this topic, ask learners to go around the group and say something they have learnt during this month to wrap up the topic.

May Year 2: Creative Expression

Week 1: Observation Drawing

Session Title: Observation Drawing

Learning Objective: To foster creativity, patience and concentration; to develop hand eye coordination

Estimated Time: 60 minutes



Materials Needed: Pencils, paper, pens, objects to draw (Shoe, keys, fruit, vegetable, leaves, rocks, a cup and plate, natural items, pens and pencils, a stack of books, bottles of spices or sauces, empty mineral bottles, a piece of clothing crumpled up- look around for everyday objects), erasers, a sharpener.



Facilitator Preparation: Ensure that there is enough good quality pencils for each participant to have one each.

Activity with step by step instruction:

Energiser (10 minutes)

Hand out a piece of paper with a pen to each participant. Now ask them to put the paper on their head. They have to turn to the person left of them and draw a detailed picture of them... but with the paper on their head the whole time! Give each person a few minutes. At the end, move around the room and choose the best few winners and give them a big clap and display them at the front. It should be a very funny activity.

Introduction (10 minutes)

Explain that observational drawing is drawing something by looking at it very carefully. Usually, observational drawing is used for every day objects, such as a piece of fruit, a set of keys etc. Being able to do an observational drawing means being able to recognize lines, curves, edges, perspective, different tones in the thing you are drawing, and then translate them onto paper. All of these things are important when doing observational drawings.

Some tips include:

- 1) Look at what you are drawing! Closely
- 2) Keep checking back at your drawing and the object. Often we forget to do that and keep looking at our paper.
- 3) Start off with an outline of the object and keep checking that the outline is correct.
- 4) If there are shadows, or dark and light places on your object, make sure you draw that on your paper by using light and dark shading. (Press harder with your pencil for darker lines and lighter for lighter lines).
- 5) Be confident! Your first drawing won't look exactly like the object you are trying to draw, but after time and effort, it will!
- 6) Go slow. It is not a race.

Using an object as an example, point out to the group where there are light and dark shadows, or reflections on the item. Encourage them to attend to detail.

Observational Drawing (40 minutes)

You will need for the group to be sat at tables. In small groups of three or four, ask them to sit around an object(s) that you have chosen for this exercise. They can choose to arrange their object(s) in any way they wish, but once they have started drawing they should not move the object or move seats either, because then they will be drawing from a different perspective.

Ask for the group to be silent and only talk quietly. They should be concentrating hard and often looking from their page to the object. Encourage the group to start with an outline. Discourage participants asking for another piece of paper because they 'made a mistake' and want to start again. Use an eraser and start again, looking carefully at the lines on the object and trying to replicate them onto the page. Encourage them to try to use the whole page space, and not just a tiny corner.

Encourage the group to concentrate on their own drawing, and not their friends around them. If possible, ensure space between groups.

Session wrap up with practice activity to be done at home before next session:

Ask some questions at the end such as
How did it feel?
What was easy?
What was hard?
What did you enjoy about the activity?
Were you happy with your drawing? Why/Why not?



Week 2: Scavenger Hunt

Session Title: Scavenger Hunt

Learning Objective: To encourage creativity, thinking outside the box and team work.

Estimated Time: 45 Minutes



Materials Needed: Printed Scavenger Hunt list for each team



Facilitator Preparation: Hide small objects (pens, pencils, bottles, markers, chalk, etc.) in different places around Maji Zuwa. Make a list of the objects and numbers of each object the girls should find.

Activity with step by step instruction:

Explain that a scavenger hunt is when people go on a search for items that you would usually find around discarded or from nature. It involves searching and thinking wisely and being creative in what you can find!

Divide into groups of 5. Give each group a list of the objects they are to find. When you tell them to start, the girls have 30 minutes to find all the objects. The first group to get all the objects they need wins.

Give prizes to the winning group!

Week 3: Paper Bunting

Session Title: Paper Bunting

Learning Objective: To learn about patterns and creativity; to make a decoration that participants can put up in their own space at home.

Estimated Time: 45 minutes



Materials Needed: Lots of paper, colouring pencils/ pens/ crayons, scissors, cotton string, craft materials.



Facilitator Preparation:

Cut paper into triangles, enough so that every girl has at least 8 triangles to work on.

Activity with step by step instruction:

Start the session with a quick energiser.

Explain that this session is about being creative and fun! Hand out the pre-cut triangles to each girl. Sit in an empty space together and place all of the craft materials out in front of everyone. Explain that we are going to make something called bunting. Bunting is a decoration usually used on celebration occasions. You decorate a triangle and thread it onto the string. The girls can choose to decorate each different triangle in whichever way they want. Some may choose to put one letter on each triangle to spell out their name, or just colour in the triangles in their favourite colour or patterns.

If available, put some music on to create a relaxed atmosphere. Once each girl has completed their triangles, make a small hole in the top corners of the triangle. Thread each triangle onto the string to make bunting!



Show some pictures of completed bunting online if possible.

Session wrap up with practice activity to be done at home before next session:

Hang up the bunting around the room to display to everyone whilst you do a closing activity/ energiser, before dismissing the class. Encourage everyone to hang up their bunting where they sleep and be proud of it!



Week 4: Teamwork Giraffe

Session Title: Teamwork Giraffe

Learning Objective: The group will appreciate the meaning of working in a team to a time restriction.

Estimated Time: 50 minutes



Materials Needed: Timer, whistle or bell (Or very loud voice), tape measure, lots of rolls of old newspaper (or flipchart paper), rolls of tape, flip chart, markers, prizes or sweets for the winning groups.



Facilitator Preparation: Ensure that you have as many rolls of newspaper as possible and enough rolls of tape for each group to have one roll.

Activity with step by step instruction:

Introduction (10 minutes)

Explain that this session is about being creative with very few materials. Sometimes, we do not have the right materials on hand to make something we might need. Often, we have to use our initiative to create a substitute. Ask the group if they can think of some things people might use in Malawi that is recycling something, or reuses something in a creative way? For example, when old flip-flops (or patta pattas) break, people often cut them up and use the soles for different purposes! This is being creative. Think of some other things that we do to improvise. (Broken buckets as flower pots, old rubber tyres for string to tie things to bicycles etc).

Now explain that often, to make something work, we need to work as a team. Ask the group to think of situations where teamwork is a great method of getting something done. Explain that during this activity, the class will be split into different teams and will complete an activity using team work skills. As well as this, they are going to be working against the clock!

Give the class the explanation below about how the activity will work.



- The class will be split into small groups (group size can vary depending on size of class and availability of materials.)
- Each group will get some equipment: newspapers and tape.
- The aim of the game is to build the tallest standing giraffe! The tallest one wins!
- There will be a timer on each round. There will be three rounds, each with planning time and construction time.
Round 1: 1:30 minute planning time and 3 minutes construction time.
Round 2: 2:30 minute planning time and 5 minutes construction time.
Round 3 3:30 planning time and 6 minutes construction time.
After each round there will be group discussion about what was hard and what went well and what they need to improve on. Then after the giraffes are measured, the next round will continue.
- The aim of the planning round is for the group to discuss how they are going to construct their tall giraffe. They can agree who is going to do what in the group and they should come up with a strategy of how they are going to use their limited equipment.
- When the final round is up, the facilitator will come and measure all of the giraffes and there will be a winner! There will also be a prize for the most inventive.

Rules:

- The giraffe has to be standing on its own at the end of each round (no sticking it to the table or floor. No holding it up with hands.
- Each round will have a planning phase where no one is allowed to touch the materials, just discussing. If the group touches the materials during the planning session, then they are disqualified.

- Once the whistle or bell goes, signifying the end of the round, everyone in the class needs to put down anything they are touching and stop working on their giraffe.
- Everyone in the group has to be active.

Doing the activity (40 minutes)

Ensure everyone knows the rules of the activity. A flip chart with the rules could be hung up for everyone to see. Give each small group a place or table top to work on away from the other groups so they cannot steal ideas. They should have their equipment ready on the table. Each group should have a team name.

ROUND 1:

When the game starts, give 1:30 on the clock. Give notice when time is running out. After the time is up for the planning round, ring the bell/whistle or shout. Then the teams can then move straight into their construction phase. Give them 3 minutes on the clock, warning them when time is running low. After the time is up, ring the bell/ whistle or shout. Everyone needs to put their equipment down.

Now have a short discussion with the whole group about what they found helpful, what they need to improve on, what went wrong, what they will do differently next time.

The facilitator will measure the giraffes and then record before moving into the next round.

ROUND 2:

Give 2:30 planning time and notice when time is running out. After the time is up for the planning round, ring the bell/whistle or shout. Then the teams can then move straight into their construction phase. Give them 5 minutes on the clock, warning them when time is running low. After the time is up, ring the bell/ whistle or shout. Everyone needs to put their equipment down.

Now have a short discussion with the whole group about what they found helpful, what they need to improve on, what went wrong, what they will do differently next time. (They should comment that having more planning time and more construction time made it easier). The facilitator will measure the giraffes and then record before moving into the next round. Explain that the last round is the final round, and the group with the biggest giraffe at the end will be the winner!

ROUND 3:

Give 3:30 planning time and 6 minutes construction time and conduct the same as the other rounds.

When time is up, leave the giraffes and come together as a group for a large discussion about what was different during each round. Encourage the participants to touch on what was easy, hard, needed improving, what changed throughout the game etc, what teamwork style worked well or not. Ask what they found fun or frustrating in the activity.

Now measure the final giraffes and put them on the score board. Give the team with the highest giraffe the winning prizes, and the team with the most creative style of giraffe prizes too.

Explain that teamwork is important because it allows us to complete tasks together to a good standard. We need teamwork in the work place, family homes and communities. If we can work well as part of a team, as well as individually, we have many skills to offer ourselves and society.

Session wrap up with practice activity to be done at home before next session:



June Year 2: Healthy Lifestyles

Week 1: Importance of Health and Fitness

Session Title: Importance of Health and Fitness

Learning Objective: To encourage participation from all group members; to instil team spirit; to understand the health benefits of being active and fit

Estimated Time: 60 minutes



Materials Needed: Netball, whistle, timer, prizes and netball court



Facilitator Preparation: Ensure you have a netball handy and a safe place to take the group to play netball

Activity with step by step instruction:

Introduction- Health and Fitness (15 minutes)

Ask what the girls think it means to be healthy. Write answers on a flipchart then explain the following:

- Health: the state of being free from illness and injury.
- We can stay healthy by:
 - o Exercising
 - o Eating healthy
 - o Refraining from unhealthy behaviours like drinking and smoking
 - o Managing our stress well

(Note to facilitator: Take flip chart to netball court and do short discussion there).

Ask what the group already know about staying healthy. On a flip chart, list answers. Pose questions to incite a short discussion. Questions that will encourage answers include:

-What helps us to stay healthy?

-What happens if we become unhealthy?

-How does someone become unhealthy? (By not doing any sports or activities and eating poorly).

-What can we do to make sure we stay fit and healthy? (If the response is exercise, ask what kind).

-Who is responsibility is it that we stay fit and healthy? (Parents are responsible for children being fit and healthy. When we become older, it is our own responsibility)

-Why is it important to stay fit and healthy?

-What benefits can we get from being fit and healthy? (Get sick less, being healthy is good for our mind)

too, it means we can be more active day to day, less chance of disease).

Explain to the group that by doing 30 minutes of activity per day can help us to stay healthy and fit. Along with a healthy and balanced diet, daily exercise is one of the main ways we can stay healthy. Its important that we do this to give us less chance of disease, maintain a healthy mind and also have fun!

Netball Tournament (45 minutes)

Split the group into teams ensuring that everyone participates. Have 12 minute matches with a break at 6 minutes for the teams to swap sides. Keep score and rotate the teams so that every team gets a chance to play each other. The teams with the highest score will go head to head to get a winning team at the end. If there are too many or too little teams, the winner will be the team which scored the most goals over the duration of the games.

Encourage each team to come up with a team name before starting. The winning team should get a prize for each player.

Ensure that all team members feel appreciated and give encouragement when they play well.

Session wrap up with practice activity to be done at home before next session:

Closing activity (5 minutes)

Ask the group if they enjoyed playing. What did they enjoy the most? Ask if they feel energized after playing! (They should ☺).



Week 2: World Health Organization (WHO)

Session Title: World Health Organization

Learning Objective: To encourage participation from all group members; to instil team spirit; to encourage different types of sport and exercise; to learn about the risks of high blood pressure and how to avoid it.

Estimated Time:



Materials Needed: Volley ball, volley ball net, prizes and something to take scores



Facilitator Preparation: Ensure there is a ball and a net available

Activity with step by step instruction:

Energizer (10 minutes)

Recap from last week (10 minutes)

Ask the group if they can remember some of the things discussed last week about keeping fit and healthy. Things covered in this month's topic will be included in the end of topic quiz, so give participants to go over material learnt to ensure they remember key points.

Blood Pressure (15 minutes)

After reminding the group about the key points of last week's discussion, introduce the topic of blood pressure.

Explain the following information to the group:

Many of us have heard of the terms BP, or high BP, in our homes and community. Lots of us know someone who is suffering from high BP. High BP means we have high blood pressure. Blood pressure is the pressure of the blood in our body (in medical terms, the circulatory system). Blood pressure can be measured, and this is often done to determine if we have a healthy blood pressure or not.

High BP is bad because it can cause damage to the heart and coronary arteries which can result in heart attack, heart disease, heart failure or a stroke. High BP can cause many problems for the body. It can quietly damage your body for years before you start to see some symptoms develop. If you leave it uncontrolled, complications can occur.

But fortunately, there are things we can do to help our BP become a low and healthy rate. Some of them relate to the type of food we eat and the amount of salt we take in our food. One thing which can really help us to avoid high BP, and even reverse high BP, is regular exercise! Being fit and healthy is important to keeping disease free and low BP.

On a flipchart, list different types of exercises. Then explain that doing these exercised can help to keep our BP low and at a healthy rate.

Volley Ball Game (30 minutes)

Split the groups into teams and play volley ball. Keep score and the winning team gets prizes.

Session wrap up with practice activity to be done at home before next session:



Week 3: The Olympics

xSession Title: The Olympics

Learning Objective: To encourage active participation; to build self-confidence; to introduce the ‘Olympics’

Estimated Time: Sticks, large tape measure to tape out 100m (use a meter stick or a roll out tape measure used for building), timer



Materials Needed: Ensure you take the group to a space that is safe for them to play at, like the beach



Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

Ask the group what they already know about the Olympics and write answers on a flip chart. Ask the group what games and events they have at the Olympics. Do they know any famous athletes?

Explain this information:

The Olympics is a world sporting event, where the best athletes in the world (from many different countries) compete in many different events. The winners of each event get international recognition and a gold, silver or bronze medal. The Olympics began over 2700 years ago in Olympia, Greece. It happens every 4 years. The athletes have to win lots of other sporting events before they are good enough to compete in the Olympics.

In the 2016 Olympics, the fastest man to sprint 100 meters was Usain Bolt. He can run it in 9.5 seconds, and he holds the world record for fastest man alive! Other events which they have in the Olympics are long jump and relay races. Long jump is similar to champion! The longest jump ever recorded at the Olympics was 8.95m! (Using the tape measure, show the group how long that is).

Malawian Olympic athletes include:

Amara Pinto: 18 year old swimmer. She competed in 2016 Olympics in the women’s 50m freestyle swimming event. Her father passed away and her family struggled to afford her swimming training, but she still won many national swimming competitions. She still holds the title for the fastest Malawian female swimmer as well as going 4 years undefeated in her category and age group in swimming in Malawi. She has broken the most swimming records in one day and has competed in the most countries as a Malawian Female Swimmer.

Ask if the group would have to have a go at some Olympic games.

Champion (15 minutes)

Get the group into a line and one by one have them long jump until you find the winner. When there is one winner, measure the length. Using the tape measure show the group the length of the Olympic best for long jump to illustrate the level of Olympic standard.

Sprint Races (15 minutes)

On a starting line, have the group line up. Using the tape measure, mark out 50 or 100m if there is

enough space on the beach. Have everyone begin when you give the starting signal. If possible, stop the timer when the first girl gets to the finish line. Then, compare that to the best for the Olympic winner to show how quick the fastest person in the world is! Declare the winner and the fastest girl in girls club!

Relay (15 minutes)

A relay starts with one person who runs one length, and passes an item (like a stick or a rock) to the next person in line. That person then sprints to the next person and passes them the item, and so on until the last person in the line has received the item. The last person in the group runs over the finish line and that team is the winning team!

Session wrap up with practice activity to be done at home before next session:

At the end of the session, crown the winners of the events and give them prizes. Ensure that the rest of the group congratulate the winners and make them feel special as they have won!



Week 4: Fitness Quiz

Session Title: Fitness Quiz and Football

Learning Objective: To relax and have fun; to learn competitiveness; to practice football skills

Estimated Time: 45 minutes



Materials Needed: Football, place to play football and prizes



Facilitator Preparation: Ensure there is safe place for the group to play football together

Activity with step by step instruction:

Football Match (30 minutes)

This session is fun session which involves playing football together as a large group. If there is a large group, make small teams and play a tournament against each other. Ensure that the winning team get a prize for each player.

Quiz (15 minutes)

Ask the group to get into pairs or threes. Explain that you will read the questions and the first person to raise their hand will get a chance to answer the question. If they fail, the question is up for answering by another team. Keep scores. First time right answers are 10 points, second answers are 5 points and third time answers are 2 points.

What are the Olympics

(Ans: The **Olympic** Games are the world's biggest sporting event)

When did the Olympics begin?

- a) 200 years ago
- b) 20 years ago
- c) 2500 years ago
- d) 137,000 years ago

What causes high BP?

(Answers could include: lack of exercise, being overweight, too much salt)

What can help reduce high BP?

(Answers could include: exercise, losing weight, having a healthy diet)

Who was a Malawian Olympic Athlete?

(Ans: Ammara Pinto)

What benefits can we get from regular exercise?

(Ans: Less risk of heart disease, low blood pressure, healthier body)

Name three Olympic events

Name two Olympic Athletes

(Ans: Usain Bolt, Ammara Pinto)

Session wrap up with practice activity to be done at home before next session:



Session Title: Understanding Harm- 'Stop, Go'

Learning Objective: Agree on the different types of harm; Exchange perspectives on harm; Understand what type of harm is common in that context; Create awareness of different forms of harm so participants are able to discuss the situation of Girl Safety in their own context

Estimated Time: 55 minutes.



Materials Needed: Traffic light cards – cards with a red or green tick on them – one of each colour for each girl; flipchart paper and markers.



Facilitator Preparation:

Write the 6 scenarios below onto separate pieces of paper, ensure the red and green cards are prepared.

Activity with step by step instruction:

Introduction (10 minutes)

Ask participants to put their hands up if they know what harm is. Ask them to say in turn what they think it is and what it could include. Record ideas (10 minutes).

Definitions (15 minutes)

Explain the words physical harm, sexual harm, emotional harm and neglect and have participants write them in their books. Spend some time talking about these terms and ensuring full understanding of the group, using examples so they clearly understand.

Emotional abuse is ongoing *emotional* maltreatment. It's sometimes called *psychological abuse* and can seriously damage a child's *emotional* health and development. *Emotional abuse* can involve deliberately trying to scare or humiliate a child or isolating or ignoring them, so much so that it impacts their emotional health.

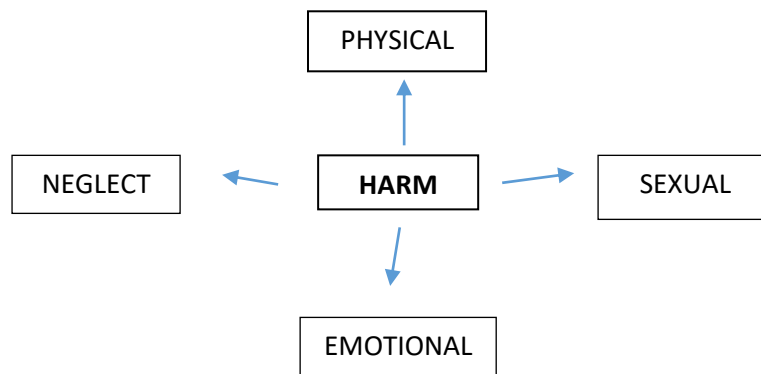


Physical abuse can be defined as any intentional act causing injury or trauma to another person by way of bodily contact. In most cases, children are the victims of physical abuse, but adults can also be victims, as in cases of domestic violence (within a relationship).

Sexual abuse, also referred to as molestation, is usually undesired sexual behaviour by one person upon another. *Sexual abuse* by a partner can include derogatory name calling, refusal to use contraception, deliberately causing unwanted physical pain during sex, deliberately passing on *sexual* diseases.

Neglect is the fail to care for properly. *Neglect definition:* to pay no attention or too little attention to. *Neglect* is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm.

Draw the following chart onto paper to illustrate the different types of harm:



Harmful Scenarios (30 minutes)

Hand out the papers with these scenarios on them, without the answers. Have one person read the scenarios out and then ensure everyone understands clearly. Give each member of the group a red and green card each:

- A girl has not been attending school regularly. One of her friends asked her why and she replied that the teacher keeps telling her in front of the whole class that she is not doing well. (Ans: Emotional Abuse)
- A girl has been growing vegetables and selling them at market. She has been saving money by giving the savings to her father. Her father gives her some of the savings only if he thinks it's for a good purpose. (Ans: Neglect)
- A girl in the group is worried about a girl who lives next door. The girl cannot walk and is alone all day whilst her parents are at work. (Ans: neglect)
- One of the girls in the group lives with her mother who is sick and five brothers and sisters. She works during the day to provide income for the family as the mother cannot work any longer. When the girl fails to do all of the chores for her brothers after work, they slap her hard until she cries. (Ans: Physical Abuse)
- A girl in the community has been staying out late with her friends. Her parents have asked her not to. One day she appears with a bruise on her leg. She says her parents disciplined her because she had ignored their requests to come home earlier. (Ans: Physical Abuse)
- A girl living on the street regularly uses the drop in centre of a local organisation. One morning she tells the centre coordinator that she will not be returning – she is regularly followed to the centre by a man who asks her to touch him. (Ans: Sexual Abuse)
- A girl in your class has been going out with a boyfriend for some time. She tells you that he refuses to use a condom during sex. When she asks him, he tells her that if she loved him, she would let him do it. When she refuses, he tells her she is a prostitute and he will no longer come back to her. (Ans: Sexual AND Emotional Abuse)
- A girls parents cannot work anymore due to sickness. She wants to go back to school but they cannot afford fees. (Ans: This is a trick question. It is not abuse. It could be seen as neglect but as the parents are sick and cannot help, it is not on purpose).
- A girl with 4 brothers looks very skinny and underfed. Her parents only let her have left over's from her brothers during meal times. (Ans: Neglect).
- A teacher privately tells a girl in her class that she is failing and needs to work harder on her different subjects (Ans: Not harm. The teacher is encouraging the student in private and not publicly shaming her).

Ask participants to work in small groups to decide whether their story could be harm and why they think this. Ask them to discuss which type of harm they think it is.

After some time, each group must read out their scenario. The rest of the group need to show their red or green cards to show what they think about the story. Red meaning harm and green meaning no harm. Then, the small group must explain how they came to their decision and state which type of harm they think it is. Let the whole group give ideas and discuss each scenario. Lead the discussion and ask questions for the group.

Session wrap up with practice activity to be done at home before next session:

Closing remarks (10 minutes)

Following discussion, girls/community members pair up and share what they learned from the whole session and feed back into the larger group as the final activity.



Week 2: Personal Safety

Session Title: Personal Safety

Learning Objective: For the group to learn about personal safety.

Estimated Time: 50 minutes



Materials Needed: Chalk and board, the little red riding hood story, pictures available to show, paper and drawing materials.



Facilitator Preparation: Ensure that you have the story available to read, ensure the pictures are available for the group to see on a laptop or printed out.

Activity with step by step instruction:

Introduction (5 minutes)

Ask the group what they think it means to feel safe. Have a short discussion and write answers on the board. Safe can be defined as free from harm or hurt. Feeling safe means you do not anticipate harm or hurt, emotionally or physically.

Little Red Riding Hood (20 minutes)

First, read the story little red riding hood in English to practice English listening skills. Ask if anyone understood any of it. Then read the story in local language. Before reading, show the picture of little red riding hood. As the story goes on, show the pictures to go with it.



After the story, ask if everyone can remember it and recall the events in their own words. Ask the group to give some of the key points of the story, remembering what happened. Ask what they liked about the story and what they didn't like. What was funny and what was not funny? Ask what little Red Riding Hood should have done to

avoid what happened? (Ans: listened to her mother, walked quickly to the grandma's house, not told the wolf where the grandma lives or where she was going, been looking around when she was walking around the forest).

Safety Ideas (15 minutes)

Write some ideas down about what little red riding hood could have done to avoid the situation. Now, give some scenarios such as the ones below, and add your own. Discuss with the group what they should do, and why, for each one. Record answers on the board.

- 1) A man in a car stops and asks directions. What do you do?
- 2) A man in a car and stops and asks directions. He asks you to get in the car and show him. What do you do?
- 3) You are in Mzuzu with a family member. Your family member leaves you for 20 minutes. In the market, a shopkeeper offers you to come and eat lunch behind his shop. What do you do?

Drawing (15 minutes)

If there is time, give each participant a piece of paper and ask them to draw a picture of the wolf and the girl, in any scenario that happens in the story, and write a short paragraph in their own words and choice of language about how she could have avoided the bad situation with the wolf.

Session wrap up with practice activity to be done at home before next session:



Little Red Riding Hood Story

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red cape, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.

"That's a good idea," her mother said. So they packed a nice basket of food for Little Red Riding Hood to take to her grandmother.

When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her mother cautioned. "Walk fast along the way and please don't stop to talk to strangers! The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for awhile, listened to the frogs croaking and then picked a few more.

Little Red Riding Hood was enjoying the warm summer day so much, that she didn't notice a dark shadow approaching out of the forest behind her...

Suddenly, the wolf appeared beside her.

"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.

"I'm on my way to see my Grandma who lives through the forest, near the river," Little Red Riding Hood replied.

Then she realized how late she was and quickly excused herself, rushing down the path to her Grandma's house.

The wolf, in the meantime, took a shortcut...

The wolf, a little out of breath from running, arrived at Grandma's and knocked lightly at the door.

"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf ate her up!

The wolf let out a satisfied burp, and then poked through Granny's wardrobe to find a nightgown that he liked. He added a frilly sleeping hat, and for good measure, he put her glasses on too.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called in grandmas voice.

"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"Grandmother! Your voice sounds so odd. Is something the matter?" she asked.

"Oh, I just have touch of a cold," squeaked the wolf adding a cough at the end to prove the point.

"But Grandmother! What big ears you have," said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood.

"The better to see you with, my dear," replied the wolf.

"But Grandmother! What big teeth you have," said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the bed was not her Grandmother, but a hungry wolf.

She ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could.

A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could.

He grabbed the wolf and made him spit out the poor Grandmother who was scared by the whole experience, but still in one piece. "Oh Grandma, I was so scared!" sobbed Little Red Riding Hood, "I'll never speak to strangers or waste time in the forest again."

"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!"

The woodsman knocked out the wolf and carried him deep into the forest where he wouldn't bother people any longer.

Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

Week 3: Safety in the Community

Session Title: Safety in the Community

Learning Objective: To look deeper into the safe and unsafe places in the community; to think of ways that we can stay safe all the time.

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, tape, sticky post it notes, printed copy of role play



Facilitator Preparation: Print the role play or write it out to give to the volunteers.

Activity with step by step instruction:

Introduction (10 minutes)

Explain:

In most societies, women have limited space to meet, and public spaces are often inhabited largely by men. Traditionally, women's responsibilities include taking care of children, cooking, carrying out household chores, and generally looking after the family.

Women and their family members often report sexual violence, harassment, and indiscriminate attacks. In this activity, we are going to make a safety map of our community to help us gain a new awareness about our surroundings. This activity will help us identify safe and unsafe spaces in the community.

Ask the group:

'Do you always feel safe? Why/Why not?'

'What places make you feel unsafe? Why?'

'Do you feel more/ less safe at day or night? Why'

Explain that it is necessary to think about safe places that are OK for girls in our community to go to. During this activity, we will map out these spaces.

Activity – Creating the Map (20 minutes)

- 1) Explain that the group will be drawing a map of the community
- 2) Break the larger group up into the smaller groups
- 3) Give out the materials (papers, markers, tape, sticky notes)
- 4) Talk about what sort of places to show on the map. Ask the participants to draw a map showing all the places the participants think are important to put on a map. (Maize mill, shops, church, school, bore holes, organisations, trading centres, certain shops, bars etc)
- 5) Create the map!

(If the group want to make a huge map, they can work in smaller groups and stick flipchart paper together).

Safe and unsafe places (5 minutes)

Review the map with the participants. Ask them to show you what is going on in the map.

- 6) Participants should tick all the areas on their map that they think of as safe areas
- 7) Participants should circle or put a cross through all the areas on their map that they think of as unsafe areas
- 8) Come back into a larger group and stick all the maps onto the wall
- 9) Each team presents their map to talk about the different understandings of what safe and unsafe or risky/ dangerous are in the group.

Discussion (10 minutes)

Start a group discussion asking some of the questions below

- Why is it important to think together about safe and dangerous areas?
- Point out specific areas on the maps and ask why this is marked as safe
- What could we do instead of going by this area at a time where it could be dangerous?
- Why could help us feel safer in that area?
- What is the most dangerous area on the whole map?

Role Play (10 minutes)

Ask for volunteers to carry out the role play. Explain that this situation is happening on one of the places in the map that they have marked as unsafe (suggest that the role play could be set near a bar in the trading centre where men go and drink and prostitutes often work):

Mercy is walking home from school with her friends and a car stops next to them.

Older man in the car: Hey beautiful, I've been looking at you for a while now. You are very pretty, what's your name?

Friend 1 (smiling): Her name is Mercy!

Man: Mercy, would you like to come with me and have some drinks and chips? Come on, get in, you'll be back in time, I promise

Mercy: I am not sure if that's a good idea...

Friend 1: You are lucky my friend, I wish I could have a sugar daddy too! They are so caring, I'm telling you.

Friend 2: Mercy, don't go. Be careful! Come, let's go home. It is dangerous to go with people you don't know.

Mercy: I just don't know...

Session wrap up with practice activity to be done at home before next session:

After the role play has been delivered, ask the group for different endings of the story and discuss which options are safe and unsafe and what different outcomes there could be.



Week 4: Road Safety

Session Title: Road Safety

Learning Objective: To learn how to cross the road safely, to understand the dangers associated with the road and to learn Stop, Look, Listen

Estimated Time: 60 minutes



Materials Needed: Chalk, flip chart, markers,



Facilitator Preparation: Write the role plays on paper for each small group

Activity with step by step instruction:

Introduction (15 minutes)

Introduce the topic and explain that this session is all about learning how to be safe on the roads. Ask if anyone knows someone who has been hurt in a car accident- get them to explain what happened. (You could use a recent example that happened in the local area). Ask if anyone knows what can be dangerous about the roads. (Examples are: speeding, drunk driving, being on the phone while driving, getting distracted by driving, not looking where you are going when crossing the roads, playing too close to the road, running across the



roads, overloaded cars, faulty or broken cars, bicycles on the road etc). Write answers on a flip chart and add in some of the ones above. Encourage the group to think of lots of different ideas. When finished, ask them if some of the things on the list can be controlled by them. For example, they can control if they play too close to the road. They cannot control if a car is speeding or if the driver is drunk.

Crossing the road safely (15 minutes)

Ask the group if someone can demonstrate how to cross the road safely. (The answer is to stop at the roadside, listen for cars whilst looking right, left, right and then left again. Once the road is clear and there are no cars in the distance then you can walk across the road safely to the other side. Hold hands if you are with other people or small children). Show the group the correct way to cross the road and explain that it is called STOP, LOOK, LISTEN. Get them to repeat and write it on the flip chart.

Now ask the group if everyone crosses the road in the right way. Ask why we might not cross the road in the right way (we are rushing, late, think its exciting to run across the road when a car is coming, we are playing with friends, we do not look properly etc).

Now ask what could happen if we don't cross the road safely (what would happen if a truck, minibus, bicycle crashed into us when we crossed the road without doing it properly). When someone is injured like that, they will be very seriously injured. How could it affect their life? E.g, they might have to use a wheel chair and can never walk again. Ask how being in a wheel chair would affect your life? (Answers should include you will never be able to dance again, or play football, or play at the lake).

STOP LOOK LISTEN practice (10 minutes)

Draw a road in the middle of the room. Everyone should stand on the same side of the road. Without demonstrating, ask some of the group to cross using STOP LOOK LISTEN. Now demonstrate properly. Ask each girl to cross the road you have drawn on the floor safely. When everyone has done it, put girls in pairs. Get one of the pair to be talking to and distracting the other by talking to her, chatting with her etc. Yourself and one other girl should pretend to be cars moving up and down the road whilst the girl makes her decision as to when the best time to cross the road safely is. Get a few pairs to do this to ensure everyone has a go at practicing.

Safety First (20 minutes)

Split the room into groups. Give them each a role play.

- 1) Sarah's call is in the road because it was kicked in the road by accident. What should she do to get it back safely?
- 2) Kate is going to be late for school and she is scared she will be whipped. She runs to school. Her way to school is along the main road at Hara. She goes to run across the road without looking. Her friend Sam sees her about to run across the road and stops her just in time for a motorbike to pass by. She was almost hit! How can sam show Kate the safest way to cross the road?
- 3) Blessings is in a minibus and the driver smells of beer and is driving dangerously fast and scarily, almost hitting bicycles on the path. There is a pregnant lady who is also scared and wants to get off the bus but is too worried to ask the driver to stop. What should Blessings do?
- 4) You are riding a bicycle to your friends house with your sister on the back. The road is narrow and some cars are speeding down the road. It is getting dark and you do not have a light on your bike. At one point, a car comes very close to you and you are almost knocked of your bike.

What is the safest thing to do?

- 5) You are walking with your small brother. The traffic on the road is busy and there are many bicycles. You go into a shop and when you come back you find your small brother walking dangerously near the road. What should you do to make sure you both get across the road safely?
- 6) Your friend is on the other side of the road. She is waving at you and says you should come over to enjoy soursa with her and her family. You get excited and go to run across the road. Your other friend stops you just in time to stop being hit by a moving car. What can the friend do to explain how to cross the road safely?

Ask each group to act out their role play, demonstrating the safe way to do things. Ask the rest of the group what they could have done differently if there are more things they could do to be safe. Remember the groups should be demonstrating STOP LOOK LISTEN.

Session wrap up with practice activity to be done at home before next session:



August Year 2: First Aid

Week 1: Risks and Hazards

Session Title: Risks and Hazards

Learning Objective: For the students to understand risks and hazards and how to protect themselves from them.

Estimated Time: 50 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Introduction

Ask the girls if they understand the meaning of a risk.

Risk:

Ask what some of the risks they face are and how they keep themselves safe. If we think we are in a situation where our safety may be at risk, it is important that we

evaluate the situation carefully.

Activity

Read the following story. Once you have finished, have the girls identify all the points in the story where

- Burns
- Lake safety
- Road safety
-

Session wrap up with practice activity to be done at home before next session:

Why do we need to use first aid?

Pose the question to the group. Why do we need first aid? What might happen if when our friend fell, we didn't use first aid? (It could get an infection, it could get dirt inside, it could bleed a lot and she could become weak).



Week 2: Breaks, Sprains and Twists

Session Title: Breaks, Sprains and Twists

Learning Objective: For the group to learn about breaks, sprains and twists; to practice how to make a splint to support a break; to provide the class with basic first aid skills

Estimated Time: 50 minutes



Materials Needed: Enough splint making materials for practice in small groups.



Facilitator Preparation: Using the list of information from below, gather together items that can be used in practicing making a splint. Suggested items include reeds and string. Try to have as much equipment as possible.

Activity with step by step instruction:

Introduction (5 minutes)

Ask the group if they know anyone who has broken a bone before. Ask if anyone can explain the story of how that person broke the bone and what happened afterwards. (Ask: did they go to the hospital, how did they get there, what happened when they got to the hospital.)

What is a splint? (10 minutes)

Explain to the group the following information:

A splint is a piece of medical equipment used to keep an injured body part from moving and to protect it

from any further damage.

A splint is often used to stabilize a broken bone while the injured person is taken to the hospital for more advanced treatment. It can also be used if you have a severe strain or sprain in one of your limbs. Placed properly, a splint will help ease the pain of an injury by making sure that the wounded area does not move. (If you have the resources, print out or take a laptop with a picture of a broken bone in a splint).

Things you need to make a splint (10 minutes)

On a flip chart, show the list of things that you need to make a splint.

The first thing you will need to make a splint is something rigid (hard to bend) in order to stabilize the fracture. This could be a rolled-up newspaper, a heavy stick, a board or plank, or a rolled-up towel.

You will also need something to fasten the splint in place. Shoelaces, belts, ropes, and strips of cloth will work. Medical tape can also be used if you have it. Try not to place commercial tape, such as duct tape, directly against a person's skin.

Applying a splint (10 minutes)

Attend to any bleeding before you attempt to place the splint (remember last week's session. Ask the group to recall information about last week's class). You can stop the bleeding by putting pressure directly on the wound. Then, apply a bandage, a square of gauze, or a piece of cloth. Do not try to move the body part that needs to be splinted — you may accidentally cause more damage.

Place the splint so that it rests on the joint above the injury and the joint below it. For example, if you are splinting a forearm, place the rigid support item under the forearm. Then, tie or tape it to the arm just below the wrist and above the elbow.

Avoid placing ties directly over the injured area. You should fasten the splint tightly enough to hold the body part still, but not so tightly that the ties will cut off the person's circulation.

Making a splint practice (25 minutes)

First, demonstrate a splint using a volunteer. More information for the facilitator (including instructional videos) can be found online.

After demonstrating and explaining thoroughly, hand out equipment so that small groups or pairs can practice making a splint. Move around the room assisting and checking on their attempts. Assist where needed and display good splints to the class. If there is a splint which looks like a failed attempt, also show this to the group pointing out what could be improved.

Session wrap up with practice activity to be done at home before next session:

Explain that this new skill can be used in a first aid situation. Ask if anyone would feel comfortable helping a person who had fallen and possibly broken a bone? Why/ Why not?



Week 3: The Recovery Position

Session Title: The Recovery Position

Learning Objective: To equip learners with the skills to put someone in the recovery position; For learners to understand what being unconscious is.

Estimated Time: 50 minutes



Materials Needed:



Facilitator Preparation: Understand how to put someone in a recovery position so you can show the class.

Activity with step by step instruction:

Start the class with an energiser. After the energiser ask if anyone knows what being unconscious means. Explain that unconscious means that a person is unresponsive. Some might say they are 'passed out' or 'knocked out'. When a person is unconscious, they might have had a fall and knocked their head. They do not respond to anyone but they are still breathing. An unconscious person might look like they are sleeping- but the different between sleeping is that when we try to wake that person up, they usually respond in some way.

Role Plays (15 minutes)

Ask the class to come up with short role plays. The role play should include a situation where someone becomes unconscious. The role play ends at the point someone falls unconscious and their friends

cannot wake them up.

Ideas could include:

Playing jump rope and falling over and hitting a head

Friends climbing up a mango tree and falling out

Playing near the road and getting hit by a bicycle

Something falling out of a tree into someone

Get the groups to act out their short 30 second role plays.

The Recovery Position (20 minutes)

Explain that when someone becomes unconscious, they are at risk of having their airway blocked. They might vomit or their tongue could fall back and block their throat. Putting someone in a recovery position is a way of keeping them safe until help arrives or you can go and get help.

Ask for a volunteer to act unconscious on the floor and she should not respond to you when you move her body into the recovery position. Instruct everyone to watch carefully because they will also be practicing this shortly with a partner.

Follow the steps below (**Facilitator tip: You should try to watch a video on YouTube before conducting the class.**)

Or you can follow these steps:

- Carefully roll the person so they are lying on their back, kneel on the floor at their side
- place the arm nearest you at a right angle to their body with their hand upwards, towards the head
- tuck their other hand under the side of their head, so that the back of their hand is touching their cheek
- bend the knee farthest from you to a right angle
- carefully roll the person onto their side by pulling on the bent knee
- the top arm should be supporting the head and the bottom arm will stop you rolling them too far
- open their airway by gently tilting their head back and lifting their chin, and check that nothing is blocking their airway
- stay with the person and monitor their condition until help arrives

Now ask the group to get into pairs and attempt the recovery position on each other. Move around the room correcting as you go.

Role Plays 2 (15 minutes)

Now ask the class to get back into their small groups and re-do the role play from the beginning of the session to include the recovery position at the end. Ask some volunteer groups to demonstrate.

Session wrap up with practice activity to be done at home before next session:



Week 4: Snake Bites

Session Title: Snake Bites

Learning Objective: To equip learners with the knowledge of how to deal with a snake bite

Estimated Time: 50 minutes



Materials Needed: Chalk, large stones that look different to one another, a dice (if there is not one available, you can make one).



Facilitator Preparation: Ensure there is a large snakes and ladders board drawn in advance of the class. The stones will act as counters for a board game that will be drawn on the floor. Ensure there is a large amount of stones readily available and a dice. You can learn how to make one on this website: http://www.firstpalette.com/Craft_themes/Alphabet_and_Numbers/paperdice/paperdice.html

Use this picture as a guidance to draw a huge snakes and ladders board on the floor.
https://www.google.com/search?q=making+a+snakes+and+ladders+board&rlz=1C1HLDY_enMW709MW709&source=Inms&tbn=isch&sa=X&ved=0ahUKEwjwp8mAyevPAhWEOxoKHT4fDC0Q_AUICCGB&biw=1366&bih=613#imgrc=RjtBgUmp9NK7wM%3A

The rules of snakes and ladders are this:
Player 1 throws a dice. They move their counter according to the number on the dice. The game continues in this way. If a player rolls a 6, they get to roll again. If a player lands at the top of the snakes head (It doesn't count if they land on a snake half way down it has to be directly on the snakes head), then they have to move their counter down the snake and end up at the tail. If a player lands on a square which has the bottom of the ladder on it, then the player may move up the ladder. (The player can only move up the ladder if there it is the very bottom of the ladder, not if they land on a square that has a ladder passing through it, the same as the snake). The first person to get to 100 wins!

Activity with step by step instruction:

Snakes and Ladders (45 minutes)

Depending on the size of the group, split up into teams. Give everyone a rock, or something they can use as a counter or marker during the game. Show the group to the pre-drawn snakes and ladders board on a large area of floor. Explain the game and begin playing. Ensure that you have 15 minutes at the end to discuss about snake bites and provide the group with the information below.

Snake Bites (15 minutes)

Ask the group what they already know about snake bites. Pose questions such as

- What should you do if you get a snake bite
- What should you do if your friend gets a snake bite
- How can you treat a snake bite
- Can you tell if the bite is poisonous or not?
- Have you or anyone you know received a snake bite? If so, what happened?

Write the responses on a flip chart or chalk board.

Give this information to the class:

- Keep the victim calm, restrict movement.
- Assure the victim and do not let him panic. When under panic, it will enhance heart rate and would circulate the venom faster in the body.
- Remove any rings or constricting items; the affected area may swell.
- Stop lymphatic spread of venom - bandage firmly, splint and immobilise. The limb, which has been affected by the bite, should be immobilized with splint (think back to week 2). Victim to keep the hand as close to the level of the heart as possible - this reduces the flow of venom to major areas.
- A snakebite victim is under tremendous psychological stress. It is necessary to keep the patient warm.
- •The patient should not be allowed to exert himself in any manner. Do not allow the victim to eat or to drink water in order to keep metabolism at low rate. No water No food is the golden rule.
- • DO NOT COVER THE BITE AREA AND PUNCTURE MARKS. The wound should be gently cleaned with antiseptic.
- • Try to aspirate the venom out of the puncture marks with standard suction devices. The suction should be applied within 5 minutes of the bite.
- The only remedy for venomous snakebite is the anti-venom serum, which is available at most government hospitals and public health centers.

How NOT to Treat Snakebite

- No electric cable, string or rubber tourniquets to be used, this cuts off blood flow completely and may result in amputation of the affected limb.
- Do not burn the wound, as it would not have any effect on the venom, which has already entered the bloodstream.
- Do not suck the wound with mouth. A suction device may be applied over the bite to help draw venom out of wound without making cuts.

Know About Snakebite

All snakes are not venomous – so every snakebite is not going to result in death.

Even a venomous bite is not always fatal – because the severity of snakebite depends on many factors like the size of the snake, whether the bite could be completed, whether it was a drybite (where the snake bites but doesn't inject venom) or not, the age, physique and affected limb of the victim.

First Aid would enable a person to buy more time to reach medical aid on time.

The only cure which is available is anti-venom serum injection.

First Aid - if not done properly could cause more harm than benefit

Session wrap up with practice activity to be done at home before next session:

