



DETERMINED TO DEVELOP
— MALAWI —

N o n - F o r m a l E d u c a t i o n
C u r r i c u l u m : F o r m 3 - 4



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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 is targeted particularly at females in Form 3-4 and 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 behaviors 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:	
<u>Introduction (10 minutes)</u>	

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; the way the club will be conducted; to determine committees; to introduce ourselves to one another; distribute books to each participant; to come up with the code of conduct

Estimated Time: 60 minutes



Materials Needed: Enough books for all the 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...).

Activity with step by step instruction:

Introductions to girls club (5 minutes)

Start by introducing yourself and welcome the participants. Explain the aims of girls club using the flipchart already prepared, why we are here, 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 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 a person. Ensure everyone understands the time to meet. Explain that sessions will 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 participants are to be excited too).

Introductions to one another (10 minutes)

Ask the 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: encourage participants to speak loudly and confidently to the rest of the group)

Code of Conduct (20 minutes)

Explain that the girls 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 it should be included in the code of conduct, a participants will 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 learners do not suggest key things, but explain why you have chosen them to be part of the code of conduct), ask the

participants to copy it into their books. Explain that those who repeatedly do not follow the code will be followed up on. Ask all participants to sign the code of conduct and keep it safe to refer back to in the future if needed.

Choosing committees and members of the committees (5 minutes)

Spend 5 minutes and ask participants to come forward if they would like to be part of the committees that you chose. Not all members have to be in a committee as it could change each year or term, as per the groups needs. Note down the names.

Rating Self Esteem (10 minutes)

Tell the group that this months topic is going to be about self esteem. Give each participant the hand out which is provided below and ask them to fill it out alone, without the help of their friends. Ask them to be honest and write their name on the sheet. They should not copy from friends or answer dishonestly. If the participant is quiet, shy and does not come forth in classes, perhaps they should not rate themselves at '5' (high) for self confidence. Explain this. Collect sheets in afterwards and keep them for future sessions.

(Facilitator tip: Translate some of the harder words so the group understand)

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

Get the committee girls to collect in the pens and the books. A quick game to close the session if there is time (10 minutes):

Hand out a piece of paper and pen for each participants, 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 get the girls 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 a nice activity to end the session.



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



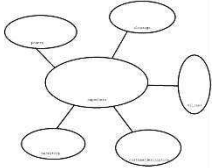
I AM A GOOD LISTENER 1 2 3 4 5

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

Week 2: Essay Writing

Session Title: Essay writing
Learning Objective: Learn how to organise thoughts, make an argument and write an informative piece of information
Estimated Time: 60 minutes 
Materials Needed: Flip chart, markers, books, ball pens 
Facilitator Preparation: <ul style="list-style-type: none"> -Draw a spider diagram on a flip chart (see example below) -Write out the 4 different 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 etc. 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 (30 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 presented 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: Writing a Letter

Session Title: Writing a letter

Learning Objective: to express their opinions, to write using the conventions of formal letter, to empower students to make their voice heard.

Estimated Time:



Materials Needed: Flip chart, markers, books and pens



Facilitator Preparation:

Do a mock letter format on a flip chart (see the below example at the end of this session plan)

Activity with step by step instruction:An introduction to letters (10 minutes)

Ask the students who has written a letter recently. Who did they send it to? What was the purpose of the letter? Can the group think of other reasons that you might send a letter? (to apply for a job, to enquire about something, to persuade someone to do something, like a politician, to communicate with someone etc). Explain that today we are going to plan and write a letter.

Ask students if anyone knows the professional format of a formal letter. If so, get them to come up and do an example on a flip chart. If no one knows, make some prompts, such as suggesting that there needs to be a recipient, a sender, an address etc.

Show the group the correct lay out on the flip chart.

Coming up with an idea for letters (10 minutes)

Tell the group that we are going to write a letter to Peter Mutharika. We can even send some of them off if they are good enough! Each of us is going to write a letter about some of the changes we want to see in Malawi. We will directly address Mr.Mutharika and give him some suggestions about how he can overcome some of the problems that we see in Malawi.



Brainstorm with the class on a flipchart about what sort of things one might write about. Food shortage, girls education, environmental issues, agricultural problems etc.

Encourage the students to think about their ideas on what the prime minister should set as his goals for the next 5 years. Explain that it is important to discuss other sides of the argument too. . 'other people may think that toilets are not important at schools. However, lots of girls don't attend because they have no access to those facilities'.

Writing a letter (30 minutes)

Using the starting points on the flip chart, ask the class to write a letter using the template on the flip chart. They should aim to cover 4 main points: Explain the point, give supporting statements and conclude the letter with a paragraph bringing all of the points together. As you are trying to persuade someone to do something, encourage the class to use emotive language and shocking information.

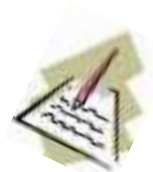
Explain that yours faithfully is to be used when you have used someone's first name when addressing them. Yours Faithfully should be used when you have addressed with Dear Sir/ Madam.

The letter should be at least two pages long. Anyone who finishes before the time ends should bring their attempt to the facilitator who should read it through and give participants feedback so they can amend it during the class.

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

Reading letters aloud (5 minutes)

Ask some of the class to read their letters aloud and get the group to comment on what was good and what could be improved or added.



Examples of Formal letters:

14 Plowden Road
Torquay
Devon
TQ6 1RS
Tel 0742 06538

22 December 2007

The Secretary
Hall School of Design
39 Beaumont Street
London
W4 4LJ

Dear Sir or Madam

I should be grateful if you would send me information about the regulations for admission to the Hall School of Design. Could you also tell me whether the school arranges accomodation for students?

Yours Faithfully
Allan P
Allan Parker

Week 4: 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 participants 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 participants can summarise the story in their own words, bringing to light the key points. See if some can summarise in one or two sentences. Write a summary that the group agrees on on the flip chart. Explain that this exercise can be used when revising passages of text to remember the key points.



October Year 1: Self Esteem

Week 1: Communication and Self-Esteem

Session Title: Communication and self esteem

Learning Objective: To learn how to communicate effectively as well as improving self esteem

Estimated Time: 60 minutes



Materials Needed: Markers and pens for each pair of students, papers, safety pins



Facilitator Preparation: Discuss some of the topics we will be covering throughout the year, how the topics are relevant to the girls, and how the girls club will be changing in order to better support and encourage the girls in their everyday lives.

Activity with step by step instruction:

Greetings & Ice-breaker (15 minutes):

Open the session with the 'Making Rain' icebreaker.

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

1. Put palms together and rub hands together back and forth
2. Click fingers
3. Use hands to slap the tops of the thighs
4. Stomp feet

Communication Skills: House-Tree-Dog (20 minutes):

Step 1: Divide girls into pairs & give each pair 1 marker and 1 piece of paper

Step 2: Explain: This session will start with an exercise called "house-tree-dog."

The instructions are as follows:

- The exercise is to be done without talking
- Each pair sits facing each other, with the paper between them
- Both people hold the marker together and jointly draw a house, a tree, and a dog
- Still without talking, they should write their names on the picture

When all participants have finished, they should present their drawing to the group and describe their experiences creating it.

Step 3: Ask the following questions:

- What happened?
- What did you encounter while drawing together?
- Was it difficult? Why?
- Did one person take control?
- How did this make the other person feel?

Step 4: Write down key words described by each pair and start further discussion based on those words. Relate this discussion to how it is important to communicate during the girls club as well as outside of the girls club.

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 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.

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!

(Facilitator should keep the notes from each participants back and bring them to next week’s session for another connecting activity)

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

During the end of the session its important to reiterate that self esteem and confidence are integral to success inside and outside of the girls club. If we do not have self esteem, how will we get where we want to be in life?



[Week 2: Self Esteem Building](#)

Session Title: Self Esteem Building

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

Estimated Time: 1 hour; 10 minutes



Materials Needed: Notebooks, pens, flip chart paper, markers



Facilitator Preparation:

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 (10 minutes):

During the introduction give an overview of the information above to ensure the group understands about self esteem and confidence. Start by asking for some words that might describe someone confident or who has self-esteem. (You could even ask the group to identify people who they think have self esteem, like popstars, and ask them to identify why they think they have self esteem- what qualities does that person have that makes them confident?) Record the words on a flip chart and add to the end result with your own ideas.

Activity: Who Am I? (15 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?



Activity: What is self-esteem? Where does it come from? (15 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 Activity (10 minutes)

Have participants stand up, one by one, and read out what their papers (from last weeks A Pat On The Back Activity) 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: (5 minutes)

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

Week 3: Beauty and Self Esteem

Session Title: Self-Esteem Building- Beauty

Learning Objective: To reflect on negative, socially constructed definitions of beauty and the ways in which we can break those barriers to beauty by loving ourselves and being confident in our self-worth.

Estimated Time: 60 minutes



Materials Needed: Pens and pencils, small pieces of paper (3 per participant), small bowl, pictures of examples of plastic surgery or “Photo shopped” images



Facilitator Preparation: Read over session details and bring materials

Activity with step by step instruction:

Discussion (50-60 mins)

Read to the participants:

Unrealistic and unhealthy body expectations, including “ideal” sizes, weights, abilities, and physical attributes, influence girls’ understandings of what is beautiful. Body image, or how one views one’s own body, is an essential element of self-esteem: in general, those who view their bodies positively have higher self-esteem than those who view their bodies negatively. Girls ages 8 to 15 are at an age in which their minds and bodies are changing and developing: body hair begins to grow, menstrual cycles begin to flow, and hormones influence emotions. Standards of “normal” and “beautiful” put forward by the media, parents, peers, and society at large (i.e. thin body, small clothing size, large breasts, etc.) mean that girls at this age often feel pressured to look a certain way. This pressure sadly manifests as low self-esteem, desire for plastic surgery, self-mutilation, and bullying or aggression. Although beauty is ultimately subjective, escape from the pressure to attempt to conform to these bodily expectations is challenging. Encouraging girls to accept and appreciate their bodies as they are, expanding the definition



of beauty and recognizing beauty everywhere, providing opportunities for a variety of physical activities, discussing healthy eating habits, teaching girls how to give and receive compliments, deconstructing media images, and presenting positive role models who embody a variety of sizes, weights, abilities, and appearances are effective strategies for promoting self-esteem and positive body-image.

Discussion Question: What is beauty?

Activity: Beauty

Step 1:

- Pass out three small pieces of paper to each participant.

Step 2:

- Ask participants, without discussing, to write down their answer to this question: what do you see or feel about your body when you look in the mirror? Tell them their answers are anonymous. Encourage them to write what they really feel. If there is something they like about their body, then write it!

Step 3:

- Have them fold their papers in half and drop them in the bowl.

Step 4:

- Explain that you will draw each paper out of the bowl, read it out loud, and then they will have to decide if the comment on the paper is positive, negative, or somewhere in the middle. For example, if a paper says, “fat thighs” or “ugly face” you would put it in the negative pile. If a paper says, “strong arms” or “pretty face” you would put it in the positive pile. If a paper says, “tall” or “long hair” you would put it in the neutral pile.

Step 5:

- When all the papers are sorted, ask participants to check and see which pile is the biggest. Was it the negative pile? Ask participants why they are so critical of themselves and where they think that comes from.

Step 6:

- Now ask participants to name things that are beautiful. Ask them to explain what makes that thing or person beautiful. Examples include: sunset, [name of celebrity], my mom, the clouds in the sky, a necklace, the ocean, someone being kind to someone else, and someone singing.

Step 7:

- Remind participants of the variety of things they just identified as beautiful. Lead a discussion based on the following questions: What makes someone or something beautiful? Who decides what or who is beautiful? Does everyone see the same things as beautiful? Ask them why they might not have included themselves on that list of things that are beautiful. Do you really believe you are not beautiful? Is beauty on the inside or the outside or both? Is there a difference between bragging and being proud of yourself? Is looking “perfect” the same as being beautiful? Ask for examples of ways people can be beautiful. Ask them to expand their definition of beauty beyond how something looks and if it is popular.

Step 8:

- After the discussion, have participants turned to a neighbor and say three things they think are beautiful about themselves. Then have them turn to another neighbor and tell that neighbor three things they think are beautiful about that person. They can say elements of inner beauty or outer beauty or a combination of both. Ask some of the pairs to stand up and share what they think is beautiful about the other person.

Step 9:

- Finish the lesson by telling all participants that they are beautiful! Remind them that you see how smart, unique, and creative they all are and that that makes them beautiful to you. Remind them to be confident in themselves and that loving yourself for exactly who you are at this moment is what is beautiful.

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

Remind the group that being proud of ourselves and feeling good in our own body is important for us. It means we can be confident and happy in ourselves. From time to time, we may get hung up that we don't have perfect hair, or a great figure. Its important to remember that everyone is so different and we are all unique in our own way.



[Week 4: Public Speaking Activities](#)

Session Title: Public Speaking Activities

Learning Objective: Using games to facilitate public speaking skills the group will learn that public speaking isn't always exercised in a speech setting; public speaking is a part of everyday life and learning how to do it well should be practiced day to day. This session teaches that through fun activities designed to create a fun and light hearted atmosphere.

This session is also a prerequisite for the next month's topics, which is heavy on public speaking. This session is to introduce the idea of public speaking in a fun environment

Estimated Time: 60 minutes



Materials Needed: Flip chart and markers



Facilitator Preparation:

Activity with step by step instructions:

Introduction (10 minutes)

Explain that many people think good public speaking is being able to stand in front of a crowd and make a speech. For this reason, many feel like they don't need public speaking skills. However, public speaking is a part of everyday life. We speak in public all the time. Most often it is in an informal situation, with people we know well, which is why we do not feel uncomfortable. But the more we practice our public speaking, the more confident we feel when speaking in a formal setting, or among a group of people we don't know. Ask the group to remember from last week, in what situation someone might make a speech. Ask who might make a speech. Make notes on a flip chart.

Explain that during this session, we are going to learn a different way of learning public speaking. We are going to learn public speaking skills by storytelling. Teaching people how to think up stories on the spot is going to make them a better public speaker. We need to continually practice public speaking (like riding a bike) and it needs to be fun, if we want to learn to be great public speakers.

Self-esteem is a big part of being a strong public speaker. If we are not confident in ourselves, and have low self-esteem, we fail to speak well in public. Emotions associated with low self-esteem and public speaking could be embarrassment, scared, worried that everyone is looking at you, unconfident, scared you will go wrong etc. Explain that it doesn't matter if you make a mistake during these activities, they are meant to be fun and lighthearted.

My Friends Life (10 minutes)

Explain that in this activity two people stand at the front of the room. 1 person has to introduce their partner. However, instead of introducing them in the normal way you make up a fictional life for them. e.g, 'Hello, this is Jane Smith (you have to make up a fake name) and she is a builder in Lilongwe for the president. She built his house with nothing but toilet tissue on her own'. And you talk about her life, whatever it may be.

So this is fun because it encourages creativity, it's very easy to think of these things on the spot and just roll with it. It's also a funny exercise. Ask pairs to come up one after the other by picking on pairs at random and asking them to come to the front.

At the end, ask what was easy and what was difficult.

Group Story (10 minutes)

This is best done with a group of people. Each person gets up and might speak for anywhere from 20 seconds to a minute and they start telling a story.

And when their time is up, the next person has to get up and they have to continue the story.

So, obviously each person doesn't know what the person before them is going to say and so they have to continue the story.

The goal of this is to make the story make sense. This game helps people engage in listening and learn to be creative enough to make the story continue on and make sense

Action Story (10 minutes)

This can be done in 2 ways.

A) You tell a story that has a whole load of actions in it and as a speaker you have to do these actions yourself whilst speaking.

B) Or the audience has to do the actions themselves while the speaker is giving their speech.

So you could say; I did a big stretch when I woke up in the morning. And everybody has to stretch. And then you say, I put on my hat, and everybody has to do the actions in line with that.

Nonsense Story (10 minutes)

When you are giving a speech you must allocate one word that you have to replace with word 'oink'. Or you can use 'moo' or you use 'woof' or whatever it is that you want.

So you can use the word 'I' and replace it with 'oink'.

So you would say: "Oink went to the movies and oink bought some popcorn." And so you replace that word 'I' with 'oink'.

This challenges your mind, and it makes that little bit harder to deliver a presentation. And it's pretty funny for the audience, as well.

Ending Story (10 minutes)

You give a person an ending. It could be a saying: "Diamonds are forever" or an ending to a story 'and the man cried for 3 days'. Make up your own to give to the group.

You give them an ending and they have to create a story that matches up with that ending. Have a few students work in a group together and give each group a different one. At the end, one person in the group has to give the story to the rest of the group.

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

Ask the group what activity they enjoyed the most and why. Ask if they feel like their public speaking skills have improved. Explain that public speaking is just like story telling. If you practice telling a good story, then you will become good at it, just like public speaking.



November Year 1: Public Speaking and Leadership

Week 1: Improving Public Speaking Skills

Session Title: Improving Public Speaking Skills

Learning Objective: To understand what makes a good or bad public speech; to encourage confidence when public speaking.

Estimated Time: 60 minutes



Materials Needed: Flip chart paper, markers, handouts for good and bad public speaking, laptop or something to show the TED video (it can be found and downloaded online).



Facilitator Preparation: Print the handouts.

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 (10 minutes)

Introduce the monthly topic: Public speaking and 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). The list goes on. Write responses on a flip chart.

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? Get some of the group to shout out feelings that might be associated with making a public speech.

What makes and good and bad speech? (15 minutes)



Split the group into two. Give both a flip chart. Title one paper: good public speaking and the other bad public speaking. Give them a few minutes to scribble down as much as they can think about for each sheet. After time is up, swap the sheets over and ask each group add more ideas. After time is up, get the groups to feed back their

information. Hand out the cheat sheet with information and ask the groups to read over it for home work.

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 comments not included on the flip chart then add it on. Now 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.

Speech writing preparation (10 minutes)

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 during the awards ceremony, the girls 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 is 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. As homework, the group will write their speech at home and bring it to present next week. 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 any 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)

TED Talk (15 minutes)

Ask the girls if they think it's possible that one day they could be doing a real speech, to a real audience 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 on the content- the talk is great in many ways, but we want to focus on the delivery of the speech).

Explain that it is possible for the girls to do a speech like that, too! Ask if they think they could do that? She 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!

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 2: Practicing Public Speaking Skills

Session Title: Practicing Public Speaking Skills

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: 60 min



Materials Needed: Some kind of camera (a nice one would be better but a phone camera will do). Something to rest the camera on whilst filming, speeches, certificates or prizes for each girl doing a speech (should be everyone), laptop to show the videos back on, notebooks and paper, certificates or prizes.



Facilitator Preparation: If you are providing certificates then have enough ready for each girl, 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 Senior 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 girls, 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 girls 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 participants to share how they felt whilst they were delivering the speech.



[Week 3: Leadership: The good, the bad and the challenges](#)

Session Title: Leadership: The good, the bad and the challenges.

Learning Objective: By the end of this session students will be able 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. 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 then 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.

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 4: Leadership in Practice

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:

Ask the group if they thought more about the challenges of being a leader. Invite anyone to make a comment. Now, explain that today they are all going to get a chance to be leaders. Using all the skills of a good leader that they outlined in last weeks session, they are going to practice leading their friends around the obstacle course whilst they are blindfolded, without touching them! They will only be able to give them instructions and it will be a race.

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 person 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 everyone's 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 blindfolded 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!

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

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



Name of Pair	Round 1 Time	Round 1 penalties (5 seconds added to end time)	Total time for round 1 with penalties	Round 2 time	Round 2 penalties (5 seconds added to end time)	Total time for round 2 with penalties	TOTAL round 1&2	Position
EXAMPLE: Given and Memory	2:35 seconds	(do a tally) ### (5 penalties, so an extra 25 seconds)	3:00 minutes	1:10 seconds	(do a tally) // (2 penalties, so an extra 10 seconds)	1:20 seconds	4:20 seconds	

Session Title: What is Substance Abuse?

Learning Objective: Discuss the meaning of substance abuse and think about why someone may turn to substance abuse.

Estimated Time: 50 min



Materials Needed: flip charts, markers



Facilitator Preparation: Write the definition of substance abuse on the flip chart

Activity with step by step instruction:

Introduction (15 minutes)

-Ask the group if anyone knows what substance abuse is. What do they understand by that term? Spend a few minutes of the session asking and discussing these questions:

1. What attracts young people to drugs /alcohol?
2. What are the effects of substance abuse?
3. How can substance abuse be avoided?
4. Where can a person addicted to drugs /alcohol get help?
5. If you are drunk or stoned, is it an excuse to forget to use a condom?
6. If you are going to drink or take drugs before having sex, should the decision to use or not to use a condom be made before or after you are intoxicated?



Definition of substance abuse to write up on a flipchart: 'Over indulgence in or dependence on an addictive substance, especially alcohol or drugs'.

(Facilitator Tip: Make sure that the main answers to the questions are brought up in the discussions by you or by the group)

Small Group Discussion (15 minutes)

Divide the students into smaller groups of 5-6 people and on a flip chart ask them to list all the drugs they have heard of in the country or community. Ask the groups to make a chart (do an example on a flip chart,)

1. Ask them to identify the drugs by their names, what form the drug comes in, how they are used, what the effects of the drug is and the potential health consequences.

2. Give the students a sheet to write down their responses.

Presentation (5 minutes)

Give each team a few minutes to present their ideas to the rest of the group. Write up all the information presented on a flip chart as the group are presenting so everyone can see it.

Additional Information (10 minutes)

After everyone has presented, give information about more drugs and add them to the flip chart in the front. Emphasise the health ramifications.

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

(5 Minutes)

Ask the group to go home and think about what kind of substance abuse they see in the community. What is the most visible one? And what are the effects of it that you can see around you? (Make sure to ask these questions at the beginning of the next class)



1. Commonly abused drugs

Hashish	Boom, chronic, hash, hash oil	Swallowed, smoked	Euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination/ cough, frequent respiratory infections, impaired memory and learning, increased heart rate, anxiety, panic attacks, and addiction.
Marijuana	Ganja, dagga, grass, herb, Mary Jane, weed, dope	Smoked	Euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination/ cough, frequent respiratory infections, impaired memory and learning, increased heart rate, anxiety, panic attacks, and addiction.
Heroin	Brown sugar, H, horse, smack, white horse	Injected, smoked, sniffed	Pain relief, euphoria, drowsiness, nausea, constipation, confusion, sedation, unconsciousness, coma, death.
Cocaine	Blow, bump, C, candy, coke, crack, Charlie, rock, snow, toot, flake	Injected, smoked, sniffed	Loss of coordination, irritability, anxiousness, restlessness, panic attacks, aggressiveness, addiction.
Nicotine	Cigarettes, cigars, smokeless tobacco, snuff, spit tobacco	Smoked, sniffed, taken in snuff and spit tobacco	Adverse pregnancy outcomes, chronic lung disease, cardiovascular disease, stroke, cancer, addiction.
Glue	Glue	Sniffed, inhaled	Restlessness, confusion, loss of consciousness, nose bleeding, brain damage death.
Mandrax		Oral	Loss of appetite, loss of social manners, forgetfulness delirium, death.
Alcohol	Beer, booze	Drink	Liver problem, high blood pressure, diabetes, gout, ageing faster than normal, loss of coordination.
Ecstasy		Swallowed	Severe dehydration, exhaustion, nausea, hallucinations, increase in body temperature, tremors, and heart attacks.
Methylated spirits	Spirit, Meths	Sniffed	Confusion, addiction, nose bleeding, euphoria.

Week 2: Substance Abuse and Stress

Session Title: Substance Abuse and Stress

Learning Objective: To improve debating skills; to discuss the use of substances when dealing with stress and to learn ways of coping with stress that are not bad for the health

Estimated Time: 50 Minutes



Materials Needed: A4 papers, and pens, flip charts, markers



Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

(Pick up where you left off last week by calling on girls to tell the group what kind of substance abuse they see most in their community. Make sure they tell the group about the effects of this kind of abuse.)

-Start by asking the group if they have ever participated in a debate. Ask if anyone knows what happens in a debate. Explain that a debate is a formal discussion on a particular topic in a public meeting whereby opposing arguments are put forward. Ask the group what kind of debates they have seen in the past (someone should say a political debate; use this as your example). Tell the group that in a debate, two sides of an argument are put forward to try and persuade a group of people to believe your side of the argument, just like in politics when politicians try and persuade us to vote for them. Explain that we are going to have a debate about substance abuse. The debate question will be 'Is substance abuse a good method of dealing with stress?'

-Ask the group if they know why people might use substance abuse as a stress dealing mechanism. Here are some of the points that should be discussed before the groups plan their debate argument, so that the group has background knowledge on the topic.

FOR using substance abuse to deal with stress	AGAINST using drug abuse to deal with stress
<ul style="list-style-type: none">• Can make us forget about our troubles• It is an easy way out of thinking about our stress and troubles• It is a short term solution and it is easy to access	<ul style="list-style-type: none">• It does not solve any of our problems in the long run• It is bad for our health• It doesn't actually solve the problem it just makes it worse• It will create more stress in the long run as we will not know how else to deal with stress if we do not use other ways

- It can lead to addiction
- It costs money

Debate Planning (30 minutes)

-Split the students into two groups

-Now that the group has some knowledge about the topic they should be given flip chart paper and pens to plan out their argument. One group should argue 'for' and one should argue 'against'. Tell the groups that they should have at least 5 representatives from each group who will be speaking in the debate

(Tip: Include those who are less confident in this activity by ensuring they take part)

-After 20 minutes, both teams representatives should debate against one another using the points they have come up with as a group. They can have note papers. Give each group 4 minutes on the clock to get their argument across.

-Let the group give feedback on how the teams performed and if they got a good argument across. The facilitator should also give feedback.

Whole Group Discussion (10 minutes)

Ask the group if they think, after seeing the debate, that substance abuse is a good way of dealing with stress. Think of some ways as a group that we can deal with stress in other ways and write them on a flip chart as the answers are given to the group.

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

The facilitator should encourage the students to never use the drugs and substances as a way of overcoming stress as well as dealing with their problems. Encourage them to use some of the other methods that we have discussed in the session.



Week 3: Alcohol and Sexual Harassment

Session Title: Alcohol and sexual harassment

Learning Objective: To understand effects and risks of drinking alcohol and how to respond to drink related harassment

Estimated Time: 60 minutes



Materials Needed: Flipchart paper and pens, enough for one sheet per group in the group activity



Facilitator Preparation: Draw out a two by two grid onto flipchart paper with the heading 'Effects of Alcohol'. Along the top label the columns 'Short Term' and 'Long Term' and along the side label the rows 'Physical' and 'Social' like the grid below. Leave the grid empty so that it can be filled in later.

Activity with step by step instructions:

Energizer – space on my right (10 minutes)

Ask participants to sit in a circle. The facilitator should ensure the space on their right remains empty. Ask a member of the circle to come and sit in the empty space for example "I would like Alice to come and sit on my right". Alice moves to the space so there is now a space on the right of another group member. The person who now has an empty space next to them calls the name of someone else to come and sit on their right. Continue until the whole group has moved once.

The effects of drinking alcohol (30 minutes)

Now ask participants to split up into smaller groups of 5-6.

Ask the group why they think we drink alcohol? Have they ever drunk alcohol? Do they think that drinking alcohol is beneficial or not? Discuss a few pros and cons and ask the group to include reasons and examples if they can.

After some discussion explain that as long as you are aged 18+ alcohol can be enjoyed as a refreshment but we should also take care to drink responsibly and be aware of the effects of drinking too much alcohol.

Hand out a sheet of paper to each group and ask them to draw out the grid below (without answers). Use the grid already prepared on the flipchart paper to demonstrate. Now ask them to fill out each part of the grid so that they have come up with short and long term physical effects of alcohol and short and long term social effects of alcohol. When the group has had about 10 -15 minutes to complete the task ask each group to present to the rest of the group. The facilitator can write down answers into their empty grid for all to see.

Example:

	Short Term	Long Term
Physical	Nausea Vomiting Dizziness Headache Slurred Speech Impaired Judgement Blackout (memory loss) Blood poisoning	Liver Disease Memory Loss Alcohol Dependency Weight Gain Cancer Cirrhosis High blood pressure and stroke Brain damage Addiction
Social	Physical Assault Sexual Assault Other crime such as theft, drink driving Risky Sexual behaviour Violent and aggressive behaviour Arguments Falling out with people Losing money and other personal possessions	Lack of involvement in family Lack of interest in work or school Intimate partner violence Child abuse/neglect Economic Abuse Alcohol dependence Family suffers

Drinking and sexual harassment (25 minutes)

Provide the following information:

Alcohol lowers our inhibitions and many incidents of unwanted sexual attention occur when alcohol is involved. Unwanted sexual advances can be intimidating and may escalate into a more serious sexual assault. Sometimes we brush off unwanted sexual behaviour when we know someone is drunk but harassment of any kind is unacceptable regardless of whether it comes from someone who is drunk or not.

It is important to recognise both when someone has had too much to drink and the difference between flirting and harassment. Some people may say they are flirting but if there is **no consent** then this is harassment. Consent is the key difference between flirting and harassment.

Divide everyone up into appropriate sized groups of around 4-6 and ask each group to come up with a role play for the following scenario:

A group of girls are in town and they come across some drunk men who start harassing them. Come up with a role play to demonstrate how the girls should respond in the situation.

When each group has presented their role play discuss what happened. Talk about the types of behaviour that indicated someone was drunk (loud and slurred speech, inappropriate conversation, unwanted sexual advances, not being able to stand or walk properly, getting angry easily), how the girls were being harassed (touching, verbal abuse, pestering, staring, following, taking photographs, exposing themselves) and how the girls responded.

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

Ask the group to recall what the negative and positive aspects of drinking are. Then ask the group to come up with ways in which people can enjoy alcohol responsibly. Look for some of the following answers;



- Drink a moderate amount
- Don't drink every night of the week
- Have one soft drink or water with every alcoholic drink
- Eat before you drink
- Dilute drinks with mixers
- Pace yourself, don't drink too many drinks in a short amount of time
- Stick to government health guidelines on the number of units you should drink

[Week 4: Substance Abuse and Pregnancy](#)

Session Title: Substance abuse and pregnancy

Learning Objective: to understand the health and social implications of substance abuse during pregnancy

Estimated Time: 50 minutes



Materials Needed: x20 sheets of paper circles, pen, scissors and string



Facilitator Preparation:

Paper cut into circles and string
 Cut out 20 paper circles approximately the width of an A4 sheet of paper and write out the following bullet points onto the separate circles

- Substance Abuse in Pregnancy

- Alcohol
- Tobacco
- Fetal Alcohol Syndrome
- Stillbirth
- Low birthweight
- Prematurity
- Birth Defects
- Poor Parenting
- Domestic Violence
- Poor Child Development
- Behavioural Problems
- HIV & MTCT (Mother to Child Transmission)
- Facial Abnormalities
- Growth Problems
- Infant Withdrawal Symptoms

Activity with step by step instructions:

Introduction: Substance abuse during pregnancy (5 minutes)

Ask the group whether they know what happens if we abuse substances while we are pregnant? And then introduce the following;

Using substances such as tobacco, alcohol and illegal drugs during pregnancy can be harmful to both mother and child. Substances in the mother's body can easily pass onto the unborn child causing birth defects and a lack of nourishment which may cause a baby to be born prematurely or even stillborn. It is even possible for a child to be born addicted to substances. When mother's are addicted to substances it also means that they are not likely to be able to care for their newborn child well and the child may more likely exposed to domestic violence and neglect.

Definitions:

Fetal Alcohol Syndrome (FAS) – A combination of facial, nervous system and growth problems which a baby may be born with when they are exposed to alcohol in the womb.

Stillbirth – When a baby is born dead.

Prematurity – (Premature) When a baby is born earlier than expected.

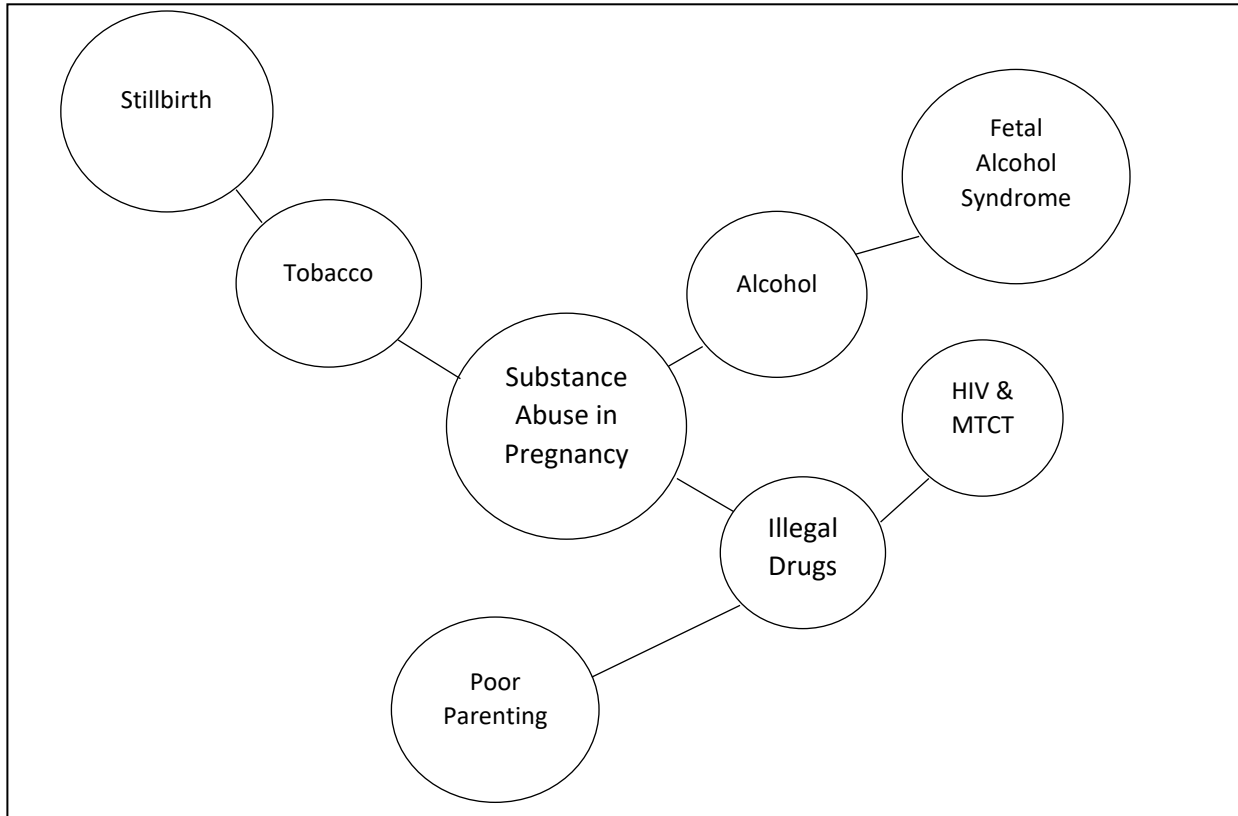
Infant Withdrawal Syndrome (or Neonatal Abstinence Syndrome) – When a baby is born addicted to a drug they were exposed to in the womb and then start suffering drug withdrawal symptoms.

Consequences of substance abuse during pregnancy (20 minutes)

The facilitator should place the pre-prepared circle labelled with 'Substance Abuse in Pregnancy' down on the floor in the centre of the room. The rest of the circles can be handed out to the rest of the group who should then arrange the circles so that each consequence of drinking can branch out from the centre circle. The string can be used to join up the circles across the floor. See the example of the wheels

of consequence below. This activity should also encourage the group to work as a team and discuss the options they have with them. Blank circles are available so that the group can fill them in if they come up with any other ideas.

Wheels of consequence diagram example:



When the group has managed to link all the consequences together review what has been done by asking group members to explain how the circles all relate to each other. Also ask the group why they think women take substances when they are pregnant? And why they don't stop?

Persuasive Health Promotion Activity (25 minutes)

Divide the group into two. The facilitator now pretends to be a pregnant woman who likes to smoke and drink alcohol socially (the facilitator can even put an item of clothing under their top to act this). One group needs to come up with a persuasive argument to stop smoking and the other group needs to persuade the facilitator to stop drinking alcohol. The groups can do this in any way that they chose and should try to be as creative as possible by making a poster and acting things out. Once each group has presented their argument the facilitator declares whether or not they have decided to stop drinking or smoking (or both) during their pregnancy. The facilitator should outline their reasoning and give some feedback.

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

Spend 5 – 10 minutes reviewing what was covered in the session and the other sessions delivered on this topic. Ask participants to recall what they have learnt to solidify their learning, drawing on key points and take home messages.



January Year 1: Goals and Careers

Week 1: Short Term and Long Term Goals

Session Title: Long Term and Short Term Goal Making

Learning Objective: To learn how to make long and short term goals in accordance with the ‘SMART’ goals; to understand limitations in setting and achieving goals; to set one short term and one long term goal.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, pens, books, one hand out for each girl.



Facilitator Preparation: Print the handout for each participant, or alternatively if resources are limited, draw handout onto a flipchart where it can be copied down

Activity with step by step instructions:

Introduction (10 minutes)

Explain to the participants that one of the ways that they can build their self-esteem is to set a goal and then meet it. A goal is something that a person works to achieve. People who accomplish their goals usually define what it is that they want and pursue it in a realistic way. Goals can be divided into the following two types: Long-term goals: are goals that can only be accomplished over a longer period of time, such as a year or more; examples include going to university or having two children. Short-term goals: are goals that can be accomplished in within six months, such as cleaning the house today or passing my exams in two months.

Next let the participants know that the best goals are said to be SMART,” meaning that they are:
Specific – You should know exactly what you want to accomplish
Measurable – You should be able to gauge progress towards goals

Achievable – The goal should be something you can achieve

Realistic – You should be able to achieve the goal within the time frame

Time bound – You should set time limits to reach the goal

Explain to participants that goal setting is important because it:

gives meaning and direction to one’s activities

- serves as a guide for decision making
- increases one’s self-esteem if goals are attained
- provides motivation, especially when things are difficult

Making SMART Goals (40 minutes)

Next, distribute copies of the Handout- Goals Worksheet to each participant. Alternatively, have students copy the headings from the chalkboard into their notebooks. Ask that they not fill them in at this point. Tell them that you will review them together briefly. Using a sample goal to guide you, go through each section of the worksheet, explain the heading, and provide examples.

- Identify your goals. Suggest “Pass my exams” as an example of a short-term goal.
- What are some of the good things that I will get if I reach my goal? In our example, “I will be able to proceed to the next grade and may then have a chance at a university scholarship.”
- What stands between me and my goal? “If I do not like to study or do not study enough, this could be an obstacle to passing my exams.” Similarly, “If I am required to work too long in the fields (or at my job) so that I do not have time to study, this may keep me from reaching my goal.”
- What do I need to learn or do? “I need to register for the exam with the school. I also need to learn my mathematics and English in order to do well on the exam.”
- Who will encourage me? “I know that my mother and my teacher really want me to do well, so I will ask them to check in with me to make sure I am studying and achieving some success.”
- What is my plan of action? “First I will register for the exam with the school. Next I will create a study schedule for myself. Then I will begin to study three hours each day until the exam.”
- Completion date. When will I be finished with this goal? “The exams are being held in three months, so I will be finished on _____.” (Write in the date of the exams in this area.)

Go through for a few different goals that the group can come up with to ensure full understanding before they begin independent work.

Make sure that the participants understand the use of the Goals Worksheet; then ask them to think about one important short-term goal and one long-term goal. Encourage participants to plan the attainment of those goals using the worksheet. Circulate through the room and assist students as necessary. Invite the girls to share their plans with a partner; then ask if anyone would like to share their plans with the whole group.



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



Long Term Goal:	Short Term Goal:
Benefits in reaching my goal	Benefits in reaching my goal
What might stand in my way?	What might stand in my way?
What do I need to learn or do?	What do I need to learn or do?

Who will encourage me?	Who will encourage me?
Plan of action: steps I will take	Plan of action: steps I will take
Completion date	Completion date

Week 2: International Goals- Girl Child Education

Session Title: International Goals- Girl Child Education
Learning Objective: To learn about international development goals; to understand the importance of girls education; to consider what individuals can do to help achieve these goals
Estimated Time: 60 minutes 
Materials Needed: Copy of handout for each pair, flip chart, markers, pens, books 
Facilitator Preparation: Print out the two letters to hand out one per pair.
Activity with step by step instructions: Introduction (5 minutes)

Explain that goals can be made by whole countries, or even the whole world, not just individuals. This session is to start thinking about goals that many people are trying to achieve at once, like nations, non-government organizations, whole communities, the international community etc. Education is one international goal among many others, such as no poverty, health for all and reduced infant mortality rates. Education for girls has been on the international agenda for many years.

Introduce the session by writing the following statistics on the board or by reading them aloud.

- Sub-Saharan Africa is home to barely one-sixth of the world's children under age 15, but fully half the world's uneducated children.
- Of all the regions in the world, sub-Saharan Africa has the lowest primary school enrolment rate, with only 70 percent of children in school. That means that for every 10 children, only seven of them are in school.
- With nearly 33 million children of primary school age still not enrolled in school, sub-Saharan Africa was home to 45% of the world's out of school children in 2005, of whom 54% were girls.
- Differences in school enrollment between boys and girls have been reduced (particularly in primary school), but not eliminated. Only two sub-Saharan African countries have achieved similar level of access to education for boys and girls (Mauritius and the Seychelles).
- Literacy is a basic human right yet it remains a major challenge in sub-Saharan Africa, where as of 2004 150 million adults—62% of them women—could not read or write.

Ask participants for their reaction to these statistics.

Why is Girls Education Important? (15 minutes)

Explain: Considering the large number of girls out of school, a person might think that education isn't very important. But a common saying about girls' schooling emphasizes its benefits: "To educate a girl is to educate a family." Discuss this phrase with participants. Ask them to list the advantages of education. Are there any disadvantages? If so, what are they? After participants have shared their ideas, tell them that many studies have proven the value of education for girls.

Read each point below aloud. After each statement, ask the group to come up with ideas about WHY this positive outcome is true. For example, if we say girls who have been educated are more likely to be healthy and prevent diseases, ask the group to explain why. Possible answers are included below. After ideas from the group, ensure that everything below is covered).

Educated girls are more likely to be healthy because they learn how to prevent diseases and to take care of their health. (Possible answers: Girls who are educated know the value of protecting their health through good hygiene, and, later in life, they are more likely to seek family planning services and proper pre- and postnatal care.)

Educated girls grow up to have healthier families than girls who are not educated. (Possible answers: Educated girls know how to protect the health of their children, for example through good hygiene, pre- and postnatal care, vaccinating their children, sleeping under bed nets, etc.; they may have better jobs and therefore have the means to pay for health care.)

Educated girls tend to marry and have children at a later age, which leads to fewer health complications during and after pregnancy (as well as fewer deaths due to childbirth). (Possible answers: Educated girls want to continue their studies and perhaps pursue careers; they know the negative health consequences of early marriage and childbirth; they seek proper pre- and postnatal care.)

Educated girls are more likely to take measures to prevent HIV/AIDS infection. (Possible answers: Educated girls have the knowledge to prevent HIV/AIDS; they are better able to avoid abusive relationships and risky behaviours that lead to HIV infection.)

Educated women tend to take greater roles in decision-making processes in the family and in the community. (Possible answers: Educated women stand up for themselves and command more respect in the family and community; they may have better paying jobs that give them more financial independence.)

Educated mothers are more likely to send their children to school. (Possible answers: Educated women know firsthand the value of education and seek to ensure that their children get the same benefits; they may have better paying work that allows them to invest more in their children's education.)

Countries that have greater educational equality between men and women are more likely to experience greater economic productivity than similar countries with less educational equality. (Possible answers: Smaller, healthier, more educated families can work and earn more, contributing to the development of national well-being.)

Obstacles to Girls Education (15 minutes)

Ask the group: What obstacles to girls' education exist in your community? Write answers on a flipchart and include the one listed below:

Examples that may or may not apply to your community include:

People do not think girls are as smart as boys.

Girls are expected to take care of younger siblings.

Girls are responsible for the majority of household chores, so they either do not go to school or do not have time for their homework.

Girls are married at a young age and do not return to school.

Educating a girl is not seen as a good investment or a priority because girls will eventually marry and leave the family.

Families lack financial resources to support girls' education.

There is a lack of safety for girls at school.

Now ask:

- What roles do religion, traditions, politics, or other factors play in preventing girls from continuing their education? Do the same ideas apply to boys in your area? Why or why not?
- Is girls' education supported and encouraged in your community?

- What strategies can be used to overcome obstacles or barriers to girls' education? Examples include:

- Girls could form a study club to tutor each other. (A teacher could volunteer to help them.)
- Older girls could arrange a time to visit a primary school, and primary school girls could visit a middle or high school. (At a school in Senegal, for example, a group of high school girls even "adopted" primary school girls. The older girls helped the younger ones with homework and made sure they had school supplies.)
- Communities could establish savings clubs to pay for girls' educational costs.
- Parents could work with schools and community governments to increase girls' safety at school, as well as to and from school.
- Encourage parents not to overburden girls with chores and to divide chores evenly between sons and daughters.

Two Letters Two Lives (30 minutes)

In pairs, ask the group to read through the two letters from their handout. Display the discussion questions on a flipchart for everyone to see and give the group 20 minutes to write their answers down. Spend 10 minutes discussing as a large group each pairs ideas.

Discussion Questions:

- What is the relationship between Mariama and Haby?
- How did they get to know each other?
- Where do they live now?
- What are the differences in Haby's and Mariama's lives? Are there any similarities? Describe each woman's family situation. How would you describe the tone of each letter? Explain your answer.
- How has education played a role in Mariama's life? In Haby's life? In their husbands' and children's lives?
- Is either one of these women's situations common in your community? Why or why not?
- What are the advantages or disadvantages of Mariama's life? Of Haby's life?
- If you were Haby or Mariama, how would you feel?
- Is there any advice you would offer to either Mariama or Haby?

Letter 1:

Dear Mariama, Greetings!

I hope you are well. I am sorry I have not written in so long, but I have been so busy taking care of things here. I apologize ahead of time for my poor handwriting and grammar. It's been so long since I have had time to write. How is your family? How is your husband? I remember that when we were in school together he was always trying to get your attention at football games! I am not sure exactly where my husband is living at the moment. He left two months ago to find work and I have not heard from him since. I have also heard he is looking for a second wife, now that I have had my fourth baby. My youngest daughter, who is now one year old, has had diarrhea for the last three months and I do not know what to do anymore. Since my husband has not sent money, I cannot take her to the health center. I tried to get a job in a nearby town, but since I never got my diploma like you did, no one will hire me. I do not know how I would have time to work outside the home, anyway. My oldest daughter,

who is 10, is in school, but if I have another baby, she will have to stay home and help me with the little ones. I hope your new job is going well. I look forward to receiving a letter from you soon.
Your friend, Haby

Letter 2:

Dear Haby, Greetings!

I was so happy to receive your letter, although it made me sad to hear that your husband has left and you are now taking care of the children by yourself. Since he was so much older than we are, I never got to know him, but I am sure he will be in touch with you soon. My husband is doing fine. He now manages his own Internet café and coaches football in his spare time! Our eldest son is now 6 years old. He has already started playing football with his father! He started school this year and really likes it. My daughter Binta is now 3. She has had problems with eye infections, but thankfully the doctors were able to treat them. Now she can see very well now and she runs around the house trying to keep up with her big brother! Binta spends most of the day with our neighbor, who has volunteered to look after her. In exchange for her help, my husband allows her to use the Internet each week. I also look after her children on the weekends when I am not working. I have been working almost full-time now as an assistant accountant at the electric company. I guess those maths classes I took have finally paid off! A neighbor mentioned he is going to be in your village next week, so I am sending some money with him for you to take your baby to the health center.

I miss you and hope that you can come for a visit soon!
Your friend, Mariama

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

Closing (5 minutes):

Ask the group if they think the goal of education for girls can be achieved. How can what we have learnt in the last session about SMART goals be applied to this situation? How can our personal SMART goals help to achieve the bigger international goal?



Week 3: Careers

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 participants 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 could be done in conjunction with junior 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.



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

Questions from participants (15 minutes)

There should be a question and answer session before thanking the visitors and having closing remarks and prayer.



Week 4: University

Session Title: University visit and talk

Learning Objective: To expose students to a university setting and 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. The facilitator could 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 your planning:

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 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 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 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 their name or draw a picture of themselves. 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 moment for participants to brainstorm. 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.

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

Make small groups of 3-4 students each and ask participants to present their plans/pictures in turn to the other members, or present to the group.



February Year 1: Financial Education

Week 1: Saving for the future: Money In, Money Out

Session Title: Saving for the future: Money In, Money Out

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

- Reported the ways in which a girl (Mwaka) plans ahead for her income and expenses.
- Described the behavior of someone who does not plan ahead.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers



Facilitator Preparation:

Activity with step by step instructions:

Activity 1- Mwakas Story: (30 minutes)

Explain that this months topic is financial education. During this session we will look at how to save for the future.

Explain that the “Savings Step of the Day” is: “Think About the Future: Money In and Money Out!” Tell girls that another way to say “money coming in” is “income,” and another way to say “money going out” is expenses. Read the story about Mwaka:

Tell the story on the following page about Mwaka:

Mwaka is 17 and loves listening to radio programs. She listens to the radio whenever she gets the chance! She likes all programs—like educational programs—but her favorites are radio sketches in her own language. She is lucky because her grandfather has a radio she borrows sometimes to listen to her programs. Mwaka has an agreement with her grandfather that every time she wants to listen to the radio, she has to buy batteries because her grandfather can't afford any extra batteries. Moreover, Mwaka rarely has the money to buy batteries to keep the radio going each time she needs to listen to it. Mwaka usually works one or two days a week weeding her neighbor's field or helping her aunt at her stand in the village market and earns about Mk 350 a day. Each week, Mwaka thinks about what she needs to spend money on, like food, paraffin for the lamp, charcoal, or vaseline. She sets aside the money she will need for those items and saves the little that is left with her savings group. She is saving that money to buy a sewing machine. But sometimes she will keep a little extra at home, just in case she fails to get work in the coming week, or some other need for money comes up—as it usually does! However, every once in a while, Mwaka finds herself with a small amount of extra pocket money, and only then does she go to the shop to buy new batteries to listen to her grandfather's radio.

After reading the story, ask participants to get into small groups and answer the following questions to report back to the rest of the group:

How does Mwaka earn money?

[Helping her aunt, working as a server.]

How does she manage the money she earns (her money coming in or “income”)?

[Thinks about her expenses for the week first, saves with her group, saves a little at home for her batteries when possible.]

Why doesn't Mwaka listen to her radio more often?

[She does not have enough money for batteries.]

How does planning ahead help Mwaka?

[She can meet her needs, and save for some of her wants.]

Planning Ahead (20 minutes)

Divide girls into groups of three or four.

Explain:

You have heard the story of Mwaka. She thinks ahead about what she needs to buy and sets aside her money for those needs. Your job is to work together and create a very short story about a girl (or girls) who are NOT like Mwaka.

That is, the girls in your story should do the opposite of Mwaka. The girls in your story will NOT know how much they earn and NOT plan ahead for the things they need to buy.

While you can think about things you know in real life, please don't use anyone's real name or situation in your story. Come up with a fake name to protect the person who didn't plan!
You have five minutes to come up with a story together.

The facilitator should circulate while the girls are planning to make sure that everyone understands the task and to keep them on track. After five minutes, ask a volunteer from each group to tell her story. Clap for each group!

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

If time allows,

Ask:

Have you seen any girls in your community who are more like—Mwaka or the girls in these stories?

What are some specific things that make them more like Mwaka or the girls in these stories?

What can they do to be more like Mwaka and plan ahead?

[Use their budget, think about my expenses before they make them, spend less than they earn, save money with their group, save money at home.]

Note to Trainer: If your group of girls enjoys dramas and role plays, you could replace Step 2 above with a more “dramatic” activity. Put girls in groups of three or fours and ask them to create a short skit that shows a girl or girls who do the opposite of Mwaka—that is, they do NOT plan ahead. Girls can prepare the skits together at home, and present them the next time you come together.



Week 2: Saving Regularly

Session Title: Saving Regularly

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

- Determined whether statements about saving are true or false.
- Evaluated the savings behavior of two cousins.

Estimated Time: 50 minutes



Materials Needed: Flip chart and markers.



Facilitator Preparation: Write out the questions for the story activity on a flip chart ready to display during the session.

Activity with step by step instructions:

True or false? (25 minutes)

Introduce the Savings Step of the Day: "Save Regularly!"

Ask for two volunteers to stand in two places at the front of the room. Tell everyone that one participant represents "True" while the other represents "False."

Explain:

We are going to play a game where you will have to stand up and go behind one of these girls. This time, I will give you a series of statements about saving. For each statement, you must decide if you think it is true or false. If you think the statement is true (point to the girl representing "True") stand behind your friend here. If you think it is false (point to the girl representing "False") stand behind your friend here. If you are not sure, make your best guess.

Say: Let's do an example to make sure everyone understands. I will give you a statement.

Think about the statement for just a moment, and then move to the place along the line that shows your answer.

"Saving money can help you in the future"

When everyone has chosen a place, ask two girls— one from the "true" side, one from the "false" side—to explain why they chose that spot.

After each statement, instruct participants to move to a place along the line that shows if they think it is true or false. Ask a few girls in different places along the line to explain their choice. Then read the next statement.

Agree/Disagree Statements

- You have to have a large sum of money to save. [*False—you can save even small amounts of money.*]
- Saving every week requires discipline. [*True.*]
- Saving tiny amounts of money is a waste of time. [*False—even small amounts add up with time.*]
- You should only save the money you have left over at the end of the week or month. [*False—it is best to save before you spend.*]
- Saving a little bit of money each week will eventually result in a larger amount of money you can use for something important to you. [*True.*]
- Girls like me do not have enough money to save. [*False—most girls have at least a small amount they can put aside to save.*]
- Girls should not have to save money; their parents should save for them. [*False—everyone has emergencies and future needs, so girls should save too.*]

At the end of the activity, explain:

Saving is hard to do when there is not enough money to pay for all the things we need. However, saving can be easier when you decide to save regularly. Even if you can only save a little bit on a regular basis,

making saving a habit will slowly build up a sum of money and help you reach your goals. Ask for comments or questions before moving to the next activity.

Two cousins save—a story (25 minutes)

Read the story:

Two Cousins Save

Beatrice and Eva are cousins who live next door to each other. They decide that they can make some money selling fritters. Since they need the initial utensils and ingredients to start, the two girls make a promise to start saving so they can buy the necessary items. They know exactly what they want to buy and its price. They decide to save weekly and together agree on KR 100 that they think they can afford to save. Eva is good at math; the cousins promise to *each* save KR 5 every week.

So, they will save KR 10 in total each week. This means that they will have to save for 10 weeks before they can start the business. It seems like a long time, but by putting their savings together, it will go faster. For the first few weeks, both cousins make sacrifices in order to save, and their family congratulates them! But Beatrice becomes tempted by her love for entertainment and goes to watch a variety show at her school. She even pays for a friend to go with her. Then her mother is sick and cannot work for a week, so Beatrice has to use some of her money to buy food for the house.

The next week, when Eva asks Beatrice for her savings, Beatrice just shrugs and says she can't afford to save right now. She promises to give Eva a bigger sum of money later, after she works at their neighbor's shop. "Don't worry," she says, "I'll work hard and save a lot next month. It will all work out the same."

Asking participants to get into small groups, hand out flip chart paper and pens and display the questions for the group to see. Give time for participants to discuss the questions and the story in their groups and plan answers. Ask all groups to feedback at the end of the activity with their comments on each of the questions:

- What happened to the girls' savings plan?

[They weren't able to follow it when Beatrice found other things to spend the money on.]

- Why is Beatrice having a hard time saving every week?

[She wants to go to variety shows, she had to help her sick mother one week.]

- What do you think about Beatrice's plan to collect a larger amount of money later?

[It might not work because she might find it difficult to save a larger amount of money that she did not plan for, and then the girls' plans will fail. She might also think about changing the spending decisions she has easy control over like going to a variety show.]

- What are the girls' chances starting their business making fritters?

[They are probably not good based on what has happened with Beatrice.]

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

Conclude by asking:

How would things work out differently for Beatrice and Eva if they were members of a savings group or had a savings account?

[The group encourages discipline to save regularly, and an account makes it more difficult to access and to spend your money on unplanned purchases. They are more certain paths to achieving your goals.]



Week 3: Save in a Safe Place

Session Title: Save in a Safe Place

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

- Listed the advantages and disadvantages of saving at a bank.
- Listed the advantages and disadvantages of saving at home.
- Compared saving at a bank and saving at home.

Estimated Time:



Materials Needed: The Story of Mulenga, The Story of Sara



Facilitator Preparation:

Activity with step by step instructions:

The advantages and disadvantages of saving in a bank (10 minutes)

Say:

Saving can be difficult because there are so many demands on our money. When we are able to save, it is important to put our savings someplace safe, where they cannot be taken by someone else, and where we ourselves will be less tempted to spend them. Our “Savings Step of the Day” is: Save in a Safe Place!

Ask:

What makes a place safe for keeping money?

[A place where no one else knows about it, where only you have access to the money, where only you can decide what to do with the money and when, where the money will not be stolen.] Now we are going to listen to and discuss two stories about girls who saved in two different places.

Explain:

Mulenga and Sara are cousins who live in Sangilo.

Mulenga is 17 years old, and Sara is 18. For Christmas, their grandmother gave each of them K 20,000.

Both cousins planned to save this money to reach important goals, but they chose different paths. We'll listen to their stories, and talk about what happened in each one.

Mulengas Story (20 minutes)

Tell the story of Mulenga:

The Story of Mulenga

Mulenga is a girl with a dream: To finish classes at her technical school, buy the necessary tools, and start a mobile phone repair business. She wants to save her grandmother's gift and add to it until she has enough money to buy the tools. Mulenga opens a *savings* account to help her save. She puts the entire K 20,000 into her account. So, while it was easy to open the account, Mulenga wants to continue depositing some money and keep saving until she has enough for the repair tools—which costs K 40,000. On some days she walks to school to save on transportation and on other days she skips lunch to save. She is either really tired or really hungry by the time she reaches home from school! When Mulenga's brother gets married, she really wants a new dress for the wedding. She knows she is saving up for the tools for her business, but she goes to the bank to withdraw K 5000 for a dress. On her way back from the bank, Mulenga sees a pair of shoes in the market that would match her dress. But she does not have enough cash in her pocket, or time to return to the bank and withdraw more money. Mulenga realizes that although she is tempted to buy the shoes, she does not really need them, and continues on her way home. Another day, Mulenga's mother asks for KR 1000 to buy some vegetables for dinner, but Mulenga does not have any cash with her and the bank is too far away to go and withdraw the money.

Split the class into small groups and ask them to answer the following questions on a flip chart, ready to present back to the group after 10 minutes. Have a discussion and ask groups to share their answers before moving onto the next story.

What are Mulenga's savings goals?

[To buy tools to start her own mobile phone repair business when she finishes technical school.]

How does Mulenga get the money to save and achieve her goals?

[She saves her grandmother's gift, and saves money from her lunches and transportation when possible.]

How will having a savings account help Mulenga reach her goals?

[Keeping money in an account reduces spending on 'wants,' such as the shoes Mulenga does not buy. It also keeps the money safe and secure.]

What are the challenges of putting your savings into an account?

[You have to go to the bank to deposit and withdraw money, so if you need the money immediately, you

cannot get it; access to your savings is restricted.]

Sara's Story (20 minutes)

Now let's hear about what happened to Mulenga's cousin, Sara.

Read the story of Sara below:

The Story of Sara

Sara wants to save to enroll in a computer course, but she does not want to open a savings account because she thinks it will limit her flexibility with her savings. She decides to hide her K 20,000 in a home bank buried under a pile of clothes in her cupboard. Sara is easily tempted by videos or other CDs she sees in the market. So, about once a month, she takes a little money out of her home bank to buy something. That makes her so happy! And sometimes, when she has had a lot of business, she puts money into her home bank. One day, her uncle sees her put away her home bank, and the next time she takes it out, she discovers that some money is missing. Another time, her sister begs her for money for transportation to get to the place where she has work that day. When the time comes to pay the first installment for the computer course, Sara realizes that she does not have enough money in her home bank.

Split the class into small groups and ask them to answer the following questions on a flip chart, ready to present back to the group after 10 minutes. Have a discussion and ask groups to share their answers before moving onto the next story.

How does keeping money at home make it harder for Sara to save?

[Keeping money at home makes it too easy to spend. Others who need money will pressure you to give it to them; it can be stolen or borrowed.]

What are the advantages of saving at home for Sara?

[She has easy access to money that she can spend on things she wants or use to help her family.]

Which place do you choose for saving your money? Why?

Allow the girls to discuss their choice for savings realistically. There may be reasons they choose to save in different places. The objective of the lesson is to help them compare the options and think about the best and safest place for their own savings.



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

Ask the following questions to close the session:

- 1) What is the difference in each story?
- 2) Which way would you rather save?
- 3) Which way is the easiest to save?
- 4) Which way is the hardest way to save?
- 5) Which way seems like the best way to save?



Week 4: Dealing with Setbacks in Savings

Session Title: Dealing with setbacks in savings
Learning Objective: will have: <ul style="list-style-type: none">• Explored the challenges and possible setbacks expected in saving.• Understood difficulties encountered when plans don't go as planned.• Understood how to plan and deal with setbacks in saving.
Estimated Time: 50 minutes 
Materials Needed: The Story of Helen 
Facilitator Preparation:
Activity with step by step instructions: <u>Introduction (5 minutes)</u> Ask: An idea about how you are going to accomplish your savings goals and the action you will take to achieve those goals could be called what? <i>[A savings plan.]</i> What is an example of a savings plan and list the actions you are going to take to achieve your savings goal? Listen to examples from the girls in the group, congratulate them on their hard work and encourage them not to give up. Explain that even if we have a savings plan, and have actions we try to follow to achieve our savings goals, sometimes we are confronted with setbacks. <u>Explore challenges and possible setbacks in saving (10 minutes)</u> Say: Saving is not always as easy as it seems and sometimes things may not go as planned. In the previous sessions, we talked about making a savings plan which helps us achieve our saving goals. When we make our savings plan, we must always be aware of the challenges and possible setbacks to our savings plan. Ask:

What is a setback?

[A setback is an event or a happening that prevents your plan from working out. This is likely to affect your plan.]

What are some of the examples that may be a setback to a savings plan?

[Some examples:

- Tina plans to be saving K 300 per week from her school pocket money, but suddenly, the school undergoes an indefinite closure due to a chicken pox outbreak in the school community, and no school means no pocket money.*
- During the holidays, Mwiche manages to raise KR 80 to buy a Girl Scout uniform at the beginning of the term by helping out at her auntie's salaula stand in the market. Suddenly, she discovers the price of the uniform has gone up by K 1000*
- Mary, who lives with her mother and three younger siblings, has been saving K 1500 each week so that she has money to start a clothes selling business in the market. However, her house gets broken into and now she needs to help her mother fix the door/lock and replace the furniture that was stolen.]*

The “Fallback Plan”: Dealing with Setbacks in Saving (25 minutes)

Explain:

We are going to listen to and discuss a story of a girl who had a good savings plan but things did not work out as she expected. But most importantly, we are going to discuss how she learned to deal with setbacks to her savings plan. Read out loud the story of Hellen.

Ask:

The Story of Hellen

Hellen is a 14-year-old girl living with her older sister in Sangilo. Her school is far from home so she gets on a bus twice a day to get to school and back home. Her older sister has to give her transportation money for school and lunch and her sister does not always have the money. As a result, Hellen sometimes misses school and her grades suffer because she gets behind in school work. Lately, Hellen has been thinking of how she can make her situation better and not let her need for transportation money get in her way of attaining an education. She decides to make a savings plan to raise some money as a supplement toward her transportation costs. To do this, she starts a small business selling frizits (ice blocks) at school. Hellen needs capital of K 2500 to buy an initial box of frizits. She plans to raise this money by saving her school lunch money for two weeks. However, this takes much longer than she expected because sometimes her sister has no money to give her for lunch. She perseveres and manages to save K 2500 in four weeks, as opposed to the two weeks she initially planned. Just before Hellen sets off to buy the ice blocks, her sister falls ill and she has to use the K 2500 for medicine. At least she went to her savings and not Patrick, her 27-year-old neighbor who gives her money sometimes. Hellen begins saving for her capital again and this time it takes even longer (six weeks). She finally manages to buy the box of frizits to sell at school. The sales are very good in the beginning and her transportation money is covered for weeks to come. However, once the weather changes into the cold season, everyone stops buying frizits. To keep her business alive so she can keep saving, Hellen decides to reinvest her capital in selling Amazonies (lollypops) and is able to make enough money not only to supplement her transportation to school, but also she also saves enough to buy small school requirements that she could not afford before.

What were Hellen’s saving goals?

[To raise money as a supplement toward her school transportation.]

What was Hellen’s savings plan?

[She decided to miss lunch every day and save the money to raise capital for her small business. She planned to raise KR 35 capital for a small business in two weeks, then use the money to start selling frizits at school.]

What were the setbacks in Hellen’s savings plan?

[It wasn’t easy for Hellen to miss lunch at school; it took longer for Hellen to raise the capital than she had initially planned. After raising the capital, she was faced with an emergency to pay for her sister’s medication when she fell ill. When she begun making money, from selling frizits, the weather changed and she could no longer make money from the business.]

How did Hellen overcome her various setbacks?

- [• Difficulties in raising capital—readjusted her timeframe for the savings goal because she was not able to save as much each week as she had initially planned.*
- After using her savings for an emergency she began saving all over again.*
- Change of weather, no business—she readjusted her savings plan and changed her line of business.*
- Overall—SHE KEPT SAVING AND DIDN’T GIVE UP!]*

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

A fall back Plan (10 minutes)

Say:

One thing that will help in dealing with setbacks in savings is having a “fallback plan.” This plan involves five simple steps that will help you manage a setback in your saving:



1. Revisit your savings plan.
2. Explore and list your available options.
3. Weigh your options and compare them to your savings goal.
4. Choose your fallback plan.
5. Continue saving and don’t give up!

March Year 1: Geography

Week 1: International Development

Session Title: Development

Learning Objective: To teach learners the difference between more and less economically developed countries.

Estimated Time: 50 minutes



Materials Needed: Word Map used to show where these countries are, flip chart and markers



Facilitator Preparation:

Activity with step by step instructions:

Introduction (5 mins)

Explain: countries exhibit different levels of development. Ask the group, what kind of things which might affect the development of a country? Ans: The factors which affect development may be economic, social, cultural or technical.

Measuring development

Studying development is about measuring how developed one country is compared to other countries, or to the same country in the past. Development measures how economically, socially, culturally or technologically advanced a country is. The two most important ways of measuring development are economic development and human development.

Economic development is a measure of a country's wealth and how it is generated (for example agriculture is considered less economically advanced than banking).

Human development measures the access the population has to wealth, jobs, education, nutrition, health, leisure and safety - as well as political and cultural freedom. Material elements, such as wealth and nutrition, are described as the standard of living. Health and leisure are often referred to as quality of life.

Development Indicators, Developed and Less Developed Countries (25 mins)

Can anyone tell me what indicators might be used to measure quality of life? For example, if we ask someone to measure the quality of their school, you could investigate if there is enough teachers, if there is toilet facilities, if there is enough space in the classrooms, if there is enough books and pens etc. What kind of things could measure if we have a good quality of life? An example could be that if we are sick, or have a disease, we might have a low quality of life. What things would make a good quality of life? What factors can we use to measure a good quality of life. (Encourage the group to think for themselves about this one.. it might take a while but it isn't hard once they understand what we are trying to do). Ask for answers for quality of school, and then quality of life, and record on a flipchart. Give the information below to the group and write on a flip chart:

Life expectancy - the average age, to which a person lives, eg this is 79 in the UK and 55 in Malawi.

Infant mortality rate - counts the number of babies, per 1000 live births, who die under the age of one. This is 5 in the UK and 61 in Kenya.

Poverty - indices count the percentage of people living below the poverty level, or on very small incomes (eg under \$1 per day).

Access to basic services - the availability of services necessary for a healthy life, such as clean water and sanitation.

Access to healthcare - takes into account statistics such as how many doctors there are for every patient.

Risk of disease - calculates the percentage of people with diseases such as AIDS, malaria and tuberculosis.

Access to education - measures how many people attend primary school, secondary school and higher education.

Literacy rate - is the percentage of adults who can read and write. This is 99 per cent in the UK, 85 per cent in Kenya and 60 per cent in India.

Access to technology - includes statistics such as the percentage of people with access to phones, mobile phones, television and the internet.

Male/female equality - compares statistics such as the literacy rates and employment between the sexes.

Government spending priorities - compares health and education expenditure with military expenditure and paying off debts.

Use Developed countries map as a reference and world map to locate countries for learners. Ask learners to decide whether they think certain countries are developed or not.

- USA – Developed country, it has a highly developed economy and high standard of living
- Zambia – less developed country it has poverty and a comparatively low standard of living for its population
- Russia – Developed
- China – Developed
- Columbia – Less developed
- Bangladesh – Less Developed
- South Korea – Developed
- North Korea – Less Developed

Then ask learners to identify general trends of developed and less developed countries. They should identify that the northern hemisphere is more developed with Australia as well. South America is developing rapidly but Africa is developing slowly. Africa has exceptions such as Nigeria and South Africa.

Human and Physical Factors (15 mins)

Factors which influence the rate at which a country may develop can be physical or human.

Understanding the reason why a country may be in poverty is important, as it helps to understand what may help the country to develop. The facilitator takes flip chart paper and makes two columns (Human/Physical factors) and take suggestions from the learners as to factors that can affect countries development. Ask the group if they can think of some physical factors which might affect a countries development and record answers. Then, add the below information to the list.

Physical factors

Climate

The Sahel region in Africa suffers from a lack of rainfall. This means that **droughts** are common. The result is that crops may suffer. There are certain diseases which thrive in tropical climates, such as malaria and yellow fever, because of the hot and humid conditions.

Natural hazards

Floods, droughts and tectonic activity can limit future growth and destroy buildings and agricultural areas. This also means a country may divert income to help recover from these events.

Landlocked countries

15 countries in Africa are **landlocked**. This means it is more difficult to trade as goods have to be driven through other countries to get to the coast for shipping. It is also more difficult for new technology to reach a landlocked country, as the fibre optic cables are laid under the ocean.



An image of Africa highlighting the 15 landlocked countries

Natural resources

Natural resources such as minerals, gas and oil can help improve a country's level of development. However this is closely tied in with the ability to **exploit** the resource for the benefit of the country. There are also countries, such as Japan, which are low in natural resources, but have based their development on human factors such as education and skills.

Now do the same for human factors:

Human Factors

Historical development

Colonialism hindered a developing country's level of development. A colony helped supply food and minerals to countries like Britain and France. There was investment in colonies, but this was focused on things that would help the trade between the countries.

Borders of some colonial countries were set without attention to tribal and cultural differences, causing tensions and instability.

Political factors

Poor governance does not help a country to develop. Money that could be spent on development may be used to fund military weapons or an affluent lifestyle of an elite group of people.

Economic Factors

World trade is often not fair. Less Economically Developed Countries (LEDCs) tend to sell **primary produce**. LEDCs have to compete with each other to win the trade - which lowers the prices farmers get. A poor harvest means less income. There is more money to be made in processing goods, which More Economically Developed Countries (MEDCs) tend to do.

Foreign investment can help a country to develop. Africa receives less than 5 per cent foreign direct investment. It has 15 per cent of the world's population. Europe receives 45 per cent of foreign direct investment, and only has 7 per cent of the world's population. Who **controls** world trade is also important, and it is developed countries that control the most trade.

Many LEDCs are in **debt** to MEDCs. Some of their income has to pay off these debts.

Social factors

A poorer country finds it more difficult to invest in **education**. The problem is made worse because many countries have a high dependency ratio. Having money to invest in a healthcare system is important for a country to develop. That is because it is difficult for sick people to work hard.

Clean water is essential for health. One in six people do not have access to safe water. If water is not safe, people may be unable to work or care for their families because of illness.

Presentation (15 minutes)

If time permits, the facilitator should then split the group into two and have them make a poster. One about MEDCs and one about LEDCs, these posters should use at least one country as an example/case study. They should present their poster at the end and should be presented by two or three learners chosen by the facilitator. They should take questions after their presentation.

Week 2: Map Reading

Session Title: Map reading and Orientation

Learning Objective: To get participants to actively do map reading by doing practical map reading skills

Estimated Time: 60 minutes- 1.5 hours



Materials Needed: Printed maps and printed orienteering sheets and cut to size. Print out of Map of Karonga. Secure the pens at each point of orienteering around the campus. (On a string or somewhere safe so that no one else takes the pen during the game). (Note: The orienteering maps for this session are for the local location. Create a map for your area to tailor the session to different locations)



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

Activity with step by step instructions:

Introduction (10 mins)

Explain: 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.

Map of Karonga







Maji Zuwa Orienteering Map



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



Week 3: Energy

Session Title: Energy			
Learning Objective: To learn about the different types of energy, the pros and cons and to learn about the environmental impacts of each energy type.			
Estimated Time: 60 minutes			
Materials Needed: Flip charts, pens, prizes			
			
Facilitator Preparation: Know the different types of energy and ensure you understand them before teaching the session			
Activity with step by step instructions:			
<u>Introduction (5 mins)</u>			
Renewable and non-renewable energy resources			
Explain: Energy is defined as the ability to do “work”. Ask the group what it means for energy to be renewable and non-renewable. Then explain:			
All life on earth is sustained by energy from the sun. Plants and animals can store energy and some of this energy remains with them when they die. It is the remains of these ancient animals and plants that make up fossil fuels. Fuels are non-renewable because they will run out one day. Burning fossil fuels generate gases green house and relying on them for energy generation is unsustainable. Hence the need to find more renewable, sustainable ways of generating energy. Renewable or infinite energy resources are sources of power that quickly replenish themselves and can be used again and again.			
Some resources can be thought of as both renewable and non-renewable.			
<u>Pros and Cons (20 minutes)</u>			
Then the facilitator must take a large piece of paper and ask for energy sources and make a table as seen below and ask for energy sources. The facilitator may get the activity going by making suggestions such as coal and work with the learners to work out their pros and cons of each energy source.			
(Facilitator tip: Select ‘types of fuel’ which are local to your area or is understood by your group).			
Type of fuel	Where it is from	Advantages	Disadvantages
Coal (fossil fuel)	Formed from fossilised plants and consisting of carbon with various	Ready-made fuel.	When burned coal gives off atmospheric pollutants, including greenhouse gases.

	<p>organic and some inorganic compounds. Mined from seams of coal, found sandwiched between layers of rock in the earth.</p>	<p>It is relatively cheap to mine and to convert into energy. Coal supplies will last longer than oil or gas.</p>	
Oil (fossil fuel)	<p>A carbon-based liquid formed from fossilised animals. Lakes of oil are sandwiched between seams of rock in the earth. Pipes are sunk down to the reservoirs to pump the oil out. Widely used in industry and transport.</p>	<p>Oil is a ready-made fuel. Relatively cheap to extract and to convert into energy.</p>	<p>When burned, it gives off atmospheric pollutants, including greenhouse gases. Only a limited supply.</p>
Natural gas (fossil fuel)	<p>Methane and some other gases trapped between seams of rock under the earth's surface. Pipes are sunk into the ground to release the gas. Often used in houses for heating and cooking.</p>	<p>Gas is a ready-made fuel. It is a relatively cheap form of energy. It's a slightly cleaner fuel than coal and oil.</p>	<p>When burned, it gives off atmospheric pollutants, including greenhouse gases. Only limited supply of gas.</p>
Nuclear	<p>Radioactive minerals such as uranium are mined. Electricity is generated from the energy that is released when the atoms of these minerals are split (by nuclear fission) in nuclear reactors.</p>	<p>A small amount of radioactive material produces a lot of energy. Raw materials are relatively cheap and can last quite a long time. It doesn't give off atmospheric pollutants.</p>	<p>Nuclear reactors are expensive to run. Nuclear waste is highly toxic, and needs to be safely stored for hundreds or thousands of years (storage is extremely expensive). Leakage of nuclear materials can have a devastating impact on people and the environment.</p>

<p>Biomass</p>	<p>Biomass energy is generated from decaying plant or animal waste. It can also be an organic material which is burned to provide energy, eg heat, or electricity. An example of biomass energy is oilseed rape (yellow flowers you see in the UK in summer), which produces oil. After treatment with chemicals it can be used as a fuel in diesel engines.</p>	<p>It is a cheap and readily available source of energy. If the crops are replaced, biomass can be a long-term, sustainable energy source.</p>	<p>When burned, it gives off atmospheric pollutants, including greenhouse gases. If crops are not replanted, biomass is a non-renewable resource.</p>
<p>Wood</p>	<p>Obtained from felling trees, burned to generate heat and light.</p>	<p>A cheap and readily available source of energy. If the trees are replaced, wood burning can be a long-term, sustainable energy source.</p>	<p>When burned it gives off atmospheric pollutants, including greenhouse gases. If trees are not replanted wood is a non-renewable resource.</p>
<p>Nuclear</p>	<p>Obtained from mining radioactive minerals such as uranium</p>	<p>Cheap and plentiful energy source once it is set up that is “green”. It releases no carbon dioxide. Nuclear energy.</p>	<p>Building nuclear reactors and decommissioning them costs lots of money. Producing nuclear energy also makes lots of nuclear waste, this nuclear waste is unsafe to be near for thousands of years, it causes cancers. There is always the risk of the nuclear power plant going into melt down and then nuclear waste contaminates the environment for thousands of years.</p>

Solar	Energy from sunlight is captured in solar panels and converted into electricity.	Potentially infinite energy supply. Single dwellings can have own electricity supply.	Manufacture and implementation of solar panels can be costly.
Wind	Wind turbines (modern windmills) turn wind energy into electricity.	Can be found singularly, but usually many together in wind farms. Potentially infinite energy supply.	Manufacture and implementation of wind farms can be costly. Some local people object to on-shore wind farms, arguing that it spoils the countryside.
Tidal	The movement of tides drives turbines. A tidal barrage (a kind of dam) is built across estuaries, forcing water through gaps. In future underwater turbines may be possible out at sea and without dams.	Ideal for an island such as the UK. Potential to generate a lot of energy. Tidal barrage can double as a bridge, and help prevent flooding.	Construction of barrage is very costly. Only a few estuaries are suitable. Opposed by some environmental groups as having a negative impact on wildlife. May reduce tidal flow and impede flow of sewage out to sea.
Wave	The movement of seawater in and out of a cavity on the shore compresses trapped air, driving a turbine.	Ideal for an island country. More likely to be small local operations, rather than done on a national scale.	Construction can be costly. May be opposed by local or environmental groups.
Geothermal	In volcanic regions it is possible to use the natural heat of the earth. Cold water is pumped underground and	Potentially infinite energy supply. Used successfully in some countries, such as New Zealand and Iceland.	Can be expensive to set up and only works in areas of volcanic activity. Geothermal and volcanic activity might calm down, leaving power stations redundant. Dangerous elements found underground must be disposed of carefully.

	comes out as steam. Steam can be used for heating or to power turbines creating electricity.		
Hydrological or Hydroelectric Power (HEP)	Energy harnessed from the movement of water through rivers, lakes and dams.	Creates water reserves as well as energy supplies.	Costly to build. Can cause the flooding of surrounding communities and landscapes. Dams have major ecological impacts on local hydrology.
Wood	Obtained from felling trees, burned to generate heat and light.	A cheap and readily available source of energy. If the trees are replaced, wood burning can be a long-term, sustainable energy source	When burned it gives off atmospheric pollutants, including greenhouse gases. If trees are not replanted then wood is a non-renewable resource.

In Malawi 87% of all energy comes from biomass in the form of wood that is not sustainably replanted or grown. This is in the form of the rural population who have no choice other than to use wood as fuel. However 99% of electricity generation is from hydropower from the shire river and Wovwe river. This means that the majority of Malawi consumes non-renewable energy as the wood is consumed at an unsustainable rate. The electricity generation is mostly from renewable energy sources.

Quiz (15 mins)

The facilitator must decide whether or not it is best to ask the questions as multiple choice or without the options. Group should complete the quiz in pairs or individually. Winning teams get a prize.

What does a “finite resource” mean?

- A- X – The supply is renewable
- B- X – the resource will continue forever
- C -✓- There is a limited supply

What does HEP stand for?

- A- X- Hydro-Energy production

B- X- Hydrogen electricity production

C- ✓- Hydro-electric power

Which one of these is a renewable source of energy?

A- X- Fossil fuels

B- X- Nuclear power

C- ✓- None of the above

What is the advantage of using fossil fuels?

A- X- They are clean and non-polluting

B- X- They will never run out

C- ✓- They generate large amounts of electricity relatively cheaply

What is a disadvantage of using fossil fuels

A- ✓- they release carbon dioxide when burnt

B- X- They are highly explosive

C- X- They can only be found under the sea

What energy form uses Uranium or plutonium to create energy?

A- ✓- Nuclear power

B- X- Hydroelectric power

C- X- Solar power

Which form of renewable energy would most likely get noise complaints about noise?

A- X- Solar power

B- X- Wave power

C- ✓- Wind energy

What is energy "insecurity"?

A- X - When energy is unsafe to use

B- X- When access to energy is through other countries



C- ✓- When energy starts to run out or supply chains are fragile.

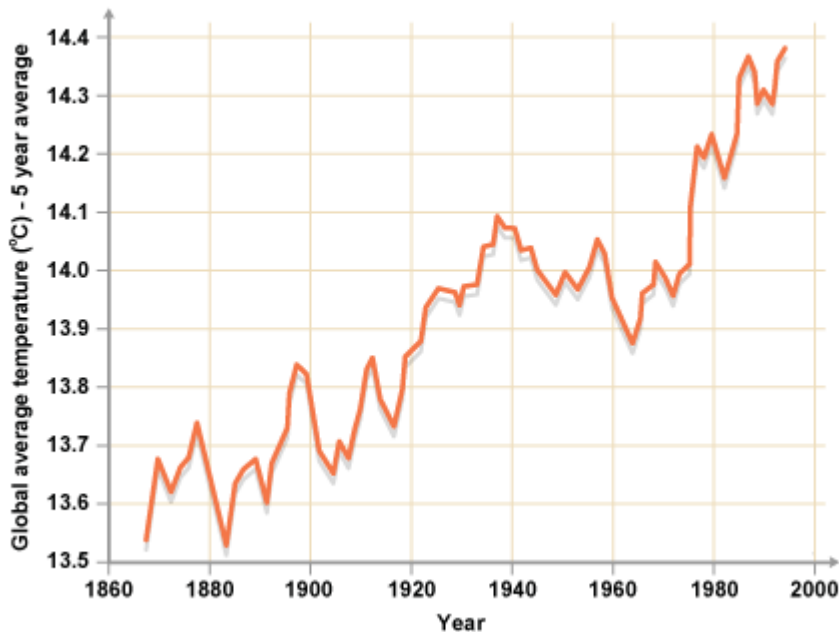
Tot up the scores and crown the winner!

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



Week 4: Climate Change and Global Warming

Session Title: Climate change and global warming
Learning Objective: To understand what climate change and what effect it is having on the world.
Estimated Time: 60 minutes 
Materials Needed: Print out the pictures to show the group or display on a laptop 
Facilitator Preparation: Understand all the information before you teach the class to ensure you can answer questions and teach properly
Activity with step by step instructions: <u>Introduction (10 mins)</u> Explain: our climate is continually changing. There is evidence for this change, for example from fossils, which tell us that at certain times the world has been much warmer than it is now, and there was little ice on the North Pole. There is also evidence to suggest that at other times the ice cover was much greater than it is today. Evidence is collected by: Weather recordings - thermometers are more accurate now and digital readings can be recorded remotely. Ice cores - locked inside ice are molecules and trapped air, which are preserved year on year with more snowfall. Subtle changes in temperature can be measured from ice cores extracted in Antarctica. Rocks and fossils - these can be studied for information covering longer time periods. For instance, limestone found in Yorkshire would have been formed on the bottom of a warm seabed millions of years ago. Analysis of pollen and trees. Other observations confirm evidence that the climate is changing: Ice cover - areas such as Greenland and the Arctic have seen thinning of ice sheets. Glacial retreat - photos show that many mountain glaciers have retreated in the last 50 years. However this could partly be due to a lack of snowfall. Since about 1950 there is evidence of a steep climb in global temperature compared to the past. This trend is called global warming.



Climate Change (15 minutes)

Ask if anyone already knows anything about climate change. Ask for comments. Explain that: For the last 10,000 years our climate has averaged about 14°C globally. However in the last 100 years, as the graph above shows, our climate has started to change rapidly.

Explain: Increases in temperatures have been recorded on land and in the oceans.

Changes to the rainfall pattern have been observed - these are sometimes more extreme (which means that locations are either a lot wetter or a lot drier than they used to be). At other times the rainfall pattern is out of season. The extreme rainfall in the UK during the summer of 2007 is an example of this. However, in general, UK summers are getting drier and winters are getting wetter.

The lengths of seasons are changing - the UK growing season is lengthening.

The emission of greenhouse gases - such as carbon dioxide and methane - as by-products of industry and agriculture is having a global impact on temperature and weather systems.

Consequences of resource exploitation

When fossil fuels are burned - by industry, in power stations and by vehicles and planes - gases (as unwanted by-products known as carbon emissions) enter the atmosphere. Carbon dioxide (CO₂), in particular, is given off when fossil fuels, such as oil and coal, are burned. Although these gases have always been present in the world's atmosphere, their concentration is gradually increasing as more and more fossil fuels are burned.

The inequality in the use of resources between MEDCs and LEDCs is shown by measuring and comparing their carbon emissions per capita. Countries that use a lot of fossil fuels to produce energy to power industry, produce electricity and heat homes, also produce a lot of carbon gasses.

Greenhouse gases

Scientists believe that the build-up of so-called greenhouse gasses in the atmosphere acts like a blanket or greenhouse around the planet; heat is trapped inside the Earth's atmosphere. This is the **greenhouse effect**, and the resulting increase in global temperatures is called **global warming**.

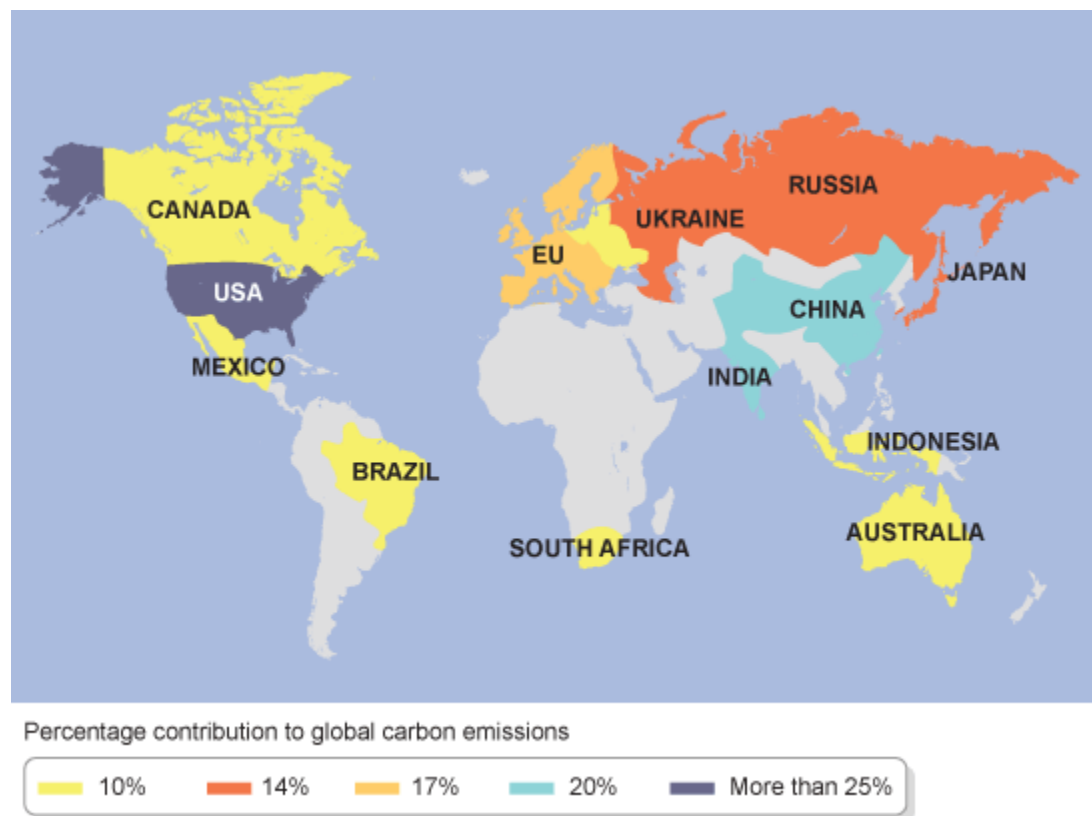
Plants and trees need CO₂ and use it up. However, if there is too much CO₂ in the atmosphere - due to factories and power stations, combined with a reduction in the number of trees, through deforestation - CO₂ builds up in the atmosphere.

This build-up of CO₂ is believed to contribute to **global warming** through the **greenhouse effect**. This is why CO₂ is called a **greenhouse gas**.

The biggest producers of CO₂ in the world are the United States (USA), China, Russia, Japan, India, Germany, United Kingdom, Canada, Italy and Mexico.

The largest producers by far are the USA and China.

The diagram below shows the countries that contribute the biggest percentage of the world's carbon emissions.



Countries contributing to carbon emissions

How the greenhouse effect works (10 minutes)

It's thought that the build-up of greenhouse gases impacts on global temperature in two ways:

1. The gases allow more of the sun's rays to enter the atmosphere. Some **solar radiation** is still reflected back into space by the outer parts of the atmosphere, but it's believed the amount reflected back is gradually reducing.
2. At the same time, the greenhouse gases absorb more of the solar radiation that is reflected back from the Earth's surface - trapping heat and keeping it in the atmosphere. The ability of the atmosphere to capture the Sun's warmth is essential for life on earth. But if significantly more warmth is being captured, this is bad news for the planet.



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

Red Rover (20 minutes)

Two teams line up opposite each other, no more than 30 feet apart. The first team agrees to call one player from the opposite team, and chants, "Red Rover, Red Rover, send (player's name) on over!" The person called runs to the other line and attempts to break the chain (formed by the linking of hands). If the person called fails to break the chain, this player joins the team that called Red Rover. But, if the player successfully breaks the chain, he may capture either of the two players whose link was broken by the dash, and bring them back to his original team. Teams take turns calling out Red Rover and challenging a player on the opposing team.



Link the game to the ozone layer which is getting bigger holes in it because of greenhouse gases. When harmful gasses are let off into the atmosphere, they burn holes into the ozone layer, which protects our earth from heating up and experiencing bad effects of climate change.

April Year 1: Peer Pressure

Week 1: Peer Pressure

Session Title: Peer Pressure Introduction

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 to participants 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 answers 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 of 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

Explain the 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:

-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 what the consequences of the situation might be and present them back to the group.

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

If there is time, ask each group to role play this scenario with their possible outcomes.



Week 2: Dealing with Peer Pressure- Role Plays

Session Title: Dealing with Peer Pressure Role Plays

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.

Role Plays (25 minutes)

Split the learners into 5 groups. Give one of them a printed copy of a different peer pressure scenario:

- 1) You are playing with a group of your friends at the lake. Your parents know you are there and expect you home before it gets dark. It is nearly dark and some older people come along. They are the friends of one of your friends and go to a technical college nearby. They ask you to go to a local bar and offer to buy you beer all night. Your friend wants to go because she likes one of the boys. She tells you that one of his friends likes you too. You know your parents will be expecting you home anytime soon.
- 2) You are walking to the playing field when an older student hands you a stolen mobile phone. They tell you to put it in your bag as they don't want to get caught with it. You say you don't want anything to do with it but they have told you that you have no choice and if you don't they'll beat you up after school.
- 3) George and Lucy have been dating for a month now. He is a nice boy but he keeps on pressuring Lucy to have sex with him. Lucy has never had sex before. George has had sex and each time he has not used a condom. He tells Lucy this but says that its OK because the girls said they were virgins before sleeping with him. Lucy talks to her friends about it who say that she should have sex with George because he is good looking and a lot of girls fancy him so she should do it while she has the chance. Lucy doesn't know what to do.
- 4) At home, Kates parents are struggling to feed the whole family. She has lots of brothers and sisters. Her older sisters both have boyfriends that they have sex with, even though the boyfriends are sleeping with other girls in the community too. Kate is often hungry and at school she never has any of the things her friends do. Her friends tease her because she never has pens or a nice bag to keep her things. Her older sister Sophie tells Kate that her boyfriend often gives her money and buys her nice things. Sophie tells Kate that she can introduce her to a boy who is friends with her boyfriend.
- 5) Your best friend, Gift, has spent the night at the trading centre having beer with her older brothers friends. A boy she liked offered to buy her beer so she decided to go. She lied to her parents that she was at your house, without asking you first. She tells you about her lie a few weeks later. She also says that she had sex with the boy who was buying her beer and she hasn't had her monthly period yet. She asks you to lie to her parents and tell them that she was at your house that night. When you ask her what she is going to do about missing her period, she tells you that she is planning on saying the boy raped her. Because you are her best friend and don't want to lose her, you consider gifts requests even though you know it isn't the right thing to do.

Each group should act out the scenes and then read out the scenario to the rest of the group, and then present their three C's in response to the peer pressure described in the scene.

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

Group discussion (10 minutes)

Ask the group what kind of negative consequences can come out of being peer pressured. Can they also think of some positive consequences (think back to week 1 when we discussed good peer pressure)
Explain that next session we are going to learn how to say 'no' in these kinds of situations.



[Week 3: Saying 'No' to What You Don't Want](#)

Session Title: Saying 'NO' to what you don't want

Learning Objective: For the class to practice refusal skills; to consider other ways of refusing someone and saying 'no'.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

Remind learners that peer pressure doesn't have to be from a group of friends. Explain the following information:

Peer pressure can be from an individual too. As we grow older into our teenage years and twenties, peer pressure can still affect us. Even adults can experience peer pressure, although they are often less likely to give into pressure from their peers because they are stronger and know the difference between right and wrong. As a young person, we often want to impress our friends, to show others that we are part of a 'cool' or 'popular' group. As an adult, we often realize what truly matters is not our popularity, or coolness, but being healthy, happy and successful.

The consequences of giving into peer pressure can be lifelong. It only takes one slip up, or to give in to someone, and pregnancy, STIs, HIV and other negative consequences can arise. Being prepared with refusal skills can help us to feel confident enough to say no to things we don't want. Ask the group for examples of times that someone might persuade us to do things we don't want to.



Saying No (45 minutes)

1. Explain to the learners that there are two ways to get what you want or need.
2. By asking for what you want, and
3. By refusing what you do not want.

2. Ask learners to think about the following scenario:

Alice and Mary are walking home after school. Alice wants to meet her boyfriend at the market and asks Mary to go with her. Mary's mother will be very upset if she is not home right after school. Alice tells Mary that she can just tell her mother that they had a health club meeting. Mary does not want to lie to her mother and she does not think that it is a good idea to go see Alice's boyfriend because he is older and does not seem like a very nice man. Alice promises Mary that they will not stay too long and also that her boyfriend's friend likes Mary and wants to talk with her.

3. Ask if anyone can describe what Mary is probably feeling in this situation. Write the feelings on the board. They should include emotions like pressured, confused, frustrated, nervous, or angry. **Explain that it is also normal to feel angry if a friend pressures you to do something he or she knows is not in your best interest.**

4. Explain that Mary has rights in this situation, like anyone does, when asked to do something. Ask the group if they can think of what her rights are in this situation. Go over the list of rights and display the list on the board, explaining each one:

- The right to say how she feels in this situation.
- The right to say "no" without feeling guilty.
- The right to behave in a way that is best for her.

- The right to change her mind (even if she had agreed to do what was asked).

5. Ask the class to get into small groups to discuss what advice they would give to Mary. Get them to give ideas to the class. Then mention that sometimes parents, teachers, employers or other adults in authority make requests of young people. The request may not please the young person and may not feel like it is in her or his best interest. Ask how a young person's rights are similar or different with a parent than a friend. Explain that some adults, such as teachers, parents and family members, do have the right to make requests of young people- but never ones that harm them. Ask the group what kind of acceptable and non-acceptable requests an adult might make.

6. Ask the groups to brainstorm the behaviours Mary needs to use to be assertive. Write their responses on the board. Be sure the list includes the following behaviours:

- Say "no" with her words.
- Say "no" with her body. Use strong body language, make eye contact, stand back from Alice, who is pressuring her.
- Keep repeating "no" without giving any excuses or reasons.
- Turn the conversation around and tell Alice how she feels about being pressured into doing something that is not good for her.
- Offer a compromise. Find a solution that does not require Mary to do something she does not want to do.
- Leave the situation and refuse to discuss the matter anymore and walk away if necessary.

7. Ask for a volunteer to role-play Mary, while you play Alice. Tell the rest of the group to coach the volunteer and offer advice so she can remain assertive while being pressured.

8. Re-read the scenario, altering it to suit a male or female volunteer. Then role-play with the volunteer using lines like the following to pressure her or him:

- *"Come on, you're supposed to be my best friend. I really want to see him and his friend really likes you."*
- *"Your mother won't even know. We will only go for a little while."*
- *"What's the matter, are you afraid? Irene would come with me if she were here."*

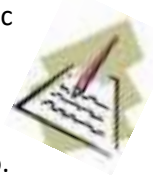
Continue for a few minutes, **encouraging the audience to coach Mary.**

9. After the role-play, ask learners to identify the behaviours "Mary" used to be assertive. If there is time, have another volunteer try the role-play

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

Facilitate a discussion with the following questions: (5 minutes)

- When could you use a coach when faced with real pressure from a friend or a romantic partner?
- Which is most difficult, speaking up for your wants or refusing what you do not want? Why?
- Think of a recent situation in which you wanted to refuse a request but were not able to.
- Which refusal skills could you have used?
- Do you have a situation now where someone is pressuring you to do something that is not in your best interest? What could you do to be more assertive in that situation?



Week 4: Peer Pressure and 'Sugar Daddies'

Session Title: Peer Pressure and Sugar Daddies

Learning Objective: For the participants to consider propositions from older men as peer pressure; to understand the negative consequences of 'sugar daddies'

Estimated Time: 50 minutes



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



Facilitator Preparation:

Activity with step by step instruction:

Introduction (25 minutes)

Explain that poverty can cause many problems in the life of a young person. It is very common for someone to want to achieve a better future for themselves, but often there is few ways to do this in rural settings where the prospects are less. Sometimes, young women see a way out of their struggles- an older man. Ask if you know some girls who go with older men? (The likely answer will be yes). Explain that on the outside, that girl might seem like her problems are resolved. She may have all of her needs provided for, like school equipment and pocket money... But her health is compromised! The question is, do you value your health and life over an easy option out of a hard situation?

On a flip chart, ask the group to list the negative effects of going with an older man. Do not give any input, just ask the group to think of as many negative effects as they can.



Read out the following story to the group:

Alice is 17. She needs to complete Form 4 but her family cannot afford to pay fees for her. She began doing work in nearby fields to try and save up, but as soon as her mother saw her bringing money into the house, she asked her to contribute to relish and other household needs. Alice felt like her parents were not interested in her completing Form

4. One day on the way back from the field, a man who has been hassling her often, stopped in his car. Alice has refused to get in the car lots of times, but last week her friends were telling her that the guy really likes her. He is old and even has some children to other women, but he does have a good job and a car. Alice thought about what it would be like to go back to school- she missed it so much. Even though her older sister has warned her about going with older men, she decides to accept the offer and get in the car for a ride home.

Split the class into small groups and display the questions below on the board. Ask groups to come up with answers. After some discussion time, have a big group discussion and write answers on the board.

- What feelings did Alice have in this scenario? (Possible answers: Lost, scared, worried about school, angry at her parents, unsure of the man, excited at the prospect of going back to school, sad that her parents refused to support her).
- What people are involved in the story and what role do they play in Alice's life- is it positive or negative?
- What possible outcomes are there in this situation- write down as many as possible: (Alice gets to go back to school because the man pays for her in return for a sexual relationship, she could get infected by the man, he could pressure her into something she doesn't want to do, he may act violent towards her, he could have sex with her and then ignore her, he is in a position of

power because he is older so could abuse his position, he could give her gifts and expect sex in return).

- What advice would you give to Alice?

Sugar Daddies (15 minutes)

Ask participants:

Do you know some girls who go with older men? (the answer will likely be:) Yes.

Do you know some older men who go with young girls? (The answer will likely be;) Yes.

Why do they go with older men? (Wait until one of them say:) Because of the money and the gifts they receive from the sugar daddies.

Are there many girls who like the money and the gifts and go with sugar daddies? (the answer will likely be:) Yes.

Do you think that the girls who go with sugar daddies also go around with the young boys? (wait until one of them say:) Yes.

Write on a flip chart: sugar daddies → young girls → young boys. Ask if anyone can think of what this flow diagram might mean. Take answers and then go on to ask:

But do you think that the sugar daddies are safe? What are the risks associated with having sex with older men? (wait until one of them say:) HIV/AIDS

Ask: Are Sugar daddies likely to be infected with HIV/AIDS? (wait until one of them say:) Yes, because they have been sleeping around with so many women since they are adolescents.)

Say: Indeed, sugar daddies are very much at risk of being infected. And because they have a lot of money to attract the young girls, a lot of very young girls are getting infected with HIV through this business. Then the girls go with the boys and infect them. It's a vicious circle, where the old generation is infecting the young generation.

Add on the blackboard sugar daddies HIV+ → young girls HIV+ → young boys HIV+

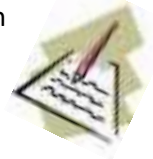
Key messages: - Older men are much more likely to be infected than young boys

GIRLS SHOULD NOT GO WITH OLDER MEN - Because they go with older men, young girls are much more likely to be infected than young boys.

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

Deciding to Have Sex (10 minutes)

Hand out books and pens. Dictate the questions and ask everyone to write their own answers.



- 1) What is the difference between love and sex?
- 2) What are some ways to express love without sex?
- 3) What are some things to think about before you decide to have sex?
- 4) What are some things that might tempt someone to consider having sex?
- 5) Does dancing promote sex?
- 6) Does dressing promote sex?

Ask for volunteers to offer their own answers to the questions. Explain that there are no right or wrong answers, but the answers should will give a good indication of whether you have a good understanding and are mature about the subject.

Possible answers could include:

- 1) The different between love and sex is that love is an emotion or a feeling. Love can mean lots of different things to different people. Sex is a biological event. Love involved feelings of romance or attraction, and sex does not always have loving feelings attached to it. (Explain that its important to only have sex with someone who you love and who loves you in return.)
- 2) Saying 'I love you', telling your friends about your partner, cooking a nice dinner, sending nice messages, doing activities together like walking.
- 3) Am I ready, will I regret my decision in the future, will I be sad afterwards?
- 4) The promise of gifts in the future, the promise of money, looking cool to friends
- 5) Dancing in a certain way can promote sex. Some men, as we get older, may interpret the way we dance as sexual. Some phrases like 'Can you dance in bed' refer to dancing in a sexual way.
- 6) Dressing in a certain way could also promote sex and disturb the way men think of us. If we dress provocatively, they may think we want or are asking for sex.

May Year 1: Traditional Arts and Skills

Week 1: Pottery Making

Session Title: Pottery Making (Pt 2)

Learning Objective: To learn hands on skills and practice traditional decorating and art; student will develop familiarity with hands on skills using locally found materials

Estimated Time: 1 hour



Materials Needed: Clay soil (black/brown), luke warm water, knife for strengthening, board for shaping, water in bucket.



Facilitator Preparation: Ask the girls the week before to arrive at this weeks session with enough clay to each make a small clay pot. They will use it to keep small things inside like hair clips and person items.

Activity with step by step instruction:

1. Knead the clay. Start with about 1/2 pound (.25 kilos) of clay. Slowly warm it and work out the air bubbles by kneading it with your hands. This will even out the clay's consistency, eliminating lumps of soft spots, and make it more pliable and easier to work with. Take care to avoid folding, poking, or other actions that could add air pockets and bubbles to your clay—these could cause your pottery to bubble
2. Create the bottom. Starting from one end, wrap the coil in a spiral until the bottom is the size you have in mind. For example, for a pot using coils about 1/4 inch (.6 cm), your base might be 3 inches (8 cm) in diameter. You can also create the bottom by rolling out some clay to about the same thickness as your coils, and then trim the excess with a knife, using cup or plate as your guide.
3. Prep the clay and start working. Score the outer 1/4 (.6 cm) inch of the bottom, and dampen with water or slurry (a thin mix of clay and water). Do the same with the bottom of the coils as you work. This will improve the clay bond and make your pot stronger. Lay the first coil on top of the base, and wrap it around, building up the wall.
4. Strengthen your pot. To make your work durable, strengthen the clay bond by smoothing down the inside of the pot, forcing down the clay from the upper coil into the joint below it. To maintain the shape of your pot, support the outside of the pot as you smooth the inside. You can smooth both inside and outside if you wish.
5. Shape your pot as you make it. Create your contours by adjusting the placement of the coils, and shaping the clay during the smoothing and strengthening process.

Finish your pot. Add any decoration or glazing as desired, and depending on what kind of clay you are using you may air-dry your pot, bake it, or fire it in a kiln.

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

Leave the pots in the sun (facilitator will take the pots inside when they are baked and distribute them the week after so the girls can take the pots home for use).



Week 2: Pottery Making Part 2

Session Title: Pottery Making (Pt 2)

Learning Objective: To learn hands on skills and practice traditional decorating and art; student will develop familiarity with hands on skills using locally found materials

Estimated Time: 1 hour



Materials Needed: Clay soil (black/brown), luke warm water, knife for strengthening, board for shaping, water in bucket.



Facilitator Preparation: Ask the girls the week before to arrive at this weeks session with enough clay to each make a small clay pot. They will now make bigger pots in small groups and decorate them.

Activity with step by step instruction:

1. Knead the clay. Start with about 1/2 pound (.25 kilos) of clay. Slowly warm it and work out the air bubbles by kneading it with your hands. This will even out the clay's consistency, eliminating lumps of soft spots, and make it more pliable and easier to work with. Take care to avoid folding, poking, or other actions that could add air pockets and bubbles to your clay—these could cause your pottery to bubble
2. Create the bottom. Starting from one end, wrap the coil in a spiral until the bottom is the size you have in mind. For example, for a pot using coils about 1/4 inch (.6 cm), your base might be 3 inches (8 cm) in diameter. You can also create the bottom by rolling out some clay to about the same thickness as your coils, and then trim the excess with a knife, using cup or plate as your guide.
3. Prep the clay and start working. Score the outer 1/4 (.6 cm) inch of the bottom, and dampen with water or slurry (a thin mix of clay and water). Do the same with the bottom of the coils as you work. This will improve the clay bond and make your pot stronger. Lay the first coil on top of the base, and wrap it around, building up the wall.
4. Strengthen your pot. To make your work durable, strengthen the clay bond by smoothing down the



inside of the pot, forcing down the clay from the upper coil into the joint below it. To maintain the shape of your pot, support the outside of the pot as you smooth the inside. You can smooth both inside and outside if you wish.

5. Shape your pot as you make it. Create your contours by adjusting the placement of the coils, and shaping the clay during the smoothing and strengthening process.

Finish your pot. Add any decoration or glazing as desired, and depending on what kind of clay you are using you may air-dry your pot, bake it, or fire it in a kiln.

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

Leave the pots in the sun (facilitator will take the pots inside when they are baked).



Week 3 + 4: Grass Matt Weaving

Session Title: Grass Matt Weaving (pt 1+2)

Learning Objective: Learn how to make a decorative and useful grass matt using locally sourced materials.

Estimated Time: 60 minutes



Materials Needed: Ready prepared grasses from a local source (participants should take part in helping to source the materials, as they should already be knowledgeable about where they will come from in their local community).



Facilitator Preparation: Ensure that there is enough readymade grasses to create two mats. Two groups will share a mat each and will work together to complete it.

Activity with step by step instruction:

The group should be split into two. This session is split over two classes so the group have 2 hours to try and complete a good sized grass mat. Explain that this activity will improve team building skills and will ensure that they learn how to work as part of a team to complete a task.

As a traditional skill carried out in the local area, many of the participants may already know how to weave a grass matt. Before starting the session, ask members about grass matt weaving. (Who already knows how to do it; who has made one/ seen one being made before etc). Instruct members who do know how to weave to work with group members who do not. This activity shows participants how passing on traditional skills can keep local art forms and methods alive! If no one in the group has had some experience of grass matt weaving, find a member of the community who will be able to step in and assist participants in this task.

During the first session of grass matt making, two groups will work together to weave two large matts. Encourage the group to share stories whilst they are weaving and communicate with each other. Store



Store the semi completed matts after the first session, ready to complete them next week! Continue making the matt in the final week of the month and ensure that it is finished before the end of the session. The matts could be used to sit on during the girls club meetings, or for other activities associated with the group.

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

Ask participants what they have most enjoyed about making a grass matt in a group. Have they learnt any stories or new skills during the process? Would they now be comfortable to make a grass matt alone or show someone else their skills? Discuss why traditional arts are important to Malawian culture. What would pots or grass matts be used for normally? Conclude the months topics with any questions or comments from participants.



June Year 1: Peace and Conflict

Week 1: Exploring Peace

Session Title: Exploring Peace

Learning Objective: Discuss peace, ideas about world peace and to learn about nobel peace prize winners.

Estimated Time: 50 minutes



Materials Needed: Markers, flip chart, signs of peace, pictures of nobel peace prize winners



Facilitator Preparation:

Draw or print a large picture of each sign of peace shown below.

Activity with step by step instruction:

Introduction (15 minutes)

Ask each participant to write down a definition of peace, or what it means to be peaceful. After a few moments, ask some members to read back to the class their definition and ideas. Explain that peace is an absence of war.

Ask if anyone knows what the Nobel Peace Prize is. Explain that the Nobel Peace Prize is awarded each year to an individual or organisation from anywhere in the world that has made great contributions to peace. It is internationally recognised and a very prestigious award. Give the class the examples below of prize winners:

- Wangari Maathai (Kenya)

Wangari has supported the planting of over 40 million trees through her Green Belt movement which also supports women's rights, good governance, democratic change and the protection of the environment. She was the first African woman to receive the prize in 2004.



- Bishop Desmond Tutu (1984)

South African social rights activist, Tutu was awarded the prize for his clear views and his fearless stance. He was a unifying symbol for all African Freedom Fighters. His attention was directed towards the nonviolent path to liberation.

- Nelson Mandela (1993)

Son of a chief, Nelson Mandela studied law and became one of South Africa's first black lawyers. Early in the 1950s he was elected leader of the youth wing of the ANC (African National Congress) liberation movement. When the country's white minority government prohibited the ANC in 1960, Mandela became convinced that armed struggle was inevitable. Inspired by the guerrilla wars in Algeria and Cuba, he organized a military underground movement that engaged in sabotage. In 1962 he was arrested and sentenced to life imprisonment for high treason and conspiracy against the state.

From 1964 to 1982 he was confined to the notorious prison island Robben Island, together with several other resistance leaders. He was then moved to prison on the mainland until his release in

1990. During his imprisonment, Mandela became a rallying point for South Africa's oppressed, and the world's most famous political prisoner.

Nelson Mandela shared the Peace Prize with the man who had released him, President Frederik Willem de Klerk, because they had agreed on a peaceful transition to majority rule.

Ask the group, if they were to give the Nobel Peace Prize to someone, who might it be? Or what might it be for?

Celebrating Peace (20 minutes)

Explain that on 21st September each year, the world celebrates International Peace Day. Ask the group if anyone knows what kind of symbols represent peace. Now reveal the signs and ask the participants if they know what each symbol means. Give them a few moments to have a look at each sign and discuss. Do not let the group know that all of the signs represent peace. As a group, go through each image. If someone does know that a sign represents peace, ask if they know why. Ask them each to pick one or two signs that they think represent peace. Ask for volunteers to explain why and then reveal that all of the symbols represent peace and explain why:

Dove: The dove is a symbol of peace from Christianity. It is used in religious settings in many different countries. It comes from the Noah and the flood story, where it is said that a dove brought an olive branch back to the arc. It now represents peace.



Japanese folded paper cranes: This became a popular symbol of peace after a young girl began folding them in her hospital bed.

In 1945, America used a nuclear bomb in Japan (Hiroshima), which killed thousands of people. One of the injured was the girl who began making the paper cranes. The bomb made many people sick of years afterwards, and this particular girl was very sick with leukaemia. When she started to make the paper cranes on her death bed, she gained media attention, and many other people started to make them too as a sign of support.



The Victory Sign: Originally the V sign represented victory, but became a popular symbol of peace in the 1960s and 1970s because...



The CND Sign: The Campaign for Nuclear Disarmament started using this symbol in the 1950s. It is now a popular symbol of peace.



The Olympic Rings: In 1912 the founder of the International Olympic Committee, Pierre de Coubertin, designed a symbol of five interlocking rings to represent the modern Olympic movement.

Five rings are used to represent each of the inhabited continents – Africa, Americas (North and South) Asia, Australasia and Europe. The rings interlock with each ring passing under then over the next ring to signify equality. The five colours, blue, yellow, black, green and red are the five most used colours on national flags. The sign is meant to show unity and togetherness, and overall, peace between countries.



Peaceful Protest (15 minutes)

Read the quote ‘Peace cannot be kept by force. It can only be achieved by understanding’. Ask the group if they understand what it means and if anyone can explain it. The quote means that you cannot make someone to be peaceful by using force. You can only get someone to understand peace when they truly understand it themselves- by educating them.

Explain that peaceful protest, or non-violent protest, is the act of protesting against something without using violence. Peaceful protest has been used in the past and has been successful too! Other ways to say peaceful protest is nonviolent resistance. Usually, nonviolent resistance is conducted by a group of people who are retaliating to something they do not agree with, usually something political or social, by resisting non-violently.

Nonviolent resistance (NVR or nonviolent action) is the practice of achieving goals such as social change through symbolic protests, civil disobedience, economic or political non-cooperation, satyagraha, or other methods, without using violence. This type of action highlights the desires of an individual or group that feels that something needs to change to improve the current condition of the resisting person or group.

Give examples of famous peaceful protests, or non-violent resistance, which captured world attention and were successful efforts:

This message, "To ask for freedom is not a crime," still holds true today. Peaceful protests like the 1913 Suffrage Parade shared the voices of over 5,000 courageous women speaking out for the right to equal political participation. This protest can remind us peaceful acts have the power to change the system.

"We are here, not because we are law-breakers; we are here in our efforts to become law-makers." - Emmeline Pankhurst

There are times when one person's peaceful actions can bring about more change than anyone can imagine. Rosa Parks' refusal to give up her seat to a white passenger on a bus in Montgomery, Ala., is one such example. Her defiant act symbolized greater civil rights, spreading the message that all people deserve equal seats. The U.S. Supreme Court ruled a year later in 1956, segregation on public buses unconstitutional.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in." — Rosa Parks

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

15 minutes

Ask the group if they can spend 15 minutes individually coming up with a rough sketch for a sign of peace design.



Week 2: Exploring Conflict

Session Title: Exploring Conflict

Learning Objective: To understand some causes of conflict; to understand some effects of conflict; to understand different levels and types of conflict; to engage the group in an interactive board game which illustrates the resource struggle people face when communities are in conflict.

Estimated Time: 60 minutes



Materials Needed: Pens, books, markers, flipchart, equipment needed for board game (see below).



Facilitator Preparation: Draw board game onto a flip chart. Make 6 tokens and draw 70 buckets of water and cut them out into 'water tokens'.

Find the board game here:

http://www.acegeography.com/uploads/1/8/6/4/18647856/ks3_conflict_2conflictindarfur.pdf

Activity with step by step instruction:

Introduction (15 minutes)

On a flip chart, write the word conflict. With the group, spend 5-10 minutes making a spider diagram of as many different examples of conflict as you can think of and group them according to the level at which the conflict occurs. I.e, personal, family, community, ethnic, state, national and international.

Explain that we often think of wars, violence and destruction when we think of conflict, but conflict is often part of day-to-day personal life. Conflict can be personal, local, national and international. Ask the group to think about a time when you have disagreed with someone, which resulted in a conflict. What happened? How did you feel? How do you think the other person felt? How did you resolve the disagreement? Are there other ways the conflict could have been resolved? Have a short discussion before moving on.

Cause and effects of conflict (10 minutes)

Using a spider diagram again, ask people what the causes of conflict could be. Ask the group to think about conflict that happens in Malawi. Spend 5 minutes. Ideas could include:



- Land disputes
- Politics
- Religion
- Cultural differences
- Disagreement

- Misunderstands
- Lack of resources

Explain that often, armed conflict can start between rival countries, rival communities, government and the citizens. Armed conflict is a huge problem. For another 5 minutes, discuss what the outcomes of non-violent conflict and armed conflict, or war, could be. For example, if there was a lack of resources such as food, what might happen to the community? Encourage the group to think about what might happen if some of the key places in their community were bombed- i.e, schools, hospitals, what if there was no fertile land because the military, or rebels, had taken over it? (Mention that there could be a lack of education, lack of health care, displaced families or communities etc). Also discuss the outcomes of non-violent conflict (loosing a friend, having bad feelings, tensions in a community/ family, arguments, continuing conflict and problems if the issue is not resolved etc).

Conflict Board Game (30 minutes)

Explain that this game will be played to illustrate some of the problems that happen in armed conflict. It will encourage the group to think deeper about the consequences of violent conflict and resource

management. Learning about these issues will equip the group with a wider world view and give them a chance to empathise with some problems that they may not have thought about in the past.

You will need: 1 x Conflict board game, Flee or fight cards, 4 x people counters, 1 x dice, 50 x buckets of water. (Board game and counters are saved in the folder for this week's resources).

Instructions for the game:

1. Each player should be given a people counter and 10 buckets of water. They should place their counter on the 'start' square. Players throw the dice; the one with the highest number goes first.
2. The player throws the dice and moves the number of squares instructed. If a player lands on a square with writing on it they should follow the instructions in that square. For example, if the square tells them to use 1 bucket of water they should take one of their buckets and put it in the central pot. If players are instructed to go to the refugee camp, their counter should be put in the central refugee camp box for one turn. After that turn they can choose to leave the camp following either of the two arrows.
3. If a player lands on a flee or flight square they should be asked a true or false question by another player. If they get the answer to the question wrong, they flee and should be sent to the refugee camp, missing a turn. If they get the answer to the question correct, they fight and can take up to 2 buckets of water from other players e.g. they can take 2 buckets of water from one player or one bucket each from 2 players.
4. When a player runs out of water, they are automatically sent to the refugee camp and their game ends. The winner is the person left with buckets of water when everyone else has run out and is in the refugee camp.

Question cards:

<p>Inequitable land rights could lead to community conflict? True or false? Ans: True</p>	<p>Name 3 different levels of conflict Ans: Personal, community, national, family, ethnic.</p>	<p>Who might be affected most if there is a lack of resources? Ans: Women, children, communities</p>	<p>Give three outcomes of armed conflict Ans: Death, lack of resources, bombed communities, lack of public resources such as health care, schools.</p>
<p>Name three causes of conflict. Ans: Misunderstandings, political differences,</p>	<p>Overpopulation means that there are not enough resources to meet the needs of the population. True or false? Ans: True</p>	<p>There is always a clear winner or loser in conflict situations? True or false? Ans: False.</p>	<p>There is always one clear cause of war? True or false? Ans: False</p>

cultural differences, religions			
Conflict always involves physical violence. True or false? Ans: False	During war, sometimes whole villages get burned to the ground. True or false? Ans: True		

After playing the game, discuss with the group what they learnt as well as any other ideas or questions they may have. Ask the group what they thought about losing their resources (water). Was it difficult to keep the water? Did it make the player think about what resources they do or don't have available to them all the time? What would they do if they found themselves in a situation like this?

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

Ask the group to start to think about the consequences of being in a situation like someone in the board game. What problems may you come across? How has the conflict changed the life of your character in the game.



Week 3: War and Communities

Session Title: War and Communities
Learning Objective: To understand and discuss some impacts of war in communities
Estimated Time: 50 minutes
Materials Needed: Flip chart paper, markers, pens, books.
Facilitator Preparation: Be familiar with the problem tree.



Activity with step by step instruction:

Introduction and case studies (30 minutes)

Wars can bring destruction to communities and countries for many years. Wars also impact individuals massively. Ask the group to think back to the first session when we thought about the ways conflict can impact people. There are so many ways in which a life can be destroyed by conflict, particularly armed conflict.

War and Women

Read Picherinnes story:

Picherinne is 20 years old and lives with her son and daughter in a refugee camp in Liberia (West Africa). She is from Ivory Coast where her husband was killed by fighters who took everything she had, including her twin babies' clothes.

Picherinne managed to escape with her two month old babies. She joined others travelling through the bush and fleeing to neighbouring Liberia. Carrying one baby on her front and one on her back, Picherinne walked for three weeks until she crossed the border into Liberia, finally finding refuge at a camp. Picherinne and her babies now live in a hot, empty tent and are struggling to survive. They have



nothing: No income, no household goods, no toys for the children. Other refugee families are overcrowded in their tents but picherinne is alone. Unlike others, she did not find friends or relatives in the camp.

There is little food or water and Picherinne struggles to feed herself and her children. Exhanusted, dehydrated and sad, she says: 'The children struggle. We do not have enough to eat. They cry day and night.'

Have short discussions in smaller groups about the story. Lead by asking the group some questions and the discuss as a larger group:

- How did they feel hearing the story?
- What might happen to Picherinne next? (Lonely, possibility of getting raped or abused, disease, starvation, lack of opportunities).
- What might happen to the twins? (Possibility of contracting disease, hunger, death, no education, mother may die and they will be left alone).
- What about a lone child in this situation? What might happen to them? Who should look after them?

War and Children

Luis and Amaral Samacumbi were affected by the civil war in their home of Angola from 1975 to 2002. When Luis was very young, his brother Amaral was kidnapped by National Union for the Total Independence of Angola (UNITA) rebel soldiers and forced to become one of thousands of child soldiers. When Luis was 14 years old, he too was captures, but by the opposing side, the Popular Movement for the Liberation of Angola (MPLA) government forces. In 2004, Luis and Amaral were reunited after almost 30 years. The brothers realised they had both been present at the same battle at the same time but fighting on opposite sides. 'It was very painful for me to find out I'd been fighting against my own brother in a civil war', says Luis. 'It's a terrible thing... I could have killed my own brother'.

Have short discussions in smaller groups about the story. Lead by asking the group some questions and the discuss as a larger group:

- How did they feel hearing the story?
- Why might some military groups take children to fight in a war for them?
- How come children were able to be captured by military forces?
- What might they have felt like when being reunited with one another?

War and the Environment

During the Vietnam War, the USA used a weapon called Agent Orange, which was sprayed from planes into Vietnam's rainforests. Agent Orange is a powerful poison which killed all plant life so the forest could not be used as a hiding place. It also contaminated food and water supplies, and people in Vietnam are still feeling the effects. The Vietnam Victims of Agent Orange Association estimated three million people were exposed and one million suffer health problems today. The Vietnamese Red Cross states 150,000 children were born with birth defects because their parents were exposed to Agent Orange.

Around 100,000 US war veterans who were exposed to Agent Orange receive disability benefits for various types of cancer and other health problems.

Have short discussions in smaller groups about the story. Lead by asking the group some questions and the discuss as a larger group

- How did they feel hearing the story?
- Is it fair that the US give benefits to those US veterans and not to the Vietnamese victims?
- What are the other long term impacts?

Explain that as we can see, war effects many different areas of the community- from children, to families, to the environment.

Problem Tree (20 minutes)

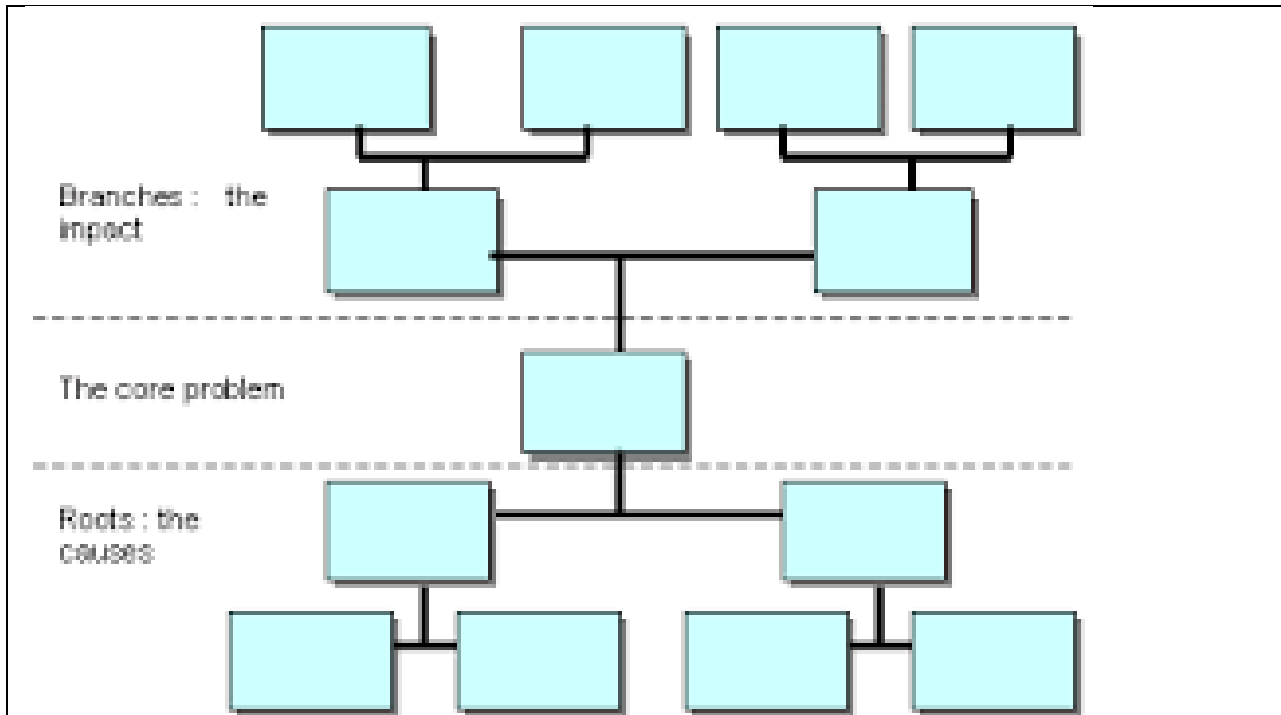
Fortunately, Malawi is a peaceful country, but many of our African neighbours have endured bloody wars. Ask the group if anyone knows countries which have been involved in armed conflict, and ask what they know about it. If the group can't answer, give them some ideas from the list below.

-the Rwandan Genocide against the Tutsi's. An estimated 500,000- 1,000,000 Rwandans were killed during the 100-day period from April 7 to July 1994. After the war, around 2 million Rwandans were displaced and became refugees.

-The South African Apartheid, where the rights, associations and movements of the black inhabitants and other ethnic groups were curtailed. In armed conflict around 30,000 people died.

-In 1998 the Great Congo War started, by 2008 the war and its aftermath had caused 5.4 million deaths, principally through disease and starvation.

Explain that a problem tree can help us to understand the situation in full. Take a look at the diagram below. On a piece of flip chart paper, draw out a problem tree. You can use post it notes to



In the middle, the core problem should be armed conflict. Then as a group use post it notes to stick ideas down for the causes and the impacts of armed conflict.

Encourage the group to think about the stories that they have heard this session. The problems of war are many, so encourage a whole host of different ideas. For example, a root cause might be bad governance- the problem is armed conflict- and the impact could be schools are closed down- an impact stemming from that will be less educated youth. Keep doing this by thinking of as many causes and impacts as possible.

After completing the problem tree with many ideas review everything as a group. A variation of this activity could be to split the class into smaller groups and then present the ideas to make a huge problem tree. Explain that conflict, along with other problems, is not a simple issue. There are many causes and impacts that could happen.

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

Ask the group to think about smaller and more personal conflicts. Sometimes we may not understand why someone is acting the way they are towards us. Often, it could be an underlying cause which we haven't thought about. E.g- your best friend has started to become distant towards you and her mood is low. Perhaps there is bigger problem that we may not be able to see on the surface.



Week 4: Conflict Resolution

Session Title: Conflict Resolution

Learning Objective: To learn ways conflict is resolved; to practice personal conflict resolution.

Estimated Time: 55 minutes



Materials Needed: Pens, paper, flip chart paper, markers.



Facilitator Preparation: Write some of the key notes on the flip chart paper ready to display in the class.

Activity with step by step instruction:

Introduction (10 minutes)

Explain that at some point in life, everyone is going to come across a conflict. (Ask the group to re-iterate the types of conflict discussed in last weeks session- personal, family, community, national, international, between friendship groups etc.) Explain that the way conflict is resolved can have a positive or a negative impact on the situation. For example, if we argue with a friend about something silly, and both parties refuse to speak to the other person involved, those friends may never resolve their small problem because of the way they both dealt with the problem. If one person has the skills to resolve a conflict, then a positive, rather than a negative, could be the outcome.

Ask for the group to quickly come up with some conflict situations- they could be from any level of conflict. (Try to have a few different levels involved in this short activity). As a large group come up with ways that the situation can be resolved. Whilst the group are discussing, question them- challenge their ideas. Then point out that it is not easy to come up with a resolution to a conflict, and there is not one correct way which will always end a situation positively. To resolve a conflict, there are some techniques we can use. By knowing and practicing these ways, it can promote positive outcomes.



Explain that during a conflict, or a negotiation, there can be three different outcomes.

- 1) Lose- Lose. This is when both parties come out of the situation worse off. There is no resolution for both parties and the situation is negative.
- 2) Win- Lose. This is when one party benefits at the detriment of the other.
- 3) Win- Win. Both parties come out ahead

Ask the group which they think is the most desirable option (win- win). If the outcome can't be a win-win, then what is the next best outcome?

Assertive Communication and 'I messages' (10 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.

Definition: 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.

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 class and role-play. Have the class member be the employee who has left the kitchen in a mess. You are at work and your boss comes up to you and says, "You always leave all the kitchen equipment lying all over the kitchen and sink. You don't have any respect for my shop or my property".

- Ask the class member 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 class member, use the same example. This time use an "I" statement. For example, "I have a problem. I feel disrespected when I see my equipment laying around the kitchen because I paid a lot for them and this business is important to me".
- Ask the class member how this interaction makes him/her feel. Then ask the rest of the class. Try to get responses such as more respected, less angry, less defensive, and more appropriate. Explain that "I" statements are designed to express and take responsibility for your feelings rather than blaming others.

Explain that 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. Display the points below on a flipchart.

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, (if its appropriate to the situation) let reality be the disciplining agent by asking two questions: • If you continue the behavior, 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 behavior continues, will this make our relationship better or worse? Do you want our relationship to get better or worse?"

Practicing resolving a conflict (30 minutes)

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

- You hear a rumor that your girl/boyfriend is dating someone else. (Write the statements to your boyfriend).
- You bought a bike and it broke before you got it home. You carried it to the fixing place and they fixed it. You picked it up and before you got home it broke again. (Write the statements to the person you bought the bike from).

- You fall asleep on your desk at school and are awakened by the teacher slapping the desk and hitting you on the head. (Write the statements to the teacher).
- Your friend takes something of yours without asking. She refuses to give it back and then you find out she has broken it. (Write the statements to your friend).

Ask the class to work in pairs to develop scenarios with dialog and then have them role play. Time permitting, have each pair come and role play both of their outcomes. Ask the pair how it was to receive both of the different styles of statements. Ask how it felt delivering the 'I' statements compared to the 'you' statements.

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

Closing (5 minutes)

Sit together as a large group in a circle. One person should hold an item like a ball, roll of tape or similar. They should start by saying one thing that they learnt or enjoyed about the session. When finished, they should throw the item to any other member of the group so that person can share too.



July Year 1: Gender Studies

Week 1: Understanding Stereotypes

Session Title: Understanding stereotypes

Learning Objective: To learn the definition of the term stereotype, to think of common gender stereotypes

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, laptop



Facilitator Preparation: Prepare several pictures of famous Malawian females that break female gender stereotypes (examples: a strong netball player, an intelligent doctor, an engineer, a mechanic, a political leader). Have them available to show in a slide show. It's an important part of the session so gather together good pictures!

Remember that this session is to encourage participants to challenge gender stereotypes. In Malawi, girls should act in a certain way for cultural and traditional reasons, especially in rural settings. We do not want to encourage bad behaviour however we do want to support participants to believe they can achieve the same as boys. They should not feel restricted by being a girl!

Activity with step by step instruction:

Start with an energiser (5 minutes)

Introduction (10 minutes)

Introduce the topic and explain that this month we will be discussing and learning about Gender Stereotypes. In your introduction, include the following; **stereotypes exist in all societies. How we perceive each other can be determined through oversimplified assumptions about people based on particular traits, such as race, sex, age etc. however, they are based on socially constructed norms, practices and beliefs.** The facilitator must also give the learners the definition of stereotype which is; **a widely held but fixed and oversimplified image or idea of a particular type of person or thing.** (e.g- women are less intelligent than men).

Explain to them that when we make assumptions about an entire group of people, those assumptions are referred to "stereotype". The facilitator must give the below example for the learners to understand what the word stereotype means; **for example; the fact the all Yao's are tailors. This is a stereotype, since not all Yao's are tailors. So people have a generalization about the Yao people.** Ask the group if anyone can think of any other stereotypes, such as men don't cry, all Malawians like Nsima, all mzungus are rich...



This month we are going to be talking about Gender Stereotypes. This means we will look at the socially constructed norms of different sexes- male and female. There are many stereotypes in our society that mean we might face some discrimination against things we want to do in our lives. For example, who here knows a female who is a mechanic, or an engineer, or a doctor, or a police officer? Ask people to raise hands. Ask if these are considered 'normal' jobs for women to have. Now ask who knows a female nurse, teacher, cook... Why it is that we think those jobs are normal for a woman to have, but not the other ones? (Facilitator should explain that the reason we think woman might not be able to work as an engineer because they are not strong or intelligent enough, or should raise children instead of having a career- these are all stereotypes!)

Brainstorming Activity (15 minutes)

On a flip chart paper, get half of the class to write some stereotypes about men and the other about women. Such as men are strong, women are weak etc. Make sure they write as many as possible. After 5 minutes, swap the papers around and get each group to add to the work the other group did.

Using one person as a spokesperson for each group, get them to read everything out on the paper, adding anything on to the end if they come up with other ideas.

On the lists we have made, we can see that there are many gender stereotypes. Next week we will start to think more about the reasons behind these stereotypes and what the problems with them are. But for now we are just going to identify stereotypes.

Breaking Stereotypes (15 minutes)

Ask the group if they can think of any women who break some of these gender stereotypes that we have identified for women. It could be their own mother, someone famous, or anyone else they can think of. Encourage the group to think more about this. Then, set up a laptop and show the pictures you have gathered one by one. Discuss each photo and ask the group what stereotypes they think they are breaking.

Stereotypes and You (10 minutes)

Ask the group if they feel like they have been a victim of stereotyping. Has anyone ever told them they can't do something because they are a girl and not a boy? Have you ever felt like you shouldn't try something that you want to because you are a girl?

Prompt the class with the following; "think of a situation when someone made a biased judgement about you or acted unfairly towards you because of age, skin colour, clothes you were wearing, **gender**."

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

Ask each learner to write down her own personal experience with biased behaviour. They should not write their names on the paper. Hand them to the front and read some out to the group.



Week 2: Negative Stereotypes

Session Title: Negative Stereotypes

Learning Objective: To be able to formulate ideas about why gender stereotypes can be negative

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, printed case studies, paper and pens



Facilitator Preparation: Ensure case studies are printed and ready for use. Understand the role plays and be ready to support each group in their activity.

Activity with step by step instruction:

Energiser (10 minutes)

Introduction (5 minutes)

Ask the group who remembers the definition from last week about stereotypes (**a widely held but fixed and oversimplified image or idea of a particular type of person or thing**). Explain that this week we are going to learn about how stereotypes can be negative and have a harmful effect by doing role plays about different circumstances. Reinforce the meaning of a stereotype and ensure all participants can explain what it means when called upon.

Role Play Activity (40 minutes)

- Divide the learners into groups according to the number of students
- Each group will receive a case study (see attached) involving issues of gender stereotyping.
- Each group must read and discuss their example
 - Each group will then prepare to present to the rest of the class a role play to act out the scenario and do the activity associated with that role play
 - After, the group must explain how stereotyping has affected the circumstances of their case, and the repercussions of this, describing in brief the state of affairs and the outcome of this on the physical/mental state of a person.
- Invite questions from other groups, and allow for discussion, if only for a few minutes, assisting either side as appropriate, repeating process until all groups have presented.

Number 1: Jamal and Rebecca have been in a relationship for just under one year. Jamal always decides where they go, what they do, and pays for everything. Rebecca has suggested, that as both of them only have part time jobs, and are low on money, that they should pay an equal share when out together. Jamal, however, believes this is inappropriate, and tells Rebecca that it is a 'man's job' to make decisions and have financial control. Is he right to think this? Suggest that following the group discussion, they should organise a short piece of dramatic role play for the class, whereby the case for both Jamal's and Rebecca's case is heard. For example, the group could be split into 'boys' and 'girls' acting out an argument similar to the above case.

Number 2: During a mixed sex football tournament, the referee announces that when a girl scores one goal, it will count as three goals, as he believes 'girls are not as good at football as boys, as it is a male sport'. What is wrong with this statement? Is there such a thing as male and female sports? Suggest that the group present to the class a short list of reasons against discriminating in sport on the grounds of your gender?

Number 3: Deepa is thirteen years old, and lives in a small, rural town in Eastern Nepal. She has been told by her father that she is to be married in three months' time to an eighteen year old man, whom she has never met, or even seen a picture of. Deepa protests, but her father tells her it is of no use, and that she must marry, and ownership of her will pass from her father, to her new husband. Is it right for Deepa to be forced to marry? Why is it inappropriate for girls to be traded and treated like products? **(Facilitator: Hand the group a piece of A2 paper, and suggest they create a colourful poster, which can later be exhibited in the school, which argues against forced marriage across the world.)**

Number 4: Kelly has worked as a maths teacher for over ten years. The position of head of year has recently become available, and Kelly is very keen to apply. However, a friend has informed her that, as there is only one position available, it will probably go to a male member of staff, as 'men are more suited to leadership roles'. Is this statement unfair? Do you think that both men and women should be treated equally and be able to reach senior positions regardless of their gender? Hand the class an A2 sheet of paper, and instruct them to create a poster, to be put up in class, which argues the case for female leadership, using past examples e.g politics and sport (we did some female leaders last week so they should have ideas from that).




Number 5: Alice has recently completed a politics degree from Bangor University. She hopes, one day, to become a Member of Parliament for her local constituency. However, as of 2012, less than 25% of the House of Commons is female, with it being seemingly more difficult for women to receive candidacy, and therefore gain election to Parliament, than it is for men, making Alice question whether or not she should pursue her political ambition. Why is it inappropriate for people to consider men more suited to governing and dealing in politics than that of women? Three individuals in the group should act out a political debate, two arguing why either as a woman, or as a man, they should be elected, and the third arguing why gender is an ineffective selection tool in politics, and instead policy and the desire to make a change for the better is what matters.

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

Briefly summarise the key terms of the lesson, ensuring each pupil walks away from the class aware of the meaning of gender stereotyping, and the negative impact it can have. Ask participants to make contributing comments about what they have learnt during the class.



Week 3: Gender Based Violence

Session Title: Gender Based Violence
Learning Objective: To understand what gender based violence is; to define actions and consequences of gender based violence; to discuss gender based violence scenarios
Estimated Time: 55 minutes 
Materials Needed: Flip chart, markers, the scenarios, note books, pens 
Facilitator Preparation: Write out the flip charts in preparation for the session and print out the scenarios.
Activity with step by step instruction: <u>Introduction (10 minutes)</u> Write the following questions on three flip charts - What is gender-based violence? - What are the different forms of gender-based violence? - What are the consequences of gender-based violence? Spread the flip charts around the room and ask everyone to come and write their responses on the paper before moving onto the next activity. <u>Discussion and Explanations (15 minutes)</u> Spend some time explaining the following information to answers the questions posed in the first activity. Record the information on the flip charts used in the first activity. Violence against women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women. Ask participants to write this definition in their note books.  Gender-based violence can be broadly defined into five categories: sexual violence, physical violence, emotional violence, economic violence and harmful traditional practices. Within these different categorisations there are many different types of violence: <ul style="list-style-type: none">● Sexual violence (rape, sexual assault, sexual harassment)● Physical violence (hitting, slapping, beating)

- Emotional violence (psychological abuse)
- Economic violence (denial of resources)
- Harmful traditional practices (forced marriages, female genital mutilation).

Consequences of gender-based violence include serious immediate and long-term impacts on the sexual physical and psychological health of survivors. Health consequences include unwanted pregnancies, complications from unsafe abortions, sexually transmitted infections including HIV, injuries, mental health and psychosocial effects (depression, anxiety, post-traumatic stress, suicide and death). Violence also affects children's survival, development and school participation. Social consequences extend to families and communities. Families can also be stigmatised as a consequence of gender-based violence. For example, when children are born following a rape, or if family members choose to stand by a survivor, fellow members of their community may avoid them. Economic consequences include the cost of public health and social welfare systems, and the reduced ability of many survivors to participate in social and economic life.

Role Plays (30 minutes)

Depending on the group size, hand out the scenarios to one per group, or give the same scenario to more than one group. Keep group sizes around 5 people.

On a flip chart, write the discussion questions down and display for everyone to see.

- What type(s) of gender based violence is the young person in your scenario experiencing?
- What are the effects of this type of violence on the student?
- What are some possible consequences of this violence if it goes unchecked?
- Is this type of violence something that has happened in your school?
- Have you encountered this situation before?
- What could you do in this situation?

After giving time for groups to read and discuss, read through each scenario and have a discussion based around the questions. Ensure any questions from participants are answered.

Scenario 1

I walk the same way to school every day. It's the only way I can walk to school safely, because in the fields there are sometimes bandits and I am afraid to walk through the fields alone, especially when the crops are high. so, each day I walk past the bus depot and bar to get to school, and each day I am approached by an older man offering to buy me a drink. He says he'll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it's hard for me to get away from him without stepping into the traffic. Tomorrow, I am going to walk

through the fields even though I am scared of the bandits, because I am also scared of the man who has been harassing me.

Scenario 2

My name is Anna. My favorite subject is math. My math teacher has taken an interest in me because I am so smart. Last Tuesday, my teacher offered me extra tutoring if I agreed to carry his briefcase home for him. Honestly, I was uncomfortable with this, but I really don't want to anger the teacher of my favorite subject, so I agreed.

The first day he thanked me, but inappropriately brushed his hand against my breast when I left his yard. I was relieved that that was over and I didn't have to do it again. The next day, Wednesday, the teacher asked me again to carry his briefcase home. I agreed, but this time he pressured me into entering his home. When I said no, he started calling me rude and ungrateful for declining a cold drink. He was so angry that I finally agreed. Once inside, the teacher pulled me into his bedroom and forced himself on me. I tried to fight, but he told me that I was a stupid girl and threatened that if I screamed or told anyone he would fail me. After that, I ran all the way home, feeling sick and bruised. I feel so stupid and that what happened was my fault. The next day at school, all my friends made fun of me and called me the teacher's girlfriend. I am thinking about quitting school and going to live with my aunt in another village.

Scenario 3

I am 14 years old. I was really close with one teacher and he always paid special attention to me in class. I would stay after school and talk about what was bothering me. I trusted him a lot, and he was nice to me. I confided in him, and he helped me talk things out. We both agreed that it would be nice if we had more time to talk so I went with him to his house, with my parent's permission. Eventually he told me he loved me and that I was special. We developed a sexual relationship. I have recently found out that he also had a sexual relationship with four other students, even younger than me. He was only using me for sex; he never loved me. I am embarrassed. I was so naïve and stupid. It is my fault because I trusted him. How can I tell my parents? They will say I brought this on myself. The other girls are not coming forward. Now, I see him talking to another girl in a lower class. I am sure she trusts him too.

Scenario 4

My name is Rashma. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every morning because I have to help my mother and sisters with the chores around the house. Sometimes I come to school late because my parents won't let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me. One day he said to me, "you are stupid, why do you even come to school? You should go and try to find a husband!" another day when I accidentally fell asleep in class, he said, "Maybe your head is falling because your breasts are becoming so large." It made me very mad when he said this, and everyone was laughing, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass his class so I can pass to the next level. Once I told a female teacher and she said, "you shouldn't worry, he is only joking with you." That did not make me feel better.

Scenario 5

My name is Muriel. I am very good in all my subjects at school. My teachers have told me that if I keep up my studies and don't fall behind, I will be able to get a scholarship and go to university in the capital. When I told my father and my uncles, they laughed at me and said, "why would a girl go to university when all she is going to do one day is get married and be a mother?" I would like to get married and have children, but after I go to university. I told my teacher I wanted to move to the advanced math class because the one I am in now is too easy. He told me it was not a good idea because I was a girl and he said, "Girls are stupid in math; you should just take cooking classes." I do not understand why a girl can't take a better math class or think of going to university. It makes me very sad when I think that I will one day have to quit school before I am ready. Is it not possible to be a good wife and mother and go to university?

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

Remind the participants that anyone who experiences gender based violence should report it. Find a trusted adult, relative or friend and confide in them. Speak to the police or a local organization who can help.



Week 4: HIV, STIs and Gender

Session Title: HIV, STIs and Gender

Learning Objective: To learn the gender based factors that affect HIV and STI transmission and risk.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)

Explain that in developing countries, and even developed countries, women are at higher risk of contracting HIV and STIs. Young women and adolescent girls in particular, account for a disproportionate number of new HIV infections among young people living with HIV. In 2013, there were an estimated 380,000 new HIV infections among young women aged 15-24 each year. This number accounts for 60% of all new HIV infections among young people. 80% of all young women living with HIV live in sub-Saharan Africa. Moreover, HIV remains the leading cause of death among women of reproductive age, yet access to HIV testing and treatment remains low.

Ask the group if they can think of any reasons why women might be at a higher risk to HIV and STIs? (Answers could include: gender inequality, lack of education, poverty. These answers are very broad but a good starting base for the next activity).

Problem Tree (30 minutes)

Ask the group if they remember the problem tree activity from last month. A problem tree is a way of mapping out the problem, causes and effects of a large issue. It allows us to look at all of the factors in play. Explain that today we will discuss and record the causes, or the reasons why, women are at higher risk of contracting HIV and STIs. Then, we are going to look at the effects of that- i.e, what is the outcome. After completing the activity, the group should be able to see the 'bigger picture'.



During the exercise, the group will need supporting by the facilitator to take the 'problem tree' to a level where all of the challenges women face regarding contracting HIV and STIs are mentioned. The information below is for the facilitator to assist the group in creating a holistic problem tree which takes many challenges into consideration.

Causes of problem:

- Partner violence. It increases the risk of HIV/ STIs because partners may force women into sex. Also, abusive husbands are more likely to have HIV than non-abusive husbands
- Gender norms: E.g, in Tanzania, women are expected to be loyal to their partner, even if they are in an abusive relationship, whilst men are encouraged to engage in unprotected extra-marital sex.
- Women who have relationships with older men: (Sugar daddies etc). Relationships like this are commonplace in Malawi. Older men are more likely to be infected.
- Lack of access to health care services: Women do not get comprehensive sexual reproductive health education, meaning they are less able to look after their sexual health
- Lack of access to youth friendly family planning services: Young people can't easily find contraceptives or information (also a cultural/ religious issue).
- Lack of healthcare providers: not enough professionals to deliver proper information

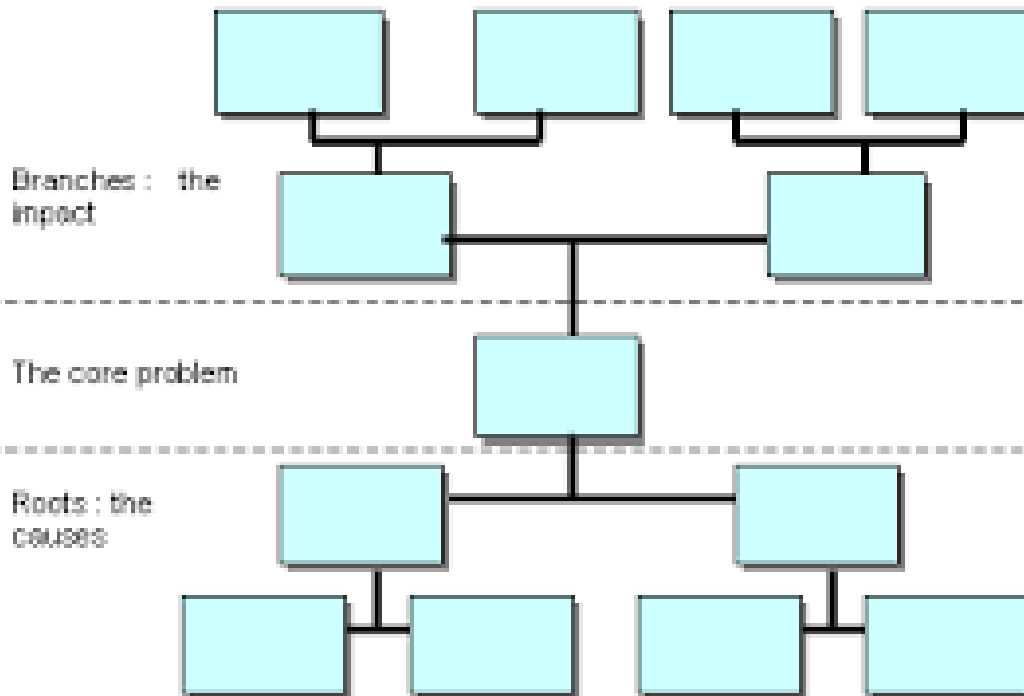
Stigma and Discrimination: Judgemental attitudes of healthcare professionals around youth sexuality can result in the denial of healthcare services.

-Lack of access to education: When girls attend school, they are likely to get married or pregnant at a later age.

-Dropping out of school: lack of access to sexual health information compared to boys due to dropouts.

-Not able to negotiate sex well due to lack of confidence or empowerment.

-Lack of recognition under the law- ages of marriage consent is too low for girls



Gender Strategies (10 minutes)

Ask the group if they can think of some strategies which could be put in place that would stop women at being at such a high risk of contracting HIV and STI. Brainstorm as a group. Using all of the ideas, come up with a top 5.

Then, give this list of strategies which the US President's Emergency Plan for AIDS Relief (PEPFAR) have put into place to support gender strategies:

- 1) Increasing gender equity in HIV activities and services (allowing women to have the same access as men do to services, help and support services)
- 2) Reducing violence and coercion

- 3) Addressing male norms and behaviors
- 4) Increasing women's legal protection
- 5) Increasing women's access to income and productive resources
- 6)

Discuss each of the strategies and combine any strategies the group came up with and agree on a final 5 as a group.

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



August Year 1: Sexual Reproductive Health

Week 1: Pregnancy Prevention/ Contraception

Session Title: Pregnancy Prevention/ Contraception

Learning Objective: Understanding how to prevent unwanted pregnancy, make informed decisions about sexual behaviours, list methods of contraception

Estimated Time: 45 minutes



Materials Needed: Flip chart, markers, girls club note books, pens, (If you have access to a laptop, show pictures of different contraceptives i.e, pill, coil).



Facilitator Preparation: Go over the help sheet to ensure you are informed about different types of contraceptives and the good and bad points about each one. Gather pictures of different contraceptives.

Activity with step by step instruction:

Introduction (15 minutes)

Introduce the topic by asking if any one knows a girl who has become pregnant without planning it. This is an unwanted pregnancy. Make a short discussion about unwanted pregnancies which includes talking about people they know who had a baby unplanned: what happened to that person; did the father of the baby stick around; did the girl drop out of school; is the girl happy; are her friends/family happy or supportive; why/ how did she get pregnant if it was unplanned. Write some of the key consequences on a flip chart for everyone to see and copy down.

Ways of preventing pregnancy (45 minutes)

Ask the learners to list ways of preventing pregnancy in small groups of 4. Give them a flip chart to write down answers and after 10 minutes get each group to come to the front and present their findings. Have someone as a scribe and write down all of the ways that the groups come up with. By the end of the presentations, if there are any methods of contraception that have not been noted, explain those to the group. The group should discuss how that method of contraception works, how long it lasts for etc.







Now discuss as a whole group about the positive and negative things about each method of contraception. Have someone write these down on the board too. Ask each girl to copy down in their books. If you have access to pictures, show the group the pictures too.

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



BIRTH CONTROL METHOD COMPARISON CHART

EFFECTIVENESS		PROTECTS		OTC/CD	
					
Abstinence	100%		<ul style="list-style-type: none"> • Highly effective • No side effects, as with other methods • No cost • Can increase intimacy between partners 	<ul style="list-style-type: none"> • May be difficult to abstain from all sexual activity for extended periods of time 	
Implant	99.9%		<ul style="list-style-type: none"> • Do not have to take every day • Progestin only-no estrogen related side-effects • Lasts up to 3 years 	<ul style="list-style-type: none"> • Insertion may be uncomfortable (The implant is a small flexible rod that is inserted right under the skin of the inner arm.) • Progestin-related side effects • Large initial cost 	Prescription
IUD	Hormonal: 99.9% Nonhormonal:		<ul style="list-style-type: none"> • Nothing to put in place before intercourse • Some do not change hormone levels • Some may reduce period cramps and make your period lighter. For some women, periods stop entirely 	<ul style="list-style-type: none"> • Large initial cost • Some IUDs can cause hormonal side effects similar to those caused by oral 	Prescription (Must be inserted and

99.2%

- Can be used while breastfeeding
- Can be used for an extended period of time (5 years and up)
- The ability to become pregnant returns quickly once IUD is removed

contraceptives, such as breast tenderness, mood swings, and headaches

removed by a clinician)






as first Depo-Provera^M 99.7% injection

- Convenient. One injection prevents pregnancy for 11–13 weeks
- Birth control effects begin as soon
- Reversible. Most women can get pregnant within 12-18 months of last injection.
- Can be used while breastfeeding

- May cause adverse effects, including: irregular bleeding; amenorrhea; weight gain; headache; nervousness; stomach pain; dizziness; weakness; depression; decreased libido. Many women who experience side effects during the first few months Prescription of use report that these decrease over time
- Ovulation may not recur for a year after injection
- May cause significant bone mineral density loss

^MDepo-Provera can be used in patients with sickle cell disease.

BIRTH CONTROL METHOD COMPARISON CHART (CONTINUED)

EFFECTIVENESS		PROTECTS		OTC/CP	
					
Sterilization ^s	99.5%		<ul style="list-style-type: none"> • Highly effective • Long lasting contraceptive solution 	<ul style="list-style-type: none"> • Usually permanent • Reversal procedures are expensive and complicated 	Surgical procedure
Oral contraceptives ^l ("The Pill")	92-97%	 	<ul style="list-style-type: none"> • Very effective against pregnancy if used Correctly • Makes menstrual periods more regular and Lighter • Decreases menstrual cramps and acne • Does not interfere with spontaneity 	<ul style="list-style-type: none"> • Must be taken every day at the same time • Can't be used by women with certain medical problems or with certain medications • Can occasionally cause side effects such as nausea, increased appetite, headaches, and, very rarely, blood clots 	Prescription
Contraceptive patch	92%		<ul style="list-style-type: none"> • Easy to use • Small • Stays on well (but must be replaced weekly) 	<ul style="list-style-type: none"> • Possible skin reactions 	Prescription

Vaginal ring	92%	<ul style="list-style-type: none"> • Easy to use • Can be worn for three weeks (Must be taken out and replaced monthly) • Effects fertility one month at a time • Does not interfere with spontaneity 	<ul style="list-style-type: none"> • Increased risk of heart attack and stroke • Possibility of expulsion from the body 	Prescription
Emergency contraception ^v (“Morning after pill” or Plan B)	89%	<ul style="list-style-type: none"> • Reduces the risk of pregnancy by 89 percent when started within 72 hours after unprotected intercourse • Available over the counter to women 15 and Older 	<ul style="list-style-type: none"> • Must be taken as soon as possible after unprotected intercourse • Possible side effects, including nausea, vomiting, and irregular bleeding 	Over the counter





^s Female sterilization involves tying off or removing portion or all of the passageway for the eggs. Male sterilization tying off or removing portion of the passageway for the sperm (vasectomy).

^l While birth control works after 7-10 days with the pill, it may take the body up to 3 months to get used to the pill and for side effects to subside.

^v Plan B should be taken within 120 hours (5 days) of unprotected sex, but the sooner it is taken the more effective it is. It should not be used as a primary method of birth control.

BIRTH CONTROL METHOD COMPARISON CHART (CONTINUED)

EFFECTIVENESS		PROTECTS		OTC OR
Diaphragm with spermicide	88%	<ul style="list-style-type: none"> • Can be carried in pocket or purse • Can be used while breastfeeding • Can't be felt by you or your partner • Has no effect on natural hormones • Immediately effective • Can be inserted hours ahead of time (Should be left in place at least 8 hrs after intercourse to allow spermicide to work fully) 	<ul style="list-style-type: none"> • Requires fitting and periodic refitting • Requires insertion of additional spermicide before each sex act or after 2 hours have passed 	Prescription
Male condom ¹	84%	<ul style="list-style-type: none"> • Widely available over the counter • Easy to carry • Actively involves the male partner in Contraception • Helps prevent STIs 	<ul style="list-style-type: none"> • Decreases spontaneity • May break during use, especially if it is used improperly 	Over the counter
		<ul style="list-style-type: none"> • Smaller version of the diaphragm 	<ul style="list-style-type: none"> • Requires consistent use 	

Cervical cap with spermicide	60-80%	 	<ul style="list-style-type: none"> • Can be placed up to 6 hrs before sex • Few side effects • Reusable and relatively inexpensive • Requires less spermicide than a diaphragm • Rarely hinders the sexual experience 	<ul style="list-style-type: none"> • May need to be resized • While it should be left in place at least 8 hrs after intercourse, may cause toxic shock syndrome if left in for more than 24 hrs • May be difficult to insert or remove • May produce an allergic reaction 	Prescription
Sponge	60-80%	 	<ul style="list-style-type: none"> • Immediate and continuous protection for 24 Hours 	<ul style="list-style-type: none"> • May be difficult for some women to insert or remove • May cause vaginal irritation. • May make sex too messy or too dry (water-based lubricants can help with dryness) 	Over the counter

¹ Male condoms are available in latex, polyurethane, polyisoprene, and lamb skin. Lamb skin condoms do not protect against STIs. If using latex condoms, use only water-based lubricants, not oil-based ones.

BIRTH CONTROL METHOD COMPARISON CHART (CONTINUED)

EFFECTIVENESS		PROTECTS		OTC OR	
Female condom ^s	79%		<ul style="list-style-type: none"> • Female-controlled • More comfortable to men, less decrease in sensation than with the male condom • Offers protection against STIs (covers both internal and external genitalia) • Can be inserted before sex • Stronger than latex 	<ul style="list-style-type: none"> • Not aesthetically pleasing • Can slip into the vagina or anus during sex • Difficulties in insertion/removal • Not easy to find in drugstores or other common sources of condoms • Higher cost than male condoms 	Over the counter, where available (available online)
Withdrawal ("Pulling Out")	78%		<ul style="list-style-type: none"> • Free • Can be used in combination with other birth 	<ul style="list-style-type: none"> • May not withdraw in time • Pre-ejaculate can still contain viable sperm 	

			control method	• Very ineffective in pregnancy prevention	
Fertility Awareness ⁱ <i>Rhythm (Calendar) Method,</i> <i>Basal Body Temperature (BBT), Cervical Mucus (Ovulation) Method</i>	76%	✓ ✗ ✗	<ul style="list-style-type: none"> • Requires no drugs or devices, but does require abstaining from sex during the entire first cycle to chart mucus characteristics • Inexpensive • May be acceptable to members of religious groups 	<ul style="list-style-type: none"> • Calendar: Requires good record keeping before and during use of method • Mucus: Restricts sexual spontaneity during fertile period • Requires extended periods of abstinence • Unpredictability of cycle 	
Vaginal Spermicide ^j (used alone)	74%	✗	<ul style="list-style-type: none"> • Easy to insert (foam, cream, suppository, or jelly) • Enhances vaginal lubrication 	<ul style="list-style-type: none"> • Must be inserted before each act of intercourse • May leak from vagina 	Over the counter

^s Do not use the female condom together with a male condom.

ⁱ Calendar method: Determine high-risk days or ovulation through keeping a calendar. Mucus method: Must keep daily chart of color and consistency of vaginal secretions. BBT: Body temp in the morning tends to drop slightly immediately before ovulation.

^j Follow package instructions for insertion time, which may vary.

NOTE: Percentages of effectiveness are based on the typical use of each method rather than perfect use.

Week 2: Teenage Pregnancy and Sexual Rights

Session Title: Teenage Pregnancy and Sexual Rights

Learning Objective: To learn the health and social consequences of early pregnancies; to provide the group with information about early pregnancies

Estimated Time: 55 Minutes



Materials Needed: Pens, books, flip charts, markers



Facilitator Preparation: Read everything below and familiarise yourself with the information so you can help to direct the discussions and add information where it is missed by the group.

Activity with step by step instruction:

Introduction (20 minutes)

Explain the objectives of this session. Ask what the group understand by teenage pregnancy. Split the group into smaller group of 4-5 people. Give everyone a flip chart and ask them to discuss and record the causes and consequences of teenage pregnancy for the boy, the girl and the baby in three different columns. Give 10 minutes for planning and 2 minutes for each group to present. The points below should be discussed if not by the group, but brought up by the facilitator.

Facilitator cheat sheet

Causes of early pregnancy:

- early pregnancies happen when a boy and girl have sex without using protection
- people may not use contraception because they did not plan ahead of time to have sex
- Young people might not have knowledge and skills to use contraception well
- young people may be afraid of what contraceptives do to the body
- young people may want to have a baby
- young people may not be able to get contraception when they need them
- condoms can break if they are not used or stored correctly
- a parent may encourage a young person to have sex with an older person for food or money because they have nothing to eat



Dangers of teenage pregnancy:

- Pregnancies in girls who are not fully developed is dangerous to the baby and the mother. The younger the girl, the more dangerous the pregnancy.
- if the mother does not eat well, her growth and that of the baby may not be adequate
- If the pelvis is not fully grown, she may be in labour for a long time and need an operation to deliver the baby
- Babies born to teenagers are more likely to be born too early and be small and weak

-Early pregnancy may have a negative social and economic impact on both young women and young men

Sexual Rights (15 minutes)

Back in a large group, ask if anyone knows what sexual rights means. To have sexual rights means that you are in charge of your body and any sexual activity that happens to your body. It means you are entitled to say no to any sexual activity to your body. On a flip chart, write down some suggestions that the group make about what sexual rights they have such as...

Women have the right:

- Of control over their bodies
- To only have sex with, with whom, and how they want
- To decide about their sexuality
- Not be forced into having sex through the use of violence or non-physical force (verbal force)
- To sexual enjoyment
- To be protected from the risk of disease such as HIV and other sexually transmitted infections
- To have access to services that help them deal with concerns in relation to their sexual health

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

Your Future (20 minutes)

Ask each participant to write down in their books their future plans for these time periods: 9 months; 18 months; 2 years; 5 years; 10 years.

Once everyone has completed this exercise, pick a few girls to discuss with the group. Then ask everyone how having a baby would impact these plans. What are the effects of having a baby on your plans? Have a short discussion about this to wrap up the session.



Week 3: Condom Use

Session Title: Condom use

Learning Objective: To learn how to use a condom properly

Estimated Time: 45 minutes



Materials Needed: Condoms, dildo



Facilitator Preparation: If you can get an external presenter from a local family planning clinic to come in and discuss and demonstrate condom use then arrange for that to happen. In the case that you cannot do that, you need to prepare by sourcing condoms, a dildo and read over the instructions beforehand to ensure you know the correct way to use a condom.

Activity with step by step instruction:

Introduction (10 minutes)

Explain that condoms are essential in preventing unwanted pregnancies, HIV and sexually transmitted diseases.

As discussed in past sessions abstinence is always the best way to prevent these things however, there are many for whom abstinence is not a practical solution to prevent STIs, HIV and unwanted pregnancies. Ask the group what the two main uses are of a condom. (Answer: to reduce the risk of contracting STIs and HIV. Acting as an effective, accessible and inexpensive method of birth control).

Ask group members to think of reasons that young people may not use condoms and record answers on a flip chart.

(Possible answers could be: Couple do not prepare well, lack of confidence from male or female to suggest condom use etc. Wait for someone to suggest that it might be embarrassing for the male or female if they are not comfortable with putting a condom on before sex. Explain that if someone feels uncomfortable about suggesting the idea of using a condom, they likely are not ready for sex and should withhold from sexual activity. This session is about becoming familiar with how using a condom works so that when the decision to have sex with a loving partner is made, both people can be safe and comfortable in the situation).



How to use a male condom (25 minutes)

(NOTE: if you have managed to get an external specialist from a local clinic then they should already have all of this information and presentation prepared. In the case that this is not possible, here are step by step instructions in order to facilitate the session yourself by talking through each point as directed and demonstrating to the group. If you are using an external person, get them to perform a female condom demonstration as well.)

1. Check the expiry date and then open the sachet. Take care not to rip the condom inside. Make sure the tip of the condom is pushed through the outside of the coiled ring
2. Ensure the penis is erect. If necessary, pull back the foreskin
3. Pinch the top of the condom and place the ring over the head of the penis
4. Unroll the condom to the base of the penis. The tip of the condom is left exposed to semen
5. Smooth out the air bubbles before inserting the penis into the vagina
6. Always use a condom for anal and vaginal sex (note that partners should not use oil based lubricant, such as vaseline, because it can damage the condom and make it less effective).
7. After intercourse, carefully remove the condom from the penis, ensuring no semen is spilt
8. Tie a knot in the condom and collect in a tissue or another disposable material
9. Place the wrapped condom into a sealed bin, or bury if a bin is not available. Wash your hands

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

Practicing Condom Use (10 minutes)

If the girls feel comfortable enough, encourage them to come up and demonstrate themselves. If they are not confident enough, ask what they would do if they finally decide to have sex after thinking about all of the consequences. If they are not confident enough to practice in a room full of friends, would they feel comfortable to do it on their sexual partner? Do not always assume that your partner always knows how to use one properly too. Confidence is sexy and smart!



Week 4: Sewing 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 minutes



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 girl 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:

Introduction (10 minutes)

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).

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.

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.

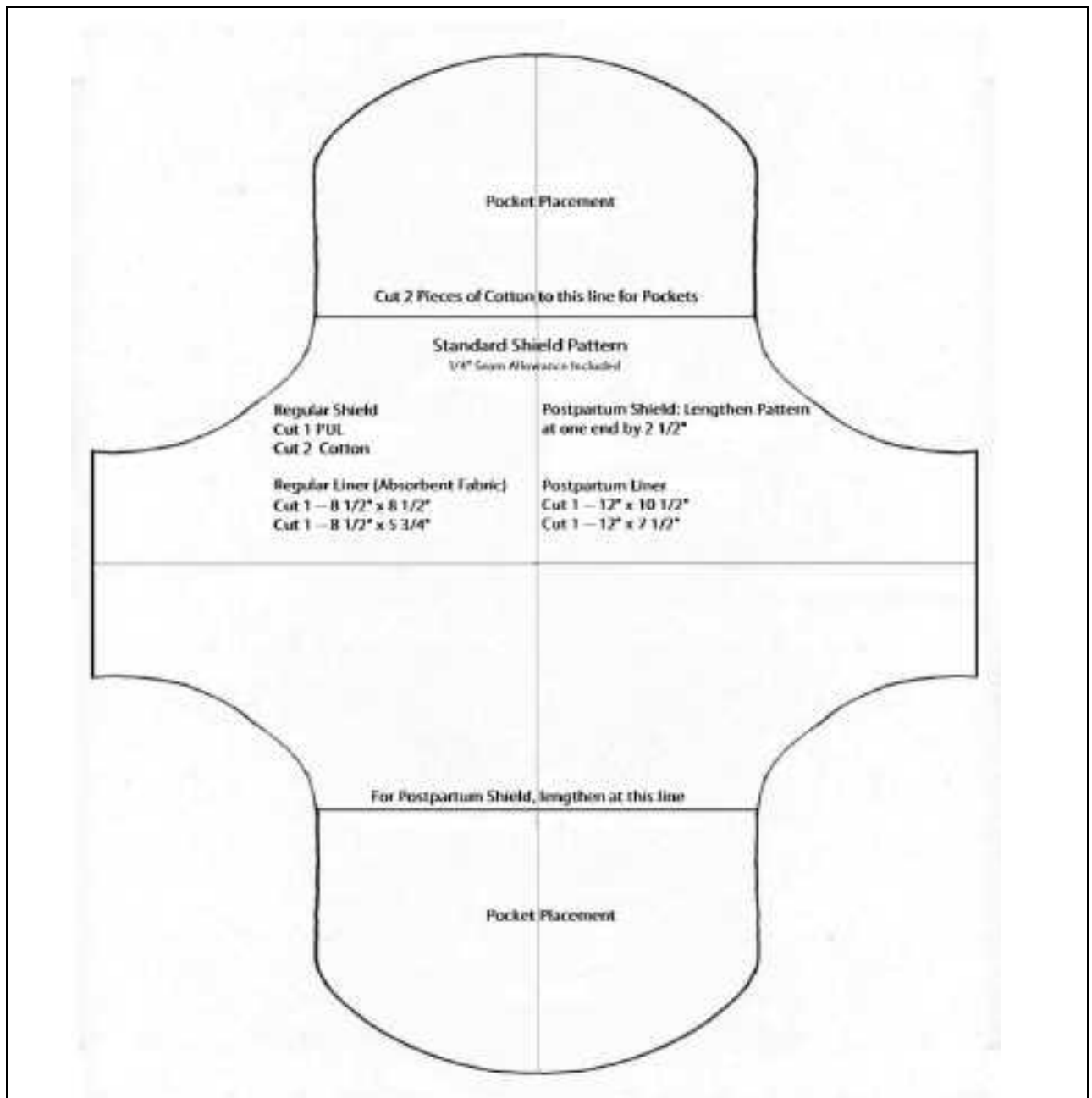


Making the Menstrual Pad (45 minutes)

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.

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) Begin 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; the way the club will be conducted; to determine committees; to introduce ourselves to one another; distribute books to each participant; to come up with 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 girl, 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...).

(Note: The reason that there is an introduction session midway through the curriculum is because there is likely to be new intakes who have graduated from the NFEC for Form 1+2, as it is the start of the school year)

Activity with step by step instruction:

Introductions to girls club (5 minutes)

Start by introducing yourself and welcome the participants. Explain the aims of girls club using the flipchart already prepared, why we are here, 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 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 a person. Ensure everyone understands the time to meet. Explain that sessions will 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; be clear and loud when speaking).

Introductions to one another (10 minutes)

Ask the girls 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. 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: encourage the girls to speak loudly and confidently to the rest of the group)

Code of Conduct (20 minutes)

Explain that participants 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 it should be included in the code of conduct, that girl will 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 girls do not suggest key things, but explain why you have chosen them to be part of the code of conduct), ask participants to copy it into their books. Explain that people who repeatedly do not follow the code will be followed up on. Ask participants to sign the code of conduct and keep it safe to refer back to in the future if needed.

Choosing committees and members of the committees (5 minutes)

Spend 5 minutes and ask the girls to come forward if they would like to be part of the committees that you chose. Not all girls have to be in a committee as it will change each year. Note down the names on a flipchart. Ensure there is a few girls in charge of collecting the books and pens in at the end of the class to bring to the office.

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

Get the committee girls to collect in the pens and the books. A quick game to close the session (10 minutes):

Hand out a piece of paper and pen for each girl, 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 get the girls 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 a nice activity to end the session.



Week 2: Study Skills and Note Taking

Session Title: Study Skills and Note Taking

Learning Objective: To understand study skills strengths and weaknesses, to learn note taking techniques

Estimated Time: 60 minutes



Materials Needed: Study Skills Checklist with Key, Example Cornell Notes, Flipchart, Markers, Tape



Facilitator Preparation: Print Study Skills Checklist

Activity with step by step instruction:

Introduction (10 minutes)

Start the session with an ice breaker. Explain to the class that this month is all about study skills. Study skills are important because we use them all the time to improve our learning and educational attainment. If we don't have any study skills, how will we learn things? Everyone has study skills, but usually people have different styles of learning. Some people might learn by reading something over and over again- is there anyone here who can learn like that? Other people may like to learn by re-writing things out over and over until they can repeat it from memory. Ask the group some examples of how they like studying. Are there any study skills that they can identify at the start of the class?

Study Skills Check List (25 minutes)

Pass out the Study Skills Checklist and have the participants complete, assisting them where needed. Spend the 10 minutes after that going through the key to demonstrate where the participants strengths and weaknesses are in regards to their study skills.



After completing the study skills checklist, tell the group that the check list is written in sections. (question 1-3 is about time scheduling, 4-6 is about concentration etc (see below for full list and explanation). Going category by category, ask the group to stand up if they have checked one 'YES' out of three, two out of three, three out of three etc. Do this for each category. One YES in each category means they feel confident in that area of study. Two YES's means that they are not so confident in that area and need to work more on this section. Three YES's mean they really need to work on that area. This will give you an idea of who needs help and what the level of the class is regarding study skills, as well as helping the girls find out what area they need to improve on.

At the end of this exercise, ask the group to write in their books each section which they wrote two or more yesses for- those are the areas they need to work on.

(For facilitators use)

If you answered "yes" to two or more questions in any category listed below, you need to work harder on those areas. If you have one "yes" or less in one of the categories, you are probably proficient enough in that area that you don't require additional study help. However, no matter how you score it's always advisable to review all study guides to help you improve your study skills and academic performance.

- 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.
- Writing Skills -19, 20, and 21.

Note Taking Exercise (20 minutes)

The Cornell system for taking notes is designed to (1) save time while (2) enabling students to maximize the effectiveness of their notetaking. In this system there is no rewriting, revising or retyping of your notes once they've been made.

This exercise is all about improving note taking using the Cornell style. It is important to remind the girls that they can take notes however they want, this is just a different method they can use that may improve their note taking. Using a piece of flipchart, walk through the method of notetaking:

Step 1 - Divide your paper into two columns

Use a large loose-leaf notebook for your notetaking. Only use one side of each leaf of paper in the notebook (this will enable you to lay your notes out to see the direction of a lecture.) Draw a vertical line about 6.5cm from the left side of your paper. This is the recall column of your notes. All your lecture notes will be taken to the right of this margin. Later, keywords or phrases can be written in the recall (left) column.

Step 2 - Take notes in the note-taking column

Record notes in paragraph form in the note-taking column to the right. Capture general ideas and concepts, not illustrative ideas. Skip lines to show end of ideas or thoughts. Try to avoid long sentences. Using abbreviations will save time (explain that copying shorter versions of what the teacher says allows you to listen more, with your textbook or asking questions you can fill in the details after class). Write as legibly as possible. Note down relevant questions and keywords in the recall (left) column to assist with future reviews of your notes.

At this point, pass out the example Cornell style note template.

Step 3 - Review your notes within 24 hours

After each lecture read through your notes and make them more legible if necessary. Now use the 6.5cm column to the left of your notes. Jot down ideas or keywords which give you the idea of the lecture. (REDUCE) You will have to reread the teacher's ideas, reflect and put them in your own words if you can. Cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture from memory. Overlap your notes showing only recall columns and use this for your review.

As an example read the girls this story and ask them to write notes on it. At the end we are going to discuss how it went and what people liked or didn't like.

Aqeela Asifi is a teacher. When she and her family ended up in a refugee camp in Pakistan in 1992 after fleeing the civil war in Afghanistan, she was shocked at what she found. None of the girls went to school. So she changed that. 23 years later, she's educated more than 1,000 refugee girls and because of her work, she's been awarded UNHCR's prestigious 2015 Nansen Refugee Award. Here, she describes how she convinced a whole community that educating girls was worthwhile and shares how she went about changing minds. Aqeela said this:

Culture and tradition dictated that girls stay at home with their families before growing up to be good wives and mothers. In their eyes, education wasn't important because taking care of a family doesn't require it.

The parents themselves were deprived of an education so they didn't see the value of educating their children. It's more valuable for them when their children are engaged in income-generating activities rather than "wasting their time" going to school.

There's another perception that an educated girl could become independent and demand her rights, which in this society is unacceptable. The fear of independence bars many girls from going to school. The root cause is ignorance. A father or brother who has been educated himself would never perceive their educated daughter or sister as a threat.

Social norms are passed on from one generation to the other. Sometimes they are so deep-rooted that no one dares to challenge them. Fear of change is also to blame.

One of the answers to this is to have more positive female role models. Girls and women who have achieved high distinctions, but still respect their families and culture, could be agents for change.

-Give a few moments at the end for the girls to summarise their notes.

-At the end of this activity ask the group how they felt the note taking method has gone. If they didn't like it, what other methods do they use?

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

Say: Practice taking notes for one of your classes in the Cornell style and see if you find that it is easier than your usual note taking. Ask participants to report back next week.



Study Skills Check List

Y__ N__ I spend more time than necessary studying for what I am learning.

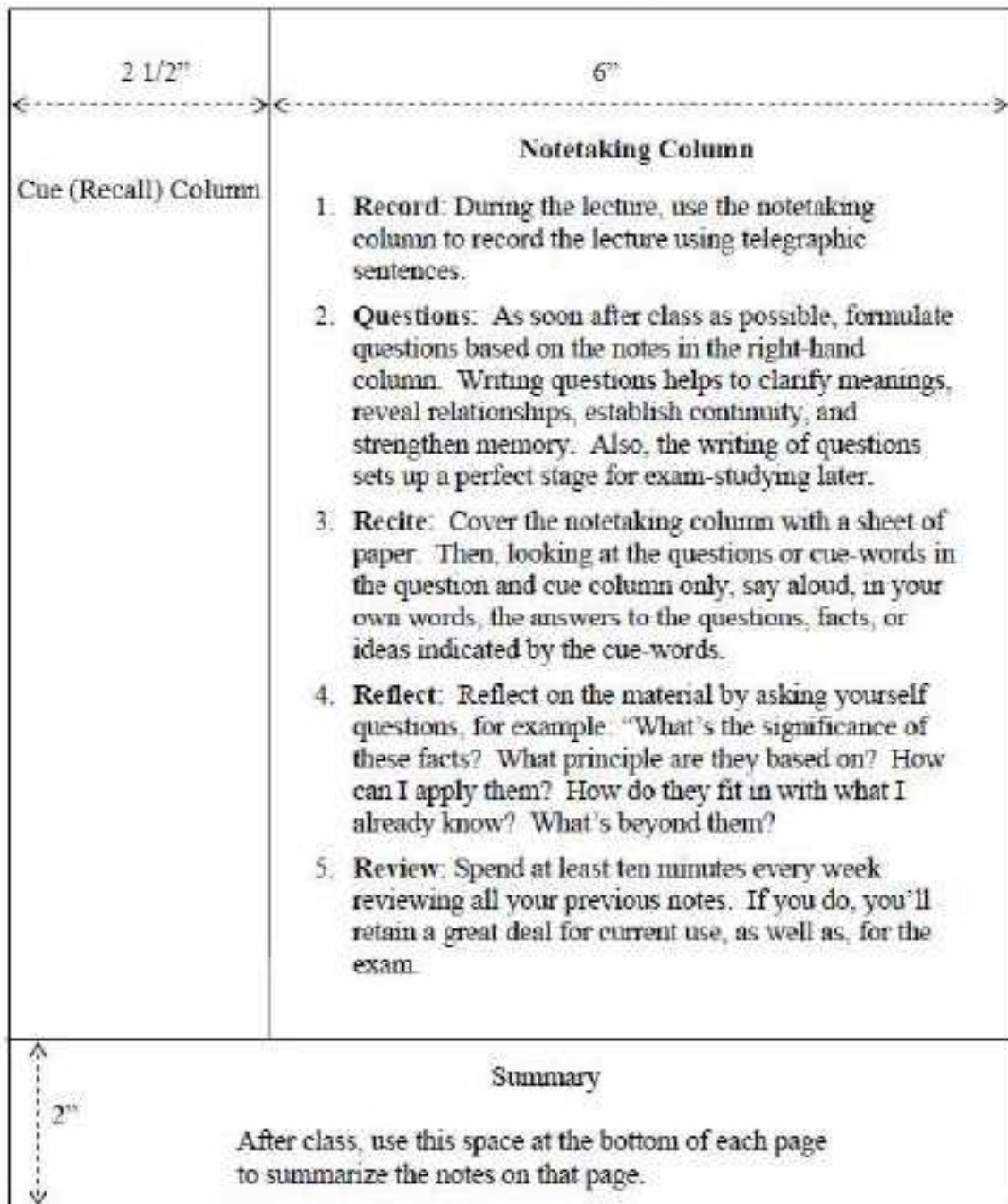
2. Y__ N__ It's common for me to spend hours cramming the night before an exam.

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 TV or radio turned on.

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 getting 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 got done reading.
11. Y__ N__ I struggle to identify what is important in the text.
12. Y__ N__ I frequently can't keep up with my reading assignments, and consequently have to cram the night before a test.
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 sort of disorganized, haphazard 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 organize my thoughts into a logical paper that makes sense.

The Cornell Note-taking System



Week 3: Study Skills

Session Title: Study Skills by Subject (Maths)

Learning Objective: To understand study skills concerning particular subjects

Estimated Time: 45 minutes



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



Facilitator Preparation: Often students find mathematics a difficult subject to get a handle on. This exercise is to illustrate that using particular study skills for one type of subject can help us to improve on that subject. Explain that if someone struggles with English, biology or any other particular subject, using study skills by subject can greatly improve their grades.

Activity with step by step instruction:

Introduction (15 minutes)

Start by doing an energiser for the group. After the energiser explain that this lesson will all be about learning the styles of studying for particular subjects. Not all subjects are learnt by just reading over notes and listening. Can you think of some subjects that need practising rather than just reading about? Have a short discussion about how we learn certain subjects. For example, can we learn netball by just watching loads of professional netball games? Can we learn how to swim by reading a book? Can we learn how to write an essay by just listening to someone who tells us how to write one? No, we need to practice everything as much as we can to be good at it.

Maths (25 minutes)

Read out this section and encourage the class to take notes. Write the key bullet points on a flip chart as you go.



Unlike some academic subjects, you can't excel or even become proficient at math by just listening and reading. Math requires actively doing. Consequently, to learn math you must do all your homework and assignments. If you don't do your homework or complete your assignments, you won't memorize the formulas or internalize the procedures required to become really proficient in math.

Some people think they're just not good at math. Most people can do math, however, most people really need to work in order to become proficient at math. While studying a couple hours for a history exam at the end of the term is usually sufficient, math requires routine studying and daily learning. Anyone who isn't willing to get actively involved in the process of learning math, is going to struggle.

- **Math is cumulative**

Math is a very sequential subject. What you learn one day builds on what you learned previously and is required to support future learning. It's like building blocks. If you miss any of the building blocks you can't progress. This is why with math it's so easy for students to fall behind if they miss school or don't complete homework on time. While cramming can help you pass tests in other academic subjects, it will do very little to help you pass your math tests.

As you progress through school, you'll also find that one math class builds upon another. For example, without successfully completing high school algebra it may be very difficult to understand college algebra. You can't perform poorly one year and expect to excel the next. You'll have to go back and re-learn previous math concepts and subjects you neglected to learn in previous years.

- **Learn the vocabulary.**

Math has a vocabulary all of its own. Additionally, many commonly used words have different meaning when used in association with math. Take the time to create a math vocabulary log where you note down and define each new math vocabulary term you encounter.

Many students quickly come to the conclusion that they just aren't cut out for math or that they just can't understand it. This is very rarely the case. Math requires patience, discipline, and dedication.

- **Math grows in complexity and difficulty.**

Math becomes increasingly complex over time. Consequently, many students have to spend more time studying math than they do other subjects in order to succeed.

- **Homework is key to learning.**

Math is one subject that usually requires homework. Math homework is not intended to make life miserable. It's simply necessary if you want to develop good reasoning and problem solving skills.

Most people do not understand math instantly after hearing an instructor's lecture. To learn math you must experience it. You must work out mathematical problems and apply what you've learned. Homework provides students the opportunity to really learn how math works by in theory and in practice.

Homework is most effective when it's completed while the lecture is still fresh in your mind. While there's nothing wrong with waiting to complete your homework until later in the evening, sometimes completely math assignments in between classes, during lunch or right after school while the concepts are still fresh in your mind is most effective.

One of the biggest problems students have when completing math homework is that they don't read the notes and/or text associated with the assignment or individual problems. Many students will quickly attempt to solve a math problem and then give up when they can't see how to do it. Reading all the instructions and notes prior to each homework assignment is necessary to completing math homework

problems.

When it comes to math homework, the answer isn't always what the instructors is most interested in seeing. Most math instructors are more interested in how you arrive at your answer than the answer itself. When completing math homework, always show your work. Present the steps you took to arrive at your answer in an organized, logical manner. Many math instructors will give partial credit for answers as long as you show your work. Alternatively, some math instructors will not give any credit for a write answer, if work is not included.

Ask the group what kind of problems they face when revising and learning maths. What do they find hard? What things are they good at? Does someone in the group have any tips for learning maths. Who in the group is really good at maths? Why are they so good? Do they practice a lot?

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

Ask the group to take their notes away and read over them. Ask them to employ some of the ideas when next doing maths class or maths homework.



Week 4: Time Management

Session Title: Time Management

Learning Objective: By the end of the session, participants will be able to employ one method of improving their time management

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, large rope, timer, note books and pens




Facilitator Preparation: Prepare example term calendars, weekly schedule, and daily schedule. Prepare bullet points on a flip chart of time management skills.

Activity with step by step instruction:

Introduction (5 minutes)

Explain to the group that time management is so important in succeeding and getting things done properly. Ask the group for some situations where they didn't have enough time to complete something because of poor planning. Perhaps mum asked them to collect water from the lake and they left it too late and ended up walking home in the dark. Or worse, you thought your exam was on a different day and didn't prepare for it! (Ask the group to share a few situations like this). In Malawi, we work on African time, which means being late or turning up to a meeting 2 hours late might not be such a problem, but with regards to school and your professional life, its so important to manage your time correctly! This session is all about working on your time management skills to get the best out of studing and learn skills for life.

Energiser (10 minutes)



Using the rope, create a large circle on the floor so that only some of the girls can fit into it if they are standing close together. Tell them that inside the rope represents an island. The outside of the rope represents crocodile infested water! They have just 1.5 minutes to figure out how to get everyone in the group on the island (which means feet off the floor and inside the island. They only have to get on the island and out of the water for just a few seconds to pass onto the next round. Players who aren't on the island get eaten by crocs and are out of the game). Each round, you need to make the circle smaller and the time less. Finally, the circle should be as small as someones foot. Eventually they will fail as the game gets too ridiculous and its impossible to get everyone on the island.

Use this game to illustrate that time planning is essential in winning! If they had had enough time to plan, they would have realised that if one person put their foot in the small circle and held hands with everyone and jumped, then they would have all been out of the water and on the island at the same time, if only for just a second.

Preparing Calendars (20 minutes)

Using the flipcharts you prepared, walk through each of the steps for better time management, being sure to explain that different formats and setups work for different people and these are just suggestions. In order to manage your time effectively, it is important to prepare a calendar.

Step 1. Prepare a Term Calendar

At the start of each new term, before you get heavily involved in your studies or other activities, prepare a calendar that covers the entire term. Your term calendar can look like a regular monthly calendar, or it can employ a different format. Whichever format you choose, your term calendar should outline the following:

- Assignments with their due dates
- Tests with their dates
- All school activities
- All out-of-school and extra-curricular activities

Ask the girls to copy the bullet points into their books.

Step 2. Prepare a Weekly Schedule

Unlike your term calendar, which is planned out in its entirety at the beginning of each term, your weekly schedule is prepared at beginning of each new week. Each Sunday sit down and prepare your weekly schedule. Although you'll prepare your weekly schedule each Sunday, you should update your schedule as the week progresses and new items arise. To prepare your weekly schedule do the following:

- Write down on your calendar each class you have for each day of the week
- Take a look at your term calendar and write down on your weekly calendar items that need to be completed, or are occurring that week (i.e. assignments, tests, events, etc.)
- Add to your weekly schedule any out-of-school and extra-curricular activities you'll be participating in during the upcoming week.
- Note down the day and time for each assignment and study session completing during the week. These may be occurring in the evening, after school, or during school.

Step 3. Prepare a Daily Schedule

You'd think a term calendar and weekly schedule would be sufficient to effectively manage your time, but they aren't. You also may need to prepare a daily schedule. Each evening, prepare a daily schedule for the next school day. Place a check mark next to each item to be completed as it is completed. To prepare your daily schedule do the following:

- Jot down everything from your weekly schedule that you need to do for the coming day.
- Write down everything from your previous daily schedule that wasn't completed and needs to be completed the next day.
- Check your daily schedule for the current day to see if there are any other school activities that you need to include for the following day.
- Include any other activities from your weekly schedule that need to be included in your next day's schedule

You'll notice that one of the keys to effectively managing your study time is to start with the big picture and then work down to the detail. Your term calendar provides direction and instruction for accomplishing the big picture. Your weekly and daily schedules provide the detail required to accomplishing everything in your term calendar, whereby enabling you to accomplish your term goals one day and week at a time.

Other Time Managements Skills (20 minutes)

Once you've developed a term calendar, weekly schedule, and daily schedule, there are several other strategies that will help you accomplish more and make the most effective use of your time. These include:

- **Prioritize your assignments.** As you progress through your education, you'll find the topics of study become more complex, the work load more demanding and the material more challenging. Start the habit of beginning your studying with the most difficult, or important, subject or task first. Tackling the hardest subjects first, while you're still fresh and energized, will make the remainder of your studies much easier.
- **Find a dedicated study space.** Some students will spend the first 20 minutes of their study time just looking for somewhere to study. A key to ongoing time management is to find a dedicated study space free from distractions where you can concentrate. If you want to change up your study space, that's fine, just make sure to find a study space that works and stick with it.
- **Create blocks of study time.** Not only should you have a dedicated study space, you should have dedicated study time—blocks of time where you focus on your studies. Blocks around 40 to 50 minutes are ideal, but may be longer or shorter based on the subject and your ability to focus. It's okay to take study breaks during your blocks for a snack, or just to get up and walk around, but make sure to return to your studies.
- **Schedule activities for after your school work.** One of the most difficult, yet important, elements of effective time management is to put your school work first. It's easy to say you'll get your school work done later, or just before you go to bed. It's just as easy to say you'll do it tomorrow when bedtime arrives and you no longer have the energy to get it done. Complete your school work as soon as possible. Putting off less important activities until after you complete your school work will allow you stay on track and focus on your "fun" activities without the pressure looming school work.
- **Use helpful resources.** The old adage, if at first you don't succeed, try, try, try again, while useful for many of life's situations, isn't always the best philosophy when you're strapped for time and can't figure out your chemistry homework. As you progress through secondary it's wise to rely on the help, expertise and knowledge of others to assist you with the learning process. Smart friends, tutors, study groups, and teachers are useful resources for tackling complex subjects and making the most effective use of your time.
- **Join a study group.** Study groups offers several advantages to students, least of which is the ability to cover more material faster. Working in a study group makes it possible to research and learn about various topics quickly. Each member is assigned a topic and then provides a summary to the group.
- **Get exercise. Eat right. Get plenty of sleep.** Yeah, you've heard this before, but let us say it again. Get exercise, eat right and get plenty of sleep. If you're not at your peak, you won't be able to focus or concentrate, nor will you have the energy or stamina to get your studies completed efficiently. Going to bed an hour early, can make all the difference the next day in your ability to make the best use of your time.
- **Be flexible.** You can't plan for everything. Unforeseen obstacles are bound to pop up, so plan accordingly and be flexible. Just want sure to get back on track as soon as possible and maintain your monthly, weekly and daily schedule.

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



October Year 2: Relationships

Week 1: Strong Peer Relationships

Session Title: Strong Peer Relationships

Learning Objective: Awareness of the importance of peer relationships and how they are beneficial; Recognizing the basic characteristics of how to be a good friend; 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: Characteristics worksheet, flip charts, markers, books and pens.



Facilitator Preparation: Print the document at the end, two per page, a cut into two, one for each participant in the group.

Activity with step by step instruction:

The benefits of relationships (5 minutes)

Explain to the class that we have relationships with many people.' Ask for examples of different relationships (Possible answers could include: Parents, siblings, extended family members and even our best friends at home and school, neighbours, church members, teachers). Relationships are important because these connections with people can make us feel good about ourselves. One ways that relationships make us feel good as because we know people care about us, and we can show our care for them too. Ask the group for examples of why relationships are a good thing?

Explain: 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 (20 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 some things 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 o Ex: 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

Say: now I want everyone to think about these three questions for a moment (display on flip chart):

- (1) What characteristics can you bring to a peer relationship?
- (2) What characteristics are you looking for in a friend?
- (3) What characteristics are you NOT looking for in a friend?

Keep these questions in mind, as we will come back to them later in the session

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. In the next lesson we will talk about two-way conversations, which is a very important part of two-way relationships.

Explain: Once we understand what it means to be a good friend, we must then learn how we can develop peer relationships. Making friends and keeping them is something you can do by using different strategies. There are many different strategies that you can use to have peer relationships. Some are positive strategies, and others are negative strategies.

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

Pass out the characteristics of a peer worksheet and ask each girl to fill it out individually. They can hand them in once finished. Anonymously read some of them out. Point out that the characteristics of a friend that people don't want are all negative things. But look at all of the characteristics people are saying they can offer to a friendship or relationship- they are all positive.

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.

Characteristics to avoid (10 minutes)

Say: we have discussed a lot about what kind of friend we want to have and want to be, what about the things we don't want to have? Let's discuss as a group the things we should avoid in a relationship.

- 1) Peer pressure (getting someone to do something you want when they don't want to)
- 2) Saying hurtful things (making the other person feel bad about themselves)
- 3) Ignoring (not paying attention when your friend is talking to you, or not including them in activities)
- 4) Violence

Think of more as a group.

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

After the session, ask if anyone's opinion of a good or bad relationship has changed. Ask the group to think about everything that has been discussed in this session to see if their friends have the positive or negative characteristics. Think of what we would do if someone has those negative characteristics?



CHARACTERISTICS OF A PEER RELATIONSHIP WORKSHEET

(1) What characteristics can you bring to a peer relationship?

(2) What characteristics are you looking for in a friend?

(3) What characteristics are you NOT looking for in a friend?

Week 2: Starting/ Continuing 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)

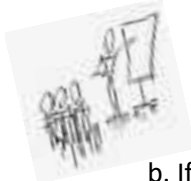
Step 1: Hand out pen or pencil and paper to each participant and ask them to write 1 to 10 on the left side

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 if she has started having sex.

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.

Week 3: Unhealthy Relationships

Session Title: Unhealthy Relationships

Learning Objective: Describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships. Develop strategies for identifying unhealthy relationships. Discuss about the characteristics of a healthy and unhealthy relationship.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, books, pens, and relationship scenarios, UNHEALTHY and HEALTHY signs.



Facilitator Preparation: Print out an A4 paper with the words UNHEALTHY and HEALTHY. Print out the relationship scenarios and cut up ready to give out to the group.

Activity with step by step instruction:

Introduction (5 minutes)

Recap the last two weeks by asking what we did in week 1 and 2 of this topic. Week 1 we discussed peer relationships. Ask questions to jog memory on the things discussed (what is a peer relationship, what are signs of a healthy relationship, how can we maintain healthy relationships, what kind of skills can help us when we are discussing important things in romantic relationships?)

Signs of healthy and unhealthy relationships (15 minutes)

Getting into groups, on flip charts, write a list of the things that might happen in a healthy/ unhealthy relationship. What kind of things might we feel, what are the signs etc.

Here are some things that can be mentioned in this activity-

Unhealthy:

Believing one person has more rights than the other.

Shouting or yelling when you are angry at your partner.

Using the silent treatment.

Pestering your partner until you get what you want.

Excessive calling, texting or emailing- being possessive and controlling.

Violence.

Pressure to have sex, engage in sexual activity or do things which the other does not want to do.

Healthy:

People in healthy relationships have the following characteristics:

Listen to you and take your feelings and ideas seriously

Talk openly and honestly with you about what matters to them

Never use threats of harm, violence or suicide to get his/her own way

Never hit, punch, kick, bite, slap, push or otherwise strike out in anger or jealousy

Not try to control what you do, where you go or who you talk to

Respect you, and say good things to you and about you

Enjoy spending time with you, and show it whether alone with you or in a group

Trust you, and earn your trust by keeping your confidences

Allow you to enjoy the activities and people that matter to you

Accepts your limits about sexual activity, every time.

After time is up, present back to the whole group and discuss briefly.

Unhealthy/ healthy relationship scenarios (20 minutes)

Hand out a few 'relationship scenarios' to each participant. Add more of your own ideas if there is more people in the group or if you feel necessary. One by one, participants will read out their scenario. They will then decide which sign to stick it next to, with the help of the rest of the group. Discuss as you go and make decisions as a team.

Healthy or unhealthy relationship scenarios

It is okay with you when your partner spends time alone with friends or family.

It is okay with your partner when you spend time alone with friends or family.

Your partner likes the way you look and act and tells you so.

You both decide how you spend your time together.

Your partner has the power to make you feel bad and uses it.

Your partner pressures you to do sexual acts you don't want to do.

When you refuse to do certain sexual acts, your partner puts you down.

Your partner has threatened to hurt you or has hurt you.

You usually feel happy in this relationship.

You are afraid of your partner's temper, so you avoid making him/her angry.

Your partner scares you by driving fast, drinking too much or doing other risky things.

Your partner says, "I can't live without you" and it scares you that it might be true.

You worry that the relationship might end and s/he would do anything to keep it going.

You think you can make your partner's problems go away.

Your partner believes that jealousy is a sign of love.

You have both agreed that you are a couple and trust each other to stick to it.

You can both be honest about your feelings and talk about them freely.

You and your partner are safe from sexually transmitted infections (STI) and/or unintended pregnancy.

Your partner posts personal photos of you on their facebook account or whatsapp.

Leaving an unhealthy relationship (10 minutes)

Say: now we are going to discuss why it might be hard for someone to acknowledge that they are in an unhealthy relationship. Has anyone ever seen their friend, parent, older sibling stuck in an unhealthy relationship, but they have stayed in the relationship even though it was unhealthy? Ask if anyone would like to share.



Has anyone ever heard the expression 'love is blind'? It means that someone may feel they are so in love that they do not look deeply at the problems and stay in the relationship for different reasons. Can anyone think of why someone would stay in an unhealthy relationship? Ask the group to individually write some answers down in their books, and then share with the group.

Ensure you point out these examples:

-People who are in unhealthy relationships often believe things will get better, the problems are just a phase or that they can change their partner.

-Sometimes they will have seen this type of behaviour in another relationship, for example at home and not realize that the characteristics are unhealthy.

-Teens may feel that having a boy/girl friend is more important than getting out of an unhealthy relationship. They may be scared to break it off either because they feel they cannot cope without the other person or the other person may be abusive or violent towards them.

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

Ask the group to think about the reasons people stay in an unhealthy relationship. During the week, they should think about a scenario where they are found in an unhealthy relationship... What would they do? How would they leave the relationship? Come next week with ideas and be ready to discuss.



Week 4: Leaving an Unhealthy Relationships

Session Title: Leaving an Unhealthy Relationship

Learning Objective: To learn about strategies to leave and avoid unhealthy relationships.

Estimated Time: 50 minutes



Materials Needed: Case study, flip charts, markers.



Facilitator Preparation: Print out enough case studies, one per pair.

Activity with step by step instruction:

Introduction and recap (5 minutes)

During this session, we are going to discuss about leaving or avoiding unhealthy relationships. Let's remind ourselves about what we discussed last session. Why would people stay in an unhealthy relationship? (scared, don't know any better as have seen parents in unhealthy relationships, 'blinded by love', think it's important to have boyfriend so don't want to leave etc).

What can we do about being in an unhealthy relationship? (45 minutes)

This session is going to give us an idea of what one can do if they find themselves in an unhealthy relationship. Last week's ending activity we said we would think about what we would do if we found ourselves in an unhealthy relationship. Can anyone share their ideas?

It is so important to be able to identify if there is unhealthy characteristics in a relationship before they become abusive. Emotional abuse such as verbal attacks may eventually turn into physical or sexual abuse. If someone feels that their relationship is unhealthy they should talk to their partner and make it clear the relationship will end unless things change. Talking to friends they trust is important as often friends can provide some insight by letting you know how they see the relationship.

CASE STUDY- Hand out one case study per pair and ask them to read the case study so they understand everything, and answer the questions in pairs ready to discuss as a class.

Jen and Mark met for the first time in their classroom at school. As they worked together on projects they began to know each other better and started to talk about more personal things. As their friendship grew they started to realize that they were increasingly attracted to each other. They started to date and spend more and more time together and found that they could communicate openly and honestly. But several months later, it became apparent to Jen that Mark was changing. His way of talking to her, his treatment of her (not only when they were alone but also around their other friends) and even the physical aspects of their relationship were all taking what might be called an unhealthy direction. Jen, and several of her other friends were starting to realize that she might have to end this relationship.

Jen decided to give Mark a while longer to change his behaviours and even told him how she felt when he said and did some of the things that were a problem for her. Mark said that he was sorry and began telling her that he could not imagine life without her. Things did not change and in fact Mark became increasingly more controlling, insisting that she not spend time with her friends and pressuring her to have sex. So Jen decided that she could no longer remain in the relationship. One or two of her friends who had been urging her to break up with Mark were relieved. They offered to help her find the "best way" to end the relationship.

Questions for discussion

1. What are some of the unhealthy or even abusive behaviours that Jen might be seeing in Mark?
2. Jen has decided to end the relationship because it is becoming abusive.
3. What other reasons might a person have for ending a relationship/friendship?
4. Describe how Jen should end the relationship.
5. Why might she find it difficult to easily end this relationship?
6. Despite how difficult the breaking up process might be, why is it important that she proceed with it?
7. If you were one of Jen's friends, what advice would you give to her about handling the break-up?



During the discussion and questions, here are some things that could be mentioned:

Q1) Unhealthy or abusive behaviours Jen might be experiencing might include:

believing he has more rights, shouting or yelling, dominating and controlling Jen, trying to keep Jen away from her friends, name-calling and put downs, breaking Jen's possessions, threatening harm, intimidating through physical abuse or destruction of property, extreme jealousy and possessiveness, pushing, hitting, forcing sexual touching, forcing sex (assault)

Q2) Other reasons a person might have for ending a relationship include: no longer caring for the other person, finding someone else, having increasingly different interests, realizing their first impressions were wrong, constant fighting, parents' disapproval, having too many differences, moving away.

Q3) Jen should end the relationship by talking in person (rather than on the phone or by writing a note); choosing a comfortable, safe place; by trying not to lose her temper; stating feelings openly and honestly.

Q4) Jen may find it difficult to end the relationship because; she may still love him, she may be afraid, she may blame herself and keep trying to make things right, she may feel that she will never find someone else.

Q5) The process of breaking up may be difficult for Jen but it is important for her to proceed because; Mark is likely to continue with his abusive behaviours and over time it may escalate.

Q6) The type of advice a friend may give to Jen will vary depending upon students' own experiences. Ask students how they would approach a friend if they felt that friend's relationship was unhealthy.

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

(5 minutes)

Ask the group if they are more confident at identifying an unhealthy relationship now.

Would they feel comfortable to support a friend who was going through a situation like Jen? Do they feel more confident to talk to a partner if something doesn't feel right?

Explain to the group that:

It is normal to have intense feelings about ending a relationship (whether it's your choice

to end the relationship or not). As well as negative feelings, people often have positive

feelings e.g. relief, sense of freedom when a relationship ends. Talk over your feelings and decision to

break up with someone you trust beforehand e.g. a friend. Think safety at all times. If you suspect that

the other person could become aggressive break up in a public place.



November Year 2: HIV/ AIDS

Week 1: HIV/ AIDS Definitions, Myths and Facts

Session Title: HIV/ AIDS Definitions, Myths and Facts

Learning Objective: Participants will dispel myths and reinforce facts regarding HIV/ AIDS and describe ways to prevent HIV infection.

Estimated Time: 60 min



Materials Needed: Drinking glass; Soccer ball or basketball; Telephone; Picture of man and woman holding hands; Empty alcohol container; Paper with the word "abstinence" written on it; Male condom or condom wrapper; Baby doll; Money; Birth control pills; Diploma; Wedding ring (can be made from paper); Drawing of an initiation symbol, Bag to put it all in If any items are not available, draw a picture instead.



Facilitator Preparation:

Grab Bag Myths Activity (30 minutes)

Explain that this session is an interactive session and we are going to discuss some of the myths and facts about HIV. (HIV is something participants learn about throughout school, so they should have a good knowledge on it, but this session is a tester to see if the group remembers the information they are told in school!)

-Collect and put the "Grab Bag Items" in a bag (items listed above).

-Add additional grab bag items that will bring up common myths regarding HIV. For example, in some communities myths may exist regarding witch doctors and their relationship to HIV or non-factual ways HIV is transmitted. (Some myths in Tanzania are that by having sex with a virgin the infected person can reverse his status. Find some myths from your area and add any items to the bag which might represent this).

1. Divide the students into groups of three or four. Pass the grab bag around. Ask each small group to reach into the bag, without looking, and take an item out of the bag. Pass the bag until all grab bag items have been removed.
2. Ask each small group to take 10 minutes to discuss what the item they have chosen has to do with HIV. If they are confused or cannot come up with ideas, move around the room and take part in their discussion to help them and guide them in the right direction.
3. Ask each small group to present their item to the entire class and explain what they think this item has to do with HIV.
4. Ask the rest of the group to add any information that they would like to contribute, or ideas about what they think that item represents.
5. Thank the group and then proceed to explain the information about that item given below.

NOTE TO FACILITATOR:

At the end of this session there is an explanation of each item and its relation to HIV. However, youth are very creative and will likely come up with additional factually accurate links. Celebrate their creativity.



Drinking glass; Soccer ball/basketball; Telephone

- There is no risk of transmission of STIs or HIV through a drinking glass, doorknob, telephone, sports, etc. These are called casual contact. HIV and other STIs are not spread through casual contact, such as hugging, using the same chair, etc.
- The fluids that do transmit HIV are: Blood, Semen, Vaginal Secretions and Breast Milk. Saliva does not transmit HIV.

Picture of man and woman holding hands

- The couple in this picture is greatly lowering their risk of HIV and other STIs by having sex only with each other during the same time period.
- Having more than one sexual partner over the same time greatly increases the risk of HIV transmission.

Empty alcohol container

- Alcohol and other drugs can greatly impair your judgment and decision-making, potentially causing you to do something that may put you in danger or at risk for contracting HIV or another STI.
- Alcohol puts a girl at risk for sexual violence. Even if she wants to say no to sex with someone, alcohol makes it harder for her to enforce that decision. A man who is drunk is less likely to listen when a girl says no.
- Boys and girls who are under the influence of alcohol may make unwise, impulsive decisions they would normally not make while sober.
- Alcohol use can cause one to temporarily forget the information they know about STIs and HIV, use a condom incorrectly or do something they otherwise would not do if sober.

Abstinence

- Abstinence from any sexual activity is a healthy choice and the most appropriate one for young people.
- Complete sexual abstinence is 100% effective in preventing pregnancy and STIs/HIV.
- It allows young people to focus on their studies.
- Young people should be sure they are ready to have sex.
- Young people should find others that will support their decision not to have sexual intercourse. They should also be well informed regarding sex and pregnancy and STIs, contraception and STI prevention.

- Young people should get help if someone is pressuring them into having sex or engaging in unwanted sexual behavior.

Male condom

- Greatly reduces the risk of STIs/HIV transmission, when used properly from start to finish, every time.
- Condoms are safe.

Baby doll

- Mother-to-child transmission of HIV is when an HIV positive woman passes the virus to her baby. This can occur during pregnancy, labour and delivery, or breastfeeding. When pregnant women take antiretroviral drugs the chances are lower that the baby will be HIV infected.
- The best option for an HIV-infected mother to feed her baby depends on her individual circumstances, including her health status and local services. Exclusive breastfeeding is recommended for HIV-infected women for the first six months of a baby's life unless replacement feeding using milk formula is acceptable, feasible, affordable, sustainable and safe for them and their infants before that time. When replacement feeding is acceptable, feasible, affordable, sustainable and safe, HIV-infected women are recommended to avoid all breastfeeding.
- There are significant responsibilities involved in becoming a father while still in school. For example, a father will have less time to spend on the soccer field and more time working to buy food, shelter, medicine, etc. for the baby and baby's mother.

Money

- Those who are poor may do things for money that put them at risk for HIV; but they feel they have no other choice. For example, a young girl may have sex with an old man or have sex without a condom or trade sex for food.
- Trading sex for money or another commodity (i.e., clothing, soap, a favor or job, etc.) increases risk because of differences in power to negotiate safe sex.
- While difficult situations may push people into desperate decisions, other times people may decide to exchange sex for non-survival needs. There are dangers involved in exchanging sex for a cell phone, nice hair braids or alcohol.

Hormonal Contraceptive (birth control pills, injectables, etc.)

- These methods work great for preventing pregnancy, but do not prevent the spread of STIs or HIV.

Picture of woman with a black eye

- Sometimes a young person does not get to make the decision to have sex or use a condom when force is involved or alcohol abused.
- Young people should avoid dangerous places if possible or go in groups.
- If a young person is afraid or feeling pressured by someone, they should speak to a helping adult about their fears.
- Boys should think about their actions with girls and women. Even if they have witnessed a man they respect acting violently against a girl or woman, boys can be an even stronger man and break the habit of violence.
- If a young girl is raped, she should ask an adult to take her to the health center.

Diploma

- Anyone can get HIV, even the well educated.
- Staying in school opens up future possibilities for good jobs and better lives.
- HIV or pregnancy or becoming a father before you are ready, can end a dream for an education.

Wedding ring

- Marriage can protect one from HIV if both partners have been tested, are negative, and remain faithful to one another.
- For some, waiting until marriage to have sex is part of their religion.
- Others may find that sex is more meaningful if it is saved for marriage.
- There may be a discussion about whether waiting for marriage is realistic – this discussion is useful and should be welcomed.
- For young girls, early marriage can mean the end of their education and hopes for a better future as well as early exposure to HIV.

Initiation symbol

- For initiations that involve cutting, HIV can be passed through blood from one initiate to another if the same tool is used and not sterilized properly between each child.
- Male circumcision if properly done and culturally appropriate, can lessen the spread of AIDS.
- Initiation ceremonies that encourage young people to have sex either with adults or other young people or to take herbs to increase sexual desire can spread AIDS by encouraging young people to have sex before they are emotionally or physically ready.

Definitions and Transmission (15 minutes)

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)

Ask the group the three ways that HIV can be passed on (unprotected sex, blood/blood products and mother to baby). Ask the group, on the three ways that people can transmit HIV, if they know some of the specific details on how it is transmitted. Write answers on a flip chart under the three headings. (They should know a lot about this since in school they are learning so much about it in schools).

Ensure the below information is covered. HIV can be contracted by:

Through blood stream through vagina, penis or anus.

Blood donations (in areas where blood isn't screened for HIV, transfusions represent a high risk of contracting the virus).

Intravenous drug users draw blood into a syringe when using drugs so sharing needles become very risky and has caused many HIV infections.

Tools used for procedures such as circumcision, tattooing or ear piercing can have blood on them so tools that aren't properly sterilised can cause infection.

Through sexual intercourse without a condom

Through blood from unclean or unsterilized objects that cut the skin, for example needles or razor blades

From mother to child during pregnancy, birth, or breastfeeding

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 2: 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, paper



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.

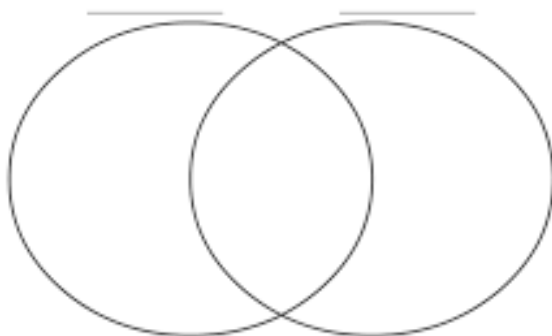
Activity with step by step instruction:

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).

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?

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 rumor 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?

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?

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?

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?

DALILA:

After being sick for months, Dalila was tested in a Kenyan clinic and 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+?

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?

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+?

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?



Week 3: 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 issues 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 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.



Week 4: Peer Pressure and Sex

Session Title: Peer Pressure and Sex

Learning Objective: To understand the deeper consequences of having unprotected sexual activity; to understand the relationship between peer pressure to have sex and HIV

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, pens, pencils



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.

Pose the questions:

What might happen if we give into peer pressure to have sex?
Who might pressure us into having sex?
Why might someone give into pressure to have sex?
Why might someone pressure us into having sex without using a condom?

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 flip chart 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! Your GP, 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

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.

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

Remind the group that peer pressure can happen at any time. If we are not prepared on how to respond to and deal with peer pressure, it could be easy for someone to give in. It can only take one time of having unprotected sex for a person to become impregnated, contract HIV or a sexually transmitted disease. Always think before making such decisions.



December Year 2: Being Assertive

Week 1: Good Communication Exercise

Session Title: Good Communication Exercise

Learning Objective: For the group to define assertiveness; to understand why communication is important in getting the outcome we want; identify barriers to good communication.

Estimated Time: 70 minutes



Materials Needed: Cut out puzzles for each participant and give in an envelope or plastic wallet, flip charts and markers



Facilitator Preparation: Photocopy the puzzle enough times for each participant, cut out shapes and read session plan to ensure full understanding of exercise before starting.

Notes:

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.

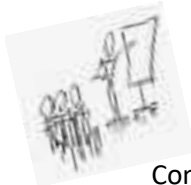
Activity with step by step instruction:

- Introduction (5 minutes)

Assertiveness means being able to take the relevant and necessary steps to achieve what we want, and cause others to recognise our rights without being aggressive. It assumes that we know what we want and why we want it. Assertiveness therefore is not the same as aggressiveness. Being aggressive in a situation can often have the wrong outcomes. To get the outcome we want, being assertive can help us to portray our views and what we want to say in the right way, and get the outcome that we want. Being assertive is a way of communicating with people.

Ask the group: Do you have trouble saying 'no' if someone asks you do something that you don't want. E.g, if someone pushes you out of the queue at school. Do you hesitate to tell your friends when you disagree with them? Everyone should be free to express their rights, feelings and beliefs.

Being assertive in our communications with people is important because it lets them know how we feel. If we do not let people know how we feel, it can be easy for them to push us around and try to make us do things we don't want to do, or don't agree with. Lets think of ways that someone might push us to do something we don't want to. What situations might we need to use assertive communication in?



- Practice Game- Communication (40 minutes)

Communication skills are the most important of all. This game will help us to look at the barriers to good communication and to think about some of the steps to good communication.

Ask for one volunteer from the group. Ask that volunteer to leave the room—you will join him or her outside in a few moments. Now, instruct all participants to remove everything from their desk or their area (or floor in front of them). They do not need to have anything in front of them at all. Give one envelope to each participant which includes the cut up pieces of puzzle. Instruct everyone not to open the envelope or even look at it. They are asked just to place it in front of them and await further instructions. Explain that they will get three chances to assemble the puzzle inside the envelope correctly.

First Round (10 minutes)

Instructions to the Participants:

- Do not take the pieces out of the envelope until the volunteer tells you to do so.
- Under no circumstances are you to look at someone else's puzzle.
- Absolutely no talking is permitted. There can be no questions.
- Wait for the volunteer to give instructions. Follow the instructions step-by- step.
- After the volunteer is finished, we will check each puzzle for a winner before going on to the second round.

Instructions to the Volunteer:

Prepare the volunteer outside the room. Instruct him or her in the following:

- Give the volunteer a copy of the puzzle sheet. Tell him or her to make sure that the participants cannot see the puzzle sheet.
- Explain that each participant has pieces of the puzzle in the envelope. The volunteer is to go inside and explain step-by-step how to put together the puzzle.
- Emphasize that under no circumstances should the volunteer entertain any questions. There should be absolute silence from the participants. If a question is asked, the volunteer should ignore it completely and continue.
- Ask the volunteer to stand with his or her back to the group while providing instructions on how to complete the puzzle.

Doing the first round (give 5 minutes on the clock to complete the puzzle):

Guide the volunteer into the room, make sure his or her back is to the group, and wait while he or she gives the instructions. When he or she has finished, walk with the volunteer around the room to see if anyone has completed the puzzle correctly. In all likelihood, no one has done so. Ask the volunteer to leave the room and await your further instructions. (If by chance a participant has managed to do the puzzle correctly, congratulate him or her and remove the participant and the puzzle from the larger group.)

Second Round (10 minutes)

Instructions to the Participants:

- The instructions for the Second Round are basically the same. Ask that the participants follow the volunteer's instructions without looking around them. They should do their best to complete the puzzle.
- This time, however, the participants are permitted to ask questions and to speak. They should feel free to ask questions.

Instructions to the Volunteer:

Trainer's note: The instructions for this round are crucial. It is important to ensure that the volunteer understands not to answer questions.

- This time, the volunteer is permitted to face the group.
- Tell the volunteer that under no circumstances are the participants permitted to ask any questions. No matter what questions are asked or comments are made, the volunteer should continue without stopping. This is crucial to the success of the exercise. Make sure that the volunteer understands that he or she is not to respond to anything that the group says.

Doing the first round (give 10 minutes on the clock to complete the puzzle)

Guide the volunteer back into the room. After the volunteer provides directions to the group, walk around the room with the volunteer to see if anyone has done the puzzle perfectly. Then escort the volunteer out of the room. At this point, many of the participants will be frustrated or annoyed. This is part of the idea. Do not discuss how they feel or entertain any questions. Just continue with the final round of the exercise. Explain that the next round is their final chance to complete the puzzle.

Third Round (15–20 minutes, as long as it takes for everyone to complete the puzzle)

Instructions to the Participants:

This time, the participants should feel completely free. They may ask any questions; they may look at the puzzles around them. They should do whatever they need to do to ensure that the puzzle is completed correctly.

Instructions to the Volunteer:

This time, the volunteer can feel completely free. He or she may move freely around the room. He or she may answer all questions, provide examples, and offer words of encouragement—whatever it takes to ensure that each and every participant successfully completes the puzzle.

- Processing the Exercise (Approximately 20 minutes)

It is very important to process this exercise well. First of all, thank the volunteer for a job well done. Participants might be angry with the volunteer. Remind participants that the volunteer was following specific instructions.

Make a flip chart labelled 'First Round'. Ask the participants to tell you about some of the problems that came up during the first round. Why was it difficult to complete the puzzle? What was good about this round? Frustrating? What would have made it easier to complete the puzzle? How did they feel during this round? Be sure to check in with the volunteer to see how he or she was feeling during this round.

Ideas might include:

- No way to communicate
- Volunteer not even facing us or looking at us
- No eye contact or encouragement
- Went too fast or did not realize we were not getting the puzzle
- Did not understand any of his or her instructions

Next, unveil the flip chart labelled Second Round. Ask guiding questions about the second attempt. How was it better this time? Was anything improved? What were the frustrations? Many of the participants may be angry or frustrated that the volunteer ignored them during this part of the exercise. What were the feelings associated with being ignored by the speaker? What does this mean for communication skills? Remember to check in with the volunteer and to see how he or she processed this experience.

Some ideas generated by the group might be:

- Asked questions, but was ignored
- Volunteer was not helping us
- We could see his or her face this time, and that helped sometimes
- He or she slowed down because it was clear we were not getting puzzle
- Faced us this time; looked at us; felt more in touch with speaker

Continue with the Third Round. Why was it so much easier to complete the puzzle this time? List all of the helpful things that happened in this round.

Third Round ideas might include:

- Moved around the room and helped us
- More encouraging, improved body language and eye contact
- Answered our questions; responded to our needs
- Seemed much more friendly and helpful
- We were allowed to help each other; more support
- Thought we knew what the puzzle would turn out to be, but it does not look like anything

Finally, reveal the Good Communication Skills flip chart or write the title on the board. Use the exercise to help the group develop a list of good communication skills.

Examples:

- Body language, gestures, good eye contact
- Responsive to questions, encouraging attitude
- Important not to assume you know what the person is saying, but to keep your mind open (corresponds with thinking they knew what the puzzle would look like in the end)
- Encouraging words or sounds
- Listening skills
- Feedback Summarize the activity. Point out that good communication skills have an impact on all the other life skills; so, it is important to be conscious of how you are communicating at all times and to take steps to become a good communicator.

It will be clear from the final brainstorming for Good Communication Skills whether participants have understood the basics of good communications discussed in this session.

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

Express that the way we communicate with people is important because it can help you to understand what another person is saying. It also means that they can express their own needs and concerns.



The next session we will learn more about being assertive in our communication. Assertive communication means that you express yourself effectively and stand up for your point of view whilst also respecting the rights and beliefs of others.

Week 2: Passive, Aggressive, 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 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 (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 door-mat, 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 counselor 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 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 (10 minutes)

First, introduce the topic of sexual assertiveness. 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. Explain: 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)



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 healthy, 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, its 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 of 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 elses.
- 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 ones 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 partners request too, just as it is OK for them to refuse yours.
- 2) The second, and perhaps the most important one, is the understanding 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.

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.

Understanding one's sexual rights and developing a sense of empowerment to enforce them, however, 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)

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, guiltting 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:

Explain: 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: 60 minutes



Materials Needed: Flip chart, books, pens, markers



Facilitator Preparation: Ensure the flip charts are prepared

Activity with step by step instruction:

Introduction (5 minutes)

At the end of last week we discussed about sexual coercion. Ask the group if they can remember what we discussed, and also anything from the last session (sexual rights, sexual assertiveness). Re-cap on anything that needs to be recapped.

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 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.



If you can answer yes to any of these questions, you may be experiencing sexual coercion:

- Do you feel pressure from your date, partner or friends?
- Are there times you don’t want to have sex, but feel like you can’t say no?
- Have you ever had a sexual experience that left you frightened, angry or feeling guilty?
- Have you ever had sex without using a condom because your partner didn’t want to use one?

Learning to avoid unwanted sex (10 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)

Now, after we have discussed the information above, let's 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. As we know, this can lead to disease, pregnancy and dropping out of school. 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.

1. Face the other person.
2. Look in the eyes of the other person.
3. Use a good voice tone (not too loud or whiny).
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 on us.

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 participants 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: The Character of Leaders

Session Title: The Character of Leaders

Learning Objective: to understand basic character ethics principles, to know various successful character traits of a leader, to be inspired by other female Malawian leaders

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, a laptop or large screen to play the TED video clip on. Find the TED video clip in the resources folder.



Facilitator Preparation: Ensure you have the video clip and something to view it on available and speakers if possible.

Note:

A mentor plays a key role in helping a young girl develop her leadership potential. Strengthening girls' leadership skills will help ensure that the next generation of African leaders includes girls and women. To achieve this, mentors must actively cultivate a girl's particular skills or strengths (such as science, music, or literature), increase a girl's self-confidence, and encourage the girl to take a leadership role at school and/or in the community. This module is designed to expose girls to leadership principles and women in leadership positions, so that the girls develop skills to become leaders in their communities.

Activity with step by step instruction:

Introduction (5 minutes)

A characteristic is defined as 'the combination or features that distinguish one person, group or thing from another.' Our character is the mental and moral qualities distinctive to an individual. In easy terms, what makes us different from each other is our character. Our friend sat next to us might have loud, confident and happy characteristics. Our other friend might have bossy characteristics and always like to take control. Think of your group of friends. Everyone is different. It is because they all have different characteristics. Now, let's think about what kind of characteristics it takes to be a leader.

Characteristics of leaders (15 minutes)

Ask the group characteristics of a good leader. Write answers on a flip chart. After some ideas, have a discussion with the group, expanding on the ideas and adding any missed from the list below.

Integrity: Otherwise defined as honesty. Do you want a leader who lies? Do other people? No. If you want to win peoples trust, make sure you always tell the truth. When you make a promise, keep it.



Knowledge: Leaders know what their job is. If you don't know the answer to something, admit it and then find out the right answer.

Courage: Leaders need courage so that they do not let fear overwhelm them as a leader. Moral courage means knowing what's right and standing up for it. Leaders who do not stand up for rights will never get respect and loyalty of others. Don't try to weasel out of a mistake, take responsibility, although it takes courage to admit a mistake. Just don't make the same mistake twice.

Decisiveness: In other words, decision making skills. Being decisive doesn't mean making quick judgement without facts. After you have weighed all the facts, give your decision in clear and confident terms.

Dependability: Good leaders need to be dependable. They are always on time, don't make excuses and complete a job until it's done. Good leaders often make personal sacrifices.

Initiative: Think ahead. Stay mentally alert and physically awake. If you see a job that needs to be done, don't wait to be told.

Justice: People like a leader who plays fair. Don't have favourites. Be equal. Keep anger and emotions out of your decisions.

Enthusiasm: People will follow leaders who are enthusiastic and knowledgeable about their subjects. Show knowledge and enthusiasm and your team will want that same knowledge.

Unselfishness: Good leaders are not selfish. They put the interest and needs of those underneath them ahead of their own private interests. They give credit where credit is due and don't grab all the glory for themselves. They make certain that recognition for hard work and good ideas goes to team members.

Loyalty: Keep any personal problems and private lives of others to yourself. But help people in difficulties when it is proper to do so.

Judgements: Good judgement means weighing all the facts and making a decision based on those facts. If you do not know what the best move might be, ask someone who is a leader above you for help!

Explain that we do not inherit good character or the ability to lead. Anyone who says that they cannot be a leader is wrong! We all have the potential to become leaders. BUT, you cannot give anyone the

character traits to be a good leader. We acquire leadership potential by taking an honest look at ourselves. What are the strengths of our characters? Which of the traits that we listed for leaders do you possess? Which ones do you lack?

Female Leadership in Malawi and Africa (30 minutes)

Traditionally, men are seen as leaders all over the world. In leadership roles from the highest level such as prime minister down to managers in companies. Historically, Men have been showed as the most powerful leaders, leaving women leaders to get either forgotten about or not recognised. In today's world, that is changing! In today's world, there are so many women leaders who are not only showing the world that females can be leaders, but they are running countries, leading campaigns and getting global attention for their efforts. You too can become a leader, whether it's in a small way in your community, or part of a bigger movement.

Lets think of some roles that women can be leaders in (write answers on a flip chart and add any below).

- policewoman
- teacher (headmistress)
- class room assistant
- head girl
- mentor
- female chief
- Someone who takes initiative to start something new in the community
- Anyone who is speaking out about issues they believe in

Ask the girls if there is anyone local who is a leader to them? Is there a girl or woman in your community who shows the characteristics of a leader? It could be your neighbour who is trying to get everyone in the community together to help someone. It could be your friend who is encouraging your school mates to start up a study group. It could be an older girl that you look up to who is doing something like going to university or other education. It could be someone we know personally or it could be someone we have heard about in the media. What about Joyce Banda. Encourage the group to come up with names or examples.

Other local examples you can talk about are:

- GVH Mponela. She is the Chief if Mponela village. She is championing women's projects in the area and is a strong and fair leader.
- Joyce Banda. The first female president of Malawi. She quoted 'The seeds of success in every nation on Earth are best planted in women and children'. She also served as the first female Vice President. Whilst she was in office, she worked to increase human rights and went on after her tenure to form the Joyce Banda Foundation for education. She believes in increasing accessibility to primary and secondary education for children, particularly orphans.
- The lady who speaks out about camps
- Ammara Pinto. The swimmer.
- The TED video girl

(Amend this section to relate to your local community or village).

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

Explain to the group that successful organisation and business always have a board of directions. Ask if anyone understands what it means to have a board of directors. A board is a group of people selected with special skills and talents which meet regularly to help with the direction of an organisation or business.



Explain that next week we are going to think about who each of us would like to have at our board of directors table. We are going to imagine we are at a meeting around a big table, and each of us needs to select our own people who are going to act as our board of directors and help us to make decisions.

Week 2: Personal Board of Directors

Session Title: Personal Board of Directors

Learning Objective: To think about the people in our lives or around us who are leaders and influential to us, to beginning planning a campaign or event and be leaders in the community.

Estimated Time: 60 minutes



Materials Needed: Flip chart, board of director's diagram, markers, pens, papers.



Facilitator Preparation: Print out or draw the personal board of directors diagram on a flip chart.

Activity with step by step instruction:

Introduction and Recap of last week (10 minutes)

We are going to continue with leadership skills and understanding. Who can give us a recap on what we learnt last week? Ask the group who were the most influential leaders that we discussed. Did they come up with ideas of their own about who is an influential leader to them? Guide a short discussion.

Board of Directors Activity (20 minutes)

Now that we have learnt about the characteristics of a good leader and thought about some examples from women leaders in Malawi, we are going to do an activity where everyone in the group is going to come up with a board of directors for their life.

Discuss how just as a company or a large organization has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey. We are going to create our own Board of Directors, or a table of mentors. Who would we want on our table to help lead us? And why? We can pick anyone to be on our board. It can be anyone living or dead, or even an animal (one example could be a dog, because from a dog or an animal you might learn unconditional love, or loyalty). The people on the board could be people the participants knows personally or just looks up to.



Give everyone a handout or draw on a flip chart so that everyone can copy it down onto paper. If time permits, ask some people to share who is on their board and why. You can also ask the group whos table or board of directors they might be sitting at. Are they role models to someone else? What about younger girls in their area, or at school, or in their community? Would they look up to you? Why? What responsibilities does this carry?

Planning an Event- The Leadership Challenge! (30 minutes)

Now that the group have a good understanding about who is a good leader, it's time for them to practice being good leaders themselves. Introduce the idea that the group will come up with an activity, or campaign, that they are going to plan and implement together in their community in two weeks time. This leadership challenge is to encourage them to become leaders, and show the group that it is possible to become a leader and a voice in their own community.

Pose the question: what do people feel passionate about? Start thinking of ideas as a group about what kind of campaign or event the girls could run in the community. Some ideas for a campaign might include:

- The importance of girl child education
- The importance of hygiene
- Girls against violence and abuse
- Girls against early marriage
- Ending deforestation

The facilitator should guide the discussion, asking the girls what they feel passionate about and explaining that it should be something they are comfortable talking to the public. Start making some spider diagrams with ideas for an event. The group could come up with committees, such as art committee that designs posters, media committee that writes invitations to police/ chiefs/ local schools, management committee. If the group so wish, there could be leaders of each committee. You could

assign a key speaker or some performances that help raise awareness. Direct the group so that they should be making most of the decisions and ideas. This is their event and they are the ones coming up with the ideas and organisation.

Note for facilitator

The instructions and ideas for the campaign/ event.

The second half of this week’s session on leadership will be about planning and deciding on an event or campaign that the girls will plan and implement themselves (with your help) in two weeks’ time. Next week will be more time to plan and make arrangements, such as inviting a police escort if there will be a march, local leaders, making posters or banners, preparing dances or plays and so on.) This event or campaign should be led by participants but assisted by the facilitator. There should be a small budget if needed and the event should last for no longer than two hours. The idea is for the participants to take ownership of a small event and for everyone to have a hand in organising it and carrying it out. It will give individuals a sense of being involved in something that they have helped to create and will assist them in implementing leadership skills.

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

Ask the group to think of more ideas for next week and to come back excited and ready to plan everything before the big day in two weeks time.

Before leaving the session, assign duties to group members if there are things that need to be done, such as any enquiries (e.g, if you want to use a hall space in Uliwa), or research that needs to be carried out. Everyone should be participating and ensure that some notes are made to pick up next week where you left off.



Week 3: The Leadership Challenge- Planning an Event

Session Title: Planning an Event- The Leadership Challenge

Learning Objective: For the participants to take ownership in planning an event, for the participants to employ leadership skills learnt in the previous sessions.

Estimated Time:50 minutes



Materials Needed: Flip charts, markers and any other equipment you may need to fulfil the preparations for the event



Facilitator Preparation:

Activity with step by step instruction:

This session is to continue planning the event. The facilitator should encourage the group to come up with ideas and ways to make their campaign or event interesting. They could do a march from Hangalawe to Maji Zuwa with a police escort. If so, they need to organise some chants, some transport, make banners, posters and other attractive things as well as invite local people and chiefs.

If they are doing a talk or performance they should ensure people know where to go on the day by sending out invitations or putting up posters etc. Any dramas or speeches should be prepared.

The facilitator needs to guide the group to ensure the event will be successful as well as ensure its organisation (although the participants will be responsible, the facilitator should also assist and help where needed).

By the end of this session, everything for next week should be in place and the group should know what their plan of action is come next week when their small event will take place.



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



Week 4: The Leadership Challenge- Running an Event

Session Title: The Leadership Challenge- running an event

Learning Objective: For the participants to employ leadership skills learnt in the previous sessions, to learn how to be an agent of change in their local community, for the participants to gain confidence from running an event that they have helped plan.

Estimated Time:50 minutes



Materials Needed: Any other equipment you have prepared for the event such as posters, banners, printed out speeches etc.



Facilitator Preparation: Ensure that everything is in order for the event to take place. Bring a camera and assign the media committee or a few girls the task of taking pictures of the event.

Activity with step by step instruction:

This week's session is to carry out the event that the group have planned. The teams or committees organised in previous weeks should all be active. Encourage participants to take pictures if there is a camera available to document the event.

After the event has finished, ask participants how it felt to be leaders in their local communities. Create an air of excitement about the event and congratulate participants on their leadership and organisations skills. Discuss together what did work and what didn't work. Ask the group what they could change in the future if they did the same event again- is there anything else that they would include or change?



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



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, some 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 essay. During the final week of the topic, participants will read their essays to the group and a panel of judges will pick 1st, 2nd and 3rd place.

Rules: The essay has to be at least 3 A4 pages long or more. The topic will be creative writing, which means that the essay will be a kind of 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.'



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 piece 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.

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?).

Ask if everyone is clear on what creative writing is. Ask for some volunteers to explain it in their own words to the group.

Reading a short fictional story (20 minutes)

If there are some books available (any fictional story), either hand out a few and in groups read a few pages of the book, or read to the whole group. 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.

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. Emphahsise 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, which 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 looses 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.

Use this good example:

'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. 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.

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 similes (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 similes 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 similes 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 anecdote that exemplifies the thesis statement.
- An authoritative quotation
- A controversial opinion
- Shocking fact or statistic
- Definition of an unusual term central to your thesis

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
- Avoid using rhetorical questions, trite phrases, or slang.

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: Violence and Abuse

Week 1: Human Rights, Violence and Abuse

Session Title: Human Rights, Violence and Abuse

Learning Objective: To understand the importance and meaning of human rights in terms of violence and abuse; 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: Power, Force, Consent and Abuse

Session Title: Power, Force, Consent and Abuse

Learning Objective: To understand the meaning of power, consent, rape and sexual abuse.

Estimated Time: 50 minutes



Materials Needed: Flip chart and markers



Facilitator Preparation: Understand the different types of power in the table below.

Activity with step by step instruction:

Introduction- Power (20 minutes)

Define the word abuse on the flip chart. Abuse definition: using something improperly. Abuse means to treat a person, or an animal, with cruelty or violence, especially regularly or repeatedly.

Often, the person who is abusing or being violent to someone is in a position of power. Maybe we have all witnessed a form of someone abusing their position of power, like a politician or a teacher or a parent. In smaller groups, discuss what different types of power and the powerful people who go with that type of power. For example, socially, we could be at risk of peer pressure and the powerful people in that situation are the people delivering that peer pressure. Give them a starting point by writing the words, Social, Economic, Political, Physical, Gender Based, Age Related.

	Types of Power	Powerful People
Social	Peer pressure, bullying	Leaders, teachers, parents
Economic	Controls access to goods/services/money/favours	Husband, father, head of household
Political	Implements discriminatory laws	Elected leaders, village elders
Physical	Strength, size, use of weapons, controls access or security	Soldiers, police, robbers, gangs
Gender Based	Cultural norms, traditional family structures	Males are usually in a more powerful position than females
Age Related	Cultural norms, traditional family structures	Young people have the least power

After the group have given some ideas, share and explain this chart with them.

Explain to the group that the more power one person has, the more choices that are available to them. Ask the group if they agree with this statement. Ask what choices people have if they have less power. (Ans: the less power one has, the fewer choices that seem to be available to them). The take-home note is **disempowered people have fewer choices and are therefore more vulnerable.**

Ask the group if they think all people who are in power abuse it? (No).

Force- (10 minutes)

Give this information to the group:

Force can be physical, emotional, social or economic in nature. It might also involve coercion or pressure, such as someone constantly pushing us to do something. Force also includes intimidation, threats, persecution or other forms of pressure (refer to the three different types of violence:

psychological, physical and sexual). The target of such violence is compelled to behave as expected or to do what is being requested for fear of real and harmful consequences.

Violence consists of the use of physical force or other means of coercion, such as threats or promise of a benefit (like money, food or school materials) to obtain something from a weaker or more vulnerable person.

Ensure the group fully understand the meaning of force. Give examples before moving onto the next session.

Consent (20 minutes)

Write "Consent" on a piece of flipchart paper. Ask participants what consent means to them. Write their responses on the flipchart paper. Discuss their answers. Ask someone to describe or explain the relationships among violence, power, use of force and consent (see the following suggestions):

Consent means saying "yes" or agreeing to something.

Consent is agreeing to do something freely without any element of force, fraud, deceit, duress or other forms of coercion or misrepresentation.

Acts of sexual abuse occur without consent.

Even if someone says "yes," it is not true consent if it was said under duress or if the perpetrator used any kind of force to get the victim to comply.

Children can never give consent to a sexual relationship with an adult.

Submission to the will of another, as in the case of threats, force or violence, does not constitute consent.

Ask participants if they can think of any examples. One of the most common examples is relationships with older men, who are sometimes called "sugar daddies." Be sure to make the following points:

- Some adults prey on young people who are economically challenged. For example, if a man asks a young girl to have sex with him in exchange for paying her school fees, it is unacceptable because he is the adult, and he is taking advantage of her vulnerability because she has no money to pay for school.
- Teachers are always responsible for their actions. For example, the notion that a teacher has a "love affair" with a student is not acceptable. Sex between a teacher and a student is unprofessional conduct and in most countries considered defilement when the girl is under age.

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 3: Force, Abuse and Power- Role Plays

Session Title: Role Plays; Force, Abuse and Power

Learning Objective: To understand the implications of power abuse; to explore the relationship between force, abuse, power and consent

Estimated Time: 60 minutes



Materials Needed: Printed out scenarios, pens, paper



Facilitator Preparation: Have the scenarios below printed out and readily available for each group.

Activity with step by step instruction:

Introduction

Ask the group who can re-cap some of last week's lesson. Remind the group what was covered and explain that this session the group will split up and work in small groups on a different scenario that relates to consent, power and abuse.

In small groups, have participants discuss the scenario and answer the questions. Ensure each group understands and role plays the scenario for the rest of the group. Give out pens and pencils to encourage planning.

Have each group summarize their scenario and present their responses to the whole group after giving 25 minutes for practice. Include the rest of the group for a discussion after each presentation.

Scenarios:

Scenario 1

Fatima comes from a very traditional family. She is 16 and does very well in school. She has always dreamed of becoming a doctor, and her teachers have told her about scholarship opportunities if she keeps up her studies. She has decided to tell her father that she wishes to apply for scholarships to study in the capital city. The same day she comes home from school to speak to her father, he tells her he has arranged for her to marry a very wealthy man from the next village, and she will have to discontinue her studies. Fatima has never met the man, and she does not wish to get married, but she respects her father and was raised to not disagree with her parents. Although she is very sad, she agrees to marry the man and is forced to drop out of school.

- Does Fatima give her consent to the marriage?
- Was any force used in this incident?
- Who has the power in this situation?
- What kind of power does the father have?
- What kind of power does the daughter have?
- How does power relate to choice in this example?

- What advice would you give Fatima?
- What advice would you give her father?
- Does this happen in your community?

Scenario 2

Aisha has just turned 14. She has noticed that many of the boys and men, including her teacher, have begun to look at her differently. Aisha is a good student, but it is very difficult for her to keep up her studies because her father is away working in the capital, and her mother is sick. Every day when Aisha comes home from school, she has to cook, clean and take care of her younger siblings. Aisha has just found out that her school fees are due, and she must purchase a new math book. One day as she is walking home from school, a man in a very nice car pulls up next to her and offers her a ride home. She gets in the car because the man looks nice and must have a lot of money. While in the car, the man begins to rub her leg in a way that makes her uncomfortable. He then tells her he would be happy to give her a little money in exchange for a few favours that she might do for him. He tells her it is OK and that all girls her age enjoy these favours. She does not want to do these things with this man, but a little extra money would help her with her school fees and assist her family.

- Was any force used in this situation?
- Who has the power in this situation?
- What kind of power does the man have?
- What kind of power does the girl have?
- What advice would you give to Aisha?
- What advice would you give to the man?
- Does this happen to girls you know?

Scenario 3

Mrs. Hernandez is a teacher at a primary school and often has morning duty to monitor the students while they are playing outside before school. She notices that the boys and girls play separately, which is normal at this grade level. One of the girls is older and much larger than the other girls. She is always with a group of girls and picks on the younger girls. One day, Mrs. Hernandez notices that they are being very cruel to a smaller girl; some are running up and pinching her breasts and she is crying. They are calling her names and teasing her. Mrs. Hernandez can tell that the smaller girl is upset, but she thinks this sort of teasing is normal so she leaves the girls alone.

- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the older/bigger girl have?
- What kind of power does the smaller girl have?
- What advice would you give to the smaller girl?
- What advice would you give to the larger girl?
- What advice would you give to the teacher?
- Does this scenario happen in your school?

Scenario 4

Mr. Smith, the math teacher, lives in a very small village far away from his family. He has been sent by the ministry to teach for two years in a rural area. He does not make a lot of money and can't afford to hire someone to help him in his house. He feels that having students do chores for him is one of the benefits of teaching so far from home. He believes that girls are not very good at math, so during math

class he often picks two of his female students to go to his house and clean it for him. The girls have never said they have minded doing the chores, but he notices that they always look tired, and his colleagues have said the girls have begun to do poorly in their other subjects.

- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power do the students have?
- What advice would you give the students?
- What advice would you give the teacher?
- Does this scenario happen in your school?

Scenario 5

Thomas is always late for class. No matter what he does to try to get there on time, his mother always has him do something around the house before he leaves for school, and it makes him late. Sometimes he doesn't even want to go to school because of the punishment he receives from his teacher. She makes him stand in front of the class, and she twists his ear until it makes him cry. The teacher does this to most of the boys and says it will make them men.

- Is force being used in this situation?
- Note to facilitator: The teacher is using force, but not necessarily forcing him to do something against his will.
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power does the student have?
- What advice would you give the student?
- What advice would you give the teacher?
- Does this scenario happen in your school?

Scenario 6

Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in science, and her teacher has offered to give her extra help. One day she stays after school, and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very uncomfortable, but is afraid to speak up against the teacher. She decides she will fail science rather than ask this teacher or any other teacher for help again.

- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power does the student have?
- What advice would you give the student?
- What advice would you give the teacher?
- Does this scenario happen in your school?

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

Processing (5 minutes)

Even though situations like “sugar daddies” occur, they are still wrong because of the unequal power relations, the use of force and subtle use of coercion. A child cannot consent to a sexual relationship with an adult. Reiterate that a teacher must never have a sexual relationship with a student because in most cases it is illegal and against any professional code of ethics.



Ask questions to the group based on what has been learnt today. I.e, did they learn anything new, did they gain a new perspective on anything, will they see things differently in the future?

Emphasis that skills learnt during the girls club, such as being assertive, confident, knowing your rights and saying ‘no’, can help in situations where people try to abuse based on their position of power.

Week 4: Dating Violence

Session Title: Dating Violence

Learning Objective: To understand dating violence; to identify early warning signs of relationship violence.

Estimated Time: 50 minutes



Materials Needed: Printed out scenarios and handouts, pens, paper.



Facilitator Preparation: Have the dating scenarios below printed out and readily available for each pair as well as the early warning signs of dating violence.

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group, how they would define the term dating violence. List responses that are appropriate on the board or flipchart. Give the following definition for dating violence.

‘Dating Violence is the use of physical, sexual, emotional, verbal, and financial abuse for the purpose of gaining and maintaining control and power over another in an intimate or romantic relationship.’

Compare the student’s responses with this definition for similarities and differences. Ask the group if they agree with this definition. If not, how would they amend it? Mention that there are many types of family violence (child abuse, sibling abuse, domestic violence), abuse (e.g. elder abuse), and interpersonal violence (e.g. between friends) that while important, are not the same as dating violence. Also mention that while both males and females can be victims and perpetrators of dating violence, the

greatest majority of reported victims are female and the greatest majority of recorded perpetrators are male.

Activity- Dating Violence (25 minutes)

Dating Violence Scenarios

- A) Ask each individual in the group to find a partner and sit across from their partner so they are facing their partner.
- B) Distribute the handout for this activity
- C) Explain that there are six different scenarios listed.
- D) Ask each team to go over the scenarios and determine if each is an incident of dating violence or not. Ask them to record answers by each scenario and provide an explanation of why or why not it is an example of dating violence

Discussion: Go over each scenario as a group and for each ask how the group responded by raising hands. Call on students who offer to give explanations for why or why not these are dating violence incidents.

The dating scenarios print out is at the end of this session plan. Below is a copy for use by the facilitator. The facilitator should be familiar with the talking points in parenthesis and use this information to provoke debate during the session.

You are going out with someone who....

1. is jealous and possessive toward you, will not let you have friends, checks up on you, and will not accept breaking up. (Explain how abusers can isolate the victim from family, friends and social activities as a tactic to create a physical, emotional, and possibly financial dependency. This isolation keeps victims from knowing about and seeking help from others.)
2. tries to control you by being very bossy, giving orders, making all the decisions, and not taking your opinion seriously. (Discuss verbal and emotional abuse and how over time this can erode a victim's self-esteem and lead to self-blame.)
3. scares you. You worry about reactions to things you say or do or have been threatened. Your partner uses or owns weapons. (Explain how victims are often intimidated and afraid. Dating violence can be very dangerous, possibly leading to serious injury or even death.)
4. is violent. Your partner has a history of fighting, loses temper quickly, and brags about mistreating others. (Mention how abusers may have a history of violence and disrespect. Abusers are often not angry or out-of-control when they abuse their partners their attacks are sometimes planned. The abuser often acts differently in public rather than in private settings with their partner. (This tactic is used to hide the abuse and avoid witnesses. Abusers also take great care not to inflict injuries in obvious places on the victim's body.)
5. & blames you for any mistreatment, saying you provoked it. (Discuss how victims are often blamed for the mistreatment they receive by their abuser. Often the abusers deny, minimize and rationalize their decisions to be abusive and violent.)

6. & believes one partner should be in control and powerful, and the other partner should be passive and submissive. (Discuss the importance in understanding that abusers often feel that they have a right and responsibility to be in control over their partner. Often this belief stems from adherence to strict gender roles and expectations. However, while the majority of reported violence incidents in domestic or dating situations involves male perpetrators and female victims, dating violence occurs in other types of romantic relationships.)

Hand out for participants:

You are going out with someone who...

- 1... is jealous and possessive toward you, will not let you have friends, checks up on you, and will not accept breaking up.
- 2... tries to control you by being very bossy, giving orders, making all the decisions, and not taking your opinion seriously.
- 3... scares you. You worry about reactions to things you say or do or have been threatened. Your partner uses or owns weapons.
- 4... is violent. Your partner has a history of fighting, loses temper quickly, and brags about mistreating others.
- 5... blames you for any mistreatment, saying you provoked it.
- 6... believes one partner should be in control and powerful, and the other partner should be passive and submissive.

Early Warning Signs of Dating Violence and Abuse (15 minutes)

Ask the group if they can think of any signs which might point towards someone being violence or abusive? If we can spot early signs in a relationship, concerning us or our friends, then we have a good chance of leaving before things get bad.

Provide this information to each individual through a print out or sharing handouts/ writing on a flip chart and have them read.

After the group have read and understood each warning sign, as a whole group come up with some examples of each sign. E.g, extreme jealous could be not wanting a partner to be friends with anyone else but you.

- 1)**Extreme Jealousy:** Boyfriend becomes angry if you talk to other people, have close friendships or express affection for others. He attributes this behaviour to his love for you and may say things like I'm nothing without you.
2. **Possessiveness:** He tries to control your life, telling you whom you can and cannot see how to dress and how to act. He wants to know where you are at all times.
3. **Emotional Abuse:** He frequently puts you down, calls you names, criticizes you or humiliates you in public and/or private.
4. **Physical Abuse:** He touches you in a way that hurts or scares you or forces sex on you.
5. **Explosive Anger:** He blames you or others for everything, including his own failures. He yells, hits walls, destroys your belongings or threatens to hurt you, your friends, or your pets.
6. **Mood Swings:** Watch for dramatic mood shifts. Possibly goes from being jealous and controlling to sweet and charming.

7. Alcohol and Drug Abuse: Substance use/abuse can affect a person's mood and disposition, sometimes acting as a trigger for violence. It also lowers a person's self-control again resulting in violent incidents. Using or abusing alcohol or drugs is not an excuse for one's actions.

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



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

Marys 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

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?
6. What are other situations or places where girls are in danger of coercive/unwanted sex in our community?
7. How can girls in our own community avoid these situations or dangerous places?
8. 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: 45 minutes



Materials Needed: Flip chart, markers



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 etc.

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.)

Read the poem Stand Tall

Stand Tall By Eunique Jones

Our self-esteem has been knocked down before

But we're survivors and we won't allow it to happen anymore

We've struggled to make it this far

And in our struggle sometimes we did fall

But in the end we've always stood tall

Ask participants what they think the poem means? After discussion, remind participants of the assets and strengths they possess (the things taught earlier in the program; being assertive, confident, knowing our rights, using good decision making skills etc) which can help protect them and see them through a bad experience.

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: School and Work Place Sexual Harassment

Session Title: School and Work Place Sexual Harassment

Learning Objective: To understand work place and school place sexual harassment

Estimated Time: 60 minutes



Materials Needed: Flip charts, markers, pens, paper



Facilitator Preparation:

Activity with step by step instruction:

Introduction and Recap (10 minutes)

Ask the group who can remember the definition of sexual harassment.

(Sexual harassment is defined as unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature.)

Explain that sexual harassment can often happen in the work place or at school. This type of harassment involves a co-worker or person of power such as a teacher, who uses threats or promises of rewards in exchange for sexual favours. Ask the group to come up with some ideas of what a co-worker or teacher might try to threaten you with or reward us with? Write answers on a flip chart.

Examples of threats or rewards (10 minutes)

On a flip chart, write this information for the group to copy down.

Examples of Threats:

- Getting fired
- Getting a bad evaluation/ report written about you
- Not getting a raise or promotion
- Being excluded from a group
- Reduced work hours
- Getting a bad grade on an exam
- Failing you

Examples of Rewards:

- Getting hired
- Getting a promotion
- Getting a raise or other special treatment
- Being included as part of a group
- Getting a better grade or review on an evaluation
- Getting a good grade on an exam

Sexual Harassment (10 minutes)

Explain this information to the group:

Work place/ school place sexual harassment is when a hostile environment is created.

- This type of sexual harassment is caused by repeated actions, comments, behaviors or objects that create an intimidating, hostile, or offensive work environment.
- Remind the class that behaviors that are repeated by the harasser are unwelcome and unwanted by the victim qualify as sexual harassment. For example, if a supervisor makes a comment and the behavior is never repeated, the single incident is not likely to qualify as sexual harassment unless it is repeated.
- However, certain behaviors and incidents do not need to be repeated in order to be considered sexual harassment including severe incidents, such as sexual assault.

Examples of a hostile work environment:

- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Emails with sexual jokes, pictures, or comments
- One incident of sexual assault

Abby's Story (20 minutes)

Read this situation to the group:

Abby is 17 and has worked as a store assistant in a shop for 8 months. She recently asked her manager for a small raise. She is one of the only female employees at the store and younger than most of the men who work there. Her male co-workers often call her "honey" or "sweetheart," or joke about her doing "men's work." She keeps quiet about it because she wants to fit in and feels nervous about how they would react if she ever said something.

Since Abby asked for a raise, her manager has been behaving differently. Sometimes he blocks her way and gets very close when she tries to pass; other times he tells her she's a "good worker" and rubs her back or shoulders. This makes Abby feel very anxious and some days she does not want to go to work. One day, he pulls Abby into his office and tells her that she isn't due for a promotion yet. However, if she agrees to go out on a date with him, he could pull a few strings and get her a raise anyway.

Give the group questions and ask them to get into pairs and discuss whilst making notes to report back to the group. After giving some time, ask the group to come back together and have a discussion.

Questions

Is this sexual harassment?

Yes. Repeated comments made her male co-workers and supervisor are sexual harassment.

Who is the harasser?

Some of her co-workers and her supervisor.

Who is the target?

Abby.

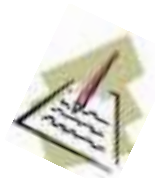
What can or should the target do?

Abby should write down the things that are said to her and who said them, when and where they were said, and how it makes her feel. She should contact the management at the store to let them know what is happening or make a formal complaint to management, the sexual harassment contact person at the company, or the Human Resources Department. She should also tell her supervisor that she cannot go out with him because she is uncomfortable dating a supervisor.

How would you feel if you were the target in this situation?

Possible answers include: uncomfortable, frustrated, intimidated, angry, wanting it to stop, feeling like there is no one to talk to since other co-workers and supervisor are harassers, feeling like these behaviors are a result of working in this field, feeling pressured.

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



[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.



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, and

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: Ensure that you have enough printed copies of the list for each group or pair

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!

Split the group up into smaller groups of 3 people. First, explain each item on the list so that everyone is clear about it. Emphasise that there should be no stealing of anyones property. You can ask people to borrow things and explain what the purpose it. But you have to give it back. All of the things you can find around the local area.

- A dead insect
- A stick as long as your arm
- A leaf bigger than your head
- Something yellow
- Something that begins with R
- An empty maize cob
- A piece of rubbish/ litter
- A handful of sand
- A piece of string
- Two bottle tops
- 5 ants, dead or alive
- A green leaf
- A brown leaf
- An alive insect
- Something with four corners
- Something pink
- A shoe
- A leaf that has been dipped in water

After ensuring everything has been explained properly, give a print out to each three with a pen so they can tick once they have found the item. The first group back with all of the items wins! You have to

check through everyone's items and ensure that they have everything as requested. Make notes on their sheet and send them away if needed.

Give prizes for the winning group!

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



Week 3: Sewing Bunting

Session Title: Sewing Bunting

Learning Objective: To practice sewing skills; to make a decoration that participants can put up in their own space at home.

Estimated Time: 45 minutes



Materials Needed: Small triangles of fabric, sewing needles, thread, scissors, cotton string



Facilitator Preparation:

Find small triangles of fabric at the tailors where they will usually donate their cut offs. Pre cut the triangles no bigger than the size of the hand.

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.

If available, put some music on to create a relaxed atmosphere. Give each girl three lengths of string the same size. The length will determine how long or short the bunting is. Braid/ plait the strings. Now, ask each girl to select some triangles and lay them out ready to be sewn onto the string. Leave a space between each triangle. Now, lay the string on top of the triangles, leaving no fabric coming poking out of

the top of the strings. Sew each triangle on securely! If there are any buttons or ribbons available, encourage decorations.



Show some pictures of completed bunting online if possible. The picture above is an example made from the instructions in this session plan which has been used to decorate a mosquito net.

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 (masking or sellotape), 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 sellotape 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.

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: Health and Fitness

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)

(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: What is High Blood Pressure?

Session Title: What is High Blood Pressure?

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.

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

Session 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 and Football

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:



July Year 2: Safety

Week 1: Understanding Harm- 'Stop, Go'

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 participant; 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 the girls 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 their 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.

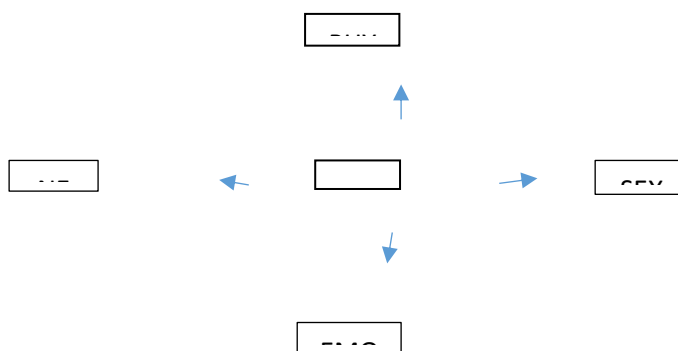


Physical abuse can be defined as any intentional act causing injury or trauma to another person by way of bodily contact. In most cases, children are the victims of physical abuse, but adults can also be victims, as in cases of domestic violence (within a relationship).

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 in their smaller 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: Safety in the Community

Session Title: Safety in the Community

Learning Objective: To look deeper into the safe and unsafe places in the community; for participants to think and discuss ways that they 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 surrounds. 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 is necessary to think about safe places that are OK for girls in our community 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 some 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 beautiful, whats 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. Ber careful! Come, lets go home. It is dangerous to go with people you don't know.

Mercy: I just don't know...

After the role play has been delivered, ask the group for different endings of the story and discuss which options are safe and unsafe.

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



Week 3: Safe Sex- Consent and Coercion

Session Title: Safe Sex- Consent and Coercion

Learning Objective: to understand what it means to freely give consent; to understand what coercion is; to identify situations of coercion and uninformed consent through role plays

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, books, pens, role play cards



Facilitator Preparation: Ensure the role play cards are ready for the session. Ensure that you read the session and understand everything before hand, as this is a sensitive subject. Be prepared for any questions.

Activity with step by step instructions:

Introduction (10 minutes)

Explain that in this session we will discuss about sexual coercion and consent. Ask the group if they know what these words mean.

Explain that consenting means agreeing to do something. Giving sexual consent means agreeing to have sex. All people have the right to give or withhold sexual consent. All people have the responsibility to respect their partners' right to give or withhold such consent.

Sexual coercion occurs when someone forces (or attempts to force) another individual to engage in sexual activity against her/his will. In a coercive situation, a person may be physically forced to have sex. Or he or she may fear social or physical consequences for refusing unwanted sex. Anyone can be coerced into unwanted sexual activity. Most commonly, however, girls and women are the victims of coercion. People may be sexually coerced in different ways. Ask the group if they can think of any ways

someone may be coerced, thinking back to sessions we have done on similar topics. Answers may include

- emotional manipulation
- deception
- physical force
- threats
- intimidation
- economic inducements

Explain that forced sex and rape can happen anywhere, including at home or within families and intimate relationships, and even settings which are normally considered safe such as schools or church.

Explain that many people feel confused about the issue of sexual consent. They want to understand the limits of what behaviour is appropriate or inappropriate in terms of ensuring consent.

Clearly state this to the group:

‘At any moment you are entitled to change your mind about what feels acceptable or to speak up if you believe you are not being fully understood or respected. You can say no to a sexual experience even after it has started. Consenting to one act or experience does not mean that you agree to any other act or experience. A person who consents to an experience one time has the right to say no to the same experience in the future.’

Explain that because girls have been taught to obey adults, girls sometimes feel they must say yes if an adult asks for sex. Because girls are often taught to obey boys and men, they may feel that they must agree to have sex regardless of their own desired. Such instances are not examples of meaningful, informed and freely given consent.

Before moving onto the next activity, ensure that everyone in the group understands the information provided, putting information on flipcharts for the group to copy down if needed.

Guidelines For Giving Meaningful Consent in a Situation Involving Sex (10 minutes)

With the group, make this list on a flipchart for everyone to copy down. Ensure the group are part of adding any elements that they believe should be in the guide. Explain each point so that everyone has a clear understanding.

- 1) Believe that you have the right to decide for yourself whether or not you want to participate in a particular sexual activity.
- 2) Have a sufficient sense of power and control over your own life to be able to communicate and implement your decision.
- 3) Have the maturity to understand what an activity entails and what consequences it might bring, and the maturity to communicate with your partner about these issues.
- 4) Be in a situation or relationship where your decision will be recognized and respected by your partner.
- 5) Know what the activity involves and what your feelings are about it; what the risks are; and how to protect yourself and your partner from unwanted pregnancy and infection.
- 6) Have a clear mind, not impaired by alcohol or drugs at the time of decision making.
- 7) Have accurate information about your partner’s current sexual health status (including about any previous sexual exposure or drug use that could present a risk to you).

- 8) As best you can, avoid situations where you are likely to experience pressure to have unwanted sex for material or financial reasons.

Case Studies (40 minutes)

Introduce the activity with the following explanation and questions: All of us have responsibilities, for example, at home, at school, and in our jobs. Sometimes, however, we are asked or told to do something (by peers or even by adults) that is not part of our responsibilities, which can be confusing or disturbing.

What does it mean to consent to something? [Probe for: to agree, to indicate or express a willingness.] We consent to do things for different reasons: Sometimes we consent to do something because we want to do it, for example, if a friend invites you to play football and you want to play. Or we might consent to do something we don't really want to do but that we agree to because it is important to us for another reason, for example, when your teacher assigns homework that you don't want to do, but you do it because you want to succeed at school.

Sometimes, however, we do something that we do not want to do just because it is difficult to stand up for ourselves, or we don't want to be rude. This situation might concern a matter that is not very important, like eating something you don't like because someone cooked it for you. Other times, it may concern a more serious matter, with serious consequences. What are examples of serious things that a young person might consent or not consent to do? [If students do not mention sex, ask about adding this to the list.]

Ask the group 'Raise your hand if you have ever agreed to do something that was not your responsibility and that you did not really want to do. Who can share an example? What are some reasons that a person might agree to do something that he or she does not really want to do? Write responses on the board.

- Form small groups so that each group has a different case study. Give each group its case study and explain: You have ten minutes. Discuss your case study, prepare a short skit, and consider which of the guidelines for consent are met or not met in this situation. [Allow 10–20 minutes to clarify the task and let groups prepare. Circulate among the groups to help as needed.
 - Ask the groups to present the case study, the skit and their opinion about whether the person in this case study was able to give free and informed consent. Ask if anyone agrees or disagrees with the groups opinion of whether the consent guidelines were met.
- 1) Ana is 19 and her boyfriend, Al, is 22. They have been going out for 6 months and having intercourse together for about a month. Ana usually enjoys sex, but sometimes she doesn't feel like having it. At those times Al often says things like, 'if you really loved me, you would want it' or 'if you don't have sex with me, maybe I'll have to find someone else who will'. She doesn't want to lose him, so often she gives in. Can Ana freely consent?
 - 2) Beni knows that he is infected with HIV but he hasn't told anyone. He has been dating Bea, and recently they have been talking about having sex. Beni plans to use a condom rather than tell Bea his HIV status. Can Bea give free and informed consent?

- 3) Carlo and Clea are in their twenties. They have been dating for a year and have talked honestly about their past relationships. They would like to have sex with each other. They talked about it and agreed to go to a clinic to get information and then decide together how to be safe and avoid any unwanted consequences. Can Clea give free and informed consent?
- 4) Dom and Deenah are 18 and have decided to have sex. Deenah says she is afraid of becoming pregnant, but Dom assures her that you can't become pregnant the first time you have sex. Can Deenah give free and informed consent?
- 5) Eve is 14 and in secondary school. Edo is 18 and works with Eve's father. Edo came to know Eve when he visited her house. Edo and Eve have started meeting away from her house as well. Sometimes Edo gives Eve presents and money, if she needs it. Recently he has started telling her how much he loves her and saying that he really wants to have sex with her. Can Eve give free and informed consent?
- 6) Finn is 18 and would like to have sex with his girlfriend, Fatima, who is 17. They have talked about the fact that neither has had sex before. He decides to read a book that his mother, a doctor, has about growing up, sex, family planning, and STIs. He asks his girlfriend what she thinks and offers to lend her the book. She reads the book and they talk about it again. She says she'd rather wait, so Finn agrees. Can Fatima give free and informed consent?
- 7) Gia, 24, is at a party at the house of some students, and she is drinking a lot. Her partner, with whom she has had sex before, pulls her into a bedroom and starts taking off her clothes. She is fading in and out of consciousness. Can Gia give free and informed consent?
- 8) Halle was taught by her mother that it is important for a woman to do whatever her husband asks of her if she doesn't want to lose him. She is engaged to be married to Hugh, and he says that now that they are engaged, it is okay for them to have sex. Halle strongly believes she should wait and wants to be a virgin when she gets married, but she thinks, "He will be my husband, and my mother says I should obey him." Can Halle give free and informed consent?
- 9) Jin is 20 and Josef is 19. About six months ago, Jin asked Josef, her boyfriend, if he would have sex with her. They are open and honest with each other, so he told her he was afraid of the consequences and did not feel ready. He said he would like just to kiss and touch each other for now. Jin really wanted to try intercourse, but she agreed with Josef. Now Josef thinks he is ready. He asks Jin where they can get more information to avoid any risk. Can Josef give free and informed consent?

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

Extra activity if there is time:

Close by facilitating a discussion: We know that circumstances exist in which a person does not have the control or power to say no. This is a violation of human rights. In many cases, the degree of control or power a person has is unclear or may be open to negotiation. In some situations, it can make a difference just to understand in your heart that you have the right to consent or not consent to having sex. This is an example of knowledge as power. Can a person know for certain if his or her partner is consenting without talking



with that person? Why or why not? What can someone do to be sure that a person who is “consenting” to sex is doing so freely and in an informed way?

Week 4: Malaria

Session Title: Malaria

Learning Objective: to understand how to identify signs of and prevent malaria; to understand the reasons why people get Malaria so easily; to learn how to protect the family and home against mosquitoes; to understand the consequences of untreated malaria.

Estimated Time: 60 minutes



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



Facilitator Preparation:

Activity with step by step instructions:

Introduction (5 minutes)

Ask participants their knowledge concerning malaria. Place information received on any surface that can be seen by entire audience. During the session, review information on the board, verify and/or correct preconceived notions.

What is Malaria? (15 minutes)

Ask the group three questions:

What is malaria?

How does someone get malaria?

What conditions encourage the spread of malaria?

Ask the group if we were to create a poster for someone who didn't know anything about Malaria, what would we want them to know? Give a few minutes for the class to discuss in small groups the answers to the questions. After writing ideas on the flipchart, give the below information.

Give this information:

Definition: Malaria is a dangerous disease spread by mosquitoes. It is responsible for the illness of one out of every 10 persons admitted to hospitals in Africa. Each year, malaria kills about one million people, most of them children, in the African continent.

Malaria is passed from person to person by some mosquitoes. When the mosquito bites a person, it injects into the blood the germy which cause malaria and, as a result, he/she, comes ill later.

After asking the group to feedback on the conditions which encourage spread of malaria, do not give any information just yet. First, move onto the next activity which is a case study about the conditions which encourage spreading.

Case Study (15 minutes)

Tell the following story.

There was a woman called Aissata Ndiaye who sold cans and bottles. All around her yard were cans and bottles with water in them. Aissata Ndiaye's young son was always getting fever. One day the boy had a terrible headache and a high fever with chills. Aissata Ndiaye went to the store and bought aspirin for the boy, but it did not bring the fever down. So she took him to the traditional healer. Soon after, the boy died. Aissata Ndiaye was unhappy for a long time. She could not understand why the boy had had so much malaria. She thought perhaps the boy was not meant to live. One day she heard about a health worker close to her village. She went and told him about her son's death. So the health worker went with Aissata Ndiaye to her house. When they arrived, mosquitoes were buzzing everywhere because it was late afternoon. The health worker saw the cans and bottles lying around with water in them. And he found little 'summersaulters' (baby mosquitoes) in the water. He showed these to Aissata Ndiaye and told her that mosquitoes biting her son had caused him to get malaria and die. Together they cleaned up her yard. Then he told her she should bring her other children to the clinic every month so they could receive medicine pills to prevent malaria. They became healthier and all were happier.

Ask the participants how malaria was contracted, spread and treated... Record answers on the board with the others recorded in the first activity. Then explain that: mosquitoes breed in water that is not flowing, especially, water caught in holes, pits, empty cans or tins, pots, bottles and anything that can hold water in which they can lay their eggs. Wherever there is water in such containers, there will be mosquitoes which will spread malaria.

Malaria Prevention (10 minutes)

Tell the group to think back to the imaginary poster we talked about at the beginning of the class. Ask them what they would want to put on the poster, to tell someone who has no idea about malaria, how to protect against it? Ask them to work in small groups to come up with some ideas, and then present ideas back to the class. Write answers on the flipchart and then give the below information:

1. Wear clothing to protect the exposed parts of the body in the evenings.
2. Sleep under a bed net impregnated with insecticide.
3. Cover your baby's cot with a bed net impregnated with insecticide.
4. Soak curtains in water mixed with insecticide before hanging them.
5. Put mosquito screens on the windows in the house.

It is also possible to prevent mosquitos from breeding near a house by doing the following things:

1. Drain or fill up with sand any holes or pits holding water in which mosquitoes can breed.
2. Cover all pots and other containers in which water is stored.
3. Bury in a deep hole all unwanted cans, tins, bottles, broken pots and other containers in which water can stand.
4. Clear all bush around your house.

Signs of Malaria (5 minutes)

Ask the group to come up with some signs of malaria. Record answers on a flipchart and then give the below information:

1. A child feels cold and begins to shiver.
2. He has a headache and feels pains in his muscles.
3. He becomes weak and gets tired easily.
4. He may start vomiting.
5. His body feels hot (temperature rises to 38° or 39° C or more).
6. He starts sweating. Then, his body cools down.
7. After a few hours, his body gets hot again.
8. His temperature may continue going up and down for several days.

Malaria-Getting Treatment (10 minutes)

Ask the group what they should do if they or someone they know has malaria? Write answers on a flip chart and give the following information, adding to the list as you go.

1. Cool his body down by wiping it with a cloth soaked in slightly warm water or by using a fan.
2. Make him drink plenty of cold water. I
3. Make him wear light clothing only.
4. Take him to the community health worker, health centre or hospital for treatment.
5. Follow strictly the instructions of the health worker or doctor.
6. Make sure the child takes all the medicine the health worker gives him.
7. Don't let him stop even if he says he feels well after taking part of the medicine. (If he does not take all the medicine, the malaria germs in his blood which the medicine has not killed will become active again later. This will make him fall sick again.)

Ask the group what will happen to someone who has malaria but is untreated in time? Explain that:

1. Malaria may affect his brain and make him start seeing and talking about things which are not real;
2. It may make him become unconscious;
3. It can make him have convulsions;
4. It will make him have anemia (inadequate blood);
5. It may kill him.
6. If a pregnant woman has malaria, she may lose her baby before it is born;
7. If she delivers the baby, it may not weigh as much as it should. You can avoid all these if you protect yourself and your family against mosquitoes, and prevent mosquitoes from breeding.

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

Closing Activity (5 minutes)

Ask participants to share any stories they might have concerning malaria. Then ask others to comment on the stories. Facilitate the discussion by directing participants through highlighting key factors contributing to the acquisition, transmission, signs and treatment of malaria



August Year 2: First Aid

Week 1: Dressing Cuts and Wounds

Session Title: Dressing Cuts and Wounds

Learning Objective: To learn basic first aid and practice some methods

Estimated Time: 50 minutes



Materials Needed: A roll of bandage or sometime similar, tissue paper.



Facilitator Preparation: Ensure that the materials are available.

Activity with step by step instruction:

Energiser (15 minutes)

Start with an opening energiser which lasts for about 10 minutes. As the energiser finishes, ask the group to imagine that at some point during the energiser, the facilitator left the room for some minutes, and a girl fell over scraping her knee very badly. Ask the group what they would have done. After some answers, ask if anyone has been in a situation where they have seen a bad accident or situation where first aid is required.

On a board, write that first aid is help given to a sick or injured person until full medical treatment is available. For example, if a friend is hit by a bicycle, we can use first aid to give them initial help before taking them to the clinic. Give the example that a friend fell over and cut all of the inside of her hand. We are going to learn how to stop the flow of blood and bandage the hand until she can get to the clinic.

Basic first aid- wounds (45 minutes)



Ask the girls to imagine that someone fell over and cut open their whole hand on a piece of glass on the floor. Her hand is bleeding a lot and it is an open wound. Ask if you know what they should do and listen to answers. Now explain the steps below whilst demonstrating. Write the key words on the board for the group to copy down.

After explaining, gather the group and demonstrate on one girl using the tissues, bandages and following the steps.

Stop the bleeding:

-Stop the bleeding. After making sure there is no glass inside the wound, apply direct pressure on the cut with a clean cloth or tissue until the bleeding stops. If blood soaks through the material, don't remove it, keep applying more cloth or tissue until it soaks up and apply pressure.

-Raise above heart- If possible, raise the limb above the heart if possible. This helps the bleeding slow down.

-Wash your hands- Wash your hands after touching others people blood and before cleaning and dressing the wound.

Cleaning a wound:

-Gently Clean- Use warm water with no soap as this could hurt the wound.

-Let it dry- Either pat the wound dry or let it dry on its own. Be careful not to let any dirt inside.

Protect the wound:

-Wrap up- Using a clean cloth or a bandage, wrap up the wound securely, applying a little bit of pressure and go to the clinic.

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 weeks session. Ask the group to recall information about last weeks 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 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.



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 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&tbm=isch&sa=X&ved=0ahUKEwjwp8mAyevPAhWEOxoKHT4fDC0Q_AUICCGb&biw=1366&bih=613#imgsrc=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:

