



DETERMINED TO DEVELOP
— MALAWI —

Non-Formal Education Curriculum: Std 6-8



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Introduction

The Non-Formal Education Curriculum (NFEC) Overview

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

The NFEC aims to provide a holistic out of school program which builds assets in an interconnected approach in order to mitigate girl's vulnerabilities, and ultimately increase their resistance to such challenges. The NFEC acts as a comprehensive 2 year guide which fits into an overall 6 year non-formal education plan. The sessions in this curriculum have been designed to address a wide range of challenges adolescent girls in Malawi face. This program is targeted particularly at females in Standard 6-8 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 behaviours that will lead to a better quality of life for participants
- Provide participants with the necessary skills to enable them to overcome the challenges of growing up and becoming functioning adult members of society
- Increase participants knowledge and skills in a range of subjects including reproductive health, decision making skills, resisting peer pressure, study skills, leadership, assertiveness, self-esteem and confidence building

Beneficiaries and Group Structure

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

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

Curriculum Structure

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

Learning Objectives:

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

Materials Needed:

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

Facilitator Preparation:

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

Activities

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

Wrap-up

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

Facilitators/ Mentors



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

The NFEC should be conducted in a 'safe space' in order to provide a safe and supportive learning environment. Regular and reliable meetings, under the guidance of female mentor(s) from the same community, are critical in building social assets from vulnerable girls. Youth leaders can help young people by providing them with correct information and skills to adopt healthy behaviours and to stay safe through the ever changing and challenging time of adolescence.

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

Facilitation and Leadership Skills

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

Session Title: Facilitation and Leadership Skills	
Learning Objective: Define a facilitator; be able to understand why it's important to be a good facilitator; be able to list the effective skills of a facilitator; differentiate between good and bad facilitation skills; know some strategies to handle difficult, sensitive or challenging situations.	
Estimated Time: 60 minutes	
Materials Needed: Flip chart paper, markers, note books and pens for participants	
Facilitator Preparation: Ensure familiarity with the content, prepare materials and ensure an appropriate space is available for the session.	
Activity with step by step instructions: <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; explain the way the club will be conducted; to discuss committees; participant introduction; distribute books to each participant; to create the code of conduct

Estimated Time: 60 minutes



Materials Needed: Enough books for all participants, ball pens, flip chart, marker pens



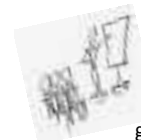
Facilitator Preparation: Prepare a flip chart outlining the aims of Girls Club, have enough books and pens for each participant, come up with some committee ideas (e.g.- in charge of distributing note books and pens at the beginning and end of each class, time keepers etc.).

Activity with step by step instruction:

Introduction (5 minutes)

Start by introducing yourself and welcome the participants. Explain the aims of girls club using the flipchart already prepared and that this is a safe place for everyone to be together to express ourselves, learn together and take part in all of the sessions.

Explain that all of the participants should feel comfortable to be involved in girls club and that this is a place where they can practice being confident, learn new things and grow as an individual. Ensure everyone understands the times/ days to meet. Explain that



sessions will usually start with an ice breaker or energiser and end with a closing activity.

(Facilitator tip: The more enthusiastic you are about Girls Club at the beginning, the more likely the girls are to be excited too. Use good facilitation skills to show the participants can trust you and feel free in the groups space).

Introductions to one another (15 minutes)

Ask participants to get into pairs. They should ask their partner their name, their favourite food and something that makes them happy. After 5 minutes of letting the partners discuss, bring the group back together and the pairs will take it in turn to introduce each other. The participants will introduce their partner and the partner will introduce them, telling the rest of the group their partners name, what their favourite food is and something which makes them happy. This way, they will have to remember each others names and be confident in speaking to the rest of the group.

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

Code of Conduct (25 minutes)

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

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

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

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

Choosing committees and members of the committees (5 minutes)

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

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

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

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

Closing Activity (10 minutes)

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



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

Week 2: 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; an introduction to simple study skills

Estimated Time: 50 minutes



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



Facilitator Preparation:

-Write out the story 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. Write 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.

Ask if anyone has used a method like this before. Can they share?

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 participant 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 flip chart, display the whole story 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 story.

There was a girl named Joyce who lived with her mother and sister in Karonga. Joyce and her sister were on summer holiday. One day, her mother told Joyce and her sister that she had an exciting surprise. They were going on a trip to a game reserve! Before they left, Joyce's mother packed biscuits and bananas for them to eat. They took a minibus to the park. When they arrived, they got on a big truck which took them around the park. They saw hippos, impalas, and even elephants! It was a sunny day and Joyce, her sister, and her mother all had a great day! When they returned home, everyone was hungry from their adventure, so Joyce's mother made sima, beans, and greens for dinner. Joyce slept so well that night and dreamed of elephants.

Divide the class into 2-3 groups. Have one girl from each group copy the story from the flipchart. Instruct each group to work together to decide which words from the story are key words and use a different coloured pencil or marker to circle those words. Walk around the room and check on the class to make sure everyone understands and is working well. After giving some time to complete the task, go around the room and ask participants come up to the flip chart and circle the key words in one sentence. Keep picking new volunteers to do the same until the end of the story.

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



[Week 3: Story Writing](#)

Session Title: Story Writing

Learning Objective: To practice writing stories, creativity, reading and writing. To make decisions about what happens next.

Estimated Time: 60 minutes



Materials Needed: Books, pens, flip chart, markers



Facilitator Preparation:

Print the story board or draw one up on a flip chart as an example.

Activity with step by step instruction:

Introducing Story Writing (10 minutes)

Start by asking participants to recite some of their favourite stories (alternatively, use one of your own). Ask why they like the story so much... Is it interesting? Is it funny? Do they like the subject of the story? Using these stories as examples, explain that a good story is interesting, exciting, informative and has a beginning, a middle and an end. A good story has a theme or something that happens. It has characters and a setting.

Explain that we are each going to write a story. Story writing is important because it can help us with language and creativity.

Ask the group what they already know about story writing. On a flip chart write down some points. Some of the things that should be on the list are:

A story has three parts:

1. Beginning
2. Middle
3. End

Stories contain the following elements:

- characters (people in the story)
- setting (where the story takes place)
- action (what the characters are doing)
- theme (funny, scary, action, mystery)

Creating a story board (20 minutes)

Some of the ideas we are going to use to help start a story should be displayed on a flipchart (participants can also give their own ideas and don't have to use the story start ideas).

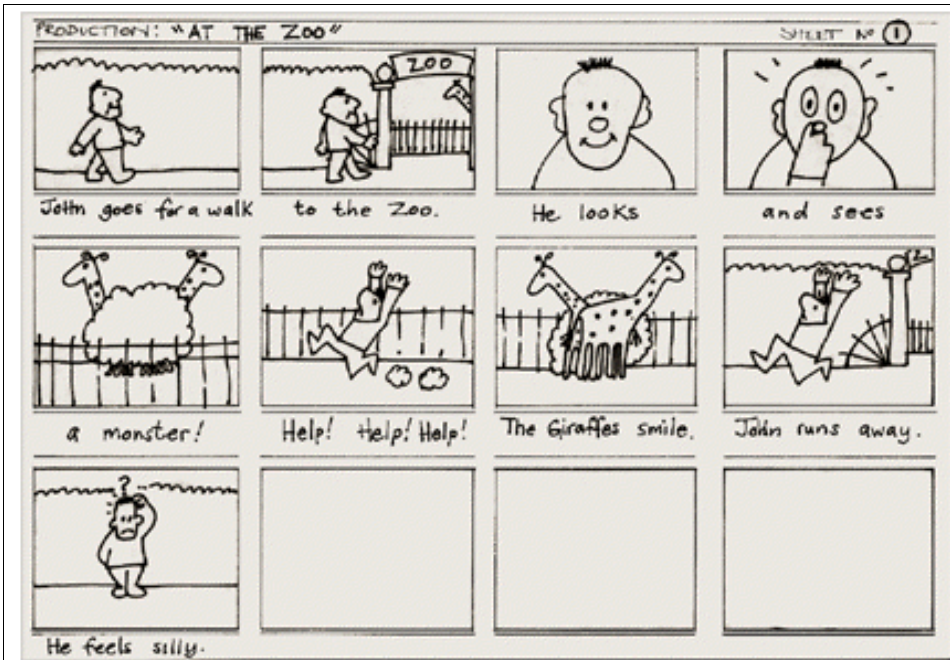
- The timid lion was quietly crawling in the desert
- The fisherman was at the market
- The teacher was hiding in the library

Prepare a story board on the flipchart as an example (no more than 5 illustrations). Divide the girls into 2-3 groups and ask participants to come up with a story board (see picture below for an example). A story board should have a picture in each square to illustrate what is happening at each part of the story. Remind them that the story should have something interesting in it, characters, a setting etc. Underneath each picture there should be a sentence to describe what is happening at that part of the story.

Remind the group that the pictures do not have to be pretty, it's just a quick drawing. After 20 minutes, come together as a class and let some present their story board to everyone.

Writing a story (20 minutes)

Now get the participants to develop their story by writing a paragraph or a few sentences for each square on the board. Their story should start coming together. Go around the room and help anyone who is struggling.



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

Telling a story (10 minutes)

Ask members of the group to present their stories. Get the class to comment on what they liked about the story. Ask participants to read their story to a friend or younger brother or sister and encourage them to report next session about what it was like to tell someone their own story.



Week 4: Memory and Concentration Skills

Session Title: Memory and concentration skills

Learning Objective: For the group to understand the importance of memory and concentration skills; to put skills to the test in memory games and techniques; to practice concentration through games.

Estimated Time: 50 minutes



Materials Needed: deck of cards, flipchart and markers



Facilitator Preparation: Ensure a clear understanding of the games before starting the session.

Activity with step by step instruction:

Introduction (15 minutes)

Explain to the group that memory skills are an important element of studying effectively. Often, our brain can forget things that we have learnt. When preparing for examinations it's important that the things we study and learn are retained in our memory, so when we write the exam, we can easily remember what we have revised on that topic. Regular revision is always advised during exam period, and those who revise their notes throughout the term will have a better chance of succeeding in an exam.

Ask the group if anyone has tried some memory techniques before. A common one might be when practicing spellings. Demonstrate to the group on the board the Look, Cover, Write and Check method. (Write the word you are practicing, look at it for a moment and memorise, cover the word up, then rewrite it from memory and check it against the original word). This can be done over and over until the person remembers the word well.

Ask the group to fold a page over in their books so there is space to write one word in the margin and then cover it up. Give a few difficult words. Ask them to practice the Look, Cover, Write and Check until they can spell the word(s) off by heart. After some minutes, ask individuals to come to the board and demonstrate writing the word without looking. Now ask the group if they can see how important, easy and even fun it is to improve their memory skills!



Before moving onto the next activity, explain that memory games exercise the brain, making it more sharp and alert. They have been shown to help prevent some memory-related illnesses, such as Alzheimer's Disease, and they enhance other brain functions such as attention level, reading and reasoning skills.

I'm Going to the Market (15 mins)

Instruct the girls to sit in a circle. Each girl must think of a food to buy from the market. One person starts by saying, "I'm going to the market to buy fish." The next girl will repeat "I'm going to the market to buy fish" and add something else to buy from the market, e.g. "I'm going to the market to buy fish and potatoes." Repeat this process, with every girl in the circle adding something new to buy from the market.

Spelling Bee (20 mins)

Come up with a list of words that the girls will be able to manage to spell. Divide the girls into small groups with about five girls in each group and give each paper and pens. Ask group 1 to spell a word. If

they are correct, they get a point. If they are incorrect, the next team has the chance to spell the word. Keep going until one of the groups has spelled the word correctly. Whichever group spells the most words correctly wins.

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

5 minutes

At the end of the session, ask the group what things they found hard about memory and concentration. What did they enjoy? Explain that the activities in the session have been shown to illustrate the importance of memory and concentration. At school, it's important to remember that everything we learn in class is not going to remain in our memory until the time of exams unless we practice it.



October Year 1: Self-Esteem

Week 1: Self-Esteem Building and Image

Session Title: Self-Esteem Building [Pt. 1]

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

Estimated Time: 1 hour



Materials Needed:

Chalk OR flipchart and markers, paper and pens/pencils for each participant, safety pins



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:

Activity 1: What is self-esteem? Where does it come from? (20 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 2—Ask: What does it mean to have high or low self-esteem?
- 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.



Activity 3: Who Am I? (20 minutes)

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

Activity 2: 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 participant’s focus on positive and good things to avoid having anyone writing negative things on the cards.)**
- Step 3 - Instruct: Now write your names on an upper corner of their papers and to make a symbol that represents you in the center. You could trace your hand, draw a star, heart, or sun—anything that represents you. Next, attach your papers to your backs.
- Step 4 -Ask the participants to think about the different people in the room.

Use the following questions:

- What positive words would you use to describe each person?
- What happy message would you like to give to different people in the room?
- Step 5 - Explain: When I say, "Go!" you should move around and write one (or two) word(s) on each other's papers (or draw symbols to represent those words).

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

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

Closing Activity (10 minutes)

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



Ask participants to summarize what they have learned. Fill in any key points they miss. {Key Message: Knowing which qualities to admire about yourself, and which qualities you need to strengthen can help build self-esteem.}

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

Practice Activity:

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

[Week 2: Self Esteem Building and Beauty](#)

Session Title: Self-Esteem Building [Pt.2]

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, markers, and pencils, note books, mirror(s) if possible

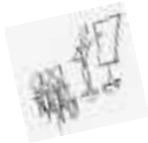


Facilitator Preparation:

Activity with step by step instruction:

Discussion [Read to the girls](10 minutes):

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.



(Facilitator tip: Do this activity in Chitumbuka to ensure full understanding of what you are saying.)

Discussion Question: What is beauty?

After a short discussion, you can write some key words down on the board that can be used in the next session, include some ideas of your own if they are not picked up by the girls, such as intelligence, confidence, determination to give ideas for the next activity).

‘I am... poem’ (40 minutes)

1. Pass out slips of paper for the girls
2. Participants will take some time to reflect upon some positive qualities about themselves, explain that they will be using these qualities to create their poem.
3. Participants will have the opportunity to share how they feel, how they see themselves, what they like to do, what they are good at, and what they wish for.
4. The poems will be about 10 lines and each stanza will begin or end with “I am [name]”
5. Give an example of your own “I am...” poem.
I am a teacher.
I am a woman.
I am a dancer.
I am Gabriela.

I am a child of divorce.
I am worried sometimes.
I am happy when I am cooking.

I am Gabriela.

I am a volunteer.

I am hopeful.

I am grateful for my friends.

I am Gabriela.

6. Give each participant paper and a pen or pencil. Direct them to write 10 to 15 "I am..." statements on their paper. If they need help thinking of statements, provide them with suggestions of adjectives, feelings, or descriptions of themselves based on what you know about them. Give participants 10 to 15 minutes to write their statements.

7. When each participant has written 10 to 15 "I am..." statements, direct them to get into pairs. Have participants choose which partner will go first. This partner will read their "I am..." statements first.

8. Have them read their poem looking directly at their partner. Remind the participants who are listening that it is ok to look into someone's eyes; it shows that you are interested in what they are saying, even if it feels a little uncomfortable.

10. Switch partners and repeat the activity.

11. When all participants have read their poems aloud ask how did it feel to read it while looking at your partner?

12. Direct participants to choose their favorite "I am..." statements to include in their finished "I am..." poem. They can choose them all or only a few. Their poem should be about 3 stanzas. Have them write out a draft of their poem, including the "I am "participant's name" lines.

13. Give participants time to write out a final copy of their poem on paper. Allow them to decorate their poems creatively!

(Facilitator tip: These poems can be used for presentations or variety shows. Poems should be kept as a record.)

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

Ask the girls to read their poems to their parents or friends at home and report next week on how it felt and what response they got.



[Week 3: Personal Coat of Arms](#)

Session Title: Personal Coat of Arms

Learning Objective: To show how girls can build self-esteem by lifting each other up. In addition, recognizing how unique and beautiful each person is with their coat of arms worksheet.

Estimated Time: 1 Hour



Materials Needed: Print coat of arms worksheet; markers, pens, pencils, chalk, pre-cut small square pieces of paper for affirmations



Facilitator Preparation: Prepare materials coat of arms print out sheet for each participant or provide A4 papers and ask the group to copy out this design (image below).

Activity with step by step instruction:

Affirmations (25 minutes)

(Facilitator Tip: Repeat things in Chitumbuka so that the group understand everything correctly)

- Split participants up into small groups of 3 or 4, and pass out pieces of paper
- Have them write something positive about the other people on a piece of paper and give it to them
- Have examples of compliments up on the chalkboard

Have this discussion with the group: Think about how good it feels to hear someone say something nice about you, about how you look, about something you did, or something you created. That's the power of compliments! Young women sometimes have trouble giving compliments to each other for fear that the object of their admiration will find them jealous or insincere. Similarly young women sometimes have trouble accepting compliments, often thinking the giver of the compliment is making fun of them, is jealous or insincere. Teaching young women not to be afraid to give a compliment and how to accept a compliment can help them maintain healthy friendships and be proud of their own strengths, thereby resisting peer pressure, avoiding friends who don't treat them with respect and helping build self-esteem.



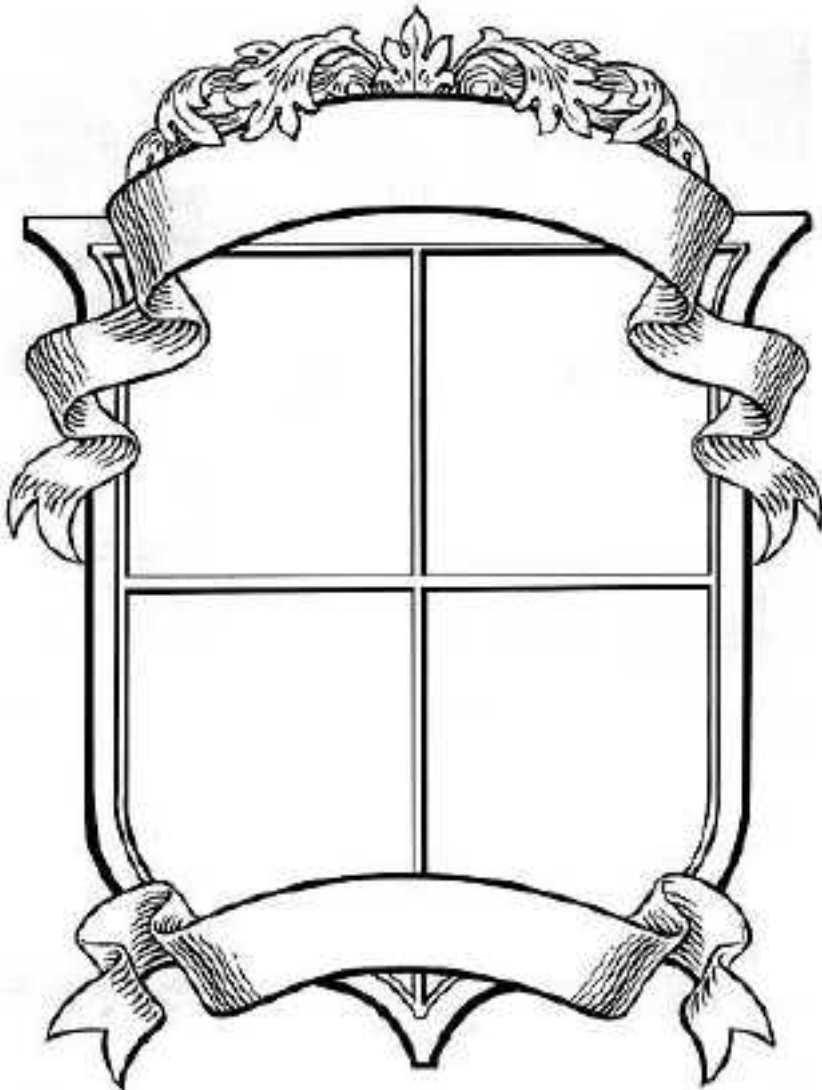
Discussion Questions: • How do you feel when you receive/give a compliment? • How might a compliment affect someone's day? • How can a compliment that you receive/give relate to self-esteem?

Activity 2: Coat of Arms worksheet (25 minutes)

- Explain that a coat of arms is a design that represents something or someone with pictures and drawings. Ask the girls to think of the things that really represent them, like their country, their favourite things, family, friends, school, church etc.. Get them to be creative.
- Have the girls use markers to create their own coat of arms, using positive self characteristics and discuss why they chose the characteristics they chose at the end.
- Use the Coat of Arms / Family Crest printout as an artistic prompt. Ask the group to draw things that represent something about themselves in each of the shield's quadrants. The banner beneath the shield can be filled with a name that summarizes their personal coat of arms.

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

Practice activity: Practicing confidence and self-esteem by telling a sibling or friend something nice or positive at least once a day.



Week 4: Self Esteem at School

Session Title: Self Esteem at School

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

Estimated Time: 50 minutes



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



Facilitator Preparation: Ensure you know the material in this session plan fully before delivering it.

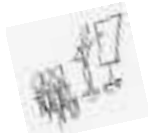
Activity with step by step instruction:

Introduction and reiteration of past sessions on self-esteem (10 minutes)

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

High self-esteem allows us to:

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



Working on your own self esteem (15 minutes)

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

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

- Not comparing yourself with others.
- Thinking about the kind of person you are and making a list of your best qualities. What do you like about yourself? Are you generous? Do you have a good sense of humour?
- Being aware of the things you are good at and things you would like to improve about yourself, but not being overly self-critical.
- Being realistic.
- Set achievable goals so that you can be satisfied when you accomplish them.
- Spending time with people who make you feel good about yourself
- Staying away from people who damage your self-esteem.

Role Play (15 minutes)

Explain the situation below to the group:

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

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

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

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

Review the previous exercise by saying:

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

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

The importance of self-esteem (10 minutes)

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

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

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

Facilitators elicit responses should as:

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

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

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

Closing Activity (5 minutes)

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



November Year 1: Public Speaking

Week 1: Good and Bad Public Speaking Habits

Session Title: Public Speaking- Good and Bad Habits

Learning Objective: By the end of the lesson students will know the basic things to consider in public speaking and presenting

Estimated Time: 50 min



Materials Needed: Flip charts, hand-outs (printed from the notes), markers, notes books, pens



Facilitator Preparation: Prepare notes on what one has to do in public speaking, presenting.
(Notes to print and hand to each student)

Take a deep breath and don't push yourself; take your time, organize your thoughts. A good speech is not a sprint or even a marathon; it should be a pleasant, calming walk—for you and for the audience.

Good Body Language Sometimes, we tend to do things we don't realise when addressing a group of people. This could include putting our hands to our mouth which means our audience won't hear us. Or looking down at our feet. Smile at the audience and show them you are confident and happy.

Give your audience—and yourself—a break from time to time. You needn't give all your speech all at once. Think of how you normally converse at a small gathering of people; there is a natural give and take, pauses in thoughts, breaks for breathing. The same applies when giving a speech. Build in a few quiet moments in your speech, places where you can step back for a few seconds to give yourself and the audience a moment to contemplate what you just said and to regroup for the next part.

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

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

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

Activity with step by step instruction:

Introduction (15 minutes)

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

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

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

Write responses on a flip chart.

Now write another list of who might make a public speech (teachers, priests, government officials, an employee, anyone speaking at a funeral etc.).

Good and bad feelings about public speaking (15 minutes)

Ask the group to now think about what bad feelings they, or someone, might have about public speaking. Ask: how would you feel if I told you that you have to come and do a speech in front of the GVH, parents, teachers and the rest of the girls club? Would you feel prepared? Write some of the feelings down on the flip chart (nervous, scared, worried, forgetful of what they have to say, sick, unconfident, doubting their own ability). Explain that, if one is prepared, the all of these feelings can go away.



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

Tips for public speaking (10 minutes)

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

Examples of good and bad public speaking (10 minutes)

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

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

Remind the students that:

1. During a presentation the **audience is encouraging** to succeed.
2. Explain that next session we are going to come up with a short speech which will introduce ourselves to an audience. You should study the help sheet and prepare yourself to write a speech next session. In session three, we are going to present it to the group and record it, and then watch it back to see what we can improve on!



Week 2: Public Speaking Activities

Session Title: Public Speaking Activities

Learning Objective: To understand that public speaking skills are used in daily life as well as public speaking events. To learn public speaking skills through fun activities.

Estimated Time: 60 minutes



Materials Needed:



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 what kind of person might make a speech. Wait for answers and then reiterate from last week.

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. Learning how to think up stories on the spot can help with stronger public speaking skills because it puts us under pressure. Explain that a little bit of pressure is good. Getting used to performing under light pressure can help us to feel more comfortable whenever we are in a higher pressure situation, like public speaking to a large audience.

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.

My Friends Life (15 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.

This activity 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, being creative and making up a fictional life for their partner. It can be as crazy as possible!

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.

Different to the previous activity, 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 be realistic.

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.

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.

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.



Week 3: Public Speaking Practice

Session Title: Public Speaking Practice

Learning Objective: To practice reading out a rehearsed speech

Estimated Time: 55 minutes



Materials Needed: Pens, books, flipchart, markers



Facilitator Preparation:

Activity with step by step instructions:

Introduction and writing a speech (40 minutes)

Explain to the group that during the second half of this session, everyone will get a chance to read out their speech that they have prepared in the first half. Give some examples of topics that learners can write about:

- Why I love school
- My best friend
- Any issue they are passionate about
- Why I love girls club
- My dream job
- My favourite thing to do/ play
- Why it's important to stay in school
- Why I like playing at the lake
- My favourite thing to cook/ eat is...

Give a list of examples and ask each member of the group to choose a topic of their speech. Explain that they will have to write a short speech about any topic they like. It does not have to be one included in this list. The speech should be about 1 minute long and they should do their best to try and remember it off by heart.

Try to reiterate the good and bad traits of a speech learnt in session one of this topic so that learners remember to practice the good elements and avoid the bad ones. Give each learner a pen and paper to write their speech. Move around the room helping.

Performing a speech (20 minutes)

Ask the group to come back together and have participants come up one by one and present their speech. They should be encouraged to not use their notes. After each speech, ask the group to comment on any good point as well as things they can improve on. Do this for each participant.

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

Explain that practicing things like making a speech can help us to feel comfortable when we have to do a real one. The same way as we have to practice anything to get good at it, this is also the same! Ask the group how they felt standing at the front and doing a speech to everyone.



Week 4: Leadership

Session Title: Leadership

Learning Objective: To define a good leader, to discuss leaders in the local community, to focus on one female leader and write about their attributes.

Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, pens, books



Facilitator Preparation:

Activity with step by step instructions:

Introduction (10 minutes)

Ask the group what they define as leadership. Encourage them by asking who is a leader, what does a good leader do, what are the signs of a good leader? Make a spider diagram with any ideas surrounding

leadership. Then give this definition: A person who leads or commands a group, organisation or country. Ask the group to copy down this definition in their notebooks.

Create a list of people who are leaders. (Captain of a famous team, priest, head teacher, government leaders past and present). Try to write a list which includes specific names of leaders and different types of leaders. (E.g, Joyce Banda could be in the list of leaders, and a head teacher could be in the list of 'types of leaders'.)

The Traits of a Good Leader (10 minutes)

As a class, brainstorm aspects of leadership. Ask, "Based on what we already know about each leader in the list, what are some traits that leaders possess?" On flip chart paper, compile a list of leadership traits that students can use for reference during the rest of the lesson. Some traits might include honesty, vision, competence, ability to inspire, intelligence, persistence, charisma, passion, curiosity, good public speaking skills, strong communication skills, conflict management and creativity. Discuss any ideas as a group and add to the list as you go.

Who is a good leader to you? (10 minutes)

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.

Examples could include:

- policewoman
- teacher (headmistress)
- class room assistant
- head girl
- mentor
- female chief (Mponela)
- Someone who takes initiative to start something new in the community
- Anyone who is speaking out about issues they believe in
- Mother

Independent Activity (25 minutes)

Have students write a one paragraph to one page reflection essay about someone that they consider a leader in their life. The essay should consider the questions: What qualities does your leader have? What experiences have shaped his or her life? What about him or her makes you want to follow or emulate him or her?

After giving some time, encourage the group to share their ideas.

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

Closing activity (10 minutes)

Ask the group what they could do to be more like the leaders they aspire too.

Ask the group if leadership is always a good thing. (What about bad leadership, like Hitler?

He was a good leader, but the things he taught were very very bad- in this case, is it positive or negative to be a good leader? –Answers could be that yes, only if you use it in the right way).

Ask the group if they would like to be known as a leader, and if so, what for?



December Year 1: Personal Hygiene

Week 1: Good and Bad Habits of Personal Hygiene

Session Title: Good and Bad Habits of Personal Hygiene

Learning Objective: To learn the importance of good hygiene habits

Estimated Time: 50 min



Materials Needed: 20 pieces of paper, pens/pencils, a box (carton, small sized), blue tack/ sticky tape



Facilitator Preparation: Come up with 10 good hygiene habits and 10 bad hygiene habits and write them on separate pieces of paper

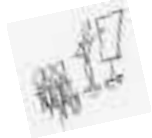
Activity with step by step instruction:

Discussion (10 minutes)

Start by asking the girls what they think good hygiene means. Ask what kind of things they do in the morning before school, at night before bed, before using the bathroom etc. Have a discussion together about the good things we should be doing each day to keep ourselves clean and healthy. If we don't do those things, what would happen? (Get sick, have bad appearance, smell bad etc.). Ask the group what kind of bad habits result in those bad things. Make sure the group sees why it is important to keep up good habits.

Activity (30 minutes)

1. Fold up the pre-prepared pieces of paper with good and bad hygiene habits on them. Mix them up in the carton and let the students each pick out one piece of paper at a time. Let the person read out the sentence on the card to the group and let them decide together whether it is a good habit or a bad habit.



2. Have a corner for good habits and bad habits. Stick each card in the correct corner.

3. The individual should decide whether the card goes in the good habits or the bad habits section. If she needs help the group can step in.

4. After each of the cards have been put in their correct place. Ask the group to write up the good and bad habits in their books.

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

Do a closing energiser (10 minutes)

E.g: throw a rock around the room to different people in the group and ask them to explain what they learnt in this session



Week 2: Clean Hands

Session Title: Clean Hands

Learning Objective: For students to recognise the importance of personal hygiene, particularly about keeping hands clean

Estimated Time: 45 min



Materials Needed: water and soap, glitters/ ash, potato, knife, hand towel



Facilitator Preparation: Find a large potato and peel it. Cut it in half and take it to class in a zip lock bag

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group why it is so important to wash our hands. When do we need to most wash our hands? What could happen if we don't wash our hands? What are the most important times to wash our hands and why? Have a short discussion.

Dirty Paper Game (20 minutes)

Each girl will be given a white piece of paper. She should take it outside and rub it in the sand. After a few minutes they can remove the paper and hold it up to the sunlight. The facilitator will ask the girls what they see on the paper. Tell the girls that this is the same as when we have dirt on our hands and feet. Every time we walk somewhere barefoot or touch something with our hands, we collect dirt that we sometimes can't even see. If we go to the toilet without shoes or wearing flip flop then touch our feet we can easily get germs from our feet. This is why it is important to wash our hands, so that we do not spread the dirt and germs to other people.



Washing Hands Game (35 Minutes)

-Every student should apply glitters and ash in her hands (use a few different colours of glitter). Use a bowl to catch the glitter and ash underneath

-Ask the group to go about introducing themselves to one another by shaking hands
Stop the group after 5 minutes of this. Ask them to each look on their hands and see how many different colours of glitter they can see on their hands (and how much ash). This shows how easily germs can spread by something as simple as shaking hands, something we do each day.

-Ask the group how they will now get the glitter and ash of their hands. Challenge them to use just water. Ask if their hands and nails are clean.

-Now use soap and water to clean the hands. Indicate that the students should scrub off their germs like they did by removing the glitter each time they want to clean their hands because washing hands can greatly reduce the spread of germs.

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



Week 3: Germ Transfer

Session Title: Germ Transfer

Learning Objective: To educate the group about germ spreading and how to reduce the spread of germs.

Estimated Time: 50 min



Materials Needed: washable paint, the two halves of the potato from last week



Facilitator Preparation: Put a blob of paint in the palm of one hand right before the start of the session (try not to let the rest of the group see you do this, for added dramatic effect).

Activity with step by step instruction:

Introduction to germ spreading (10 minutes)

Once the class is sat down and ready to listen after an energiser, prepare some paint on your hands and try not to let the group see. Have this ready on your hands before starting to talk. Address the group and introduce the topic. In the middle of speaking pretend to do a big sneeze into your hands. Then act out looking at your hands and pretend that it is lots of snot all over your hands. Go around the room and try to shake hands with the girls and hi-five them. Some of them might not want to touch your messy hands and some who do, will get mess on their hands too. Explain that germs are transferred that easily. Ask why some of the girls did not want to touch your hands.

How are germs spread? (20 minutes)

Ask the girls to get into small groups and think of 5 ways each that germs can be spread easily. (some answers are: not washing hands; touching something dirty and putting hands in your mouth; eating food which has not been cleaned; drinking out of someone else's cup; not washing hands after the toilet; helping a sick person and not cleaning hands). After 5 minutes each group should tell the rest of the group their answers by acting out the actions.



Get the groups back together and spend a few minutes coming up with consequences of germs spreading. For example, what would happen if you touched money, something which is passed from hand to hand thousands of times, and then put your hands in your mouth? Get the groups to feed back to everyone about their answers.

Activity (20 minutes)

Pick a few girls to be used in this activity. Cover their hands with washable paint (or any other substance that can wash off easily like chalk dust, glitter or ash). Let them go about the room acting out some of the activities you discussed previously (greeting people, touching unclean food, holding a sick baby... Make sure that they touch things and people around the room with their hands). Everything they have touched will have 'germs' on it now (you can even put some on the feet of one participant to show that germs on our feet spread too).

Now ask all of the class to go around the room and tally all of the surfaces and places that the germs now live. Explain that if we do not clean around us as well as our own bodies, the risk of getting sick and diseases will be much higher than if we keep clean and healthy.

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

Ask the group if they will think about germs in a different way now. What might they do differently now they know how quickly and easily germs can spread?



Week 4: Helping us to Stay Hygienic

Session Title: Match the Item to the Body Part

Learning Objective: To learn the various tools used in personal hygiene and which body part to use them on

Estimated Time: 50 min



Materials Needed: Coloured pen/coloured pencils, card, scissors



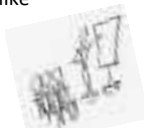
Facilitator Preparation: Cut the cards into large squares ready to distribute to the group

Activity with step by step instruction:

Matching Activity (50 Minutes)

After this month's topic the group should know lots of information about personal hygiene such as: what kind of things we need to do to keep hygienic and what will happen if we don't keep clean and healthy. This session is a little bit more relaxed to wrap up the month about personal hygiene.

Spend some time distributing the cards for each member of the group. Give everyone at least one and write this list on the board: Colgate; toothbrush; razor; soap; washing powder; shampoo; body oil; water; a rock; nail cutters; hands; feet; armpits; teeth; mouth; hair; ears and anything else you would like to add.



Each member of the group should spend some time drawing their given item.

15 minutes before ending the class, the group should lay out the cards on the floor

in a mixed up order. Chose two girls to come and find a body part and the tool you use to clean that body part and match them together. Put the matching cards to the side next to one another. Ask that pair of girls to demonstrate the cleaning action for those cards.

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

Tell the students that they can do these activities at home in their day to day lives as their daily personal hygiene routine. Praise the drawings done by each participant! Ask if there are any questions about this month's topic. Explain that next month will be based on problem solving and setting goals.



January Year 1: Problem Solving and Setting Goals

Week 1: Problem Solving Skills

Session Title: Problem Solving Skills

Learning Objective: For the group to develop problem solving skills through games and activities; to promote teamwork and effective communication to overcome a problem.

Estimated Time: 55 minutes



Materials Needed: 3x3 pieces of cardboard/ ply wood etc. Tape measure.



Facilitator Preparation: Find an area suitable for the game.

Activity with step by step instructions:

Introduction (10 minutes)

Explain that problem solving is a skill that all young people need to learn. Problem solving can help us to make good decisions and come up with solutions to any problems and challenges we find. Problem solving is a life skill. Explain that having good problem solving skills can assist us to build self-confidence and self-esteem. When a child knows how to solve problems, they can do well in their classroom by scoring better grades and marks. Problem solving skills help young people to confront any type of problems or obstacles that they come across in the society.

Problems are facts of life. Everyone in this world has them. It really does not matter whether someone is rich or poor. Likewise, even children are not immune to it; children have their own problems that they

face in the classroom and in the home. Children can deal with any type of problem in their own way.

During this session, through a series of activities, the group will learn problem solving skills. During the games, guide the groups and encourage team work. Discourage groups shouting at one another. Ask them to use positive communication where they make suggestions to team members and discuss them together. Encourage everyone in the group to participate, not just the confident or older participants.

Spider Web (20 minutes)

A group of 6 to 12 people form a circle. Each person puts the right hand into the centre of the circle and clasps hands with one other person who is not standing next to him or her. Then everyone puts their left hand into the circle and clasps hands, again making sure that person is not standing next to them. They should be holding two different people's hands. The goal is to untangle the knot without letting go of anyone's hand.

Have teams compete against each other but ensure that they do not let go of the hands they are holding during the game. The more people, the harder it is!

If there is time, the game can be amended by asking one person to be the leader and instruct everyone else on how to move to get out of the spiders web. This is good for leadership skills as well as practicing instructions in a group environment.

Liquid Lava (20 minutes)

Using three pieces of cardboard (you could use a broken up carton) or some ply wood (be creative), the whole group has to get from point A to point B without anyone touching the 'lava' on the floor.

Mark out a length of about 20 metres. The group have to work out how to get across it by only standing on the protective shields (the boards/ wood etc.). No body parts must touch the floor. And the shields must not be thrown across the open area. If someone touches the floor, the game starts again.

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

Conclusion (5 minutes)

Ask the group what they liked about the game. Did they solve the problems? How? Was there a clear leader, or did they use strong communication? Did everyone participate in the group? Have a short discussion before closing the session.



Week 2: Team Work and Problem Solving

Session Title: Team Work and Problem Solving

Learning Objective: For the group to develop problem solving skills through games and activities; to promote teamwork and effective communication to overcome a problem.

Estimated Time: 55 minutes



Materials Needed: Flipchart paper, tape, scissors, picture printed out, paper, pens, rulers, coloured pencils.



Facilitator Preparation: Prepare the materials and the equipment as outlined in the first activity

Activity with step by step instructions:

Puzzle Picture (30 minutes)

- This problem solving activity requires that the leader choose a well-known picture or cartoon that is full of detail.
- The picture needs to be cut into as many equal squares as there are participants in the activity.
- Each participant should be given a piece of the “puzzle” and instructed to create an exact copy of their piece of the puzzle five times bigger than its original size.
- They are posed with the problem of not knowing why or how their own work affects the larger picture. The leader can pass out pencils, markers, paper, and rulers in order to make the process simpler and run more smoothly.
- When all the participants have completed their enlargements, ask them to assemble their pieces into a giant copy of the original picture on a table. This problem solving activity will teach participants how to work in a team and it demonstrates ‘departmental’ working, which is the understanding that each person working on their own part contributes to an overall group result.

Paper Giraffe Game

Divide the girls into smaller groups of about five each. Each group will need to construct a paper giraffe using flipchart paper, tape, and scissors. Three minutes will be given for each step of the process, with two minutes of discussion between each step.

Step 1: Each group should discuss how they will assemble their giraffe.

Step 2: Cut the paper to prepare to build to giraffe.

Step 3: Begin building the giraffe.

Step 4: You must now do everything using only your non-dominant hand, with the dominant hand behind your back.

Step 5: You must do everything without speaking to each other.

Time's up! Have each group present its giraffe.

Ask the girls:

- What were some difficulties you experienced when building your giraffe?
- What made doing it with only one hand difficult? What made doing it without talking difficult?
- What were some ways you communicated well? How could you communicate better in the future?

(Note to facilitator: This game can be substituted with newspaper and masking tape instead of using the spaghetti and marshmallows).

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



Week 3: What is a Goal?

Session Title: What is a Goal?

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

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

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

Estimated Time: 50 min



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



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

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

Activity with step by step instruction:

Introduction (10 minutes)

Start with a short energiser. Start by asking the group what they think a goal is. Why is it important to have one? Try to come up with a definition as a group. A common definition of a goal is:

‘The object of a person's ambition or effort; an aim or desired result’. Discuss this with the group and ask if anyone has had a goal before. Ask for some examples of goals.

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

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

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

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

3. Clearly point out that the students have strengths and assets or they would not have achieved those things of which they are most proud. Ask the students to list some of the strengths that helped them with their achievement. Some examples are: intelligence, patience, maturity, resourcefulness, etc. (write these achievements and the strengths that helped people achieved them on the flip chart). **(Facilitator Tip: Encourage girls to come up with various achievements, small or big, and give them time to think about 1 thing each).**

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

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

Setting Goals (25 minutes)

Explain that the goal we are going to come up with today, we are going to build on in the next sessions. So think hard about it! Take your time!

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

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

Ask some of the group to share what they are imagining

6. Explain that in order to get to our hopes/dreams for the future, we need to have a plan and set long-term as well as short-term goals.

7. Explain an achievable goal, below: (Display the pre-prepared flip chart with these bullet points on so

the class can see and copy down if there is time).

An achievable goal is:

- **Realistic:** Create a goal that is **possible** and realistic. Good for you for wanting to become a professional netball player. Is there another goal that could be achieved sooner?
 - **Specific:** Create a goal that is **specific** and you can touch (for example, finish high school, or get an A in math courses). Try to stay away from goals that are too general and hard to put your finger on (e.g., be successful, be happy, or follow my dream).
 - **Flexible:** Create **several paths** through which to obtain your goal. Be prepared to face obstacles and use your personal assets and the resources around you to tackle the obstacles. Trust yourself; you have dealt with obstacles before.
 - **Exciting/Inspiring:** Choose a goal that you are **motivated** to work toward, not something that is wished by someone else, expected of you by your community, or based on you being a girl.
8. Hand out paper and ask the students to, using the achievable goal description, take five minutes to create two short-term goals: one to achieve in one week and one to achieve in one month. Walk around the room, helping students with their personal goal-setting.
 9. Ask students to share their goals. If the class is very large, you may wish to have the students form small groups for sharing.
 10. Explain that the students will be asked to refer back to their personal goals throughout the month sessions.
 11. Remind the students that they have the strengths to face whatever obstacles they meet and to achieve their goals.

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

(5 minutes)

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



Week 4: SMART Goals

Session Title: SMART Goals

Learning Objective: To help the students set SMART goals for their careers to be successfully achieved

Estimated Time: 50 minutes



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



Facilitator Preparation: Learn what SMART goals are:

To give goals meaning, use the SMART principle-

S-specific

M-measurable

A-attainable

R- realistic

T- time bound

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

Have this on a flip chart to display.

Activity with step by step instruction:

Introduce the SMART Goals (10 minutes)

Ask the group to remember their goals which were made last week. Now explain that we are going to use a common method used in all sorts of goal making to create a stronger and more defined goal.

Explain that it doesn't matter if your goals change; this is just a practice activity which will help us to learn successful ways of making a goal. Introduce the SMART goal concept. Try and ensure the girls learn by heart the SMART acronym. Once everyone has read the goals, hide the paper and call on some girls to remember what the S, M, A, R and T stand for.

Practicing writing SMART Goals (20 minutes)

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

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



Achieving your SMART Goals (20 minutes)

After the presentation, ask some participants how they intend to reach their goals.

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

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

Explain to the group to remember that:

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



February Year 1: Financial Education

Week 1: Dreaming Big!

Session Title: Dreaming Big!

Learning Objective:

By the end of this session, participants will have:

- Discussed their dreams for the future.
- Analysed their strengths, weaknesses, opportunities and threats for Chikondi through her story.
- Analysed the strengths, weaknesses, opportunities and threats to achieving future dreams using a SWOT chart.

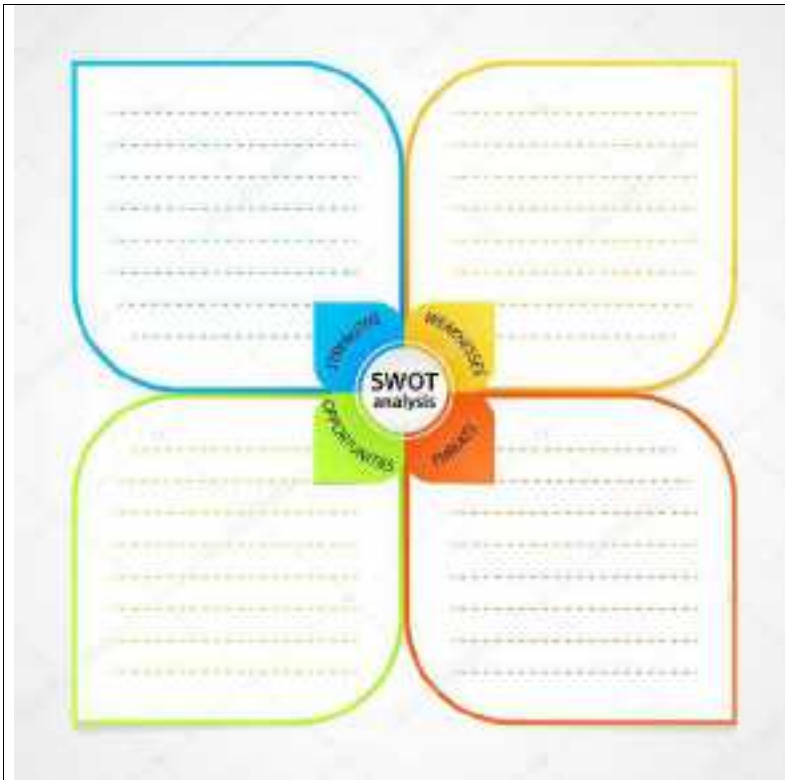
Estimated Time: 60 minutes



Materials Needed: Flip chart, markers, SWOT chart



Facilitator Preparation: Make up the SWOT chart in advance. See example:



Activity with step by step instructions:

Introduction (10 minutes):

Explain that during this session we are going to learn about how to make good decisions about our lives. We are going to start learning about how to plan for and make good use of our own money, too. This is because money is also important when it comes to making choices. This type of learning or training is called 'financial education' and it is all about using money wisely to meet our daily needs and help reach our dreams.

Ask the group to think about their dreams. 'Say: Close your eyes for a moment and think about how old you are now. How old will you be in 5 years' time? Think about yourself five years from now when you are older. Where are you living, what are you doing? What goals or plans have you achieved? Now, I want you to think about one specific dream you want to achieve in five years' time. Got it? '

Make sure all participants have thought of at least one dream. Ask 4-5 volunteers to share their dreams. Then, make the connection between the dreams and financial education. Say: 'Now that we have all thought about some of our dreams I want everyone to stand up and clap is reaching your dream will involve having some money. As we can see, most of our dreams require money if we want to achieve them. So, we need to be wise about how we can earn, spend and save our money so that our dreams

can come true.

Chikondi's Story (15 minutes)

Say: 'If we want to achieve our dreams, we have to plan and prepare using our good judgement- including how we manage our money. I am going to tell you the story of a childhood friend, Chikondi. Whilst you listen to the story, think about how she prepares for her future and what some of the things are, both inside her and around her that either support her or block her as she tries to achieve her dreams.

Read this story:

Chikondi is 17 years old and the oldest in her family. She stays with her mother and her three sisters in a two-room house in Uliwa. Her mother struggles to pay rent and also to feed her girls but she is proud of Chikondi since she is so helpful with housework. Chikondi even earns some money to help the family by washing clothes for an elderly neighbour and by selling sweets to other pupils at her school. Luckily Chikondi and her sisters are smart, and Chikondi's mother was helped by the church with scholarships. All four of her children got sponsors who pay school fees for them in a nearby school- though Chikondi has to use some of the money she earns to buy school supplies. As a young girl, Chikondi always told her mother that she wanted to be a dancer. Her mother always tells her 'that is not a future job for a person I gave birth to!'. So every time Chikondi would run to the dancing grounds and practiced dancing without her mother's knowledge. She also used some of the money she earned to buy refreshments for her friends at the dancing grounds- even if it meant not being able to buy all of her school supplies she needed, or saving any money for the dancer's costume she wanted to buy. When Chikondi reached form 1, she dropped out of school. Even when her mother pleaded with her to stay in school and reminded her about her sponsorship, she refused. One of her friends from the dancing group said he knew about a way she could make 'easy money' and tricked her into leaving home and becoming an indecent club dancer. Chikondi's mum promised not to give up on her daughter so she visited a youth centre and talked to the staff who agreed to help her find Chikondi and also provide counselling services. Finally, she came back home and they trained her in dancing and acting at the youth centre. Chikondi is now one of the prominent dancers in the popular dance group that is sponsored by the youth centre. She even makes money both performing at local celebrations and festivals.

Ask: 'What happened in this story? Who can tell me in their own words? What is Chikondi's dream? Next, introduce the idea of strengths, weaknesses, opportunities and threats. On a flipchart, draw an outline of a girl (Chikondi) to refer to as you ask the following questions, **and then note down responses under the headings 'Strengths, Weaknesses, Opportunities and Threats' (SWOT).**

Say: We all have inside us and around us things that either support us or block us from reaching our dreams. Let's use Chikondi's story to try to understand what this means and why it is important to think about:

•What were some of the strengths that helped Chikondi achieve her dream?

[She is helpful and cares for her family; she is hardworking and knows how to earn money; she is a good dancer and she is dedicated to practicing.]

•What were some of Chikondi's Weaknesses that got in the way of her dream?

[She is stubborn, and made a bad decision to drop out of school; she does not always manage her money well.]

•What were the Opportunities—or supports around her—that could help Chikondi achieve her dream? [She has a loving mother who helped her and looked for her when she went missing; her school fees were paid, and so were those of her sisters; there is a youth center in her community that teaches dance and supports a dancing group.]

•What were some of the threats—or potential blocks around her—that made her dream harder to reach?

[Her family is struggling with money; her mother does not want her to become a dancer, she has some friends who give her bad advice, indecent dancing clubs offer her “easy money.”

The SWOT Diagram (30 minutes)

Say: ‘As we have just explored through Chikondi’s story, if we want to reach our dreams we have to think carefully about the things inside us and the things around us that can either support or block us. We can use a picture like this to think carefully about the things inside of us and outside of us (refer to the chart drawn on flip chart paper in last session) that can support or block us as we try to achieve our dreams.

Say: ‘I want you to continue to think about the dream you chose earlier today and work with a partner to try and identify some of the Strengths, Weaknesses, Opportunities and Threats that might impact you reaching that dream.’

Make sure all the girls have a partner and then go through the following questions step-by-step, giving the girls time to share a few ideas with each other.

Step 1: Speak to your partner about some of our Strengths, or things we have inside of us, that might help us to achieve our dream. They could be part of your personality, skills that you have, or things that you are good at.

Step #2. Now, even though this might be hard to do at first, let’s speak to our partner about some of our weaknesses- or the things inside us that might block us from reaching our dreams. Weaknesses are things about us that we may need to work on or improve on to achieve our dream. E.g, you may not be good at time management, do not know how to use a phone very well or you may be poor at skinning animals or preparing traditional drinks.

Step 3: Next, lets share some examples of our Opportunities, or some of the things around us that might help us to achieve our dreams. An opportunity could be something like computer classes being offered, or you have seen that there is a need for more tailors in your community. This means you could learn a new skill, or could make money as a tailor for example.

Step 4: Finally, lets speak to our partner about some of our threats, or things around us that might block us from reaching our dreams. This is anything outside you, in your neighbourhood, at your school, in your family- that is a challenge. If you have a small shop, a threat to your success is if there are many other people selling the same things near you. That means that you might not have good business. Another example is that girls have mentioned in other classes is an unplanned pregnancy. If you have become pregnant or have a child before you are ready, you might have to stop studying. This means that you might not realize your dream of finishing secondary school.

After going through each of these four steps, invite girls to ask any questions they might have about using a SWOT diagram, and let them know that it is a skill they will continue to use in future sessions.

Say: 'It is important that when you make plans to achieve your dreams you think about what will help you and what might make it harder for you. That way you can take advantage of the good thing and plan how to work with the things that might be hard. Over the next sessions we will discuss your goals and future plans, especially those related to money, so we can all achieve those dreams.'

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



Week 2: 8 Steps for Saving

Session Title: The 8 Steps for Saving

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

- Recited the 8 steps for savings
- Identified and compared the savings goals of adults and young people
- Determined their own saving priorities

Estimated Time: 50 minutes



Materials Needed: Flip chart paper, markers, ball or balled up flipchart paper.



Facilitator Preparation:

Activity with step by step instructions:

The 8 Steps for Saving (15 minutes)

Draw a map of the community (it doesn't have to be perfect, but ask the group to help you and assign someone to do the drawing, instructed by the rest of the class. Spend 10 minutes.

Say: 'Today we are learning about how to manage money. We will start by putting money aside because it is the key to being wise about money. We call 'putting money aside' saving. Later on, we will also talk about other things related to money- like how to talk to other people about money and different ways to earn money. Let's start a short activity to find out more about what managing money really means (Note to facilitator: For the game below, make sure to keep the group moving. If you stop to discuss

each statement, the time needed for the activity will increase greatly. Keep the group moving to keep the energy of the game!)

Explain: 'I am going to say a series of statements and ask you to stand up for each one that is true for you. Stand up if you...

- Walked here
- Are wearing green
- Have never saved money before
- Like to spend money
- Wish you had more money
- Are saving for something specific you want
- Think saving is important
- Think saving money is difficult

Ask:

For those of you who think that saving is important, why do you think so?

[Helps you use your money better, helps you depend less on other people, makes you feel secure when you have a problem and need money, helps you to plan for the future and achieve those plans.]

Why is saving money difficult?

[Do not have regular income, do not have any extra money, give any leftover money to parents for household expenses, spend extra money on things like sweets or make-up, do not have a safe place to keep money aside.]

What would make you want to save money?

[Take care of personal needs/wants, avoid depending on other people, be able to make own decisions, help out family in household needs.]

What would make you not want to save money?

[It is not safe to save, you can lose your money, money is too little to save, don't know how to save.]

Explain: 'Managing money involves all of these things:

- Saving money
- Spending money
- Planning how you will spend your money
- Keeping track of how you spend your money

Since most of us do not have enough money to pay for everything we want and need and want, we have to make choices about what we will buy and what we won't. We try to save for things we will want in the future. We figure out how to stretch our money to cover the necessary expenses we face. It can be hard.

Ask the group what steps they think might be involved in saving money. After hearing some responses, list the 8 steps for saving below on a flip chart for the group to see:

1. Choose a Saving Goals
2. Make a Savings Plan
3. Know the Difference Between Needs and Wants
4. Control Spending
5. Think About the Future
6. Save Regularly
7. Save in a Safe Place
8. Deal with Setbacks in Savings

Split the room into 8 groups and give everyone a step to memorize. Then, ask the groups to recite it back so that everyone learns the 8 steps. Ask if anyone can recite them from the top of their head after this quick activity.

Why Do We Save? Pass the Ball (15 minutes)

Ask participants to stand and form a circle. The facilitator will say a sentence that is unfinished and throw the ball (or balled up paper), to someone in the circle. That girl has to repeat the beginning part of the sentence you have started and 'answer' it, or complete the sentence.

For example:

Facilitator: Girls my age save money to _____.

Girl: Girls my age save money to buy a new shirt.

After answering, the first girl will toss the ball to another girl in the circle who has to repeat the same sentence beginning and provide her own ending.

This activity will be done in three rounds with the following three sentences. You decide when to move on to the next sentence. When the participants start to appear bored or tired with one sentence, move on to the next. You do not need to wait until everyone has provided an ending to each sentence. It is better to keep things moving at a lively pace!

Use the following three sentences:

Girls my age save to _____.

Boys my age save to _____.

Adults often save to _____.

After the three rounds, summarize what you have heard. Highlight the differences and similarities between what girls, boys, and adults save for.

What Are Your Saving Priorities? (20 minutes)

You have named many different reasons to save. Most will relate to one of the following "main reasons" (or "categories") for saving.

1. The first main reason is: personal or family use, which can include food, clothes, rent, or snacks.

What are other examples of "personal or family use"?

[Hair maintenance, sanitary towels, lotion, gas for lights, etc.]

2. The second main reason is: emergencies, those unexpected events that we need to deal with right away. Some examples are illness, accidents, or natural disasters.

What other emergencies can we save for?

[Theft, fire, parent loses a job, poor harvest, etc., funerals.]

3. The third main reason is: future opportunities, like those ideas some of you have for the future.

We can save to meet these goals. We might save money for school fees, to get training in a skill or trade, for the next planting season, to move into our own house/room, or to start a business.

What other future opportunities can we save for?

[Education, wedding, training or skills school, children's educations, a house or land, a lump sum of money to start a business, etc.]

While participants are standing, assign a place for each of these three main reasons (if you are inside, you can use a corner, the door, a window; if you are outside, select or mark three distinct spots—for example, near a tree, bush or rock—close by). When you have pointed out the three places, say: your job is to decide which of these main reasons, or "categories" of reasons to save the highest priority for

you.

Choose one, and go stand in the location assigned the category you have selected as your most important reason to save. You have 15 seconds to make your choice and move! Once everyone has moved to the place that marks the savings category of their choice, say: now, spend two minutes sharing with the others who have chosen the same priority why you think this reason to save is the most important.

(Note: if all the girls move to one or two of the categories, you will have to ask for volunteers to “choose” the one that has not been selected and ask them to move to the spot that does not have enough people.)

Select a volunteer from each group to explain to everyone why they chose the category they did. Ask the other two groups: Do you agree, why or why not?

Start a discussion making sure that each group has an opportunity to explain why their selected category is a high priority. When the discussion is over the participants can sit down.

Explain:

You might have guessed that there is no wrong answer for which of these categories is the most important. They are all good reasons to save, and the importance depends on the individuals or family's needs and wants. The level of importance might also change over time. But in reality it can be difficult to save for all three. Sometimes you have to decide what is most important to you.

Ask:

What happens when a girl needs money for these things, like personal needs or to deal with an emergency, but she does not have money of her own? Listen to girls answers. They could vary widely from not buying the items/ going hungry/ doing work to earn money/ getting money from other people.

Explain:

Sometimes when girls need money to buy personal items, help their family with food or rent, or manage an emergency that might come up, if they do not have their own money saved up that they can use, they find other ways to get that money. A lot of times, that means going to different men to ask for money. Depending on men for money can lead to situations where the men expect sex in return, whether right then and there, or at a later time. This can be a risky situation for your health and your safety since it might be hard to say no when you feel like you own the person something. So, one important reason to save it that when these needs come up, personal items, future use or emergencies, you have your own money to use instead of putting yourself in a potentially risky situation to get money. We will talk more about this in the future.

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



Week 3: Choosing a Savings Goal

Session Title: Choosing a Savings Goal

Learning Objective: To recite the 8 steps of saving and the three categories of saving; Analyse Monic's savings goals; describe personal saving goals.

Estimated Time: 45 minutes



Materials Needed: Flip chart, markers



Facilitator Preparation: Ensure that you are familiar with the 8 steps of saving as well as the 3 types of saving from the previous sessions

Activity with step by step instructions:

Introduction (10 minutes)

Explain:

We have talked together in our savings group about why saving is a good thing. Review the three categories of savings—Personal or Family Use, Emergencies, Future Opportunities—from Session 2, Activity 2. If girls do not remember, remind them as a short review.

Ask: **What are three categories of saving from the last meeting?**

[Personal or family use, emergencies, future opportunities.]

Say:

As we know, savings can help us start a business or respond to an emergency or buy something we really want. We also know how hard saving money can be. To make it easier, we are going to talk about eight steps we can use to help us save. If you remember, I assigned you each a step to remember in the first session. Ask girls to recite the Steps they were put in charge of during the last week. If girls cannot remember, remind them. Make sure all the steps below are recited.

1. Choose a Savings Goal
2. Make a Savings Plan
3. Know the Difference Between Needs and Wants
4. Control Spending
5. Think About the Future: Money In and Money Out
6. Save Regularly
7. Save in a Safe Place
8. Deal with Setbacks in Saving

What is a goal? (10 minutes)

Ask:

Remember your dreams about the future from the beginning of our sessions in financial education?
What are some of your dreams? (Ask the group to write down one or two of their dreams on a paper).

After girls have given examples of their dreams, explain:

These dreams about the future can be called goals. A goal is something you want to achieve in the future—perhaps in school, perhaps related to your family, perhaps in your work. A goal might be to visit a relative who lives in another place, or to learn a new skill, like sewing or computer skills. Goals that involve what we want to do with the money we save are savings goals. It's important for us to think about our saving goals because if we have a dream and don't plan out how to achieve it, we might not realize that dream. Ask the group if they could give an example of a dream that might not be realized because there was not enough money due to a lack of saving.

Monica's Goals (15 minutes)

Explain: I am going to read a short story about a girl your age. Her name is Monica. As you listen to the story, pick out her goals on money.

Monica's Story

Monica is 18 years old and lives with her mother and younger brother. Her older sister, Mary, is married and lives in another town, two hours away. Mary just had a baby girl and Monica is eager to visit, to spend time with the baby and help her sister. Monica will need money for transportation and a small gift for the baby. A cute little dress would be perfect! But she can't take money from her savings account for this trip because she is saving that money to start her own business. Monica's dream is to start a small business selling second-hand clothes (*salaula*). She hopes, her neighbor will employ her to work extra days in her salon so she can get the money she needs for her trip.

When you have finished reading the story, ask:

What are Monica's savings goals?

[Transportation to her sister's town, a gift for her sister's baby, money to start a small business.]

Which of her savings goals can be met within a few weeks?

[Transportation money, the baby gift]

Which savings goal will take a longer time?

[Money for a business.]

What can Monica do to meet her goals?

[Ask for many different solutions from participants such as different jobs she could do, expenses she could cut down on, etc.]

What are your savings goals? (10 minutes)

Explain:

Like Monica, many of you hope to achieve something by saving.

First, close your eyes and think of one savings goal you have that you can achieve in a relatively short

time—within the next 1–2 months. Got it? That is your first goal. Okay—keep it in your mind for just a moment! Now, think about a different goal, something you want to be able to purchase that will probably take you a little longer—like 1–2 years—to save for. Turn to your neighbor and share with each other your two goals. Check girls’ understanding by asking for some examples of their first and second savings goals.

After asking 3–4 volunteers, explain: The first savings goal you just thought of—the goal that will take you just a few months—can be called a *short-term goal*. You can achieve short-term goals in a relatively short amount of time. The second savings goal you just thought of—the one that will take a year, or more!— is a *long-term goal*. This goal is like a big dream that you can achieve some time in the future.

Ask: how can having a savings goal help you to save?

[When you are saving for something that you really want, or that is really important to you, you are motivated to save and have discipline to control your spending.]

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

Say: Between now and our next meeting, think about your savings goals every day!



Week 4: Making a Savings Plan

Session Title: Making a Savings Plan

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

- Calculated the time and money needed to achieve a savings goal using a savings plan worksheet
- Developed a savings plan for a savings goal

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, pens, paper, charts to display (prepared in advance using the session plan)



Facilitator Preparation: Ensure that the savings plan worksheet is copied out on a flipchart clearly for everyone to see; ensure that the three questions are copied onto a flipchart clearly for everyone to see:

How much might it cost?

How much money do you think a girl like you might be able to save each week?

Now, how many weeks would it take for her to reach her savings goal?

Activity with step by step instructions:

Review Savings Goals (10 minutes)

Ask:

What is a savings goal?

[A savings goal is something you save money for. It can be something big or small you want to buy, or a training program you want to register for, or a trip you want to take.]

What are some of your “small” savings goals?

What are some of your “big” savings goals?

Ask for some volunteers to share their answers to the questions.

Making a Savings Plan (30 minutes)

Say: today we will learn how to make a savings plan. First, you will each be assigned a savings goal for this activity. Assign a savings goal to each group from one of the following:

Radio, Jeans, Lotion, Chickens, Oil Lamp, Bicycle, Skirt, Shoes, School Supplies, Pots, Sewing Machine, Mobile Phone.

Say:

You and your partner(s) need to work together to answer three questions:

- 1. How much money do you need for this savings goal?**
- 2. How much money do you think you can save each week toward this goal?**
- 3. How many weeks will it then take you to reach this savings goal?**

Say: gather around me so we can do an example together. For example, let’s say that a girl like you has a savings goal is to buy a new necklace in the market.

Using an example item of a necklace, ask the group:

How much might it cost?

Accept a reasonable answer, write it on the board or flipchart, then ask:

How much money do you think a girl like you might be able to save each week?

Allow some discussion from girls, and come to an agreement on a realistic amount for an average girl to save each week. Write the weekly savings amount that you have agreed upon on the board or flipchart.

Then, ask:

Now, how many weeks would it take for her to reach her savings goal?

Girls should be able to calculate based on the information on the board. When a girl answers correctly (or help the girls answer if no one can answer correctly) write the following tip on the board, or have it prepared on a flipchart in advance:

EXAMPLE: If the girls say that the necklace will cost MK 500, and they can save MK 100 each week, then the number of weeks to reach their savings goal is $500 \div 100 = 5$ weeks.

Explain that the amount you plan to save (in this case MK 500), should be divided by the amount you can save each week. This will give the number of weeks you need to save up all the money.

(Display the Savings Plan worksheet **prepared before the session** for everyone to see).

Savings Goal	Total Cost of Item	Amount you can save each week	Number of weeks needed to reach your goal	
Short Term				
Long Term				

Explain:

We have just made a savings plan for a girl like us who wants to buy a new necklace. Now, do the same for the savings goal you have been assigned Together, you will need to:

- Decide how much money you will need for your savings goal in total.
- Agree on how much money you could save each week.
- Using that number, decide for how many weeks you will need to save in order to reach your savings goal.

Allow about ten minutes for girls to discuss in their groups or pairs. Ask them to copy down their own savings plan worksheet on a flipchart and fill it in according to their item. While the girls are talking, circulate to make sure that everyone understands the task.

Below is a completed example:

Savings Goal	Total Cost of Item	Amount you can save each week	Number of weeks needed to reach your goal	
Short Term				

(Necklace)	MK 500	MK 100	5	
Long Term (New Skirt)	MK 3000	MK 100	30	

Review Savings Plans (10 minutes)

When girls have had about 15 minutes to create their savings plans, ask a few groups to describe their saving goal and their savings plan to reach that goal. Ask the others for comments. Use the following questions to prompt comments if everyone is silent.

- **Is their price realistic?**
- **Is the amount they plan to save each week realistic?**
- **What would happen if they could save more, or less money, each week?**
[Save more—they would reach their goal in fewer weeks; Save less—it would take more weeks to reach their goal.]
- **What could you do if you needed to reach your savings goal faster?**
[Save more each week; change the goal to be less costly.]
- **What should they do if they decide to save money every day, instead of every week?**
[Do the same calculations, but then it will give them the number of days it will take to reach their goal instead of weeks.]

When everyone has finished, ask:

How do you think a savings plan can help you to save?

Allow girls to discuss the topic, and encourage them to save for their goals in their own lives!

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



March Year 1: Globalization

Week 1: What is Globalization?

Session Title: What is Globalization?

Learning Objective: Understand the meaning of globalization and its basic principles

Estimated Time: 50 mins



Materials Needed: flipchart, markers



Facilitator Preparation: write capital, goods, and services definitions on flipchart

Activity with step by step instruction:

Introduction (15 minutes)

Ask the group whether anyone has heard of globalization? If so, what do they think it means? Explain the following definition of globalization:

Globalization is the process by which the world is becoming increasingly interconnected as a result of increased trade and cultural exchange. Includes freer movement of capital, goods, and services. Write the following on a flipchart:

Capital: money

Goods: tangible items like apples, clothing, and pens

Services: activities provided by people like doctors, police officers, farmers

Ask the group why they think globalization is important. After they have come up with some answers, present the following reasons:

- Trade
- Learning about cultures that are different from our own
- Exchange of ideas
- Improved standards of living
- Helps to develop countries
- Increased communication

Explain that globalization can also be harmful in the following ways:

- Making one culture seem more important than others
- Competition between countries
- Unjust working conditions (child labor)
- Spread of disease

Activity (30 minutes)

Ask:

- What is the difference between a continent and a country? Ans: A continent is a very large land mass containing many countries. A country is a distinct area within a continent that has its own government.
- How many continents there are? Ans: 7
- Can you name any continents? Ans: North America, South America, Europe, Africa, Asia,

Australia, Antarctica

- How many countries are there in Africa? **Ans:** In the world? **Ans:** 195

Draw the continents on the floor with chalk (make them really big) and then state a continent and ask the girls to stand where they think the continent is (recommend you start with Africa as an easy one).

- Which continent would you most like to visit? Why?
- Which continent is Russia in? Which continent do kangaroos come from? Which continent is the UK in? Which continent is the Amazon Rain forest in? etc....

Draw the cardinal directions (North, South, East, West) and explain that these are the correct geographical words for direction, as opposed to “up, down, left, right”. This can help if you direct individuals to the correct continent. Explain that the map drawn is on a flat surface but the earth is really round so we could get to North America from Africa by going east.

Finally add in the oceans (Atlantic, Pacific, Indian, and Arctic).

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

Explain that the more we know about the world around us, the more we can understand people and cultures that are different from us, which can help us understand more about our own culture.



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Week 2: Standard Development Goals

Session Title: Standard Development Goals

Learning Objective: Learn about the United Nations and the Standard Development Goals (SDGs).

Estimated Time: 45 mins



Materials Needed: Flipchart paper, colored pencils, pencils.

Facilitator Preparation: Decide on which Sustainable Development Goals to use in the activity and draw the icon for each goal on the top of a flipchart paper.

Activity with step by step instruction:

Introduction: (15 mins)

Ask if anyone remembers what globalization is. If no one does, read the definition from last week's lesson.

Explain that today we will be learning about an organization called the United Nation. Ask whether anyone has heard of the United Nations, or the UN. Provide the following definitions:

United Nations: The United Nations, called in UN for short, is an international organization founded in 1945. It is made up of 193 countries, including Malawi. The UN works to make our world better by working on issues such as such as peace and security, climate change, sustainable development, human rights, health, gender equality, food production, and more.

Sustainable Development Goals (SDGs): 17 goals created by the UN as a universal call to action to end poverty, protect the planet, and help all people enjoy peace and prosperity.

Activity (30 mins)

Divide the girls into small groups. Tell them that we are going to pretend that we are members of the United Nations working to achieve the SDGs. Assign an SDG to each group. Instruct each team to come up with a list of ways that people in their community can work to help achieve this goal as well as barriers they face to achieving this goal.

When each group has come up with their list, have each present their list. Ask the girls whether they think it would be easy or difficult to solve to these problems in real life. Explain that it is important for countries to work together on these issues so that some countries can help others overcome the barriers they face.

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



Week 3: Global Leaders

Session Title: Global Leaders
Learning Objective: Learn about global leaders from around the world
Estimated Time: 50 minutes
Materials Needed: pictures of global leaders
Facilitator Preparation: print pictures of global leaders



Activity with step by step instruction:

Introduction (10 mins)

Ask if the class remembers what the Standard Development Goals are. Review the definition from last week's lesson.

Explain that one benefit of globalization is that it can help people from different parts of the world communicate so that they can work together to solve problems in our world. Today we are going to learn about some women from around the world who are working together to improve the world.

Global Leaders (15 mins)

Have volunteers read the following biographies:

1. Wangari Maathai was born in Kenya in 1940. She obtained a degree in Biology, a Master of Science degree, and a PhD (the highest degree). She was the first woman in east and central Africa to earn a PhD. She is the founder of the Green Belt Movement, which responded to the needs of rural Kenyan women who reported that their streams were drying up, their food supply was less secure, and they had to walk further and further to get firewood for fuel and fencing. The Green Belt Movement encouraged the women to work together to grow seedlings and plant trees to bind the soil, store rainwater, provide food and firewood, and receive a small monetary token for their work. It now advocates internationally against climate change and the importance of Africa's rainforests. Maathai won the Nobel Peace Prize in 2004.
2. Malala is a young woman from Pakistan who was born in 1997. In 2008, a group called the Taliban told girls that they were no longer allowed to go to school. Malala did not want to give up her education, so she fought against the ban and spoke out for girls' right to an education. People were not happy about her speaking out so she was shot in the head. She recovered and founded the Malala Fund, which is determined to give every girl the opportunity to learn. She was awarded the Nobel Peace Prize in 2014, making her the youngest person to win the award.
3. Michelle Obama was the first lady from 2009-2017. She was the first African American first lady. Before becoming the first lady, she was a lawyer. During her time as first lady, she focused on making children in the United States healthie and more active. She has been a positive role model for girls in the U.S. and around the world as a good leader, public speaker, and advocate.

Ask:

1. What does it mean to be a global leader?
Ans: someone who makes changes to benefit their community, country, and the world
2. What qualities do global leaders need?
Ans: perseverance, fairness, respect, accountability, responsibility, etc.

Activity (15 mins)

Give each girl a piece of paper and have her draw herself as a global leader. Ask them to think about the following questions: What problem are you solving? Why did you choose this problem? After they have had enough time to draw, choose a few girls to share their drawings.

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



Week 4: All About Malawi

Session Title: All About Malawi

Learning Objective: To have the girls understand trade, population, and other facts about Malawi.

Estimated Time: 50 mins



Materials Needed: Flipchart, markers

Facilitator preparation: Write causes, effects, and solutions on a flipchart

Activity with step by step instruction:

Introduction (5 mins)

Ask the girls if they remember the meaning of globalization? Explain that understanding the country we live in is an important part of understanding globalization.

Trade and Malawi (10 mins)

An important part of globalization is trade. Ask if anyone knows Malawi's biggest export? Ans: tobacco, which accounts for over 50% of exports in Malawi. What are some other exported goods? Ans: tea, coffee, cotton, sugar, and peanuts. South Africa is where most of Malawi's goods are exported to.

Trade is important because different countries have different goods. In order for countries to have all the goods they need to serve their people, sometimes they have to get them from other countries.

Malawi Population (15 mins)

Malawi is a small country, but it has a high population. Ask the girls if they know the meaning of the following terms:

Population: the total number of people living in any given area

Population density: a measurement of population per unit area (sq. km)

Causes:

Ask if anyone knows some of the causes of Malawi's high population. Write answers on a flipchart then display the following on a flipchart:

- Poor family planning
- Poor education
- Cultural norms / values. The belief that you can have as many children as you like until you are unable to produce more.
- Early marriages / pregnancies
- Immigration
- High fertility rates and decreased mortality rates

Effects:

Divide the girls into two groups. Have one come up with positive effects of high population and one negative effects of high population. Have each group share their answers with the class then add the following:

Positive

- Increased development
- Higher production
- Increased family systems (more family members to contribute)
- Increased human resources

Negative

- Shortage of resources (health professionals, hospitals, food, clean water, schools, jobs, land, electricity)
- Weakened economy
- People moving away from rural areas and into cities

Write the following solutions on a flipchart and share with the class:

Solutions:

- Promotes access to family planning funding, information, and supplies
- Develop programs to keep girls in school
- Strengthen access to social services
- Improve health system and child health outcomes
- Create job opportunities for youth
- Improve agricultural interventions
- Expand urban infrastructure, safe water, electricity

Malawi Trivia (20 mins)

Divide the group into two teams. Alternate asking the team questions and award a point each time one team answers a question correctly. The team with the most points wins.

1. What is Malawi's average population?
A. 16,000,000
B. 17,000,000
C. 18,000,000
D. 19,000,000
2. Malawi is bordered by which three countries?
A. Tanzania, Mozambique, Zambia
B. Ethiopia, Uganda, Kenya
C. Somalia, Ethiopia, Kenya
D. Tanzania, Zimbabwe, South Africa
3. In 1981, the area was ruled by which country?
A. France
B. Italy
C. Britain
D. Germany
4. Lake Malawi contains the world's largest species of what?
A. Crocodiles

- B. Fish
 - C. Frogs
 - D. Turtles
5. Which lake in the North of Malawi is a UN World Heritage Site?
- A. **Lake Chilwa**
 - B. Lake Rudolph
 - C. Lake Malawi
 - D. Lake Victoria
6. What is Malawi's #1 export?
- A. Coffee
 - B. **Tobacco**
 - C. Tea
 - D. Sugar
7. David Livingstone was born in
- A. 1920
 - B. 1930
 - C. 1819
 - D. **1913**
8. Who was the first president of Malawi?
- A. Joyce Banda
 - B. Peter Mutharika
 - C. **Hastings Banda**
 - D. Bakili Muluzi
9. How many districts do we have in Malawi?
- A. 21
 - B. 18
 - C. 20
 - D. **28**
10. How many regions do we have in Malawi?
- A. **4**
 - B. 2
 - C. 10
 - D. 5

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



[April Year 1: Peer Pressure](#)

[Week 1: What is Peer Pressure?](#)

Session Title: What is Peer Pressure?

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

Estimated Time: 60 minutes



Materials Needed: Flip charts, markers



Facilitator Preparation: Print out the peer pressure scenario below for each group and hand it out during the session. Write down the definitions given in the introduction activity on a flip chart to display at the front of the room.

Activity with step by step instruction:

Introduction (15 minutes)

Ask the group to discuss what they understand peer pressure is. Ask if there are different types of peer pressure. What examples of peer pressure can the group think of? (Ask a student to record answers on a flip chart at the front of the class).

Go through the definition and types of peer pressure listed below:

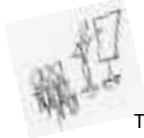
-**Peer:** A member of a group of people who share the same characteristics. E.g, people of the same sex, age and background.

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

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.



To ensure a thorough understanding of the key terms, ask the group to read over the definitions displayed at the front of the room. Hide the flip chart and ask students to repeat what they remember until everyone has a clear understanding.

Resisting Peer Pressure (20 minutes)

Ask one member of the group to go and get something from a place outside (could be paper from the office, fill up a bottle of water etc). The participant needs to be gone for just a few minutes so you can explain the activity to the rest of the group.

Explain that everyone should put their hands on their heads. When the outside member comes back, everyone should act as normal. The facilitator should be talking to the group as normal and no one should act like they are doing anything different (no giggling, looking at the outside person when they return to the room. Act like nothing is different!). If the outside person asks what is going on when they return, no one must say anything. They should just shrug their shoulders. The outside person will either sit normally, like before they left the room, or will follow the rest of the group and put their hands on

their head.

If they choose to follow the rest of the group, they have given into non-verbal peer pressure (being pressured into something without anyone actually speaking/ persuading them). They have followed what the group are doing without first thinking about why they are following the rest of the group.

If they choose to sit normally without their hands on their head, they have not given into non-verbal peer pressure. Congratulate that person!

Have a quick discussion. Ask the outside person what they thought when they came back into the room. Why did they make the decision to either put their hands on their head, or to sit normally? Ask the rest of the group what they would have done, and why?

As a whole group, have a short discussion about ways of resisting peer pressure. How could someone stop themselves from being peer pressured? Record these on a flip chart and then add 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 (e.g., If you really loved me you would.... I will leave you if you do not.... I will be friends with 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). Each group should answer the following questions. Give enough time for groups to answer the questions. Come back together and each group should present their answers and viewpoints.

- What is the problem in this situation? Explain what is happening. What are the challenges?
- What could you do in this situation?
- What are some of the outcomes that might happen in this situation?
- Is it easy or difficult to be in this situation? Why/Why not?

"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."

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

Ask individuals to share what they learnt during this session.



Week 2: Dealing with Peer Pressure

Session Title: Dealing with Peer Pressure

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 4 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? Ask for volunteers to share.

Tell them a story about a girl who was pressured by her friends into kissing a boy at school. Her friends said that if she didn't kiss him they would tell her parents that she kissed him anyway. When her 'friends' told everyone at school, no one wanted to play with that girl again.

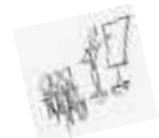
Ask the group what she could have done instead of giving into the peer pressure?

Ask these three questions:

-What were the challenges about the situation? (e.g. that the girl wanted to act cool in front of her friends and she felt pressured that they would not be friends with her if she didn't do it; they were threatening her with her parents).

-What were the choices that she had in that situation? (e.g. to refuse, to get out of the situation, to tell her friends that kissing a boy was stupid)

-What were the consequences of the choice that she made? (no one wanted to be her friend, she was now branded at school and she gave into the peer pressure)



- 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 (15 minutes)

Introduce the learners of the Three C’s model: **the Challenges, the Choices, and the Consequences**. Write them on a flip chart for everyone to see. Make sure the group learns the 3 C’s before moving on.

Now explain:

When using this method 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. Ensure the group understand these words in their local language. Spend some time revising the three C’s and what they mean. The group should have a full understanding of this before moving on to the next activity.

Role Plays (30 minutes)

Split the learners into 4 groups. Give one of them a printed copy of a different peer pressure scenario:

- 1) Katie wants to steal some maize from a neighbour’s field and asks you to join in with her. She knows that the neighbours are poor but she said she doesn’t like the family’s daughter anymore. She says that if you steal the maize with her she will share it with you, but if you don’t she will not be your friend any more.
- 2) An older boy in form 1 asks you to come to his house as his parents have gone for a wedding party. He says that there will be other girls at his house too. You decide to go. When you arrive there is no one else there but the boy and his friend. They are smoking a cigarette that they have stolen from a neighbour. They persuade you to smoke with them and when you say no, they say that they will tell everyone at school you kissed them.
- 3) A friend’s older brother keeps asking you at school to be his girlfriend. He is telling people around school that he thinks you are beautiful and wants to date you. One day, his sister approaches you and tells you that her brother wants you to go and meet him at their home. She says that all the other girls are meeting with boys, and if you don’t go, then they are going to start gossiping about you and telling the rest of the school that you act in scandalous ways.
- 4) A group of girl friends are going to the teacher’s house on the weekend to help him clean his

home. They persuade you to come with them, but you tell them you have heard stories of other girls being touched or worse by him. They tell you that they have already given your name to the teacher and that he is expecting you to come too, so if you don't go, you will be in trouble in class, which means bad grades.

After working in groups to come up with a role play and their three C's, each group should act out the scenes, read out the scenario and then present their three C's in response to the peer pressure described in the scene.

Let the rest of the group make comments on the group's presentation of the three C's. Have an open discussion after each presentation and invite questions and comments.

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

Reiterate the 3 C's and ask volunteers to explain what each 'C' means.



Week 3: Exploring Peer Pressure

Session Title: Exploring Peer Pressure

Learning Objective: For participants to think about the consequences of actions related to peer pressure; to practice coming up with ways to deflect peer pressure

Estimated Time: 50 minutes



Materials Needed: books, pens, flip chart, markers.



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 minutes)



Explain: whether it's nursery school children playing in the sand or old ladies having tea, one thing's for sure: Friends influence friends. The trick is to know when that influence is leading you down the wrong path instead of the right path – and then to have the courage to do something about it.

Now ask the group to turn to their partners and discuss the reasons why young people might make a bad decision. (Answers could be: Peer pressure, being tricked, and curiosity, alcohol, drugs). Ask what reasons people make good decisions. Ask what kind of things help us to make good decisions. (Mention to the group that peer pressure isn't always negative, and friends could pressure us into doing something positive, too!)

Now explain that people often find it difficult to make choices that are different from what their friends are doing. This is often the case between boys and girls or men and women and 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.

Problems and Consequences (30 minutes)

Explain that as a group we are going to look at five examples of peer pressure. As a group, come up with 5 different scenarios- encourage the learners to come up with this on their own and be creative. Write on the flip chart for everyone to see.

For each scenario we are going to determine:

- 1) The problem (What is being asked of you in the situation)
- 2) The possible consequences of the situation (what might happen, both good and bad)
- 3) What action do you think you should take?

Now ask the class to get into groups of four. Hand out note books and pens to learners so they can make notes as they go. As a group they should come up with the answers to the questions above for each scenario. Afterwards, responses will be discussed as a group.

Ask questions such as which decision was the easiest to make? Which was the hardest?

Explain that peer pressure can occur even when people don't say a word. As a class, brainstorm ways that peer pressure can be communicated through actions; for example, everybody doing, or wearing or liking the same thing.

How can body language also make someone feel like they are or aren't part of a group (hugging, huddling, sitting together at lunch, eye-rolling, staring, giggling, pointing)?

Peer Pressure Team Work (10 minutes)

Put the class into small groups again. Give them the scenarios below, one by one. After reading out each scenario, the team discuss away from other teams, and come up with their best answer of how to avoid being peer pressured. One spokesperson for each team will be appointed. When the team have a solid answer, they should all sit down on the floor in silence signalling they have finished their discussion. When all teams are sat down in silence on the floor, a spokesperson will give the answer for each group. As a class, or as the facilitator, decide on which one is the best answer and that team get a point.

-A friend has failed an examination because he never liked the subject. He insists on quitting, as he is very disheartened. How will you tackle this situation?

-Your neighbour wants to drop out of school because she is finding it hard.

-Your male friend is asking you to try sex with him, just so you can both see what it is like.

-Your parents are trying to persuade you to quit school and find an older boyfriend.

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

Ask the group what they have learnt during this session. Do they feel more equipped to come up with solutions to being peer pressured?

Explain that next week there will be a quiz about peer pressure and the things that we have been learning in weeks one – three.



Week 4: Peer Pressure Quiz

Session Title: Peer Pressure Quiz

Learning Objective: For the class to revise the topics learnt throughout the month; to make posters to discourage others from being peer pressured.

Estimated Time: 50 minutes



Materials Needed: Quiz sheet print out for each participant, papers, pens, pencils, stickers etc. Any craft items.



Facilitator Preparation: Print out the quiz enough for one per participant, gather craft items.

Activity with step by step instruction:

Introduce the quiz and explain that everyone will work on their own to write their own answers on the quiz.

Quiz

1. Peers are:

- a) people about your own age
- b) classmates
- c) teammates
- d) all of the above

2. In “peer pressure,” the word pressure means:

- a) hurting
- b) pushing
- c) influence
- d) ignoring



3. True or false: Peer pressure is always bad.

4. Fill in the blanks: When friends try to influence you to do things that are harmful or

wrong, it's called _____ peer pressure. When friends try to influence you to do things that are helpful or kind, it's called _____ peer pressure.

5. True or false: Only kids and teens have to deal with peer pressure.
6. List two things young people might do to try to get other young people to do what they want:
7. List two reasons why young people might give in to peer pressure:
8. List two ways friends can be a bad influence on each other:
9. List two ways friends can be a good influence on each other:
10. True or false: People can influence each other without even speaking.

After each participant has finished their quiz, hand in and wait for the rest of the group to finish. When the class is completed, go through each question and ask for the group to give answers. Give the correct answers and discuss each question thoroughly.

1. Peers are:
 - a) people about your own age
 - b) classmates
 - c) teammates
 - d) all of the above
2. In "peer pressure," the word pressure means:
 - a) hurting
 - b) pushing
 - c) influence
 - d) ignoring
3. True or false: Peer pressure is not always bad. Our friends can influence us to do something good too! Negative peer pressure is always bad.
4. Fill in the blanks:

When friends try to influence you to do things that are harmful or wrong, it's called bad (negative) peer pressure.

When friends try to influence you to do things that are helpful or kind, it's called good (positive) peer pressure.
5. True or false: Anyone can be exposed to peer pressure at any point in their life, but most often it happens to young people.
6. List two things kids might do to try to get other kids to do what they want:

Any two of the following: tease, call names, threaten, say they're not cool, exclude from group, ignore, etc.
7. List two reasons why kids might give in to peer pressure: Any two of the following: to seem cool, to seem brave, to get in with a group of friends, to impress others, etc.
8. List two ways friends can be a bad influence on each other: Any two of the following: they can

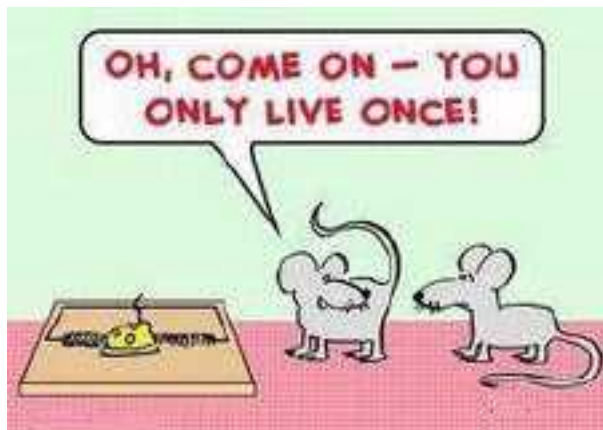
encourage each other to smoke, drink, cheat, lie, steal, bully others, act lazy, act disrespectful, not do their homework, etc.

9. List two ways friends can be a good influence on each other: Any two of the following: they can encourage each other to work hard in school or sports, try a positive new activity, believe in themselves, exercise, read a new book, be kind, be honest, etc.

10. True or false: People can influence each other without even speaking.

Making a 'no to peer pressure' poster (30 minutes)

Ask the group to think about everything they have learnt in the last four weeks on this topic. Make a list of ideas on the board or make a spider diagram. Now encourage the group to make an individual poster which includes some of the messages that we have learnt about in the past weeks. Encourage them to be creative and use the ideas on the list to come up with an informative poster. Show them the ones below.



Ask the group what they think is going on in this picture? (One mouse is pressuring the other mouse to steal the cheese. What the mouse doesn't know is that it is very dangerous and he could even be killed



by the mouse trap.)

Ask the group what they think is going on in this picture? (Everyone else is agreeing- and saying yes! But one person is going against the group and speaking out- saying No!).

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

Ask members of the group to come and explain their posters at the front of the room. Ask what is happening in each poster. Come up with ideas as to where a poster like that might be displayed. Do the group think posters might help young people when it comes to peer pressure? Why/ Why not. Have a short discussion.



May Year 1: Arts, Games and Fun

Week 1: Origami: Making a paper frog

Session Title: Origami: Making a paper frog

Learning Objective: To boost academic studies, problem solving and memory empowerment; to develop creative thinking and creative problem solving with program; to build the interconnectivity between logic and creative mind development; to learn arts from different cultures

Estimated Time: 60 Min



Materials Needed:

Papers (Card)

Coloured pencils/ pens

Facilitator Preparation:

Practice making a frog so that you know how to show the class!

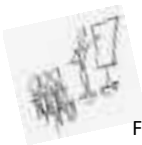
Cut enough paper for the group size into the correct measurements as guided on the cheat sheet.

Activity with step by step instruction:Introduction (15 minutes):

Start by having an energiser (10 minutes) and then introduce the concept of Origami.

Origami is the Japanese art of paper folding. It literally translates as Ori (folding) Gami (paper). In Japan, Children learn origami at their mothers' knees. In the West, children are learning it at school. Origami has run from generation to generation and it has been passed on from grandparents to parents to children. Origami uses no glue, tape, staples or scissors to make the figures at all! Which is what makes it so fun and interesting.

(Facilitator Tip: Origami is an example of "schematic learning through repeatable actions". To be successful, the student must watch closely and listen carefully to specific instructions and then carry them out with neatness and accuracy. Here is a case where a student's success is imposed by the activity rather than the teacher. Like group singing, hand games, and dancing, the pleasure comes in recreating the result and sharing it with others. For many students, it engenders a patience that leads pride in one's work, the ability to focus energy, and increased self-esteem. Ensure that the class copy the instructions very closely, because if they are not very precise then the final product will not be successful!).

Frog Making (35 minutes)

Follow the instructions on the cheat sheet and allow the class to follow you step by step.

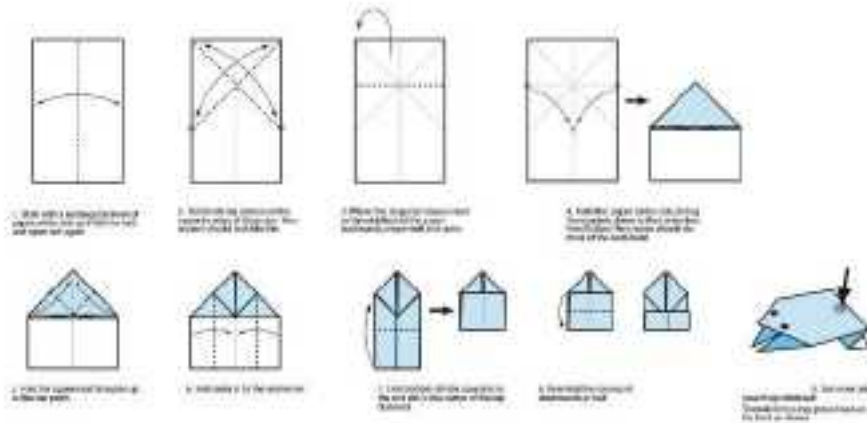
Some learners might need some help along the way but with practice they will get better. Some will be better than others. If they finish first and want to make another one, let them help their friend who is struggling.

Decoration and Competition (10 minutes)



Let participants decorate their frogs and then have a competition to see who can jump their frog by flicking down on the back of the frog to make it jump high. Let pairs go head to head in a two person jump off! Prizes can be given for the best decorated frog and the highest jump!

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

If the activity is not finished, it can be continued at home since the activity only requires paper. If supplies are enough, give out extra paper and let them practice at home.



Week 2: Origami: Making a Paper Box

Session Title: Origami: Making a paper box	
Learning Objective: To boost academic studies, problem solving and memory empowerment; to develop creative thinking and creative problem solving with program; to build the interconnectivity between logic and creative mind development; to learn arts from different cultures	
Estimated Time: 60 Min	
	
Materials Needed:	
	Papers (Card) Coloured pencils/ pens/ stickers/ crafts to stick on box

Facilitator Preparation:

Practice making a box so that you know how to show the class! It's a bit tricky so if you struggle you can use other internet resources to understand the instructions well (like a short YouTube video or another instructable).

Cut enough paper for the group size into the correct measurements as guided on the cheat sheet.

Activity with step by step instruction:

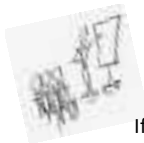
Introduction (15 minutes):

Start by having an energiser (10 minutes) and ask the group who remembers what origami means (folding paper). Ask who remembers what country Origami originated in (Japan).

(Facilitator Tip: Origami is an example of "schematic learning through repeatable actions". To be successful, the student must watch closely and listen carefully to specific instructions and then carry them out with neatness and accuracy. Here is a case where a student's success is imposed by the activity rather than the teacher. Like group singing, hand games, and dancing, the pleasure comes in recreating the result and sharing it with others. For many students, it engenders a patience that leads pride in one's work, the ability to focus energy, and increased self-esteem. Ensure that the class copy the instructions very closely, because if they are not very precise then the final product will not be successful!).

Box Making (35 minutes)

Ask the girls to copy you step by step (use the cheat sheet to guide you. You could show a box you have made before in practice to illustrate what the final product is). Many people find the final stages of the box tricky so if some girls can get it, make sure they help their friends to get it before making another one).



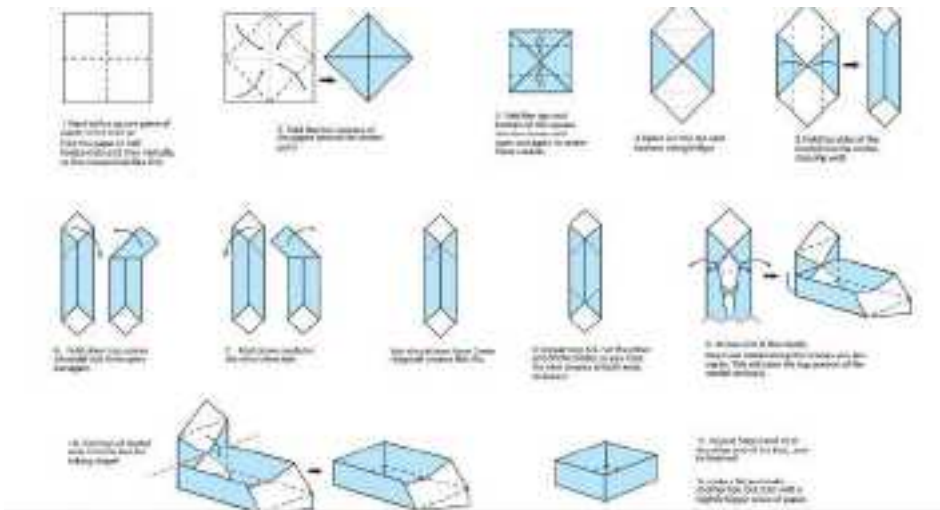
If the group understand well, they can make a second box, slightly larger than the first one, and use that as a lid!

Decorating Boxes (10 minutes)



Let the group decorate their boxes. Tell them that they can keep these at home to keep small keepsakes in them, or make one for a friend's birthday as a gift. It costs very little and is a nice handmade gesture that shows you love and care about your friend.

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

If the activity is not finished, it can be continued at home since all the activity requires is paper. If supplies are enough, give out extra paper and let participants practice at home.



Week 3: Drawing

Session Title: Drawing
Learning Objective: To practice creative expression through drawing.
Estimated Time: 40 minutes 
Materials Needed: paper, markers, colored pencils 
Facilitator preparation: Draw a hand chicken like in the picture below.

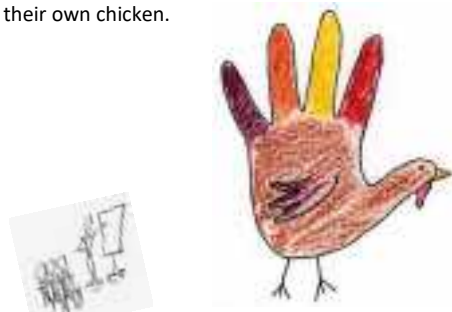
Activity with step by step instruction:

Tracing feet (15 mins)

Give each girl a piece of paper and a marker. Instruct the girls to take off one of their shoes and trace the outline of their foot. The facilitators should then measure the feet to see how long each girls' foot is. The girls can then show the picture to their families so that when they want to buy a new pair of shoes, they can just take the drawing with them to see what size to buy.

Hand chickens (15 mins)

Next, have girls trace one of their hands. Show the example of the hand chicken and have the girls draw their own chicken.



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

Tell the girls that next lesson we will have a netball tournament on the beach so they should wear clothes that they can play netball and swim in.



Week 4: Netball

Session Title: Netball

Learning Objective: To practice teamwork and exercise

Estimated Time: 1 hour



Materials Needed: ball



Activity with step by step instruction:

This lesson is an opportunity for the girls to just have fun through a netball tournament! They can play at the beach if you choose.

June Year 1: Being a Good Friend

Week 1: Being a Good Friend

Session Title: Being a Good Friend

Learning Objectives: To understand the meaning of being a good friend. Identify a good friend.

Estimated Time: 45 mins



Materials Needed: Flip chart paper, markers, Bible (this can be New International version or Good News), or a copy of the Good Samaritan story.



Facilitator Preparation: Get a copy of the good Samaritan or learn it to tell the group.

Activity with step by step instruction:

Introduction- Being a good friend (20 minutes)

- Start with an energiser (10 minutes)
- 1. Start the discussion by asking the class what they think a friend is.
- 2. Then pose the question: what makes a good friend?

Write down on flip chart some of the answers in a spider diagram.

Some answers might include- someone who understands you and is always there for and does not support you to do evil or bad things. A good friend has the following qualities;

Not a liar or gossips, is credible or trust worthy, supportive, forgiving, loving and caring, is kind, shares things... any nice qualities.

A friend is someone whom you interact with, share secrets, helps you in times of trouble and celebrates in times of joy. A friend is someone who is available when you need him or her. A friend can be a girl or boy. Friends have glue that holds them together.

Ask the group to think about someone who is a good friend to them. Ask them to share why that person is a good friend. They do not have to name the good friend they are thinking of.



What is a bad friend? (10 minutes)

Ask the group to come up with things that a bad friend might do. Explain that although someone might do bad things to us, they might still be our friend. This is because its hard to stop being friends with someone who is a bad friend, because they are already our friend. Think of this situation: You have known your neighbour for some time and you have always played with her. When you start to grow up, she begins being mean to you in front of her other friends. She tries to push you over at school, but when you are at home alone together, she changes and is nice to you in front of your families. Is she a good friend, or a bad

friend? And why is she still our friend if she is doing bad things to us?

Now think of some words we can use to describe a bad friend. Record them on a flip chart. After, explain that having a bad friend is not always nice, but trying to talk to them and explain why they are being a bad friend to you could help with the situation. Ask the group what they could do if they have a bad friend. Give them ideas. (they could explain why they feel they are a bad friend, they could stay away from that person, they could ignore them, they could speak to their parents if the friend is still being bad to them, they could hang around with a new friend or someone different than usual).

Good Friend Bad Friend (15 minutes)

Divide the class into small groups, secretly give half of the group the title good friend and the other half bad friend. Ask them to come up with short plays that includes everyone in the group to illustrate either a good friend or a bad friend. After some time, they should in turn present to the class. The class has to point out if the role play pictures a good friendship or a bad friendship, and explain why.

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

Story Time (5-10 minutes)

Read the story from the Bible about the good Samaritan.
Ask the pupils who is the good friend and who is the bad friend, and get them to explain why.
Ask the pupils to mention good things that they have done for their friends in the past.



Week 2: Why Are Good Friends Important?

Session Title: Why are Good Friends Important?

Learning Objective: At the end of the session students should be able to understand the importance of being a good friend and having good friends.

Estimated Time: 45 minutes



Materials Needed: Flip chart, pens, lined paper for each learner, stickers, glue, glitter



Facilitator Preparation:

Activity with step by step instruction:

Introduction and energiser (15 minutes)

Have a short energiser. Introduce the topic and ask the class what they think the importance of being a good friend is. Why do you need to have good friends around you? Get the class to think back to the good samaritans story. Why was it important to have a good friend in that situation? Why do we want a good friend around us rather than a bad friend? Write these ideas down on the flip chart.

Some information:

The importance of being a good friend:

- You become and act as a role model to others and this keeps on pushing or motivates yourself and others to be good.
- It prevents one from getting into trouble.
- You reduce the numbers of enemies.
- You avoid conflict and can resolve conflicts.
- Helps to encourage others to continue school.



The importance of having good friends

- To avoid from getting into trouble.
- To help you when in trouble or if you have a problem
- Source of comfort.
- To direct you not lose track

Doing nice things for our friends (30 minutes)

Ask the group to think of nice things that we can do for our friends? Has anyone ever done something nice for their friend, or have a friend do something nice for them? Brainstorm some ideas that the group give on how we can show appreciation to our nice friends. Ask why it is important to show love to our friends. How does it make us feel when someone is kind or shows us appreciation? Explain that now we are going to write a poem. You can write a poem to your real best friend, a family member, or a fake person if you don't want to write to anyone in particular. Explain that this is going to be an experiment to see what kind of reaction we get when we do something nice for someone!

So, think about the person you want to write a poem about. What kind of things do you want to tell them? Do you want to explain about something nice they did for you, or maybe some of the nice qualities? Tell them why you like them! What do you like doing with them?

Hand out pens and paper to each student and ask them to plan their poem, writing in English or Tumbuka. Explain that they can have a first draft and then write a final draft that they will decorate.

Decorating (15 minutes)

At the end of the session when everyone has their final draft done, then get out the colourful pens and pencils along with the glitter and glue and decorate the papers! Get some of the girls to read theirs out if they want to.

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

Ask the group to go home and give their gift to their special friend. Next session they should be ready to report what happened when they gave their gift to their friend. Tell them to be ready to report what kind of reaction they got: How did they feel about it? Did the girls feel good giving something nice to one of our friends? Would they feel nice to receive a gift from their friend like this?



Week 3: Trust and Friendship

Session Title: Trust and Friendship

Learning Objective: To understand that trust is an essential part of any friendship; to practice trusting someone.

Estimated Time: 60 min



Materials Needed:



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 if it is appropriate.

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group to name situations where they have had to trust someone. Maybe it was with a secret, maybe they has to rely on someone for help... Get examples of situations where people have needed to trust. Now ask the group why it is so important. What happens if someone breaks our trust? Imagine a big secret. Something that you would never want anyone else to know about. Imagine that you tell the secret to your best friend, and she tells everyone else! How do you feel now? Would you trust her again in the future with another big secret?



Explain that in this lesson we are going to do two activities which require us to trust someone. Trust is not something we should give someone so easily. We should choose wisely who we trust. Would we trust a strange man on the street to give us a ride home? Or would we trust the girl who lives next door and is in your class at school? We should not trust everyone but it is important to have people around us who we

can trust confidently.

Make a list of people that we might trust and discuss why or how you know you can trust someone.

Individual Trust Game (15 minutes)

Get the group into teams. One of the pair will be catching the other pair. In their pairs, get them to stand a few feet away from each other. One should be standing facing forwards looking at nothing, and the other should be standing directly behind her, facing the others back. The person in the front should fall backwards, with her arms out to the sides at shoulder height, without moving her hands or legs out to catch her fall. She is trusting the person behind her to catch her before she hits the ground. (The person catching will put her arms out straight and let the girl fall into her arms (the catchers arms should stay straight and come underneath the fallers arm pits). Look at the picture below.

Group Trust Game (15 minutes)

Explain: Sometimes, it is not just a single person that we have to trust. Often we need to trust groups of people, like our friendship groups, families, teachers at school, any organisation which might help us etc. This exercise is all about trusting the group! It can be hard to do that but it's also important. We should trust our friends and they should be trustworthy to us, and the other way round, too!

Get one person to stand on a rock or a chair or a ledge. They should be raised a few feet above everyone else. Now everyone else should stand in a line behind that person. Ask pairs to stand facing each other, cross their hands over and grasp onto each other's wrists tightly to make sure we catch our friend. Look in the picture below for an idea of how it should look. When it looks safe for the person to fall, she should stand with her back to the group, cross her hands over her body with hands on opposite shoulders, and fall backwards. The group stay still and she will fall into the human "net" below her. The group should lower their hands to let her get off, and another person should get a go.

After everyone has had a go, ask how it felt, in both group and individual trust games, to fall and hope that someone would catch you. What did you have to do to know the other person would catch you (trust them). What might someone do if their friend did not catch them the first time? (Not trust them a second time). Explain that if we mistrust someone once, they might find it hard to trust us again.

Line up the children in two parallel lines, arms extended toward the opposite line. Choose one child to walk, jog, or run through the path between the two lines. The runner should ask, "Zipper ready?" with the group responding, "Ready!" When the runner feels ready, they can announce that they're ready to walk, jog, or run.

As they move through the line, each member of the group will drop their arms just before the runner gets there. The faster the runner goes, the more confidence and trust they have in the group.

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

Zipper Group Trust Game (10 minutes)

(Facilitator tip: If possible, bring a zip to demonstrate)

Ask the group if they understand how a zip works. When you open the zip, the metal pieces keeping a jacket or a coat closed, open up and separate from each other. Explain that in this game, everyone in the group is going to line up in a parallel line, extending their arms towards the opposite line. They are going to hold hands with the person next to them. This is going to form the zip!



Choose one group member to stand at the top of the 'zip'. This person is the zipper (The thing we pull up and down to open and close a zip). The zipper (or runner) should ask the team, 'Zipper ready?'. When the group responds 'ready!', the zipper walks, jogs, or runs down the zip. As they move through the line, each member of the group will drop their arms just before the runner gets there. The faster the runner goes, the more confidence and trust they have in the group.

Allow as many group members to have a go as there is time available. Ask zippers how it felt to trust that the zip would open for them when they were running towards the closed arms. Reinforce to learners how important trust is.



[Week 4: The Importance of Trust](#)

Session Title: The Importance of Trust

Learning Objective: For the group to understand the important of Trust.

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.



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 or open space like a field.

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

The game should be fun but serious! 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 blind folded person.

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

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:

Conclusion (5 minutes)

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.



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!

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	

July Year 1: Decision Making

Week 1: Making Decisions

Session Title: Making Decisions

Learning Objective: To understand the decision making process. To invoke thought about how we make decisions- good and bad.

Estimated Time: 50 minutes



Materials Needed: Flip chart paper, markers, two chairs, markers, flip chart paper.



Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

Start the session with an energiser for around 10 minutes. Introduce the months topic. This month is all about learning how to make decisions well, and what kind of things we need to think about before we make decisions. Ask the group if they understand what decision making is. **Explain that decision making refers to a process of selecting the best among the different alternatives. When we make a decision we are making a choice. Normally, we want to choose the best decision that we feel is right for ourselves personally.** (Write this on a flip chart).

Ask the group the last time they made a decision. (Decisions can be small too, like deciding what to wear in the morning, weather to have milk in our tea, weather to play out or not.) Write some suggestions from the group down on the flip chart. Ask for big decisions and small decisions too.

Sometimes it can be hard to make the best decision for us though... Think about when you have homework to do, or an exam to prepare for. How do you make the best decision if your friends are asking you to play, but know staying home and completing your homework will be the best decision to make. Its not always easy to make the right decision. Sometimes we make a choice too quickly, and then soon after we regret it.



For example... Think of a big cake! Mmmm... You have the choice to eat the WHOLE cake to yourself! (Get the group to close their eyes and think about eating a huge big delicious cake all to themselves). At first, it seems like a good decision to eat the whole cake in one go, because you are hungry and its so delicious! Imagine yourself eating the whole cake... Now imagine how you feel after scoffing an entire cake at once. Shortly after your choice to eat everything, you become sick and feel stomach ache! You realise it was not the right idea to eat the cake all in one

go! Ask the group to come up with some other decisions we could have made rather than eating the cake at once (Sharing, eating some now and saving some for later, giving some to our friend). Explain that if we had thought for long enough about that decision, we could have come up with those alternatives before hand, and made a better decision. Ask if anyone has ever made a decision they regret? Share one from yourself too, or make one up! (It could be silly like seeing the sky looked like rain but deciding not to bring an umbrella, and then getting rained on).

The Process of Decision Making (20 minutes)

We are going to discuss the steps that you need to go through when making a decision. The decision could be a personal one such as buying something and making a purchase. Get the group to think of a decision and share it with the group.

Now explain the process and write the bold text on to the flip chart so the group can see it:

1. **Identify the decision to be made.** Your awareness that a decision must be made may be triggered by a number of things. For example, secondary school, you are beginning to explore your interests and careers. Even though you will narrow down your career options by only looking at those that match your interests, you will still need to make a decision as to which career and/or career cluster best matches your needs.
2. Most decisions require **collecting information that will let you know your options and make the best decision.** You will need to know what information is needed, the best sources of information, and where to get it. You can research information from books, the Internet, people, and other resources. Most of our information will come from within ourselves. We have to think about the best decision for us.
3. As you are gathering information you will probably identify two or more possible options.
4. **Analyse each option and what would happen with each** (the consequences of making that decision).
5. At this step you will choose among the options you have identified. **Once you weigh all the evidence, you are ready to select the option which seems to be best suited to you.** You may even choose a combination of options.
6. You are now ready to make a plan of action to reach your goal or decision. What are the steps that you need to take?
7. **You may not always make the right decision or you just may not get the results you expected.** It's just important that if you do make the wrong or a bad decision, that you learn from your mistakes.

Good Choice, Bad Choice (15 minutes)

Explain that the group are going to play a game called 'good choice, bad choice'. Explain: I am going to read out some statements that require you to make choices. When I read a statement, the first person in each line should race to either the 'happy chair' (good decision), or 'sad chair' (bad decision). The objective of the game is to try to make the right decisions and reach the right chair before the other person does.

The facilitator should divide the group equally into two rows, one on each side of the space. In the middle of the room place two chairs, one with a happy face attached to it, and the other a sad face. Explain that the first person in each row will start the game. When you read the statement, two students will decide if it's a good choice or bad choice and will then race to the appropriate chair. Each

player who reaches the correct chair first gets one point for their team. Keep score.

Decisions:

Start each decision with the words 'You make a choice to...'

- Take your class mates pencil without asking
- Tell your teacher if you notice she dropped some money
- Go to the market without asking your parents
- Tell the teacher if you see someone stealing
- Play with matches with your friends
- Avoid doing your homework and play out instead
- Walk away when someone tries to start a fight with you
- Get mad at your sibling because they won't let you play with their tor
- Talk to your parents in a nice way
- Work hard every day to get good exam grades
- Lie to your friends
- Always say that you can't do anything right
- Stand up for yourself when someone bullies you
- Call your friend ugly and stupid
- Go into a strange man's house because he offers you some pocket money
- Kick a dog
- Tell your parents and friends that you love them

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



[Week 2: Active or Passive Decision Making?](#)

Session Title: Active or Passive Decision Making?

Learning Objective: To understand why making an active decision is better than making a passive decision. To learn methods for making good, active decisions. To practice making decisions.

Estimated Time: 55 minutes



Materials Needed: A prize, flip chart, markers, note books, pens



Facilitator Preparation:

Activity with step by step instruction:

Energiser (10 minutes)

Summary of last session (10 minutes)

Ask what things people remember from the last session. Now give a summary:

A decision is a choice that we make between two or more possible options. We make decisions every day. We will need to make more and more decisions as we go through life and some of these decisions will affect us for the rest of our lives.

One of the most important parts of decision making is looking ahead to see what might happen if you do something. This is called predicting outcomes or understanding consequences. The better you are at predicting outcomes, the better you will be at making decisions that result in the outcomes or consequences you want.

Key steps for good decision-making include:

- Describe the problem, situation, or issue that needs a decision.
- Get more information if you have questions about the situation.
- Think about the possible consequences or outcomes of each course of action.
- Think about your personal and family values, and which courses of action are consistent with these.
- Think about the ways in which your decision may affect other people.
- Choose the decision that seems most appropriate based on your knowledge, values, morals, religious beliefs, and present and future goals.



Re-think the decision and how you feel about it. Be sure you carefully considered all the alternatives and feel comfortable with the choice you made.

Different decisions (20 minutes)

Ask learners for examples of decisions they have made during the week. Write them on the board. Discuss with the learners what kinds of decisions young people have to make as they grow up.

Some examples are: whom to choose as friends, whom to choose as a boyfriend/girlfriend, which career or profession to choose, whether and when to marry, what time you are ready to have sex for the first time, whether and when to have children and how many children to have. Record some of the decisions on the board

Explain that there are two types of decisions:

Active decisions: involves thinking about options and making a choice based on the careful consideration of the consequences of each alternative.

Passive decisions: are made by allowing time, chance or someone else to decide for you.

Ask the group what the best kind of decision are to make. Is it better to make an active decision or a passive decision? When you are ACTIVE in making your own decision, you are empowering yourself, giving yourself the best chances and decisions for yourself and being a strong and confident young woman. When we make decisions, sometimes it is not easy. Sometimes it might look like there is not a good decision to be made and that all your options look bad. During these times, we have to trust our gut instinct. (Explain what instinct is- ask if anyone has 'followed their instinct' to make a decision in the past.)

Before moving onto the next activity, try to ensure that the group understand what the differences are between active and passive decisions.

The Three C's (15 minutes)

Explain that there are some processes we can use to make decisions. Ask if anyone remembers The Three C's from the peer pressure sessions back in April, when we talked about peer pressure (It was done in week 2). If anyone gets it right, then give out a prize.

Three C's (Challenge, Choice, and Consequence) for Decision Making

Explain that making decisions and knowing the consequences are important skills people need.

Explain that there are three steps for active decision making. Sometimes this is done very carefully, other times very quickly. Some decisions can take a few days, others can take years, while others are made instantly

Present the Three C's for making decisions.

1. Describe the **CHALLENGE** (or decision) you are facing
2. List the **CHOICES** you have
3. Consider the positive and negative **CONSEQUENCES** of each choice

Write this process on the board and get learners to copy down into their notebooks.

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

With the three C's in mind, ask the learners to make up a big decision or problem. (The facilitator can give them some examples.) Next week they need to bring in a paper, which uses the three C's to make their decision. For example, the decision is whether to send your girl child to school. The CHALLENGE: You are deciding whether to pay the extra money for your daughter to go to school. The CHOICES are that you either send her to school and work extra hard to pay the fees, or you don't send her to school and she stays idle at home without an education. The positive and negative CONSEQUENCES are..... (list them).



Encourage each girl to bring a scenario next week as homework.

Week 3: Role Plays- Practicing Decisions

Session Title: Role Plays- Practicing Decisions

Learning Objective: To practice making decisions by role playing situations

Estimated Time: 50 minutes



Materials Needed: Case studies



Facilitator Preparation: Print copies of the case studies to hand out to each group

Activity with step by step instruction:

Introduction (15 minutes)

Explain that this session is about making the right decision when it comes to peer pressure. Ask if anyone can remember the three C's from last week (they should remember them as their homework assignment was based on the three C's). If no one remembers, remind them.

Ask some of the group who have completed their assignments to read out their problems, and how they have resolved them by using the three C's (Challenge, Choice and Consequences).

Role Plays (30 minutes)

- Distribute the copies of the case studies to each learner in the class
- Ask volunteers to read each case study to the entire group to ensure everyone understands each one
- Split the class into 4 groups and give 15 minutes to read and plan their role play. Go around and assist the groups and help with the planning.
- Ensure that each group clearly understands the role plays and give them paper to plan out the answers to the questions. At the end of the role plays, get them to explain the decisions they have made- using the 3 C's method.



SITUATION 1

Suzy has many brothers and sisters, so her family does not have enough money to buy them all a lot of food. When Suzy goes to school, all she has for lunch is some potatoes, but all of her friends have rice and beans. One day, Suzy is so hungry that she steals her friend Mary's lunch of rice and beans. Mary notices her lunch is missing, and she asks Suzy if she knows what happened to her lunch. Suzy is ashamed, so she says she does not know what happened to Mary's lunch.

Did being hungry make it OK for Suzy to steal from her friend? What could Suzy have done differently?

SITUATION 2

All of Fred's friends want to be famous singers, so they spend all their money at the recording studio.

Fred does not enjoy singing, but he decides he wants to become a famous singer too, so he begins spending his money at the recording studio as well. He is finding it harder and harder to focus on his studies, and his friends have begun to pressure him to do drugs, because they say that's what all the famous singers do. Fred is worried to tell them no, because he is afraid of losing all his friends.

Is being afraid of losing his friends a good reason for Fred to keep going to the recording studio? What are some issues with Fred pursuing singing? Have you ever been in a situation where your friends are making bad decisions?

SITUATION 3

Katie loves clothes. She wishes she could have all the clothes she wants. Unfortunately, she can't; she has two brothers and three sisters, and her parents cannot afford to buy all their children many clothes. Katie has a few friends that have some skirts she really likes. Her friends let her borrow a jean skirt, even though this is against her parents' wishes. Her parents felt that Katie should not borrow it in case something were to happen to it. In that case, they would need to purchase a skirt to replace the damaged one.

One day on the way home from school, Katie tripped and fell on her knees. She tore a hole in the skirt she had borrowed from her friend, Julie. Katie was crying, not only because she had injured her knees, but because the new skirt was ruined and they it wasn't hers.

What is Katie going to do? Should she tell her parents? Should she tell Julie? What decisions should Katie have made prior to borrowing the skirt? Does Katie have an obligation to Julie?

SITUATION 4

Steve is fourteen and has been a singer in his church choir since he was five. He feels that he misses out on many fun activities because he has to practice every day after school. He wants to quit the choir, but his mother will not allow him to; she says, "If you quit the choir now you'll be sorry when you get older." Steve wants to quit anyway.

What other options could Steve and his mother find? Is there a compromise that they can make to satisfy both of them?

Let the groups act out and explain their role plays and clap each time. Ask the learners if anyone has anything to add to each groups decisions etc.

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



Week 4: Who is in Charge of our Decisions?

Session Title: Who is in charge of our decisions?

Learning Objective: To encourage the group that they are in charge of their own decisions and to illustrate that they are the ones to make the right choices

Estimated Time: 45 minutes



Materials Needed: A printed copy of each quiz, flip chart paper.



Facilitator Preparation: Print out a copy of the quiz for each person in the class

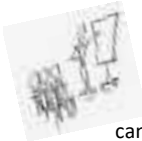
Activity with step by step instruction:

Introduction (10 minutes)

Ask the group what they have learnt from the last three weeks. (The three C's... Good and Bad decisions etc.). Explain that today we are going to learn about who is in charge of our decisions. Ask the class what kind of role models we have in our lives who we might listen to when asking for advice on a decision (parents, teachers, siblings). Sometimes, we might not want to listen to what are role models are telling us. They might tell us to do homework rather than play out. They might tell us to eat healthier foods rather than junk food. They might tell us to be home by dark rather than stay out late playing. But at the end of the day, the older you get, the more you are in charge of your own decisions.

One day you will make big decisions, maybe like what school you could go to, or what job you would like to pursue, or what kind of house you will build for yourself. Ask the group to share what kind of decisions they make each day about their own life (examples could include: what to wear, which way you take to school, what snack you eat, what to spend your 50kwacha on, what friends you play with, what you listen to in the classroom, what games you play). Encourage everyone to share one thing.

Who is in control? (20 minutes)



Give every person a print copy of the below questionnaire. You might need to explain in Tumbuka- go question by question and read them out, giving pauses so the class can think about what answer they want to make. Make sure everyone sits separately so that they cannot copy from each other. Give everyone enough time to think carefully about their decisions.

You are in control! (10 minutes)

Get the class to hand back in their sheets. Hopefully, most of the questions people have circled that they are the ones who are making that decision. By looking at the sheets, pick out questions that most

people have chosen 'me' for and explain that although it might be a small decision, we are the ones who are making those day to day decisions. By the results of the quiz, illustrate that each one of us are able to control the smaller things around us. WE are the ones who control if we study hard enough for school. WE are the ones who decide if we want to be friends with someone who bullies people. WE are the ones who decide to be kind, or nasty, to our friends.

For a quick activity, you could ask the group some questions (with lots of energy and enthusiasm) such as 'Who decides if you are successful or not' and have the class reply back " I DO ", and repeat with more.

Conclusion to the month (5 minutes)

Now ask the group if they understand more about decision making. Ask who feels more equipped to make the right decisions for them. Ask the group if they think everyone will make the same decisions when faced with the same challenge (No, because everyone is different.) Ask the group if we see our friend deciding not to study for school, should we also do the same? Ask who is in control of the decisions we make each and every day. (WE ARE!).

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

As a closing activity, do a fun energiser to finish off the months sessions.



Who is in control of...?	Me	Parents	Someone else
Getting good grades			
Getting up in time for school			
Behaving well			
Keeping clean and presentable			
Taking part in extra school activities			
Deciding to be helpful at home and school			
What you have for breakfast			
What time you get up for school			
What time you go to sleep			
How much homework you do			
How many hours you spend studying			

Session Title: Puberty and Adolescence

Learning Objective: Understand the process of puberty and its physical and emotional changes

Estimated Time: 60 minutes



Materials Needed: Envelope/ basket/ carton to put anonymous questions into. Flip chart paper, markers, books and pens.



Facilitator Preparation:

Notes:

Growing up can be fun and exciting. However, for many young people, it's also a time of anxiety as they try to cope with changes in their bodies and their emotions. Sometimes it can be hard for adolescents to talk about these changes with parents and elders. But the more adults talk to children about puberty and adolescence, the more they will show these young people that they support them and want them to be healthy and safe. As a mentor, the more open and honest you are with young people, the more comfortable they will be coming to you for advice and help.

Activity with step by step instructions:

Introduction (5 minutes)

Explain that this session will be about puberty and growing up. Let the group know that everything in this session is confidential and they are free to ask any questions they need to. Emphasise that this is a safe place and no one should laugh at one another. Let the group know that anyone who wants to ask a question that they do not want to give to the rest of the group, they may write it down and put it into an envelope at any part of the session. At the end of the session, the facilitator will read out the questions and answer them, keeping the questions confidential.

Give a list of key words which the group needs to know. First give the word and ask if anyone knows the meaning, then explain the meaning.

Adolescence: A period of physical and psychological development, beginning with the onset of puberty, that lasts until maturity. Adolescence generally lasts between ages 10–19.

Puberty: The time of life when a girl's body develops into that of a woman and a boy's body develops into that of a man. These changes usually begin around ages 10–11 and last until age 17–21. (Boys may experience puberty later than girls.)

Sperm production: When a boy's or man's body (the testicles) produces sperm

Tell them that the issues you are going to discuss may make them feel uncomfortable. However, it is important to discuss puberty and adolescence because they affect both their physical health and mental well-being. Remind girls that they are free to ask questions aloud or to write them on a piece of paper to put in the question container at the end of the session. Girls should respect each other's comments.

Match the Changes! (15 minutes)

Tell the girls you will be doing an activity to learn about how puberty affects boys and girls differently. Read the items in the chart aloud. If they think the change applies girls, they should put their hands on their head. If the change applies to boys, hands on shoulders. If it applies to both, hands in the air.

GIRLS	BOYS	BOTH
Breasts develop Ovulation and menstruation begin Hips usually become larger Vaginal secretions may begin Emotions may become stronger (hormonal changes)	Hair appears on chest Sexual organs enlarge Voice deepens Shoulders broaden Sperm production and ejaculation begin Voice deepens	Hair appears under arms Pubic hair appears Growth spurt occurs Skin and hair may become oily Produce more sweat (need to wash more)

Dealing with change:

Ask the girls if some of these changes (physical, emotional, or social) are easy or difficult to go through. Do girls and boys fear going through puberty, or is it something to which they look forward? Why/ Why not?

How do girls cope with or celebrate the changes?

Suggestions to emphasize include:

- It is important to learn about body changes so that you understand them.
- Talk to an adult, such as your mother, aunt, or a trusted teacher, about how you feel.
- Ask them questions about anything you don't understand.
- Ask them to discuss how they coped with going through puberty.
- Maintain good personal hygiene to manage body odor or oily skin.
- Do safe and healthy things that make you feel good about yourself

Role Plays (20 minutes)

Each of the scenarios below deals with a particular aspect of puberty and adolescence. Assign one of the role-play scenarios below to a pair or small group of girls. Do not include the possible solutions. If there is time, ask the group to act out their role play and then give their solutions. The facilitator should then provide the possible solutions.

- 1) Your parents have just told you that you may no longer socialize with boys your age or older, or leave the house to go out with friends on weekends. What do you do? (Possible solutions: You ask your parents why they have made this decision; you work with your parents to come up with a compromise, such as only going out with other girls or staying out until an agreed-upon time; you ask a teacher or mentor to help you talk to your parents.)
- 2) You've started to feel attracted to your neighbor, a boy you've known your whole life. You don't understand where the feelings come from or what to do about them. What should you do about these feelings? (Possible solutions: You ask your mother, aunt, mentor, or a trusted friend what you should do; you tell the boy what you are feeling.)
- 3) You've noticed that your breasts are becoming larger and you think you need to start wearing a bra. What should you do? (Possible solutions: You ask your mother or guardian to purchase a

bra for you; you save your money and purchase a bra; you borrow a bra from a friend until you can buy one.)

- 4) A boy at school has started paying a lot of attention to you. You don't know what you're supposed to do. What should you do? (Possible solutions: You ask your friends if this boy has a good reputation; you ask the boy what his intentions are; you ignore the boy's attention; you ask your parents or mentor for advice).

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

First, give time at the end of the session for everyone to think of any questions they may want to submit. Explain that anyone can write **anything** that they want to know on a paper without their name, and put it into the box/ carton/ envelope the facilitator has provided. Students should feel free to ask or write anything in the knowledge that it will be completely anonymous and they will not get into trouble.



If there are any anonymous questions in the envelope, read them out and answer them or bring them to the next session and answer them there.

Explain that it is important to remember that:

- The physical and emotional changes associated with puberty and adolescence are normal.
- Everyone develops at different pace, and we should not make fun of people who develop sooner or later than others.
- If you have any more questions about the changes happening in your body, don't be afraid to ask Girls Club mentors, parents, older siblings, teachers, or other trusted adults.

Week 2: The Menstrual Cycle

Session Title: The Menstrual Cycle

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

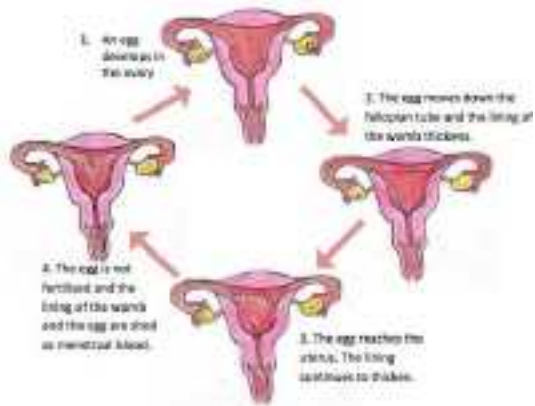
Estimated Time: 60 minutes



Materials Needed: flip chart, markers, books, pencils



Facilitator Preparation: Draw the menstrual cycle like in the drawing below on a flipchart.



Introduction (5 minutes)

Ask the girls what they have heard about menstruation from their sisters, mothers, aunts, or other female friends or relatives. Confirm or correct their statements.

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

Note to facilitator:

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

The Menstrual Cycle (15 minutes)

Using the diagram on the flipchart, explain the following:

'Once a month, an egg which has been growing in the ovary reaches maturity and makes its way down the fallopian tube. It is here that the egg may be fertilized if the woman has had unprotected sexual intercourse. Fertilized or not, the egg continues its journey into the uterus or womb. During this time the lining of the womb builds up. It is full of nutrients and blood in case the egg is fertilized and grows into a baby. If there is to be a pregnancy the fertilized egg attaches to the wall of the uterus and it is here, in the uterus, that the egg develops into a fetus and eventually a baby. If there is no pregnancy the thick lining of the uterus and the unfertilized egg are shed out of the body as menstrual blood. The cycle then begins again as another egg starts to mature in the ovary and the uterus grows its thick lining again.'

Ask the following questions, then give the answers:

1. At what age does a girl start her period? *8-18 but usually 10-16*

2. How long does a typical period last? *2-10 days*
3. What is the difference between menstruation and the menstrual cycle? *Menstruation is when a woman is having her period. The menstrual cycle is the time from the first day of a woman's period to the day before she begins her next period. This happens over and over, which is why it is called a cycle.*
4. What is the length of the menstrual cycle? *21-35 days. Depends on the individual.*
5. At what age does a woman usually stop menstruating? *40-55*

Menstrual Cycle Myths and Facts (10 mins)

Explain that there are a lot of myths surrounding a woman's period menstrual cycle. Read the items in the table below. If the girls think it is a myth, put their hands on their shoulders. If they think it is a fact, put their hands on their head.

The blood coming from a woman during menstruation means that she is sick	MYTH
Warm drinks cause menstrual cramps	MYTH
Women are able to eat spicy or sour foods during menstruation	FACT
If a woman misses her period she is definitely pregnant	MYTH (explain that while a missed period <i>may mean a woman is pregnant</i> , missed periods can also be caused by stress, inadequate food intake, the first 2 years after starting a period, lots of exercise, nearing menopause, and medicines)
It is perfectly safe for a woman to wash her hair or bathe during her period	FACT
Having menstrual blood means a woman is dirty	MYTH
A woman cannot play sports when she is having her period	MYTH

Managing Your Period (15 minutes)

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

Discuss how girls can take care of themselves during their period:

- Change menstrual pads regularly. If you use reusable cloth pads, be sure to clean them thoroughly with soap to prevent bacteria from growing. Bathe daily and keep the vaginal area clean to prevent infections.
- Take a walk or participate in another form of exercise to reduce cramps.
- Get adequate rest.
- Eat healthful foods, including fruits, vegetables, and foods rich in iron such as leafy greens, liver, fish, and beans and lentils.
- If you experience headaches or cramps, try one of the following: massaging the lower abdomen or back, taking a warm bath, drinking a hot beverage, or taking a pain-relief medication such as aspirin. (Be sure to consult an adult before taking medication.)

Explain that it is very important to take good care of our bodies and keep ourselves clean so that we lower the risk of getting vaginal infections. Vaginal infections are very common and can be treated, but they can be unpleasant. Some signs of a vaginal infection include redness, itching, burning, or an unpleasant smell. If you notice any of these changes, it is very important that you tell a trusted adult or doctor so that they can be treated. We can prevent getting vaginal infections by keeping ourselves clean, avoiding wearing tight or wet underwear.

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

Ask if there are any questions. Explain that if a girl is concerned about anything or has any questions then she can always go to an older female they trust. The first time a girl gets her period may be scary or embarrassing for her- everyone is different- but it is very normal and there is nothing to be scared about! Explain that in the following lesson, we will be making reusable sanitary pads!



Week 3: 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: Does anyone know someone who has skipped school because of her monthly period? 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.

Explain that the pad should be changed at least once every eight hours. Pads should be washed after they are used by soaking them in cold water and washing with soap and water then drying them outside in the sun.

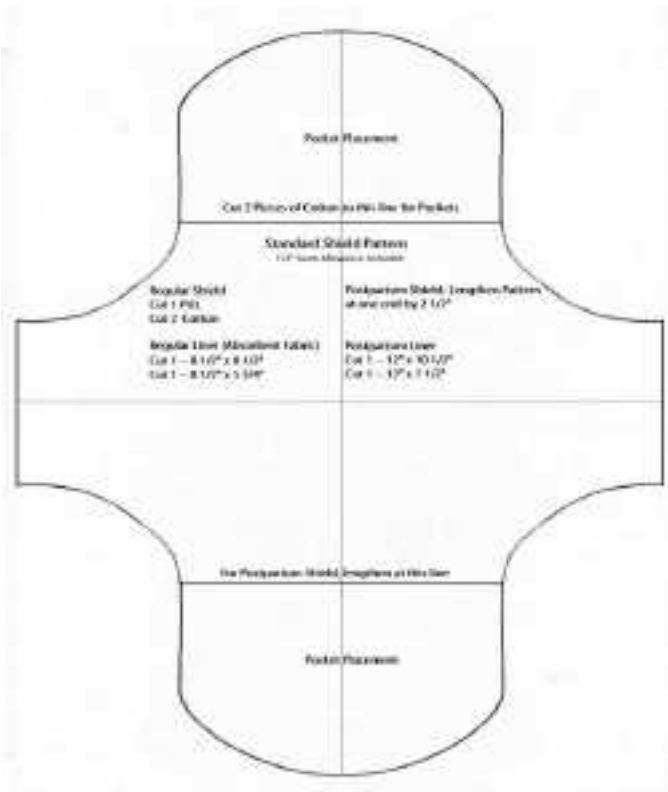


Making the Menstrual Pad (45 minutes)

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:



Week 4: Teenage Pregnancy

Session Title: Teenage Pregnancy

Learning Objective: To give information about the risks associated with young pregnancy; for participants to consider the impacts pregnancy and motherhood would have on their life and future.

Estimated Time: 55 minutes



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



Facilitator Preparation: Ensure you know the material well and are ready to answer any questions. This session is meant to set out the serious risks associated with young pregnancy, in order to deter participants from engaging in risky sexual behaviour.

Activity with step by step instructions:

Introduction (10 minutes)

Ask the girls if they remember what we talked about in the previous weeks. (Puberty, adolescence, the menstrual cycle).

Explain to the girls that getting our period means that we are able to become pregnant, but we are not necessarily physically or emotionally ready for this step. There are many exciting changes that come with being a teenager, like going to secondary school and thinking about our future careers. We do not want to miss out on these opportunities because we have become pregnant.

Ask the group to individually write down all of the things that they do in one day. E.g. what time did you wake up, what time did you go to sleep? Ask them to be specific about what they ate. How much time did they spend with friends? What activities did they participate in? How much time did they spend at school? Doing chores etc. Were they tired during the day? If so, were they able to nap? After giving the participants time, ask some of them to read out the things they did in the day.

Pregnancy (10 minutes)

Ask the group if they know anything about the implications of being pregnant, e.g., do they know what kind of food pregnant women should eat, or what happens to the body during pregnancy? Write any ideas down on a flip chart and then give the following information, discussing as you go and giving examples.

- Pregnant women must eat a balanced and healthful diet.

- Pregnant women tire more easily, and often need to take frequent naps during the day.
- Moderate exercise is an essential part of a healthy pregnancy.
- Many pregnant women experience morning sickness, or nausea and vomiting, and a diminished appetite.
- It is crucial for pregnant women to visit a doctor regularly throughout their pregnancy to ensure adequate prenatal care. These doctor visits and tests can be very expensive and time-consuming.
- Even healthy pregnancies can include other physical discomforts such as constipation, mood swings, anxiety, swelling, and so on.
- Pregnancy can cause a woman to have to limit or avoid certain activities such as participating in certain sports, consuming alcohol or drugs, smoking, lifting heavy objects, and so on.

What effect would pregnancy have on your life? (10 minutes)

Ask students to consider how being pregnant would affect their daily routines. Ask them to take about 10 minutes to highlight the activities in a typical day that would be impossible or would dramatically change if they were pregnant. Ask them to consult their list and share their thoughts with the class. Not only might they detect time and financial restrictions, but they might also recognize physical limitations that occur during pregnancy that limit what activities they can do.

Next have students consider the implications of becoming a parent. Begin by discussing how their daily routines would change if they had a child to take care of. Then focus them on the long-term challenges they would face as teen parents. How would having a child affect their education? Other aspects of their future? What kinds of financial responsibilities come with being a parent? Write answers on a flip chart.

Changes in the Body (10 minutes)

Ask the group what changes they think happen during a pregnancy? (Breasts grow bigger, can become painful, stretch marks on the skin, painful feet, changes in hormones etc.). Explain that a teenage body is often not prepared for pregnancy. When we get older, our bodies change naturally. Our hips become wider, we need a lot of nutrients to feed the baby, without which there would be birth complications, we need to have a good body weight to support a baby.

Explain that having baby during teenage years is dangerous for the following reasons:

- The body is often not ready for this, and can result in the baby dying during childbirth
- the mother during childbirth
- having complicated and very painful births
- delivering babies with low birth weight, who are at risk of having underdeveloped organs and serious health problems

The Story of Angela and Mark (10 minutes)

Angela and Mark are both in standard 8. Angela is always in the top five of her class and she dreams

of becoming a doctor. Mark's friends have had sex and are pressuring him to try it with Angela. Mark once asked Angela if she would have sex with him, but she was not ready yet. A few months later, Mark invited Angela to his brother's wedding. They drank some wine then went outside to sit under a tree. Mark started kissing Angela and asked her to have sex again and this time she did not say no. A few weeks later, Angela started feeling sick. Her tummy hurt and her periods did not come. She found out she was pregnant. Angela had trouble finishing exams and could not go on to form 1 because she had to deliver and care for the baby.

Divide the girls into groups and think about a different ending for the story. What could Angela and Mark done differently to avoid Angela getting pregnant and not finishing her studies? Have the girls present their solutions and discuss.

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



YEAR 2

September Year 2: Introduction and Study Skills

Week 1: Introduction to the Program

Session Title: Introduction to the Program

Learning Objective: To understand why girls club is important; explain the way the club will be conducted; to discuss committees; participant introduction; distribute books to each participant; to create the code of conduct

Estimated Time: 60 minutes



Materials Needed: Enough books for all participants, ball pens, flip chart, marker pens



Facilitator Preparation: Prepare a flip chart outlining the aims of Girls Club, have enough books and pens for each participant, come up with some committee ideas (e.g.- in charge of distributing note books and pens at the beginning and end of each class, time keepers etc.).

Activity with step by step instruction:

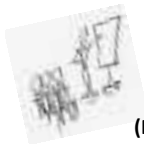
Introduction (5 minutes)

Start by introducing yourself and welcome the participants. Explain the aims of girls club using the flipchart already prepared and that this is a safe place for everyone to be together to express ourselves, learn together and take part in all of the sessions. Explain that all of the participants should feel comfortable to be involved in girls club and that this is a place where they can practice being confident, learn new things and grow as an individual. Ensure everyone understands the times/ days to meet. Explain that sessions will usually start with an ice breaker or energiser and end with a closing activity.

(Facilitator tip: The more enthusiastic you are about girls club at the beginning, the more likely the girls are to be excited too. Use good facilitation skills to show the participants can trust you and feel free in the groups space).

Introductions to one another (15 minutes)

Ask participants to get into pairs. They should ask their partner their name, their favourite food and something that makes them happy. After 5 minutes of letting the partners discuss, bring the group back together and the pairs will take it in turn to introduce each other. The participants will introduce their partner and the partner will introduce them, telling the rest of the group their partners name, what their favourite food is and something which makes them happy. This way, they will have to remember each others names and be confident in speaking to the rest of the group.



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

Code of Conduct (25 minutes)

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

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

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

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

Choosing committees and members of the committees (5 minutes)

Discuss the idea of having committee members in the group. Give possible ideas such as the time

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

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

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

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

Closing Activity (10 minutes)

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



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

Week 2: Listening Skills

Session Title: Listening Skills

Learning Objective: By the end of the session, participants will understand the difference between hearing and listening. By the end of the session, participants will be able to employ 1 strategy for being a more attentive listener.

Estimated Time: 40 minutes



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



Facilitator Preparation: Read the listening skills tips before the session so you can explain properly and illustrate each tip with an example, read through the role play before the beginning and ensure you have a second person to help with that.

Activity with step by step instruction:

Introduction (5 minutes)

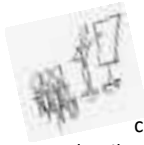
Listening vs. Hearing: begin by asking participants if they know the difference between listening and hearing. Write their answers down on a flipchart.

Hearing is simply the act of perceiving sound by the ear. If you are not **hearing**-impaired, **hearing** simply happens. **Listening**, however, is something you consciously choose to do. **Listening** requires concentration so that your brain processes meaning from words and sentences.

Listening Skills (15 minutes)

Explain that listening is an important skill that everyone needs to practice at school. In order to understand the information well and get as much from the class as possible, learners need to be good at listening.

Now explain the key points to the class. Write notes on a flip chart for each listening tip



1) Listening for meaning

Listening for meaning is a form of active listening. Active and attentive listeners not only pay attention to words, they also focus on the intent of each word—the message a word is intended to communicate. To decipher messages, first determine the central idea being communicated. Then pay close attention to explanations, and other details meant to clarify meaning. While you work to improve listening skills, always pay close attention to the central focus of what is being relayed.

While you're listening, and after the listen task has ended, check your understanding. Did what you learn make sense within the context of the topic or central idea being communicated? Monitoring and checking comprehension makes sure that you're active listening strategy is working.

2) Take notes from the class

To ensure that you take away information from the class, it is important to make some notes. You don't need to write everything that the teacher says, but some key themes and ideas from the class can help you to remember when you look back on your notes to revise. Sometimes, when we try to write everything down, we are more concentrated on the writing rather than the listening. Listen carefully and jot small notes to remind you of what was being said during class- focusing on the central ideas and points.

3) Concentrate and pay attention

People who struggle with listening often have a difficult time concentrating. Good listeners must work to develop the ability to concentrate and ignore distractions. This requires the ability to tune out personal worries, thoughts about family members and friends, and thoughts about upcoming activities. Those who can hone the ability to concentrate can improve listening skills.

4) Be prepared

If you do not complete required reading or review notes from previous lectures prior to class, it is very difficult to process information and attentively listen to lectures. This is why you should never neglect to complete reading or other class assignments. Attending a lecture prepared provides you the background knowledge required to be an effective listener—and an effective student.

5) Focus on what's important

One of the keys of effective listening is the ability to concentrate on central ideas and main focuses. It is a mistake to only be concerned about facts and extemporaneous detail during a lecture. In other words, effective listeners focus on the stories or ideas behind the facts. They then are able to pick up on the supporting fact, details and evidence for the main concepts, ideals and topics being discussed.

Ask the group to make short notes in their books, even if just the titles of teach point.

Practice Activity (20 minutes)

(You will need two people to role play the scenario, but not a learner from the class as they need to be listening to the activity). Ask the class to listen to the activity, but not write things down this time.

Glory: Hi! What school are you going to these days, and how was your first week back at school?

Martha: I go to Perfect Learning Academy School now. My first week was OK, but there were some boys who were teasing me.

Glory: I'm sorry for that! Why don't you tell the teacher? What were the names of those boys?

Martha: I am scared to tell the teacher in case they are mad at me for wasting their time. Their names are William, Moses and Precious. Precious took my bag from me and hid it behind the toilets. When I tried to get it back they chased me away from there and threw rocks at me.

Glory: You should tell the teacher. When did it happen? I have heard that there is a nice Madam at your school- Madam Alice. She was very nice to my friend Katie once and helped her with exam fees.

Martha: It happened on Tuesday. Yes, I will go to Madam Alice if you say that she is kind and will help me. I am really getting sick of the boys pushing me around. I just want to be able to go to school without any problems! The thing is, I have just been given the position of Head Girl this year, and I don't want anything to ruin that for me. Maybe the teachers will think I am troublesome?

Glory: No! They will think you are brave and strong for coming to speak to them about the boys pushing you around. The teachers will be able to tell the boys to stop being nasty and leave girls alone. If you tell the teacher, the boys will stop pushing you and any of the other girls around, and then people will see that you are following the rules and being a good student and friend. I think you should arrange a meeting with Madam Alice tomorrow in her office.

Martha: Thanks for your advice, you are a good friend!

Questions to ask the group after the role play has been done:

- 1) What is the name of the school that Martha goes to? (ANS: Perfect Learning Academy School)
- 2) What are the names of the three boys who bullied Martha? (ANS: William, Moses and Precious).
- 3) Where did Precious hide Martha's Bag? (ANS: Behind the toilet).
- 4) What did Madam Alice once do for Katie, Glory's friend? (ANS: Pay her fees)

- 5) When did the incident with the boys and Martha happen? (ANS: Tuesday)
- 6) Why is Martha worried about telling the teachers about the boys? (ANS: because she is worried that there will be problems as she has been given the position of Head Girl).
- 7) When and where does Glory suggest that Martha meet with Madam Alice? (ANS: Tomorrow in her office at school).

After completing the activity, ask what the class found hard or easy about listening. Did they easily remember everything? Ask them to think about, if Glory and Martha's conversation had continued on for a long time, would they have remembered everything then? Encourage participants to take notes during class time, so that they can revise the information they learnt when it comes to exams. It is not easy to keep all the information in our brains, so making notes will help us to remember in the future.

Ask what the class liked about the story and get them to discuss what they would have done in that situation. Now explain that, by discussing with friends the things discussed in class, it can help us to remember information and make sense of things. If we leave class without understanding what was taught, we can ask our friends and have discussions outside of school, to help us to better understand things.

Ask if the group what kind of tips they used from the first part of the session, in being an active listener?

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

Choose to be interested

Explain this before leaving the class:

Many people tune out lectures because they're bored or disinterested. As a result, they neglect to take notes on key concepts. Effective listeners become interested in the subject material, so they can process the information and pay attention to classroom lectures.



[Week 3: Note Taking Skills](#)

Session Title: Note Taking Skills

Learning Objective: By the end of the session, participants will be able to implement one new note taking strategy to improve their notetaking skills

Estimated Time: 45 minutes



Materials Needed: Flip chart, markers, books and pens for each person.



Facilitator Preparation: Read through this information properly before beginning the session. Ensure you know the material well before teaching it. Make prior notes on flip charts before the session if you feel necessary, or be prepared to make notes as you go for the students to copy down.

Activity with step by step instruction:

Last weeks homework (10 minutes)

Ask for volunteers to come forward and give examples of memory improving methods that they used last week. Encourage a few people to come forward. Discuss

Introduction (10 minutes)

Say: lets have a show of hands as to who makes notes in class, or when they are reading over a passage in a text book? Why would it be important to make notes in the class? What benefits are there from note taking in class? How can taking notes help us? Discuss and write answers on a flip chart.

Note Taking Strategies (30 minutes)

Go through each of the strategies, making notes on a flip chart as you go and asking the group to copy the notes down. Just use bullet points. Give the group these beginners note taking tips:

- Don't worry about spelling all the time.
- Notes don't have to be neat, you can always copy them up later after the class.
- You don't have to copy every single thing down, exactly as it is written, just the key points.
- Practice making notes and quickening your handwriting, so that when someone is speaking you can make notes about what they are saying.
- Remember this when copying the notes from the board.



These note taking strategies will help you to take better notes:

- **Make clear and accurate notes**
Make sure to take legible and accurate notes since it is not uncommon to forget key details discussed during class after it has ended. Frequently, students understand the teacher's class and think they'll remember everything, so they neglect to jot down specific details only to find later that they can't recall what it was they needed to remember. Students who keep accurate notes can review them later to review key points, recall necessary detail, solidify knowledge and study up on concepts they didn't fully comprehend during the lesson. Additionally, since teachers frequently cover many topics during the course of their lessons, effective notes enable students to concentrate on specific topics that are most relevant.
- **Come to class prepared**
Students properly prepared for class usually take better notes than those who come unprepared. Proper preparation includes completing assigned reading prior to class and reviewing notes from previous lessons. Students who review their notes from previous lessons (1) will have a better context for learning new topics presented in the next lecture and (2) can ask questions about confusing concepts they didn't quite understand from the previous lesson.
- **Compare your notes**
To ensure your notes are as accurate and detailed as possible, compare them with the notes of other students after class is over. This is useful because your colleagues will frequently write

down details from the class that you forgot or missed. This strategy will make classroom notes more thorough and precise.

- **Minimize distractions**

Effective note takers avoid classroom distractions. This can include sitting in spots with fewer distractions and not sitting next to friends that you might want to talk with during class or who you know are disruptive.

- **Organize your notes**

Notes organized by date, class, and subject make it easier to locate specific details. It is also a good idea to keep information from different dates and classes separated or to begin each class with a new piece of paper.

- **Use abbreviations and symbols**

Since teachers usually cover a lot of information during each lecture, it can be hard to write down everything important they say. This is why we recommend using symbols and that you abbreviate long words and use short phrases in your notes when possible. Many students use the following symbols and abbreviations while taking notes: & (and), w/o (without), e.g. (for example), i.e. (that is). When utilizing abbreviations, create a key of your most commonly used abbreviations, so you will not forget what they are.

- **Write clearly**

If you write pages and pages of notes they will be of no benefit if you can't read them. This why it is important to use good penmanship when taking notes. It is also recommended that you leave space in margins and near key concepts in your notepad, so you can add important details relating to previous lecture topics that are addressed during future lectures.

- **Review your notes**

In order to retain information discussed during lectures, it is best to review notes immediately after class. This will help you better understand the lecture, your notes, and it will enable you to focus on what you just learned for long-term retention. You should review your notes a second time just before your next lecture. This will help refresh in your mind important topics and concepts, and prepare you for the next lecture. You should continue to review your notes on a regular basis between your lectures and your exams.

- **Write down questions**

No matter how intelligent a student is, from time to time they're bound get confused and end up having questions unanswered by the lecture. For this reason, it is a good idea to write down questions to ask after class, or during subsequent lectures. You can also answer your own questions through a web search, a tutor, other student or by using reference books—but only if you wrote down your questions in enough detail during the lecture.

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

Ask each of the group to make notes during a class or copying from a book throughout the week and bring it to the next session. The notes should be at least two or three pages.



Week 4: Improving Memory Skills

Session Title: Improving Memory Skills

Learning Objective: By the end of the session, participants will be able to implement one method of improving their memory

Estimated Time: 50 minutes



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



Facilitator Preparation: Read all material and either prepare notes on flip charts prior to session or be prepared to make notes on flip charts during the sessions.

Activity with step by step instruction:

Introduction (15 minutes)

Say: Put your hand up if you have ever come up blank in an exam or classroom and cannot remember the answer to the question. Let's face it, it has happened to everyone! Usually, people who can remember a lot of information have practiced to do it. They do not remember the information by accident! They have to learn to increase their memory capacity. There are things that we can do to improve our memory, which will help us in exams and studying. Does anyone have any ideas which can help us to remember the things which we learn in class? Write any ideas down on the flip chart, then add these:

- Make sure you understand the material
- Organise the information properly
- Visualisation
- Active Studying
- Frequently reviewing information
- Talking
- Mnemonic Devices



Tell the class we are now going to look more at these ways that can help us remember information better. The group should write down these helpful tips that

are on the flip chart. The facilitator should go through them one by one and explain.

Tips to improve remembering information (30 minutes)

- **Make the information meaningful**

Students often struggle to retain important information because it is unclear or confusing. It's much more difficult to remember concepts when they're not completely understood. In order to remember new information presented to you, it helps to summarize the information that you have learnt first, in your own words. If you can't do this, then it's a good sign that you have not understood the topic. This means it will be hard to recall this information. So, to be sure you can remember the information, first we need to understand it.

- **Organize the information**

"Chunking" is another organization strategy for memorizing information. In fact, you probably already use chunking memory strategies already and don't even realize it. When you memorize a person's phone number, the combination to a lock, or a number passcode you use chunking. It's far easier to remember long number when you "chunk" them into small groups of three or four numbers. Why? Because most people can only remember about three or four bits of information at once. So how can you use chunking to improve your memory? Chunk history by events or periods of time when events occurred. Chunk foreign language vocabulary into functional groups like items in a house, car parts, or body parts. When you chunk, you simply group information into small groups of three to five times at a time. (Ask the group to think of things that they could 'Chunk'). History, as said above, is a good example.

- **Visualization to improve memory**

It's easier to remember a picture rather than details from a book or a lecture. Visualization is one strategy that can be used to remember information that's been read in a text book or spoken during a lecture. This strategy is especially useful when studying confusing subjects. To apply this strategy, create images in your mind that relate to, or have similarities to, the concept. Visualizing information read or relayed to you will imprint it in your mind, increasing the likelihood you'll remember it.

Visualization is particularly effective for memorizing systems, cycles and processes. For example, let's say for upcoming science test you'll be required to memorize the water cycle. So let's get started. Visualize in your mind a cloud floating high in the sky. Picture the cloud getting bigger and bigger and until it bursts. Now watch as rain pours from the cloud and hits the ground. See the rain form into small streams, then larger rivers as it flows toward lakes and eventually to the ocean. Visualize the sun shining down on the ocean and evaporating the water and form into clouds which the wind then pushes inland... Anyway, you get the idea, right? Visualization allows you to create a vivid, meaningful and memorable story that allow you to recall information. You can also use maps, charts, graphs, or pictures to help you visualize and remember important material.

- **Active Studying**

In order to remember or learn a concept, you must practice active studying. If you are passive in your study habits, it will be very difficult to remember what you read or hear during a lecture.

One way to be an active studier is to teach the information you are studying to classmates in a study group. You can also critically analyze material you're studying by contrasting it with correlating details or coming up with questions about what you've learned, or finding ways to apply what you've learned. By implementing active study strategies into your personal study, you'll enhance your ability to retain confusing or complicated concepts.

- **Frequent Reviewing**

All students cram for tests at one time or another. Although many people cram right before tests, it is not an effective long-term learning or memorization strategy. It is very difficult to retain information long-term from one or two cramming sessions. The key to memory retention is to frequently review notes and other study materials weeks or days before tests. If possible, review notes immediately following lectures and jot down or highlight information that will probably show up on a test. You should also adapt this strategy after completing textbook reading assignments by reviewing information you highlight and chapter headings. Through repetitive review and study, you will eventually begin to retain the information being learned.

- **Talking**

Believe it or not, talking is a very powerful—and underutilized—strategy for improving memory. How does it work? Just talk! Talk about what you've learned. Talk about the information you need to remember. Sit down with your Mum, Dad, brother, sister or friend and tell them what you've learned. Struggling to memorize the water cycle for a test? Then sit down with someone and describe in detail the cycle. Want to learn history? Then discuss, debate and argue history with someone else. Want to improve your English? Then talk English with someone who will listen—or find a fluent English speaker who will listen to you.

- **Mnemonic devices**

A mnemonic (pronounced like mnemonic) device can be a pattern of letters, ideas or associations that can help us to remember something. Mnemonics come in different shapes and sizes. It could be a song, a poem, a picture, rhyming words, an acronym... A mnemonic is something which we make to help us remember any amount, big or small, of information.

Another example; I used to get confused at how to spell difficulty. Can anyone spell difficulty? Choose someone. Now explain that for those who can't remember how to spell it, they can remember this short song instead:

Mrs D, Mrs I, Mrs F F I, Mrs C, Mrs U, Mrs L T Y.

A powerful mnemonic device for improving ability to remember important information and details is the use of acronyms. An acronym is a word composed of the first letters of a list of words. How does it work? Easy. You take the list of words that you want to memorize and put them in an order so that the first letters of each word spell a real or made-up word that is easy to remember. An example of a simple acronym is MADD—Mothers Against Drunk Driving. It could be an acronym, such as D2D. D2D is an acronym which stands for Determined to Develop. Another one is ADMARC: Agricultural Development and Marketing Corporation Limited. As well as this, we can use an acronym to remember how to spell a word.

The short sentence 'big elephants can always make small elephants cry', can help us to spell

BECAUSE... Look:

Big **E**lephants **C**an **A**lways **M**ake **S**mall **E**lephants **C**ry

Check out the first letter of each word! It spells 'because'.

As an example, explain to the group this mnemonic which can help us to learn the planets in the solar system, in order of distance away from the sun, starting at the planet closest to the sun. Write this on the board:

My **V**ery **E**asy **M**ethod **J**ust **S**hows **U**s **N**ine **P**lanets

Now look at each first letter of the words. Each letter corresponds to the first letter of the planets...
Look:

Mercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune and **P**luto.

Now can the group think of any other Mnemonics that they know which help them to remember information. Maybe they have learnt one at school. If there is time, ask the group if they can come up with one themselves.

Short Discussion (10 minutes)

Ask what tip individual student prefer. Which one's sound like something that they might use, and why? Which ones seem like they could be of help? Has anyone used them before, and why were they useful? Have a short discussion using on the information that the class have been given today. Encourage the group to practice these activities and find which one is best for them.

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

Ask the group to bring evidence of them using one of these memory improving tips for next week's session, using something they are working on at school. (They can explain a method they used to remember something, e.g., 'During the week I explained the water cycle to my friend so I understood it more)



October Year 2: Relationships

Week 1: Good and Bad Relationships

Session Title: Good and Bad Relationships- Friendship

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

Estimated Time: 50 minutes



Materials Needed: Pretend Microphone



Facilitator Preparation: Make or find something to use as a pretend microphone.

Activity with step by step instructions:

Last weeks homework (10 minutes)

Before introducing this months topic, remind the group about last weeks homework.

'Ask each of the group to make notes during a class or copying from a book throughout the week and bring it to the next session. The notes should be at least two or three pages.'

Check some of the notes and ask how it was to use the note taking techniques at school. Discuss any questions and encourage the group to continue with this.

Introduction (10 minutes)

Explain that during this month we are going to be looking at relationships. We can have relationships with lots of different people. Ask the group to list all the different people in our lives that we can have a relationship with.

(Friends, parents, teachers, siblings, neighbours, our pastor, mentor)

Relationships can come in lots of different shapes and sizes. As we get older relationships change and get different to what we are used to, especially with boys. As we get older, we will talk more about relationships with boys. But now we are just going to talk about relationships that are with our friends, families and people we know. We are also going to learn skills that make sure we have good relationships with everyone we know and meet.

Ask the group for ideas about what kind of different relationship there are and add them to the list.

(Friendship, romantic relationship, parent and child relationship, teacher and child etc).

Lets think about some of the things that make a good or a bad relationship (15 minutes)

Hand out flip chart paper and let groups of 5 make lists of what they think a good and a bad relationship is. Encourage them to think about the relationships they have with friends, teachers, parents. Make the lists from personal experience!

Once each group has had enough time, get together and review the lists as a group. As a guide, below are some examples:

Good Relationships	Bad Relationships
Trusting one another	Lying and cheating
Respecting each others decisions	Agressiveness
Sharing together	Not listening to the other person
Keeping secrets	Doing harmful things like saying nasty words
Including each other in games	Physical or verbal abuse
Acting nice to each other	Not respeting ideas of the other person
Having more good times than bad	Arguing a lot
Dealing with conflicts well	Ignoring

Friend Wanted (15 minutes)

Step 1: Ask participants to think of someone they would consider a good friend or someone they would like to be their friend. Why is that person a good friend? Why do you want that person to be your friend? Write answers down on a flip chart.

Step 2: Now, ask participants to create a 30-second “Friend Wanted” radio advertisement. They do not need to write it down, and it doesn’t need to be perfect. The advert should simply indicate interests, hobbies and positive qualities they are seeking in a good friend.

Step 3: Participants share their 30-second advertisement with the group. For fun, use a pretend radio microphone.

Step 4: After everyone has shared their radio advertisement, ask participants the following discussion questions:

- What are some of the key qualities participants are looking for in friends?
- Why are these important qualities? (Participants may say things like trust, make them feel good about themselves, have their best interest at heart, care about them and/or won’t force them to do things they don’t want to do)
- Do you think boys and girls want the same qualities in a friend? Why or why not?
- What qualities do you offer to a friendship?

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



Week 2: Healthy or Unhealthy?

Session Title: Healthy or unhealthy?

Learning Objective: To understand the differences and definitions of unhealthy and healthy relationships, to equip the group with an understanding of an abusive relationship and the support that is available.

Estimated Time: 50 minutes



Materials Needed: Books, pens, flip charts, markers, signs which read healthy and unhealthy relationships and relationship scenarios.



Facilitator Preparation: Print or write out all of the relationship scenarios for the interactive activity on separate pieces of paper.

Activity with step by step instruction:

Introduction (10 minutes)

Ask if someone can name what we did in the last session. Ask more specifically about the 'good and bad' signs of a relationship. Can anyone remember the ideas we came up with about the good and bad relationships? (Refer to last weeks session plan). Explain that during this session we will look at more ideas about healthy and unhealthy relationships. It is important to understand what a healthy and unhealthy relationships looks like so that we can identify whenever we need to take action on an unhealthy relationship.

Explain:

Another reason that it is important for us to talk about healthy and unhealthy relationships is that sometimes our friends or family may need help in an unhealthy relationship. Many people live in an unhealthy relationship. Some of our parents may be in an unhealthy relationship, and the children may think this type of relationship is normal. They might think that an abusive relationship is normal. Our friend at school might be living in an abusive household and might grow up to live with a man who is also abusive, thinking that it is normal. This class is all about learning what is normal and what is not normal for a relationship, not just with a man, but with our friends, teachers, family members and other people around us.

Definitions (10 minutes)

As a group, see if you can come up with some definitions of a healthy and unhealthy relationship by having a short discussion. Use two flip charts to make spider diagrams and write the suggestions for each definition for everyone to see. Here are some good starting definitions-

A healthy relationship is 'a relationship in which both partners are equal. Healthy relationships are based on respect, honesty and trust, communication, safety and support.'

An unhealthy relationship is 'a relationship which one or both partners feel unequal, unsafe or unsupported.'

Get the group to copy the definitions down in their books.

Relationship scenarios (15 minutes)

Thinking about unhealthy and healthy relationships, lets talk about some of the scenarios which might happen in a relationship. Say: As a group, we are going to identify whether these scenarios are healthy or unhealthy.

Give out the scenarios. Give a few moments to discuss and explain each one to everyone. One by one, discuss the scenarios and stick them to either the healthy or unhealthy signs on the walls. Make sure you discuss why its unhealthy or not. Ask what would they do in the unhealthy situations to encourage the group to start thinking about what action they could take if they found themselves or someone they know in an unhealthy relationship.

- Encourages you to try new things
- Helps you when you feel down
- Both partners take space for own friends and interests
- Being able to apologise
- Supports your dreams and ideas

- Accepting each others right to say 'no', and to change their mind
- Can disagree without being put down
- Being responsible for your own actions
- Values your opinions
- You cant express your opinions freely
- Gets jealous when you talk to other people
- Interrupts you and doesn't listen to your point of view
- Makes fun of you
- Gets mad easily during arguments
- Calls you names and shouts at you
- Hurts your feelings
- Tells you that you are too sensitive or childish
- Forces you into doing things that you don't want to
- Your partner has other romantic relationships
- Your partner has tried to push you to do something sexual when you are not ready

Abusive relationships (15 minutes)

Ask the group what an abusive relationship is. Write down ideas on a flipchart. Ask if anyone has witnessed abuse before? Abuse isnt always physical. It can be sexual, emotional or verbal. It can include bullying, harrassing and can be aimed at a partner, friend, family member.

Explain:

A definition of abuse is: treating a person, or animal, with cruelty or violence, especially regularly or repeatedly. Anyone can receive abuse and anyone can give someone abuse. No one is immune from abuse as it can happen to anyone. However, if we know the signs of abuse, and the signs of an unhealthy relationship, we can avoid abuse in a relationship.

People in an unhealthy realtionship are more prone to having a pregnancy early, being abused, being forced to do things they don't want to, being unhappy, being cotrolled by someone else. As a group, lets come up with ideas of what abuse could be. Some things include:

- Scratching, punching, biting, strangling or kicking.
- Throwing something at you such as a phone, book, shoe or plate.
- Pulling your hair.
- Pushing or pulling you.
- Grabbing your clothing.
- Using a knife, stick or other weapon.
- Smacking your bottom.
- Forcing you to have sex or perform a sexual act.
- Grabbing your face to make you look at them.
- Grabbing you to prevent you from leaving or to force you to go somewhere.
- Making you feel very bad with words
- Putting you down until you cry
- Turning other people against you
- Telling you that you are worth nothing and no one likes you

What to do in an abusive or unhealthy situation (10 minutes)

As a group, let's imagine we are in one of these unhealthy or abusive relationships. What would we do? Or, let's imagine our friend in one of these relationships. What advice would we give her?

Discuss ideas given by the group and then give the information below:

A friend who is being abused needs your patience, love, and understanding. Your friend also needs your encouragement to get help immediately from an adult, such as a parent, family member, or guidance counsellor. Most of all, your friend needs you to listen without judging. It takes a lot of courage to admit being abused; let your friend know that you're offering your full support.

What should you do if you think someone might be abusing you? If you feel that you love someone but often feel afraid, it's time to get out of the relationship — fast. You're worth being treated with respect and you can get help.

First, make sure you're safe. A trusted adult or friend can help. If the person has physically attacked you, don't wait to get medical attention or to call the police. Assault is illegal, and so is rape — even if it's done by someone you are dating.

Avoid the tendency to isolate yourself from your friends and family. You might feel like you have nowhere to turn, or you might be embarrassed about what's been going on, but this is when you need support most. People like counselors, doctors, teachers, coaches, and friends will want to help you, so let them.

Don't rely on yourself alone to get out of the situation. Friends and family who love and care about you can help you break away. It's important to know that asking for help isn't a sign of weakness. It actually shows that you have a lot of courage and are willing to stand up for yourself. It's also likely you will need help to break out of a cycle of abuse, especially if you still love the person who has hurt you, or feel guilty about leaving.

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

Remind the group that when we are talking about relationships, we are talking about friendships, parents, teachers, the opposite sex. A relationship is a connection between two people- it does not have to be sexual. So even in a non-sexual relationship you can be abused or treated badly.



Week 3: All Tied Up

Session Title: All Tied Up

Learning Objective: A fun activity to work as a team or pair to complete a common goal; to strengthen relationships and communication skills through fun activities.

Estimated Time: 50 minutes



Materials Needed: Strips of cloth/ rope or string



Facilitator Preparation: Gather together the props you will need for the activities you will decide to do, depending on what is available for you and the group.

Activity with step by step instruction:

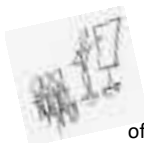
Introduction (10 minutes)

Introduce the topic as a team work activity by telling the group that sometimes, to achieve something, we have to work together with people to reach our goals. Often, we have to rely and trust in other people to succeed. This means that we need to have good relationships with our friends who are around us. Explain that doing fun activities can help us to build strong relationships, and therefore have a good support base around us.

Activity (30 minutes)

To carry out this activity, follow the instructions:

- 1) Tie the group together so that each person is tied to both neighbours' wrists.
- 2) Now that the group is "all tied up", give them a task to do together.
- 3) Some ideas of the task are: Wrap packages with gift wrap, bows, and a card, pour a cup of water for each person in the group, anything else that is fun and crazy



Note: To make the task more difficult give the group a time limit

After doing group games, tie people into pairs and have a race. Decide on something like drawing a picture, getting a cup of water or making a tower out of cards. Set one of these activities and then choose some pairs to participate. The pairs have to race to complete the activity (i.e., pouring a cup of water).

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

Short Discussion (10 minutes)

At the end of the session ask the group how it felt.

In teams, did someone have to take charge?

How was it being bossed around by someone?

What were the good skills of a successful team? (Listeners, good leaders, good communication).

Ask the group to think of times when they need to be good listeners, good at communicating and good leaders.

How does this activity relate to relationships?



What did the groups find the most difficult or easy?
Which activity was the most fun?

Week 4: Friendship Appreciation

Session Title: Friendship Appreciation

Learning Objective: To learn ways of appreciating our fellow girls and friends. To learn creative ways to appreciate friendships.

Estimated Time: 60 minutes



Materials Needed: Crafts such as scissors, different colour paper, glue, pens, pencils, glitter, etc.



Facilitator Preparation: Prepare as many crafts as possible.

Activity with step by step instruction:

Introduction (5 minutes)

Take 5 minutes of circle time before starting the craft to talk about friendship. Ask everyone to finish the sentence 'I like friends who...' to give them inspiration for the craft activity. At the end of craft time you can sit in a circle again and talk about the importance of having the qualities we have discussed in this class. E.g, if you like friends who smile a lot they you should try to smile a lot too.

Group Wreath/ Flower (20 minutes)

In pairs, let the group pick a piece of coloured paper and trace around their hand with a pencil. Let them pick a favourite colour. Cut out the handprint and let participants decorate their hand print with their name and draw a pictures or write a sentence about friendship. The finished handprint can get glued together in a circle to make a wreath or flower. You can add 5,6 or 7 to a wreath/flower.

Friendship Chain (15 minutes)

Give children strips of paper. Have everyone decorate and write the name of a friend on the strips. Passing the strips around the group, ask participants to write something nice about the girls name on the strip. Let children take turns adding their strips to the chain. Display the chain in the classroom.

Poem (20 minutes)

Have the girls write a poem about their friend(s), describing what they like about their friend, her

characteristics, why they are happy to have their friend. Allow the girls to share their poem if they would like.

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



November Year 2: HIV/ AIDS

Week 1: An introduction to HIV/ AIDS

Session Title: An introduction to HIV/AIDS

Learning Objective: By the end of this session the students will be able to know some factors that increase the vulnerability of HIV

Estimated Time: 50 min



Materials Needed: Flipcharts, markers, tape, yes and no written on A4 papers, note books and pens



Facilitator Preparation: Yes and No papers to stick on either side of the room

Activity with step by step instruction:

Introduction (10 minutes)

Introduce this month's topic as HIV/AIDS. Ask the group if anyone knows what HIV/AIDS stands 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)

Make sure students understand the difference between HIV and AIDS. For example, no one can contract AIDS directly; they get infected with HIV, which then develops into AIDS.

How can someone contract HIV? (10 minutes)

Explain that this session is all about learning what things can cause HIV/ AIDS. Ask the group what they already know about contracting HIV. How does someone become HIV Positive? Write answers on a flip chart and then make sure that the information below is included;

Blood
Semen
Rectal Fluids
Vaginal Fluids
Breast Milk

Game (20 minutes)

After sticking the Yes and No signs on either side of the room, ask the group to form a line in the middle. Explain that you will ask questions and then the group will move to which ever answer they think is correct. If they don't know or are unsure, they can stand in the middle. Encourage them not to follow the group and tell them you will be calling on participants to explain why they have stood where they have stood. After asking participants why they have answered in that way, tell them the correct answer, and tell them WHY it is the correct answer.

(Facilitator Tip: Explain that this is a learning exercise rather than a test. Discourage participants from copying their friends or moving to the side of the room that everyone else has moved to. Explain you will be asking people to explain why they have moved to the Yes or No paper).

Read the following statements and after each one, let the girls answer by moving to either the yes or no papers to indicate their answers. If they don't know the answer they can stand in the middle of the room. After each question, give an explanation of the answer and ask participants to move back into the middle of the room.

- 1) You can get HIV from kissing **(Ans: No)**
- 2) Alcohol can increase the risk of getting HIV **(Ans: Yes- taking alcohol can decrease our awareness and we can make bad decisions like not using a condom or choosing to have sex when we are not ready)**
- 3) HIV / AIDS has no cure. **(Ans: Yes. But people can live with HIV for many years if they take good care of themselves and get proper treatment.)**
- 4) Does culture affect HIV infection **(Ans: Yes, some harmful cultural practices can increase risk to HIV infection such as initiation camps, the belief of not using condoms or girls not having the**

right to choose with whom they have sex)

- 5) HIV can be contracted if you use the same cups and plates as a HIV positive person **(Ans: No, HIV cannot be transmitted through using the same utensils as people with HIV)**
- 6) Women are more likely to get HIV than men **(Ans: Yes, women are more likely to contract HIV since gender inequalities increase the vulnerability of women to HIV infection (a woman's ability to negotiate for safer sex, women engaged in transactional / intergenerational sex)**
- 7) The risk of contracting HIV can be prevented if you use a condom during sex **(Ans: Yes! The risk of contracting HIV can be greatly reduced if you use a condom correctly)**
- 8) You can tell if you have HIV without being tested **(Ans: No, you cannot tell without being tested)**
- 9) Sex is the only way that HIV can be contracted **(Ans: No, HIV can be contracted through three different ways: Unprotected sexual intercourse with someone who has HIV. Through blood, blood products or transplanted organs which contain the virus, or from an infected mother to her child during pregnancy, childbirth or through breastfeeding).**
- 10) You can hug, play with a care for a baby or child with HIV without contracting it **(Ans: Yes. Its ok to play with or care for a baby or child with HIV as you cannot contract HIV in this way).**
- 11) You can tell if someone has HIV / AIDS by looking at him or her. **(Ans: No. people with HIV / AIDS may look the same as you and me.)**

Conclusion (10 minutes)

Ask the group to come together and in their books, write down the notes below on HIV/AIDS. Write down the meaning of HIV and AIDS as written in the introduction.

The three ways that HIV can be contracted:

- 1) Unprotected sexual intercourse with someone who has HIV
- 2) Through blood, blood products or transplanted organs which contain the virus
- 3) or from an infected mother to her child during pregnancy, childbirth or through breastfeeding

AIDS: AIDS is the end stage of infection with HIV and it is characterized by a range of symptoms. AIDS is the name given to a group of illnesses in HIV positive people. These are illnesses that arise when people living with HIV (PLHIV) are no longer able to fight off infections because of lowered immunity.

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

Encourage the girls to remember what they have discussed in this class and try and remember the ways HIV can be contracted and spread.



Week 2: Healthy-Decision Making

Session Title: Healthy Decision-Making

Learning Objective: To understand the role healthy decision making plays in HIV/AIDS prevention

Estimated Time: 60 min



Materials Needed: flip charts, markers



Facilitator Preparation: Make notes on a flipchart using the information below, ready to display to the group

Activity with step by step instruction:

Introduction (5 minutes)

Ask the group if they remember what we talked about in the last session. Name three ways HIV can be transmitted.

Today we will talk about the role healthy decision making plays in preventing HIV transmission.

Making Decisions (10 mins)

Explain that we make decisions every day without even thinking about many of them. These decisions shape our days and eventually our lives. Ask the girls one decision they have made today, e.g. what to wear, what to eat, who to talk to, which way to walk to the market. Was it a difficult decision? Did they think about the consequences?

Explain that in order to make good decisions it is important to follow three steps:

One: Stop and think.

Two: Consider the consequences of your decision.

Three: Know the facts.



Healthy Decision Making Game (20 mins)

Read the below story aloud. Explain that every time you stop the story and clap twice,

it means that Beatrice and John need to make a decision. At these times, the girls will answer the questions you ask.

Read: A young man, named John, stops his car to talk to a girl, named Beatrice, and eventually he asks if she wants a ride.

Stop and think: Clap your hands twice (CLAP, CLAP) and ask these questions:

Consequences: What could happen if Beatrice gets in the car with Oto? What can happen if she doesn't get in the car?

Know the facts: What does Beatrice know about John? What does she know about others who have accepted rides from John? Or others like him?

Read: Beatrice accepts the ride and John offers to stop by the bar and buy her a beer on the way home.

Stop and think: Clap your hands twice (CLAP, CLAP) and ask these questions:

Consequences: What could happen if Beatrice agrees to have a beer with John? What could happen if Beatrice doesn't have a beer with John?

Know the facts: Why is John offering Beatrice a beer? Does Beatrice know about the effects of alcohol on herself? On John? How will she get home if John is drunk?

Read: Beatrice tells John that she will go to a bar with him if he agrees to have one beer only and then take her home. He agrees. Inside the bar he orders one beer each and then several more for himself, until he is drunk. Beatrice tries to leave the bar, but John grabs her and harasses her. Beatrice is able to make it outside the bar but once she gets outside she sees that it is dark. She needs to get home.

Stop and think: Clap your hands twice (CLAP, CLAP) and ask these questions:

Consequences: How could she get home safely? What could happen if she tries to walk? Or goes and waits for him? What could happen if she contacts a friend or family member?

Know the facts: What are her other options? Can she ask someone else? Or call a person for help?

What were the consequences of Beatrice's decisions?

Would you have made similar decisions if you were in the same situation? Why or why not?

Identifying Risky Behaviors (25 mins)

Write the following risky behaviors on a flipchart:

Having sex at an early age (a)	Get HIV and other STIs (b)
Touching blood from a cut of someone who has HIV (b)	Teenage pregnancy Get HIV and other diseases (a)
Not studying for an exam (c)	Get behind in your studies and get in trouble with your family (g)
Taking drugs and alcohol (d)	Get HIV and other diseases (f)
Eating unhealthy foods (e)	Will not get enough nutrients and will not have energy (e)
Sharing razors (f)	Fail the exam and get a poor grade in the course (c)
Skipping school (g)	Damage your health and get behind in your studies (d)

Have the girls draw lines connecting the behavior to its matching consequence.

Discussion: Remind the girls that the choices we make can have consequences that will impact our lives. By choosing healthy behaviors, we avoid dealing with negative consequences, like getting HIV / AIDS.

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

At the end of the session, ask the group to think of the best ways they can protect themselves from HIV and write them on a flip chart.

- Choose not to have sexual intercourse when young
- Do not use unclean or unsterilized needles or razor blades
- Use gloves when helping someone who is bleeding
- Using a condom when the time is right for you to have sex with someone you love and trust
- Have few sexual partners



Week 3: HIV Transmission and Prevention

Session Title: HIV Transmission and Prevention

Learning Objective: Students will be able to understand how HIV can spread rapidly. Students will be able to identify ways to prevent the spread of HIV.

Estimated Time: 50 minutes



Materials Needed: Index cards, flip chart paper, markers.



Facilitator Preparation: Prepare the index cards to give to each student. Prepare enough small cards to distribute to all the students. Mark the cards as follows: 1 card with a blue dot (if possible, give this card to a confident student), 1/3 of the cards with a yellow dot, 1/3 of the cards with a green dot, and 1/3 of the cards blank. There needs to be enough space on the card for participants to write people's names onto, so using A5 could be a good size.

Activity with step by step instruction:

Activity (30 minutes)

Explain the learning objectives for this session plan, and that we are going to play a game which will help us to see the reality of HIV transmission.

Give a card to each student in the room.

1. Tell students to sign their name in the top right-hand corner of the card and keep track of their card throughout the activity. Instruct students to walk around the room signing each other's card. After about 5-10 minutes, have students return to their seats.

2. Inform the group that this is an exercise to demonstrate how quickly HIV can spread within a community. Ask the student with a blue dot on his/her card to stand up. Tell the group that the person who is standing up represents someone who is infected with HIV. Make the point that you cannot tell if

someone has HIV by simply looking at the person. Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many do not even know they are infected.

3. Go over again how HIV is spread and reinforce that it cannot be passed from casual contact. For the purpose of this exercise, however, say that signing each other's cards represents having sex with another person. Ask the student with the blue card to state the names of people on their card. Instruct students to stand up when their name is called. Note that all of those standing could now be infected with HIV. Ask those standing to share the names of those whom signed their cards and instruct students to stand up when called. Continue until all of the students are standing. If a person's name is called more than once, point out that this signifies a higher chance of infection. Remind students that not every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.

4. Explain that with unprotected sex, HIV can spread very quickly through the social networks of a community. Introduce the idea of prevention. Ask students to see if they have a green dot on their card. Inform the group that every person with a green dot on their card said "no" to unprotected sex and, therefore, is not infected with HIV. Those with a green dot may sit down. Inform the group that those with a yellow dot on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Ask students with a yellow dot to sit down. Inform the group that those still standing did not say "no" to sex, did not use a condom, and therefore, put themselves at risk and could be infected with HIV.

Discussion (10 minutes)

Ask the students to sit down and ensure that they understand this was just a game.

After the activity, discuss the following questions:

- a. How does this exercise help explain how HIV can spread so quickly in a community?
- b. Did anyone realize that he or she was infected before passing on HIV to someone else?
- c. Do you think that in real life HIV is often passed from one person to another without someone realizing that he or she is infected? Why is this?

Transmission and Prevention (10 minutes)

On a flip chart, make a table and encourage answers from the group about how HIV can be transmitted and prevented. Challenge them to think of as many prevention methods as possible, in addition to the ones that were discussed in the activity.

Possible answers may include:

HIV Transmission	HIV Prevention
Unprotected sex with an infected person	Getting tested to know your own status and knowing the status of sexual partners
Contaminated blood transfusion	Abstaining from sex until in a monogamous relationship
Sharing contaminated needles	Being faithful to one partner

Between a mother and her infant during pregnancy, childbirth, and breastfeeding	Correct and consistent use of condoms
	Using clean needles in syringes and not sharing needles
	Screening donated blood
	Testing expectant mothers and treating those who are HIV-infected to prevent mother-to-child transmission

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



Week 4: Stigma and Discrimination

Session Title: Stigma and Discrimination

Learning Objective: To learn how to live positively with people who are affected with HIV/AIDS; to understand the definitions of stigma and discrimination; to think about how one can stop discrimination in communities

Estimated Time: 50 min



Materials Needed: Flip chart paper, pens, role play situations on a paper for each group.



Facilitator Preparation: Write the scenarios below out on a piece of paper for each group

Activity with step by step instruction:

Introduction (10 minutes)

- Ask the group if they know the percentage of people living with HIV in Malawi (10.3%).
- Ask if they can guess the amount of new HIV infections that are found in young people (young people account for 50% of new HIV infections in Malawi).
- Now explain that of all the 15-17 year old men in Malawi, 0.4% are living with HIV. It doesn't seem like a lot right? Now let's guess how many 15-17 year old girls in Malawi are living with HIV. The answer is 3.7%. This might also seem small, but compared to our fellow men the same age, its significantly bigger.
- Now ask to see a show of hands of how many people in the room know someone close to them living with HIV (First explain that it is the choice of the individual if they wish to answer this question and everything discussed in this session is confidential).
- Now ask to see a show of hands of how many people in the room know someone close to them who have passed away from HIV/AIDs.
- With 10% of the Malawian population living with HIV, it's clearly a very prevalent and real problem to us. Today we are going to talk about the stigma and discrimination around people living with HIV.



Stigma and Discrimination (20 minutes)

- Ask if anyone knows what the words stigma and discrimination mean. Have a short discussion and give some examples so the group can begin to form their own idea.
- Now write the definitions on a flip chart so the group can copy down.

Discrimination is the unjust treatment of different categories of people or things.

Stigma is 'a mark of disgrace with a particular circumstance, quality or person.'

Ask the class to get into four small groups. Give them each a scenario and ensure they clearly understand it before having a discussion within their group.

The situation scenarios:

- (a) There is an HIV positive student in your class. You have to share a desk with him.
- (b) You are the headmaster. A student at your school decided to disclose her HIV status to her class mates. Other parents want to remove their children from that school.
- (c) Kabaya limited does medical examinations every year for all employees. The results always go to the management. This year someone was fired after he was found to be HIV positive. He has taken his boss to court. You are the judge.
- (d) A sex worker in the village is known to have HIV as she is open about her status. The community want her to leave because she is still having sex, although it is protected. The chief has been asked to come up with a solution to the problem. You are the chief.

- Ask them to consider the following questions when discussing the situations.
- The questions are as follows: 1. how would you feel?

2. What would you do?
3. Why would you do that?
4. Which part of the scenario was discrimination?

After giving the groups their papers, ask them to discuss everything and come up with a plan to report back to the group in 10 minutes. Tell the groups to prepare a quick role play to act out the situations.

Group discussion (15 minutes)

Get each group in turn to come to the front of the class and role play out the situation that they have been given. Then, they must present their answers to the questions. The rest of the group should join in and give their ideas and comments about the groups decisions.

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

Discrimination in our community (5 minutes)

Ask if anyone has ever seen or heard about any HIV discrimination in their community. What other types of discrimination have they heard about? What can one person, or a group do, to stop discrimination?



December Year 2: Being Assertive

Week 1: Assertive Skills and Bullying

Session Title: Assertiveness Skills and Bullying

Learning Objective: To equip the group with a basic understanding of what being assertive means; to practice assertiveness skills; to understand the impact of being assertive in difficult situations.

Estimated Time: 50 minutes



Materials Needed: An array of toys or objects to use as props, flip chart, markers.



Facilitator Preparation: Ensure you thoroughly understand how to conduct the activities before delivering the session.

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group if they understand what being assertive means. If no one understands, explain that assertive means to have or show a confident personality. Learning assertiveness skills involves learning how to express one's own feelings and defend one's own rights in ways that also respect the feelings and rights of others. Being assertive comes naturally to some people, but others really have to work at being assertive. Being assertive is about letting others know how you feel and what you want. It's about letting people know your real thoughts and opinions, and being clear about what you want to do.

Explain:

Assertiveness is usually a good character trait to have, however, sometimes it can be negative. During the next few weeks we are going to learn all about being assertive, how we can practice being assertive in different situations and how it can be negative in some situations.

As a quick visual aid, pick up a toy and ask one of the group to come and snatch the toy from you (she will be playing the role of a bully and will not give you the toy back until you become assertive and confident in asking for the toy back- whisper this to her before performing this skit in front of the class).

You will do this two times, but the first time you will ask for the toy back in an unconfident and shy way. The volunteer will refuse to give you the toy back even if you ask two or three times. The second time, she will snatch the toy from you again. Using a loud and clear voice and standing up straight and looking into her eyes, you will say, nicely but firmly, give me my toy back please, with your hand out in front of the toy. She will give it to you! The class should understand that this is being assertive. You can add some adaptations of this and play around with it and could also get volunteers to play it out in front of the class whilst you watch.

Ask what other situations we might need to become assertive in. Get the group to come up with a few situations which might require assertiveness before moving on. (Some could include, someone peer pressuring us, a boy forcing us to do something sexual that we don't want to, a friend asking for something we don't want to give them).

Once the group has a clear understanding of what being assertive means, then move onto the activities. Explain that the activities are all about learning to be assertive in terms of bullying or peer pressure.

Activity 1: Keeping Cool (10 minutes)

Teaching assertiveness begins with teaching simple relaxation and self-calming techniques to deal with strong negative feelings. First, discuss with the children how people may feel in a bullying situation or if someone is trying to peer pressure us, such as angry, fearful, sad, upset, embarrassed, or confused. Then ask the group what kinds of things people want to do when they feel this way, such as yell, throw something, hit something, hide, cry, or try to make someone else feel as bad as they feel. Ask if they think these are good or helpful things to do.

Explain that at times everyone has strong negative feelings. These feelings are important because they often tell us that something is wrong or needs to be fixed. But strong feelings can also lead us to do the wrong thing, unless we learn how to calm ourselves, keep a cool head, and do the right thing to fix the

situation. Ask children to describe and demonstrate the things they can do to keep calm and cool-headed if they feel angry, fearful, or upset in a bullying situation. For example:

- Close your eyes and take several slow deep breaths
- Count to 10
- Stand tall
- Relax the muscles in your face and body
- Talk silently to yourself and repeat a soothing phrase, such as “Keep calm”
- Get a drink of water
- Go sit by a person you trust

Have the group choose what they think are the best techniques and then practice using them together.

Activity 2: Ignoring (10 minutes)

Children who attempt to bully other children are often seeking a reaction. If children learn how to actively ignore minor bullying-related behaviours, potential bullies may lose interest. Explain to the group that when another child is doing small things that annoy you but are not yet bullying behaviours that hurt you, you can often get the child to stop simply by keeping cool and actively ignoring him or her. Generate a list of ways to actively ignore a child who is attempting to provoke or annoy you. Write everything on a flipchart. For example:

- Stop playing
- Walk away
- Turn your body away
- Turn your eyes away
- Don't answer a question
- Keep talking to the other person you're with

Role-play some of these situations, with the facilitator playing the potential bully. Show them how the provoking child often loses interest after one or more attempts have been ignored.

Activity 3: “Yes” or “No” (10 minutes)

The facilitator can teach learners to respect their own right and the right of others to decline a bullying demand, as opposed to a polite request. In this activity, learners practice deciding to politely say no or yes to a request or a demand, as well as to accept either a no or a yes from others.

Begin by asking the learners what they would like to say to a child who is demanding a particular toy. If the learners say they would like to say no, ask what they think they should say. Learners may well think that they're supposed to say yes. Explain the difference between a bullying demand and a polite request by using a rude voice to say “Give me that!” and then a pleasant voice to say, “May I have that toy, please?” Assure them that it is always okay to refuse a bullying request, but when a child is politely asking, they can choose whether to say yes or no.

Have the learners form pairs, and give a toy to one participant in each pair. Have the participant without the toy demand the toy. Have the other participant keep cool and assertively say, “No, I'm playing with it now. You can have it when I'm done.” Next, ask the participant without the toy to politely ask for the toy. The other participant can choose to politely say either, “No, I'm playing with it now, but you can have it as soon as I'm done” or “Yes, you can play with it now.” Have the child without the toy respond by saying, “Okay, I'll wait until you're done” or “Okay, thanks for letting me play with it.” Conduct the role-play again, with participant playing the opposite part.

Activity 4: Standing Up to Bullying (10 minutes)

It is important for participants to learn an assertive style of responding to bullying situations. Knowing how to stand up for themselves and to speak up assertively on another's behalf gives children a sense of control and an air of self-confidence that can deter others from bullying them.

Begin this activity by talking about the best way to respond to a bullying situation. Ask the participants what they think will happen if they provoke the bullying child by retaliating, or if they reward the bullying child by doing exactly what they want. Elicit that the bullying is likely to continue. Explain to the learners that the best way to get the bullying behaviour to stop is to respond assertively to bullying by standing up and speaking up, whether you are the one being bullied or whether you see it happening to someone else. Remind them that they can also ask for help from an adult.

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

Remind the learners that the skills they have learnt in this session can be used for lots of other situations. Ask them to think about the peer pressure situations in which they might end up in in the future. Remembering these assertiveness skills will allow them to become a stronger girl, and using these skills will deter people from trying to pressure them or bully them in the future.



Week 2: Nonverbal Communication Skills

Session Title: Nonverbal Communication Skills

Learning Objective: At the end of this session students should be able to have a better awareness of their non-verbal communication skills and how our body language can be changed to be assertive.

Estimated Time: 50 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Opening Energizer (10 minutes)

- Direct students to pair up, and ask student pairs to stand back to back.
- One person will talk for 30 seconds about what he or she did last weekend while the other person listens.
- Then the two will change roles.
- Instruct the students that they can't look at each other, make physical contact, or ask each other any questions.

Questions to ask:

- What did this feel like?
- Did this way of speaking feel natural? Why or why not?
- Did you feel like you missed anything in what the other person said?
- Is it important to see the other person as you're talking to them? Why or why not?

Introduction (10 minutes)

Ask the group if anyone understands what non-verbal communication is? Can they guess what it is by the name? Can they give examples of non-verbal communication? Ask them to think about deaf people... They communicate on a daily basis without being verbal. Explain that there are ways to communicate with people without being verbal- without making noise. It is communication without words. Many people agree that non-verbal communication, although quiet, speaks the loudest. For example, the words that we say can often mean something different by changing the way that we say it.



Introduce yourself to the class, but using non-verbal communication (body language and non-eye contact) show that you are shy and unconfident. Ask them what they thought about your introduction. What words would they use to describe you after your introduction?

Now introduce yourself using the same style verbally, but use non-verbal communication to show confidence and assertiveness (standing up tall, using welcoming body language, eye contact with the group etc.). Ask the same questions; how would the group describe you now, after your positive introduction?

Definition and Content (5 minutes)

Make a list of some of the things discussed about non-verbal communication.

Nonverbal communication can include the following:

- Facial expressions
- Posture
- Eye contact
- Leaning forward
- Nodding
- Open body posture
- Hand gestures
- Showing empathy

Body Language (15 minutes)

1. Ask for two volunteers.
2. Explain to them that the class will observe them having a conversation about anything that they choose. They just need to have any conversation.

3. Ask these students to wait outside the room (or in any place out of hearing range) for a few seconds.
4. While they're out of hearing range, explain to the rest of the class that they'll be observing the body language of both volunteers.
5. Ask the volunteers to come back inside.
6. The class forms a large circle around them, and the volunteers proceed with their conversation.

Processing for the class:

- What body language did you see?
- What was the effect of that language?
- How do you know that the listener was actually listening to the person speaking?

Processing for the two volunteers

- When you were talking, what did the other person do to make you want to talk more?
- When you were talking, what did the other person do to make you stop talking?

Summary Points:

- Many times, nonverbal cues are more important than what is actually being communicated.
- Paying close attention and observing the nonverbal cues tells you a great deal about what is really happening.
- Check in to see if the verbal and nonverbal cues match. If not, ask the speaker to clarify.

Charades (10 minutes)

Ask for a volunteer. Let her think of an action to act out without speaking, or assign them an action such as bashing cassava, planting seeds, hearing goats, digging a hole, milking a cow etc. Now the rest of the group must give answers. The one who is correct should go next.

At the end of the activity, as the group if it was easy or hard to act out the activity and guess what it was. What helped, what didn't help etc.

Facial Expressions (5 minutes)

Explain that facial expressions can speak a million words. Do some examples. Talk at one girl using an angry and menacing face. Say the same thing with a welcoming and warm face. Ask the group to see the difference. Now, call out emotions and ask the group to show that emotion only using their face. Remind the group that facial expressions are very important in the way we communicate with someone.

Session wrap with activity to be done at home.

Closing Energiser (10 minutes)

Explain that non-verbal communication is important. There are times where we need to show positive non-verbal communication skills, like our body language during a speech or an interview. Now, for fun, we are going to practice non-verbal communication in a game. Which means we are not going to talk!

Starting in small groups, the participants have to hold hands, making sure each participant is not holding both hands of the same person. The goal is to untie the knot and form a circle (the final result

could be more than one circle with some participants facing outwards). To make the human knot more difficult, the group can be told to only communicate non-verbally. This activity teaches basic problem solving, teamwork, and communication (including nonverbal communication).

Week 3: Passive, Aggressive and Assertive

Session Title: Passive, Aggressive and Assertive

Learning Objective: For students to learn the difference between being passive, aggressive and assertive; for students to practice assertiveness skills; for students to understand the right time to use the skills

Estimated Time: 50 minutes



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

Facilitator Preparation:

Activity with step by step instruction:

Introduction (15 minutes)

Explain:

After last weeks introduction to assertiveness, we are going to learn about the difference between passive, aggressive and assertive. These three ways of communicating can help us during a time of conflict, or negotiation. Often, being persuaded or pushed into doing something means we need to respond in the right way to get the outcome we want. Some of the skills that we will learn in todays class will allow us to handle those types of situations well, such as peer pressure, pressure from a boy to have sex or do sexual things that we don't want, persuasion of an adult to do something we don't want. Knowing and understanding the words and ideas we are going to discuss today can be really helpful to us in situations that we need to handle.

In order to get what you want, you must be able to tell people what you want in a way that helps them to want to listen. How you say something, or your style of communication, is very important.

On three flip charts, write each word in the middle (Passive, Aggressive and Assertive). As a group, try to come up with things that are associated with each word.

After, have a quick discussion about which communication style is overall, the best, and why.

Passive: Passive is the opposite to being assertive. Someone who is passive does not stand up for what

they want or believe. They often feel like they don't have any rights. Passive people may feel like a doormat, that people walk all over them. They often go along with things that they don't want to happen, for fear of speaking out. They can act shy and quiet. A passive person might watch their friend get pushed around by someone else, but not say anything about it. Passive people do not let other people know what they want or need. They often let other people decide what is best for them.

When you are passive/ nonassertive: - you stand or sit slumped down - you look at the floor and your feet - you mumble. When you are nonassertive, other people see you as: - little - not able to make decisions - always needing help – childish

Aggressive: You are aggressive when you: - want to win at any cost - are pushy - put down other people - don't listen to or respect other people's feelings or ideas. Often aggressive people want everything to be done in their own way.

When you are aggressive: - you stand too close to people - you clench your fists - you talk too loudly or shout. Aggressive people often scare people into what they want. An aggressive person might use violence or abuse to get what they want. Being aggressive is not a good way to communicate.

Assertive: Being assertive means respecting the person that you are speaking to as well as yourself. You are assertive when you: - stand up for what is best for you - make sure other people understand what you need or want - openly and honestly express your ideas and feelings - respect other people's rights and ideas - listen to other people

When you are assertive - you stand tall - you look people in the eye - you speak clearly - you listen with interest. When you are assertive other people see you as: - an adult - able to make decisions - able to do things - independent – honest.

After, have a quick discussion about which communication style is overall, the best, and why.

Tips for being assertive (10 minutes)

On a flip chart, see if the group can come up with any ways that we can be assertive. Go through each one and demonstrate the assertive action, and the opposite (e.g, tell someone in the group, 'I am not going to do your homework for you' whilst looking in their eyes and then again whilst looking at the floor so the group can notice the difference).

Make eye contact- Make sure the person is more interesting than what is on the floor. Look at the person most of the time. But, do not stare at people 100 percent of the time.

Body language and posture – Try to face the person. Stand or sit up tall. But don't be threatening.

Keep a good distance- you smell or feel the other person's breath, you are probably too close. Keep a comfortable distance.

Facial expressions – Your face should match your emotion and what you are saying. Don't laugh when you are upset and don't have a frown when you are happy. A relaxed, pleasant face is best when you are happy. A relaxed, serious face is best when you are upset.

Voice tone and volume – When you are making an assertive message, you want to be heard. In order to be heard you have to pay attention to the tone of your voice (happy, whiny, upset) and volume of your voice (whisper to yell).

Practical Activity (20 minutes)

The facilitator should provide a scenario appropriate to the group and model the three responses. Firstly, give a passive response to the situation whilst standing under the passive sign. Then, with an aggressive response, standing under the aggressive sign and then the 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 4: "I" Messages

Session Title: 'I' Messages

Learning Objective: Learning to communicate by understanding the importance of being assertive and an active listener in healthy relationships.

Estimated Time: 60 minutes



Materials Needed: Handouts, markers, poster paper or flipchart paper



Facilitator Preparation: Print handouts from pg. 87-88 of Girls Only Toolkit
<http://www.sdcda.org/office/girlsonlytoolkit/toolkit/girls-only-toolkit.pdf>

Activity with step by step instruction:
Ice-breaker/dance (5 minutes)

Opening Discussion: (5 minutes)

Explain:

Assertiveness is an honest and relatively direct expression of your feelings, both positive and negative, your beliefs, and your opinions in a manner, which is socially acceptable. Many people, especially women, are taught to ignore their own rights in order to be accepted by others. Femininity, for example, is equated with: loving nurturing, supporting, anticipating others wishes and deferring to them. We learn to avoid conflicts by submitting to others. We learned to be loved by becoming more proficient in meeting others need than our own. In fact, we often allow other to violate our rights unintentionally, by failing to communicate our wants and ideas to them. Teaching girls to be assertive helps them get in touch with our own rights and to learn a variety of ways to protect them, while not hurting other people.



Discussion Question: When someone is doing or saying something that you don't like, how do you handle it?

Activity 1: How to be assertive (20 minutes)

1. Begin by explaining to participants what it means to be assertive. Continue by comparing the differences of being aggressive, passive, or assertive, accompanied by the handout.
2. Using flip chart paper jot some ideas for sample conflicts from the girls. For example, a friend cuts you in the lunch line or someone touches your bra strap and it made you feel uncomfortable.
3. Explain that conflicts don't always have to end in violence and that using "I Messages" can be an assertive way to intervene when there is a problem in a relationship or friendship. I messages are simple statements that say exactly how the person feels in a respectable way. For example, I didn't like that you cut me in line, please go back to your place in the line. Jot down multiple "I Messages" from participants.
4. Ask participants to get into small groups of about 3-4. Using the examples from the handouts, role play some of the scenario conflicts on the poster paper. Leave up the conflict and I message examples as references for the role play.
5. Prompt each group to choose a participant to act out the conflict in an aggressive, passive and assertive way. Ask one participant to respond to each conflict using I messages.
6. After the girls have recognized the incorrect behaviors and practiced the proper way to intervene with "I messages" allow volunteer groups to act out their skits for the group.

Activity 2: Active Listening Skills (10-15 minutes)

- Have participants stay in their groups of 3-4, and come up with a list of ways they can be active listeners in their relationships at home and at school.
- Some examples: You also show interest in what the other person is saying. You show interest by looking at the person who is speaking. You show interest by nodding your head when you understand what the person is saying. You can also show you are interested by asking questions. You should ask questions so that you are sure you understand what was said.

Closing discussion: (5 minutes)

Discuss their answers and offer the list of examples (above) if they are stuck.

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

Session wrap-up: (10 minutes)

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 in your relationships with family and friends.



Practice Activity:

Before the next meeting, start to practice active listening at school and at home.

January Year 2: Leadership
Week 1: What is Leadership?

Session Title: What is leadership?

Learning Objective: Identify good leadership characteristics, identify various leadership styles, discuss female leaders, and consider gender and leadership.

Estimated Time: 50 minutes



Materials Needed: Flip chart and markers



Facilitator Preparation:

This session is designed to get participants to think about why it is important to be a leader in the community. They will also explore various strategies for becoming a community leader.

Activity with step by step instruction:

Introduction Activity (15 minutes)

Write the word "leader" on the chalkboard. Ask participants to define it.

Lead a discussion using the following questions:

- a) **Who can be a leader?** (Possible answers: A person who has the skills necessary for the task that they are leading; someone who is motivated; someone who is respected by the community; someone who believes in a particular cause or goal.)
- b) **What skills or education does a leader need to have?** (Possible answers: A leader must be good at working with others. Depending on the task, the person may need to know a lot about a particular subject, such as agriculture, or be skilled in writing or in mathematics.)
- c) **How does this person act?** (Possible answers: Respectfully toward others, confident, caring)
- d) **What qualities does the person need to have?** (Possible answers: Honesty, diplomacy, knowledge about a particular subject or issue, self-confidence)
- e) **What qualities should the person not have?** (Possible answers: Dishonesty, bossiness, self-interest, a lack of confidence)
- f) **Why and how do people become leaders?** (Possible answers: Some people have certain personality traits that make them take on leadership roles; a certain crisis, event, or cause may inspire a person to become a leader; people learn the skills necessary to take on leadership roles.)



Ask participants to answer the following questions:

- What is the definition of leadership?
- Why is it important to be a leader? (Possible answers: Leaders are able to accomplish goals; leaders are able to make a difference in their communities.)
- Why is it important for girls and women to be leaders? (Possible answers: Girls and women are affected by decisions made at all levels, including at school, in their community, and by the government.)

Traditionally, women and girls have not always been allowed to take on leadership roles, especially in religion and politics. But this does not mean that women have not served as leaders.

Ask the girls what leadership roles women fill in their community. Remember that leaders do not always have titles like mayor, priest, or school director. They can be people who are influential in maintaining traditions, or who perform a function necessary to the community (cooking food at funerals/ weddings etc.). Emphasize that there are no leadership positions for only men or women.

Women Leaders (30 Minutes)

1. Ask the girls to think about a woman they admire. Have them draw a picture of this woman and write down her qualities, skills, and accomplishments. To give some ideas, you could discuss Joyce Banda, first female President of Malawi as well first female as vice President. GVH Mponela (female chief), Amara Pinto (Malawian swimmer who competed in 2016 Olympics at 18.), Rosemary Mkandawire, chief executive of Toyota Malawi. Give the group 15 minutes.
 - Ask each girl to think about why she selected that particular woman.
 - Is this person considered a community leader? Why or why not?
 - Invite the girls to share their responses.
2. Explain the difference between a role model (someone admired for a particular trait or traits) and a leader (someone who influences or motivates others in a particular community).
3. Ask the girls to name female leaders they know in their community or in the world at large.
 - Why do they consider these women leaders?
 - Do they help other girls and women?
4. After participants have shared their answers, ask them if the characteristics they listed describe only women leaders, or male leaders as well. Ask them to explain their answers.

If participants say that the characteristics they listed do not describe men who are leaders, ask them to describe a male leader's characteristics.

- Are the characteristics listed for male and female leaders different?
- Note to facilitator: Be sure to point out that men and women leaders may be perceived differently due to cultural expectations about men's and women's behaviour or traditional roles.
- How do the girls view these different leadership qualities for men and women?

5. Continue the discussion by asking the group which leaders in the community (or outside the community) they would like to be like and why.

Human Knot (15 minutes)

1. Divide participants into groups of 5–8. Have each group stand in a circle. Instruct each person to extend their right arm into the circle and take the hand of another person, but not someone who is standing next to her. Have participants repeat the action with their left hands. Tell them that they are now in a Big Knot that they must “untie” without letting go of each other's hands. They may step over and through each other's hands, but they are not allowed to let go of each

other.

2. They have 10 minutes to complete the task. The first group to untie itself wins. Be sure to monitor their progress!
3. After groups have untied their knots, ask them to answer the following questions:
 - a) How were they able to untie the knot? (Possible answers: They figured out how their hands were tangled and worked together to untangle them; one person acted as the leader.)
 - b) If they weren't able to untie the knot, why not? (Possible answers: They couldn't figure out the knot; people wouldn't work together; people got frustrated and gave up.)
 - c) What problems did they encounter? (Possible answers: One person gave all the instructions and didn't listen to others' ideas; some people wouldn't work as a group.)
 - d) Did any members take on a leadership role? If so, what did this person do? (Possible answers: Gave instructions, organized the group, or encouraged others.)
4. Ask participants to reflect on the leaders they have discussed during the session.
 - Does each person lead in the same way?

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



Week 2: 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



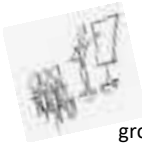
Facilitator Preparation: Write the Martin Luther King quote on a flip chart.

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 it's 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 (15 minutes)



Ask the group how it felt when they were all pulling and pushing each other to get into groups.

Say: 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.

Ask: 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 why the leaders are either good or bad.

Leadership in challenging times (15 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. It's hard to please everyone. Let's think of some of the challenges about being a leader and discuss them. Possible answers could include:

- Not everyone wants to follow a leader
- Someone may not agree with the leader and chose not to cooperate
- It's common for a leader to have an opposition
- Leaders often find barriers and obstacles that they have to overcome
- Leading big groups of people can be challenging because everyone has different ideas

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.

Ask participants to identify community leaders near their homes. Explain that in the next session they will share who they identified.



Week 3: Aminata's Story

Session Title: Aminata's Story

Learning Objective: To begin thinking about how leadership feeds into community development, to experience being a leader, to discuss leadership

Estimated Time: 50 minutes



Materials Needed:



Facilitator Preparation:

Activity with step by step instruction:

Recap (10 minutes)

As a recap for the last few weeks, ask participants to name a few of the female leaders they said they admired and why they admired them. Ask if they think it was easy for the women to do what they did. (The group will probably answer “no.”) Explain that it’s not always easy to be a leader. Ask them to reflect on the difficulties they encountered when trying to untangle the Big Knot. How are these difficulties similar to obstacles that leaders sometimes face? Ask why (hopefully the girls will refer to last week’s discussion about leadership challenges).

Ask volunteers to share what community leaders they identified and why they believe them to be community leaders.

Aminata’s Leadership Story (20 minutes)

Read Aminata’s Story out loud. If the group is large, divide students into groups of 3–4 people to discuss the questions at the bottom of the story. After approximately 10 minutes, ask students to share their answers with the entire group. “You must be the change you wish to see in the world.”

–Mahatma Ghandi



Aminata’s Story

One day, Aminata was surprised by all the trash she saw around her high school. She realized the trash came from students and teachers, who get rid of what they do not want by throwing items over the school wall. As a result, paper, plastic bags, and other items blew around the school and into neighboring fields and houses. Surrounded by rubbish, the school looked ugly. In her health class, Aminata learned that garbage pollutes the environment and often harms animals. She also learned that when children play in the trash piles, they spread germs that make people sick. And they can get hurt from broken glass or aluminium cans. Aminata also had heard some people complaining that they had to pick the trash from their fields.

For all these reasons, she decided that something needed to be done about the problem. Aminata mentioned to some of her friends that she thought they should stop throwing their trash over the wall. A few of them laughed and told her that everyone in the town throws their trash outside. It was no big deal, they said. Some of Aminata’s friends agreed that what they did was bad for the environment and made their school look ugly, but they told her they didn’t know where else to throw their trash. Aminata decided to talk about the garbage issue with her health teacher. The teacher agreed that the school’s trash was becoming a big problem. He took Aminata to talk to the school principal, who asked Aminata to speak at the parents’ association meeting the next day.

At the meeting, Aminata explained pollution’s harmful effects on animals, children, and the environment. It also made the school look dirty. Some parents told Aminata that the garbage had always been there and they didn’t think the parents’ association needed to do anything about it. Aminata explained that the rubbish affects everyone in the community, even the animals and plants. Finally, the parents agreed to use school association’s funds to purchase barrels or bins for the school so that people could throw their trash in one place and burn it regularly.

During the following week, Aminata and her friends went from class to class explaining the harmful effects of garbage and instructing students to throw their trash into the barrels. As Aminata was walking to school one month later, she couldn’t believe her eyes: There was no trash blowing in the wind.

Discussion Questions:

- What problem did Aminata identify in her community?

- How did Aminata decide to solve the problem? Did she solve it alone or did she have help?
- What community resources did Aminata use?
- Did Aminata encounter any obstacles while trying to solve the garbage problem? If so, what did she do to overcome those obstacles?
- What leadership characteristics did Aminata display? How would you describe her leadership style?
- Have you ever acted as a leader and helped solve a problem or organize something in your community? If so, what did you do? What challenges did you encounter? How did you resolve them? If the answer is no, are there any problems that you would like to address in your community, what are they and why?

Driver's Seat (20 minutes)

Randomly divide the group into pairs. Assign one participant from each pair to be the car. The other participant will be the driver.

(Note to facilitator: To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space and pair girls together who do not know each other well.)

Explain: The role of the participant who is the car is to keep her eyes closed and follow the driver's instructions.

The role of the participant who is the driver is to keep her eyes opened and protect the car from collisions. Talking is not allowed in this activity so the drivers must communicate to the cars with the following touch signals.

(Demonstrate as you describe):

- A touch on the middle of the back means walk
- Subsequent touches on the middle of the back mean walk faster
- A touch on right shoulder means turn right
- A touch on left shoulder means turn left
- A touch on head means stop

Cars should be touched gently and all cars and drivers should be very careful!

Make sure everyone understands their roles and the signals, and then start the exercise. Ensure that there is no talking during the exercise – or that talking is at least kept at a minimum. After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa. Stop the second round after one or two minutes and have the group return to their seats.

Discuss the following with the group:

How did it feel being a car?

How did it feel being a driver?

Which did you prefer? Why?

What were some of the challenges of being the car?

What were some of the challenges of being the driver?

What did you enjoy most about each role?

What did this exercise teach you about leadership?

What does it mean to be an effective leader?

Is there any value in following?

Does following have a role in leadership? If yes, what is it?

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

Ask participants what they enjoyed most about the session and ask a few volunteers to explain.
Ask participants what they learnt in the session and ask a few volunteers to share with the group.



Week 4: Follow the Leader

Session Title: Follow the Leader

Learning Objective: To understand the importance of leadership, to practice leadership activities, to understand the qualities of a good and bad leader

Estimated Time: 45 minutes



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



Facilitator Preparation:

Activity with step by step instruction:

Leadership energiser and discussion (15 minutes)

Say: Girls club is all about being a leader and a role model to those around us. To be a leader we need to know what kind of things makes a good leader. Today we will find out about good leadership, but before that let's play a game.

How to play:

Participants stand in a circle. One person is asked to leave the room. It will be their task to figure out who the leader is upon re-entering the room. 1 person volunteers to be the leader. The leader will initiate an action (such as clapping their hands, tapping their head, patting their knees, etc.) and the rest of the group mimics the action. The leader will change actions- and when he/she does, the rest of the group mimics the new action. The challenge for the group is to try to observe the leader and change actions in a subtle way, so that the "outsider" cannot figure out who the leader is. Continue the action until the "outsider" guesses who the leader is (they can have 3 guesses!), or tell them who it is if they cannot guess correctly. Repeat with a new "outsider" and a new leader. Continue for several rounds.



Now have a short discussion with the group. Pose these questions:

-Did you enjoy this game? Why or why not?

-What was easy or hard about this game?

-Ask the “outsiders”: What made it hard or easy to figure out who the leader was? Did you have any strategies for figuring out who the leader was? What did you notice about the leader(s)? Did they have different styles or methods of leading?

-What skills did the leaders need to be successful?

-What was it like to be a follower? What skills did the followers need?

-What aspects of this game can you take and apply to real life experiences of being a leader or a follower?

-Have you ever had to lead a group of people to accomplish a task?

-Tell about a time when you had to follow someone. What made it a positive or negative experience?

Good and Bad Leadership (30 minutes)

Draw two columns on a sheet of flipchart paper. Write ‘Good Leader’ at the top of one column and ‘Bad Leader’ at the top of the other.

Ask:

What do you think leadership means?

[The action of leading a group of people or an organization.]

Why is it important for everyone to have some good leadership skills?

[Advancement of your own goals, use your resources to reach your vision, they strengthen communication and decision-making, increase productivity, etc.]

Hand out paper and pencils or pens to each participant.

Instruct:

Think of a leader you admire (e.g., mother, community leader, celebrity, politician) and write (or think of) three qualities you believe makes that person an effective leader. Next think of a leader you dislike (e.g., Adolf Hitler, a celebrity or politician, or a character from a well-known story) and write (or think of) three qualities that make that person a bad leader.

Allow sufficient time for participants to write (or think of) these responses. Request each participant to share what they have written. Record the qualities listed on the chalkboard or flipchart paper under the column ‘Good Leader’ or ‘Bad Leader’.

Discuss the similarities and differences in the qualities that were suggested:

Was anything surprising?

Are there any similarities with the qualities for a good leader and for a bad leader?

Do the leaders we do not admire have similar qualities to ones we do admire?
How can we avoid becoming bad leaders?
What can we do to be effective leaders?

Explain:

Now I will go around the room and ask each participant to list:

- A positive quality that you believe you already have
- A positive quality that you would like to develop
- A negative quality that you would like to manage or eliminate

Inspirational leaders (5 minutes)

As inspiration, give the two accounts provided below of inspirational Malawian leaders. If possible, show their pictures to the class.

- Theresa Kachindamoto is a female chief in the Dedza District. She has authority over more than 900,000 people. She is known for her forceful action in dissolving child marriages and insisting on education for both girls and boys. She is the youngest of 12 siblings and has been chief since 2003.
- Patricia Kaliati was elected as an MP in 1999 and is now the minister of gender. She was born in Nkando, Mulanje. She studied to be a teacher in 1988 and received a Primary School Teaching Certificate and later obtained a Diploma in Human Resource Management. She taught at primary and secondary schools until she was elected to parliament.

Ask the group what they think is inspirational about these stories.

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



February Year 2: Preventing Diseases

Week 1: Healthy Living

Session Title: Healthy Living

Learning Objective: To learn about a balanced diet; to learn about malnutrition; to learn how to avoid malnutrition; to equip the group with the correct information to prevent disease

Estimated Time: 50 minutes



Materials Needed: flip chart, markers, pens, books



Facilitator Preparation: Make notes on flip charts to display during the explanations of a balanced diet and malnutrition.

Activity with step by step instruction:

Introduction (10 minutes)

Introduce this month's topic: Disease Prevention. Explain that it's important to know how we can prevent diseases so we know how to prevent us and our families from getting sick. Explain that a person who lives a healthy lifestyle can help to prevent disease. On a flip chart, write responses to the question what makes a healthy life? After some suggestions, explain that a person who gets enough sleep (six to eight hours), exercises regularly, eats well, protects herself from malaria, and avoids drugs and alcohol is someone who has a healthy life style. As well as preventing disease, a healthy person has more energy to carry out responsibilities at home, school, or work.

A Balanced Diet (15 minutes)

It is important for people to understand that having a balanced diet is an important part of keeping a healthy body and mind. This means eating different kinds of foods each day that have the nutrients to help girls grow. Give this information and make notes on a flip chart as you go so the class can make notes.

- **Foods that protect.** Many foods help protect people from getting sick and help bodies heal quickly. Girls should try to eat as much of these foods as possible. Examples include vegetables (carrots, tomatoes, okra, onions), leafy vegetables (sweet potato leaves, spinach, other leaves used in cooking), fruits (mangos, papaya, bananas, limes), and palm oil.
- **Foods that build.** Other foods help bones and muscles grow strong and stay healthy. These include meat, fish, legumes (beans, peanuts), cashews, eggs, milk, and yogurt. Girls should try to eat some of these foods twice a day.
- **Foods that give energy.** Still other foods give energy needed to walk, run, and think. These include rice, maize, cassava, potatoes, plantains, pasta, and bread.
- **Foods very low in nutrition.** While the foods listed above are good for girls' growth and well-being, other foods are very low in nutrition. These include fats, sugars, salt, and oils. It is best to not eat very much of these foods—once per day is enough—except for palm oil, which is another food that protects.

A balanced diet includes some foods that protect, give energy, and help girls grow, eaten at each meal every day. Eating a balanced diet protects a person from becoming sick or malnourished. To be

malnourished means that the body becomes weak from lack of a proper diet.

Malnutrition (10 minutes)

Explain:

Malnutrition is what happens when a person is not eating a balanced diet or not eating enough food. It means that the body does not get the vitamins or protein it needs to stay healthy. Malnourished people can have many problems. They can have poor attention in work or school, infections or illness, stunted growth, and broken bones. Malnutrition can even lead to death under the worst situations.

These are some common signs of malnutrition.

- underweight
- bloated belly (especially seen in young children)
- tiredness, weakness, and low energy
- Difficulty in paying attention
- Weak muscles
- Stunted growth (shorter and smaller body than normal)
- brittle and dry hair
- brittle teeth, fingernails, and bones that break easily
- Dry or scaly skin
- Greater chance for illness, infections, and death

Group Quiz (15 minutes)

Divide the group into smaller groups. Explain that there will be some questions based on the material we just learnt.

Hiding the information on the flip charts, ask the questions. Give 2 points for a correct answer. The group to put their hand up and answer first wins the points.

What is malnutrition?

What are some symptoms of malnutrition?

Name some foods that protect.

Name some foods that build.

Name a common meal your family eats that makes a balanced diet (include foods that protect, foods that build, and foods that give energy)

What are some good foods to feed a younger brother or sister who often gets sick?

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



Week 2: Healthy Foods

Session Title: Healthy Foods

Learning Objective: To further understand healthy foods and revise last week's information

Estimated Time: 45 minutes



Materials Needed: Paper, coloured pencils, pens.



Facilitator Preparation:

Activity with step by step instruction:

Introduction and recap (15 minutes)

Ask if anyone can remember some of the foods that

- a) Build
- b) Protect
- c) Give energy

If no one can remember any of the information then encourage them to revisit their notes, or display last week's flip chart notes again.

Food Items in the Community (30 minutes)

Ask participants to make a list of food items commonly eaten in the community (not prepared food, but individual items used to prepare food or eaten on their own).

Once facilitators receive a list, they should have participants decide which items they would like to draw. Make sure that all food items are drawn and that each person has something to draw. Use coloured pens and pencils if they are available.

Revision Activity (10 minutes)

Write on the board, 'foods that build', 'foods that Protect', and 'foods that give energy'. Have each participant place their drawing under one of these topics. To make this more fun, divide the group into two teams, and keep score by giving teams points for every correct answer.

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



Week 3: 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 anaemia (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



Week 4: Cholera/Diarrheal Diseases

Session Title: Cholera/Diarrheal Diseases

Learning Objective: To understand what diarrheal diseases are; to learn symptoms and understand why dehydration is dangerous; to understand how diarrheal diseases are spread; to learn how to prevent and treat diarrheal diseases

Estimated Time:



Materials Needed: Flipchart paper and pens/blackboard and chalk, a liter of clean/boiled water, one teaspoon of salt, 8 teaspoons of sugar, teaspoon, spoon for stirring.



Facilitator Preparation:

Activity with step by step instruction:

Introduction (10 mins)

Ask the group if they know what diarrheal diseases are. Do they know how they are spread? Do they know any examples of diseases?

Give this information:

Diarrheal diseases are illnesses caused by bacteria, viruses or parasites (germs) that cause diarrhoea. They are spread through contaminated food and water or from person to person through poor hygiene, which is why it is important to wash our hands after using the toilet.

An example of diarrheal disease is Cholera which is caused by cholera bacteria and can cause very severe diarrhoea. An outbreak of cholera suggests poor hygiene and sanitation in an area.



Other diseases include Shigella, E.Coli, Salmonella, Rotavirus, E Coli, and typhoid as well as many others.

Diarrheal diseases are the fifth biggest cause of death in Malawi, and around the world kills more children than anything else. However, diarrhoea can easily be prevented and treated.

Causes of diarrheal disease (10 mins)

Ask the group to come up with as many sources of bacteria (germs) in the environment that may cause diarrhoea. Allow a few minutes for the group to discuss in pairs before feeding back to the rest of the group on a flipchart/blackboard.

Ensure to cover the following:

- Contaminated water e.g. untreated from rivers, wells used for drinking, washing food like salad or making ice
- Contaminated food e.g. raw or undercooked food, food grown in contaminated soil, fish from contaminated water
- Person to person e.g. not washing hands before preparing food for someone else or shaking their hand

Why is diarrhoea dangerous? (10 minutes)

Ask the group if they know why diarrhoea is dangerous.

Give this information:

Over two-thirds of our body is made of water so when we lose too much of this from our body this causes dehydration. Symptoms of dehydration are having a dry mouth, throat and skin, muscle cramps, low blood pressure and rapid heart rate. We also become very thirsty and our urine is dark in colour. If we become severely dehydrated our bodies may go into shock and this can lead to death.

When we are dehydrated we also lose important salts and sugars in our body that help our bodies to work. We don't absorb as much nutrition from our food either which can lead to malnutrition, which makes it even harder to fight against disease.

Write the symptoms of dehydration onto a flipchart/blackboard for the group to see and copy down.

Scenario discussion (15 minutes)

Read out this scenario:

It is the wet season so there is now lots of water flowing in a nearby stream. Mama's daughter is thirsty and crying so she decides to take some water from this stream and give it to her quickly.

The next day Mama's daughter becomes very poorly and she starts having diarrhoea several times a day. Mama is scared that if she gives her anymore food and water that this will go straight through her, so she leaves it. Her daughter's skin starts to become very tight and her urine very dark. She keeps crying but there are no tears coming from her eyes. Mama is not

sure what to do so she seeks help from a doctor who tells her she is becoming severely dehydrated and must go to hospital.

In small groups ask everyone to discuss the following and feedback to the group;

Why do you think Mama's daughter became ill in the first place?

Do you think there was anything Mama could have done differently?

Discuss answers with the group. Talk about how Mama's daughter probably became ill from drinking dirty water straight from the stream. Mama could have boiled the water first or used bottled water so that her daughter didn't become ill in the first place. Mama could have also given her daughter more fluid and food to stop her becoming dehydrated when she was ill.

Preventing Diarrhoea (10 minutes)

Diarrhoea can easily be prevented by taking some simple precautions. Ask the group to raise their hands with answers. Include the following;

Use water that is boiled, bottled or disinfected

Use a proper toilet

Avoid raw food, especially when it may have come from contaminated water or soil

Wash hands after the toilet

Wash hands before preparing food

Keep your environment clean

Ensure babies are breastfed

Hand Washing Activity



Treating dehydration (10 minutes)

Explain:

You can easily make a salt-sugar solution at home which treats dehydration by replacing fluids and salts which have been lost from the body. This can be made with clean water, salt and sugar.

Demonstration

Add half a teaspoon of salt and 8 teaspoons of sugar into a liter of clean water. Stir it so that it dissolves into a mixture. Explain that when a person has diarrhoea, all of the essential bodily nutrients, salts and sugars come out of our body. Drinking this mixture can help to stop someone from becoming dehydrated when they have diarrhoea.

If possible, play the following link:

<https://www.youtube.com/watch?v=zQbJwEpiwMA>

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



March Year 2: Violence and Abuse

Week 1: What is Violence and Abuse?

Session Title: What is Violence and Abuse?

Learning Objective: For the group to understand the definitions of violence and abuse; to understand the differences between them; to understand what feelings and consequences might occur when violence or abuse is experienced

Estimated Time: 60 minutes



Materials Needed: Flip charts, markers, pens, paper, the scenarios printed out.



Facilitator Preparation:

Ensure that the scenarios are available to hand out one per group.

Activity with step by step instruction:

Introduction (10 minutes)

- Explain that this month's sessions are going to be based on learning about violence and abuse.
- Explain that for the first half of the session we are going to talk about violence, and then we will move onto abuse.
- Explain that although violence and abuse are connected, they are not the same thing and we need to understand them both differently before we can make connections with them.
- Ask if anyone in the class has an idea of what violence or abuse means. Can anyone give examples of violence? (Ideas could include; punching, hitting, smacking, pushing, strangling, pinching, scratching etc. List them on a flipchart).

Give the definition of violence: Violence is behaviour which involves physical force intended to hurt, damage, or kill someone or something.

Ask the class if they think violence is a good thing. Ask what good things can come from being violent to someone? Now ask if violence is a bad thing. Ask why it is bad, and what the possible outcomes are if someone is violent. List some ideas on a flip chart.



The consequences of violence (15 minutes)

Read this scenario to the group: 'Mary gets up each morning for school and feels scared and worried about her walk. Each morning on the way to school, she meets a group of other boys and girls who shout names at her because they say her mother is a prostitute. Mary gets upset at the names they call her and often gets scared that they will attack her because sometimes they throw stones. One morning, one of the girls approaches Mary and pushes her over from behind. Another girl takes a stick and beats her, whilst calling her names. Mary stays still and quiet on the ground because she wants them to go too quickly. When they finally leave, she gets up and walks back home in pain and close to tears. She feels very low and alone. When she gets home she tells her Mum that she felt sick and couldn't go to school. Mary didn't want her mum to know she had been beaten because she might think Mary is weak.'

Facilitate a short discussion with the group and write key points on a flip chart. Points to touch on:

- Who was wrong in the situation?
- Which part of the story was violence?
- How do you think Mary felt whilst she was on her way to school before she was beaten?
- How do you think Mary felt after the other girls beat her?
- Why do you think Mary didn't tell her mother?
- What could Mary do in this situation to make it better?
- Why do you think the other children are acting this way to Mary?

Now as a group, write down some of the feelings and consequences associated with violence. Make one list for the person who has been violent, and one list for the person who has been a victim of violence

Victim of violence:

- Lack of motivation
- Lack of self- esteem
- Feeling worthless
- Having poor mental health

- Feeling down and alone
- Being in physical and emotional pain
- Anxiety/ problems eating or sleeping
- As a way to cope with violence, people may begin harmful or reckless behaviour such as reckless behaviour such as drinking alcohol or having many sexual partners.

Person being violent:

- Could get in trouble with the police/ school/ community
- Feels bad in themselves so has to make other people feel bad too
- Others will not want to be friends with them
- Is often insecure or unconfident with themselves
- They could really injure someone and get into big trouble

To finish the activity, explain that there are consequences when someone is violent. Violence is never the answer.

Our Rights (20 minutes)

Ask if anyone knows what our rights as a human are. Can someone explain the word 'rights'. Explain that our rights are a legal entitlement to have or obtain something, for example it is our right as humans to live in safety. In simple terms, rights are what **every** human being deserves, no matter who they are or where they live, so that we can live in a world that is just and fair.

Ask the class to 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. They should also give the country an 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.

After making the list, check to see if anyone has included the right to no violence, or the right to safety. If someone had no violence or the right to safety on their list, ask them why. Discuss the rights that are on the list, and ask why some of them are on there. If violence is mentioned- ask why it is important. Reiterate to the group that it is our right as humans to live in safety.

Abuse (15 minutes)

Explain the definition of abuse: To abuse something, or someone, means to use it to bad effect or for a bad purpose. Effectively, to abuse something or someone means to misuse it. Abuse can be physical, sexual or emotional. It doesn't have to involve physical contact, or violence. It can be about a lack of love and care and attention to someone.

Ensure the class understand the definition of abuse, and ask if they can think of any situations or scenarios where someone might be abused. Ask the groups for examples of abuse. Child abuse, sexual abuse, neglect are all types of abuse. Ask the group if they think abuse always involves physical abuse? Explain that abuse does not have to include violence. For example verbal abuse, like calling someone names, is rude and unfriendly. But does it involve violence? No. Often, abuse and violence can be closely linked, but they don't always come as a pair.

Ask the class to get into small groups and then give out the scenarios below. Ask them to come up with answers to the questions and be ready to explain them back to the group after time is up:

-Jane often gets sick and asks her parents to give her money so she can visit the clinic. They always refuse to give her money and each time she becomes sicker and sicker.

- Is this abuse? Why/ why not?
- Is this violence? Why/ why not?
- What could Jane do to change the situation?
- Who is the person(s) in the wrong, and why?

-Blessings is supposed to help his father cut wood in the forest after school. He gets tired and fails to work quickly enough. His Dad forces him to keep working until late, and often Blessings doesn't get to go to school the next day because of his lack of energy. His Mum never says anything when he complains. When he gets tired at work, his Dad sometimes slaps him until he gets up and works again.

- Is this abuse? Why/Why not?
- Is this violence? Why/Why not?
- What could Blessings do to change the situation?
- Who is the person(s) in the wrong, and why?

-At school, Mercy's teacher keeps her behind after class to tidy up the room. Whilst she is cleaning, he tells her how beautiful she is. Often, he tries to touch her legs whilst she is cleaning. She doesn't like it. When she moves away and tries to protest, the teacher pinches her skin and tells her to be quiet.

- Is this abuse? Why/Why not?
- Is this violence? Why/Why not?
- What could Mercy do to change the situation?
- Why is the person(s) in the wrong and why?

-James and Joshua like to play together outside of school. Whilst they are playing games, Josh punches James and pushes him around. When James complains and says that it hurts, Josh just calls him a big baby and makes up names about him. Sometimes another friend comes to play with them too, and he joins in with Josh in calling James names.

- Is this abuse? Why/Why not?
- Is this violence? Why/Why not?
- What could Mercy do to change the situation?
- Why is the person(s) in the wrong and why?

Go through the role plays together and ask each group to give their answers. Have a short class discussion, highlighting things that have been taught in today's session.

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

Ask the group to define Violence and Abuse separately to ensure they clearly understand the difference before leaving the class.



Week 2: Violence at School

Session Title: Violence At School

Learning Objective: To understand the meaning of violence as well as types of violence that can occur within the school place.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, pens, books, Agree, Disagree and Not Sure sign



Facilitator Preparation: Prepare the Agree, Disagree and Not Sure signs.

Activity with step by step instruction:

Introduction (10 minutes)

Ask the group what they think violence means. Record answers on a flipchart. Violence refers to the use of force to cause harm or endanger one's life. This can be done by anyone whether a student, mother, father, friends, police, vendors, doctors etc. When parents or guardians, for instance, do not take care of the basic needs of the children or people who depend on them, it is also a form of violence. Write this definition clearly for the group to copy down. Is violence always physical? Or can it be emotional too?

Violence in Schools (15 minutes)

In small groups, discuss the question: What types of violence take place in school? Give them encouragement and a helping hand if they are stuck.

Once they have given a short overview of the ideas in each group, provide them with the following information, discussing as you go.



- **Physical violence from teachers:** Teachers may beat children and young people as punishment, for example when they have not done their work properly.
- **Cruel treatment and humiliation by teachers:** Teachers may shout at students or call them names.

• Physical and mental violence from other students: Students might beat up a child or bully them.

• Sexual and gender violence: Girls may be harassed verbally, abused, or sexually assaulted at school or on their way to school.

Role Plays (20 minutes)

In the small groups, ask the groups to pick a scenario. They should create a role play which illustrates one of the categories above, and then explain what happened and why it was wrong in the role play. Encourage active participation by everyone in the group.

After the role plays have been conducted, ask the group what someone could do if they have faced a violent situation like some of the ones above.

Answers are: Tell a teacher, adult, close family member or friend, police or head teacher that you trust.

Agree, Disagree, Not Sure (10 minutes)

- 1) Explain that you will read a statement about violence in schools. Each person should decide what they think about the statement. Do they agree, disagree, or aren't they sure? They should stand near the sign that shows what they think.
- 2) Read the first statement (use one from the suggestions, or make up ones that will work with this group). Give them time to decide where to stand.
- 3) Ask a few people in each group to explain their opinion. Anyone else who hears something that makes them change their mind can move to a new place.
- 4) Read the second statement; repeat step 3.
- 5) Read the third statement; repeat step 3.

Ask the group: If you changed your mind – what made that happen?

Statements:

- Physical punishment (hitting, slapping) can be used if it helps children learn.
- Verbal punishments (name-calling, humiliation) don't hurt children as much as physical punishments.
- Children who are bullied or teased need to learn to defend themselves.

Now pose the question: If you were talking to someone who didn't think violence in school was a problem, what could you say to change their minds?

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



Week 3: Dealing with Violence and Abuse

Session Title: Dealing With Violence and Abuse

Learning Objective: For participants to learn why people may act violent or abusive; for participants to learn the effects of violence and abuse and to learn what you can do if you are abused.

Estimated Time: 45 minutes



Materials Needed: Flip chart, markers, pens, pencils.



Facilitator Preparation:

This session is largely lecture based until the end. The facilitator should confidently understand the material before delivering it.

Activity with step by step instruction:

Why does violence and abuse occur? (15 minutes)

Ask the group to recap anything that they can remember from the last weeks of working on the topic violence and abuse. Ask for definitions as well as concepts that have been discussed. By this time the class should understand the differences between violence and abuse. Ask questions from discussions in the previous weeks.

Ask the group if they can think of some of the main reasons people might become violent or abusive (Alcohol, they become aggressive and don't know how to manage stress properly, they are insecure etc.). Explain that although violence and abuse is wrong, there are some reasons why people become violent and abusive.

Explain and write down notes for the group to see:

-Some people become violent or abusive because they have grown up in an abusive or violent family. If someone experiences violence or abuse as a child and growing up, they may think it is normal to do that to others.



-People may become abusive or violent because they are not able to manage their feelings properly. For example, someone who is unable to control anger or can't cope

with stressful personal situations (like problems at home) may treat others inappropriately.

-Alcohol or drug use (chamba/ marijuana) can make it difficult for some people to control their actions.

-Certain types of personality disorders or mental illness might also interfere with a person's ability to relate to others in healthy ways.

Explain clearly that although there are some reasons why people are violent or abusive, it doesn't excuse their behaviour. It does not give someone an excuse to treat people that way. Abuse and violence can always be corrected. Anyone can learn how to stop being violent or abusive. Ask if there are any questions and encourage the group to take notes before moving on to the next section.

What are the effects of violence and abuse? (20 minutes)

As above, explain each point clearly, making some notes during presentation. Explain that when someone is on the receiving end of violence or abuse, they can experience many different emotions and changes in themselves.

-Lack of self-esteem

-Young people who are (or have been) abused often have trouble sleeping, eating and concentrating. They may not perform well at school because they are angry or frightened or because they can't concentrate or don't care.

-Many people who are abused do not trust other people. They may feel a lot of anger towards other people and themselves and it can be difficult for them to make friends.

-Violence and abuse is a significant cause of depression in young people. Some young people may engage in abusing drugs or alcohol. They may even attempt suicide.

-It's normal for people who have been abused to feel upset, angry and confused about what happened to them. They may feel guilty and embarrassed and blame themselves. However, abuse is never the fault of the person who is being abused.

-Abusers may manipulate a person into keeping quiet by saying stuff like 'This is a secret between you and me' or 'if you ever tell anybody, ill hurt you or your family', or 'you're going to get into trouble if you tell anyone. No one will believe you and you'll go to jail for lying.' This is the abusers way of making a person feel helpless so that he or she won't report abuse.

-People who are abused may have trouble getting help because it means they would have to report on someone they love. Often, abusers are people that we know and trust. Sometimes, they can be nice to us, but other times they can be awful. This can be confusing. A person might be afraid of the consequences of reporting either because they fear the abuser or because the family is financially dependent on that person. For these reasons, abuse goes often unreported.

-Physical injuries such as bruises and temporary or even permanent disabilities may also result from violence and abuse.

Explain that every family has arguments. In fact, it's rare if a family doesn't have some rough times,

disagreements or anger. Appropriate punishment and discipline is normal. Shouting and anger are also normal in teen- parent relationships too- although it can feel bad to have an argument with a parent or friend, but if punishments, arguments, or shouting are excessive or ongoing, they can lead to stress and other serious problems.

What can we do about violence or abuse? (10 minutes)

Ask the group if they can suggest some steps one could take if they have been abused or have experienced violence. Encourage them to think back to any role plays from previous sessions. What might someone have done in one of those situations?

Lead a short discussion which includes this information:

- Find a place to stay away from an abuser if you can. This can help you to think calmly about what to do next.
- Report the violence or abuse to someone who you trust. A trusted adult, teacher or a member of the police, an elder, doctor or a family friend. Explain everything that has happened to you.
- If you are hurt, seek medical examination.
- Remember that it is not your fault. If you have been abused or experienced violence, then you have to tell someone no matter how embarrassing or degraded you feel. Just remember that the person might also do the same to someone else. You could be helping someone else by speaking up about that person.
- If you are in a situation where you feel that speaking up about the abuse or violence is OK to do, then do it. If you are in a public place, shout out and ask for help.

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



Week 4: Violence and Abuse: What Can We Do About It?

Session Title: Violence and Abuse: What can we do about it?

Learning Objective: Participants will use information from previous sessions to create an information poster about violence and abuse.

Estimated Time: 45 minutes



Materials Needed: Card, pencils, rubber, pens, pencils, other craft materials available to make posters with.



Facilitator Preparation: Ensure there is enough craft information available. Have the posters below available to show to the group.

Activity with step by step instruction:

Case Study (20 minutes)

Ask the class to get into small groups. Read out this scenario. Explain that each group should form a short play of the situation and come up with some answers for the questions below to share back to the class.

Alice had just arrived home from school and changed into a miniskirt and t shirt when her aunt asked her to get bread, margarine and milk from the shops. She ran out in the clothes so that she could come back quickly and watch her favourite TV program. On her way back, she decided to use a short cut through a dark part of the estate. She was stopped by two men who had blocked the way and Alice asked the men to give her way. Unfortunately the men denied and then the men asked Alice to give them what she had bought but she refused. Then the men started beating Alice at the same time touching her breasts. She was so afraid but she struggled with them. Fortunately enough, Alice managed to get away. When she got home bruised, bloody and with torn clothes, she told her aunt about it. Her aunt told her that with her clothing, she was probably asking for it.

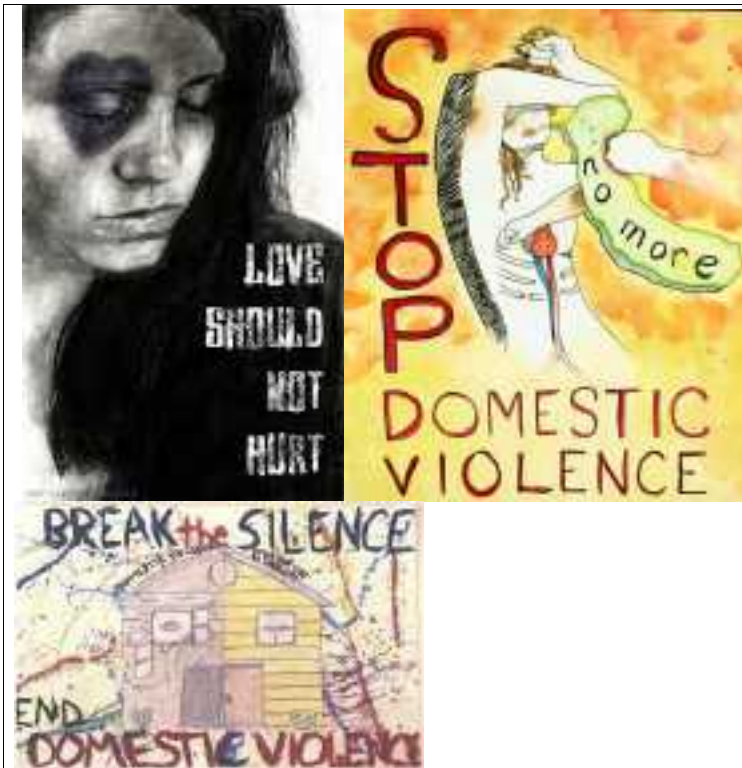


- Was this abuse or violence? Or both?
- Should she have fought?
- Do you think her aunt was right by saying she was asking for it in those clothes?
- What could Alice have done to avoid the situation?
- What could Aunt have done to avoid the situation?

Ask each group to present their role play and then answer the questions. Have a short discussion with the whole group.

Making a poster (40 minutes)

Based on the information discussed in this month's sessions, individual participants will put together a poster which could help someone else. Explain that the poster will be displayed at a local school. Display the examples below. Encourage them to write some advice or explain what someone who has been a victim of violence or abuse can do. **Find some statistics to give to the group so they can use them in their posters.**



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

As this session is the last on this topic, ask if there are any questions or concerns. Explain that it involves a lot of confidence and courage to speak out against violence or abuse, but it is always the right thing to do. Enforce that anyone who wants to speak in private can come to the facilitator for information, support or guidance.



[April Year 2: Sexual Harassment](#)

[Week 1: What is Sexual Harassment?](#)

Session Title: What is Sexual Harassment?

Learning Objective: To introduce the group to the meaning of sexual harassment; to define sexual harassment; for participants to understand the three types of sexual harassment.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers, pens, paper



Facilitator Preparation: Ensure that you are completely familiar with this topic and be ready to clearly explain and answer any sensitive questions.

Activity with step by step instruction:

Introduction (15 minutes)

Explain that this months sessions will be about sexual harassment. Ask the group:

- if they know what this means
- If they have ever heard this term before
- If they have any ideas about what harassment is

Explain that this months topics can be a bit sensitive, but its necessary to talk about this because sexual harassment can cause some problems in communities, homes and individuals. If we are all aware of this issue, we can help to put a stop to it and fight against it. Encourage the group to ask questions where they don't understand and to speak up if they have any ideas. There is no right or wrong! Although the content covered in these sesions is sensitive, explain that everything we say in this room is confidential.

Give these definitions to the group:

Definition of sexual:

Relating to instincts, physical processes, and activities connected with physical attraction or intimate physical contact between individuals.

Harassment: aggressive pressure or intimidation.

Definition of sexual harassment:

Any unwanted sexual behavior. (Unwanted is the most important word in the definition.)

What counts as sexual harassment? (20 minutes)

Ask the group what they think sexual harassment might involve. Give them some time to think and be brave enough to have a go at answering the question. Create an open environment for discussion. Give some examples of sexual harassment to add to the groups answers, such as slapping someones bum at school, someone drawing a sexual picture and writing your name on it, or even calling someone sexual names and saying sexual things about them is harassment. Explain that sometimes, we might experience sexual harassment without even knowing it or understanding what has really happened. The reason we are talking about this issue is so that we can identify sexual harassment.

Explain that sexual harassment is a problem all over the world, so they should not feel alone if they have experienced it. If they do experience it, they should go to a trusted adult (parents or other older family

members, teachers, Girls Club mentors, etc.) Sexual harassment is a serious problem and if someone experiences it, she should be taken seriously.

Explain that there are three types of sexual harassment

- Tell students that there are 3 types of sexual harassment that are seen in schools: talking, writing, and touching.
- Write “Talking”, “Writing”, and “Touching” on the flipchart.
- Tell students that you want them to come up with examples of each type of sexual harassment. These could be things that you have seen or experienced at school. However, in order to not embarrass or get anyone into trouble, do not use student’s names in your examples.
- If students have a difficult time coming up with examples, use the information below to help students generate ideas.

To ensure the group clearly understand, give examples that they can relate to as you explain. (E.g, you could explain that a sexual request might be someone walking up to you in the playground and saying ‘hey, will you have sex with John, he wants to know if you can dance in bed’. Or you could explain that a sexual note could be a drawing that is passed around in class of a naked girl with your name written underneath it). Applying examples that the group can understand is the best way to help them understand what sexual harassment is.

Talking:

- Comments about private parts of the body,
- Sexual requests,
- Sexual jokes,
- Sexual rumors etc

Writing:

- Sexual notes
- Obsessive love notes
- Sexual graffiti
- Sexual drawings
- Sexual emails

Touching:

- Touching or grabbing private parts
- Pulling clothes up, down or off.
- Unwanted hugs or kisses.
- Any other types of unwanted physical affection
- Smacking bottom
- Grabbing/touching breasts

Sexual Harassment Scenarios (15 minutes)

Once the group have a clear understanding of what sexual harassment looks like, divide everyone into small groups. Give each group a piece of paper to write down their ideas for a small play. The play should include an incident of sexual harassment. Some ideas could include:

- Touching a student's private parts
- Drawing sexually explicit pictures and passing them around
- Rubbing up against someone in a provocative way
- Telling sexual jokes
- Spreading rumours about a person's sexual behaviour
- Calling other students names with sexual connotations

Ask each of the groups to write a short play that dramatizes an incident of sexual harassment at school. The play should show how students at school react to the incident, and explain what they can do to prevent such an incident from happening again.

Ask some groups to come and demonstrate their play. Get the rest of the group to give feedback and praise.

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

Explain that sexual harassment happens in schools a lot, across all levels. Sexual harassment doesn't always have to be between two students. It can include a teacher and a student or even two teachers.



Week 2: Sexual Harassment; Harassment or Respect?

Session Title: Sexual Harassment, Harassment or Respect?

Learning Objective: To identify the differences between sexual harassment, harassment and respect; to understand feelings that might come with being harassed.

Estimated Time: 45 minutes



Materials Needed: Colour cards, flip charts, markers



Facilitator Preparation: Ensure that there are enough colour cards for each student to have one. Write the scenarios on a flip chart.

Activity with step by step instruction:

Introduction (10 minutes)

Ask who can remember what we learnt during the last session. Encourage answers and then go over the main points from the last session (three types of sexual harassment; the definition of sexual harassment, definition of harassment etc.). Have a short discussion on what happened during the last session before moving on.

Is It Sexual Harassment? (35 minutes)

During this exercise, the group need to decide whether the scenarios are sexual harassment or not. Hand out the colour cards so that each student has one each of red, yellow or green.

Sexual harassment = red card

Harassment = yellow card

Respect = green card

On a flip chart, display the scenarios below one by one. Get a volunteer to read out the stories each time. After the class understand the story, ask them to show whether they think the story shows sexual harassment, harassment or respect. Then ask the questions provided below and ask the class to discuss.

Scenario #1

Paul doesn't like James. Paul wants the other students to make fun of James, so he told the other students James plays with dolls. Paul got most of the class to laugh at James. After a while, James began to cry and all of the kids started calling him a crybaby.

Vote: Yellow= harassment

It was harassment because they were telling unwanted stories about James that made him embarrassed and uncomfortable. However, it was not sexual harassment because the stories were not of a sexual nature.

Who was being harassed? (James)

Who was the harasser?(Paul and the other kids in the class)

How does Ray feel? (Angry, sad, hurt, embarrassed, scared, etc.)

Scenario #2

During class one day, Charity noticed the other girls in the class were passing a note around, but nobody would let her see it. Finally, Charity grabbed the note from another girl and saw that it was a made-up story about Chelsea kissing an older boy.

Vote: red = sexual harassment

This is "writing" sexual harassment because the girl wrote a sexual note about Charity. The note was Sexual in nature because it was talking about kissing boys.

Who was being harassed? (Charity)

Who was the harasser? (The person who wrote the note and anyone who was passing it around)

How does Charity feel? (Embarrassed, upset, angry at her friends etc.).

Scenario #3

Mercy and Memory go to Christina's birthday party on the weekend. When they return to school on Monday, they tell everyone that Christina had eaten the whole cake and wouldn't share any with her guests.

Vote: yellow = harassment

It was harassment because they were telling unwanted stories about Christina that made her embarrassed and uncomfortable. However, it was not sexual harassment because the stories were not of a sexual nature.

Who was being harassed? (Christina)

Who was the harasser? (Mercy and Memory)

How does Christina feel? (Upset at her friends because she invited them to her birthday, betrayed, sad, hurt, and upset).

Scenario #4

Nick has heard rumors about Precious at school. He heard that in the girls toilets, someone has drawn a sexual picture of her and written hurtful things about her underneath the picture. The rest of the class keeps teasing Precious about it and making jokes and comments about it. At break time, Nick sees Precious being pushed around in the playground. Nick walks over to the group and tells them to stop pushing Precious and that just because someone drew a silly picture of her it does not give them the right to be mean to her. Nick tells the group they are being nasty and he will tell the teacher if he sees them gossiping about the picture again. He invites Precious to come and play with him instead.

Vote: Green = respect (There is also written sexual harassment in this story because of the picture of Precious in the girls toilets, both answers are correct).

This is showing respect because Nick stands up to Precious's bullies and harassers. Nick shows respect to Precious by standing up for her and telling the rest of the group to leave her alone.

Who was being harassed? (Precious)

Who was the harasser? (Anyone who was talking about her, the girls pushing her around, the person who drew the picture of her).

Who shows respect? (Nick)

Scenario #5

Mr. Kondowe asks Katie to come and clean his house after school because she got a bad grade on her test. When she comes, he comments on her skirt saying that it makes her bum look very nice. When Katie is sweeping the floor inside the house he moves behind her and rubs his crotch against her bum.

Vote: Red= Sexual harassment (Mr. Kondowe conducts physical and verbal sexual harassment)

Who was being harassed? (Katie)

Who was the harasser? (Mr. Kondowe)

How does Katie feel? (Scared, lack of trust for her teacher, upset).

What could Katie do about the situation? (Talk to another teacher that she trusts, tell her parents, tell the police).

What type of sexual harassment was this? (Physical and verbal).

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

Ask the group what they might do in any of the situations. Encourage them to come up with solutions to the harassment and sexual harassment scenarios.

Ask the group what the importance of respect is. How does it make someone feel if we respect them instead of harassing them?



Week 3: Who Can Be Harassed?

Session Title: Sexual Harassment; Who can be harassed and what can we do about it?

Learning Objective: For participants to understand that anyone can be harassed; to think of ways we can stop or address sexual harassment.

Estimated Time: 50 minutes



Materials Needed: Flip chart, markers



Facilitator Preparation:

Activity with step by step instruction:

Introduction (5 minutes)

Ask volunteers to recap what happened during last session, to give definitions of sexual harassment and harassment and explain what feelings might come with being sexually harassed or harassed.

Who Can Be Sexually Harassed? (10 minutes)

The facilitator should divide participants into four groups and allocate the following topic to each group: Discuss with students who can be sexually harassed. Ask students if:

- Boys can sexually harass girls?
- Girls can sexually harass boys?
- Girls can sexually harass other girls?
- Boys can sexually harass other boys?

Ask people to give their ideas and examples. Explain clearly that **ANYONE** can be sexually harassed and **ANYONE** can potentially sexually harass someone. Ask if someone you don't know can sexually harass you (give examples).

Sexual Harassment Scenarios and Discussions (20 minutes)

Explain the story:

Troy and Jason were in science class drawing sexual pictures and laughing. Alice felt uncomfortable and asked them to stop. However, the boys continued to draw sexual pictures and write Alice's name under

them.

Was that sexual harassment? Why or why not? What kind of sexual harassment was it?

The pictures are considered sexual harassment because they were sexual in nature and made Alice feel uncomfortable.

Explain the second story:

As Toya got on the bus Monday morning, she saw her classmate, Jeff. As Toya walked by, Jeff reached out and tried to pull her skirt up. Toya put her hands on her skirt and sat down in her seat. Before the bus left her stop, she noticed Jeff get up and sit down behind her. Jeff kept reaching under the seat, trying to pull on Toya's skirt. Toya began to feel nervous, so she took a deep breath and said, "Jeff, stop pulling at my skirt!" But Jeff didn't listen. Toya felt more nervous and worried that Jeff would eventually pull her skirt up. Her face got red and she started crying. Finally, Jeff called her a "crybaby" and stopped bothering her. The next day, Toya missed the bus on purpose so her mom would have to drive her to school. She begged her mom not to make her ride the bus anymore.

Discussion Questions

1. What would be an example of harassment in the story?

Pulling on Toya's skirt; Calling Toya a "crybaby."

2. How do you imagine Toya felt?

Angry, upset, nervous, hurt, embarrassed, etc.

3. Do you think Toya enjoyed being at school after Jeff made her cry and called her names? Why?

No.

- Toya may have been worried that Jeff would try to pull her skirt again.
- Jeff may have told other students about her crying and now Toya is being teased by other students.
- Toya's fears about the bus ride home may be affecting her ability to do her work.

4. Toya asked Jeff to stop and he didn't listen. What else could Toya have done?

Told the bus driver; Moved her seat; Told a teacher; Told the principal; etc.

5. Toya asked Jeff to stop and he didn't listen. What could Jeff have done differently?

Listened to Toya; Apologized to Toya; Moved back to his original seat; etc.

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

What Can We Do About Sexual Harassment? (10 minutes)

Explain that next week we are going to make posters about sexual harassment. Firstly we need to think about what we can do to help someone who experiences sexual harassment. Ask the group and wait for feedback:

Imagine that a friend confides in you that he or she has been a victim of sexual harassment. What would you say to your friend? What would you tell your friend to do about the harassment?



On a flip chart, brainstorm ideas together about what we can do about sexual harassment. Use this information for next week's poster session.

Week 4: Quiz and Poster Making

Session Title: Sexual Harassment Quiz and Poster Making

Learning Objective: To revise the information learnt during this topic, to create a poster about sexual harassment.

Estimated Time: 50 minutes



Materials Needed: Craft materials; card, paper, glitter, glue, pens, pencils, stickers, scissors. Prizes for the winning group.



Facilitator Preparation:

Activity with step by step instruction:

Quiz (15 minutes)

Divide the class into groups and explain that there is 1 point for each correct answer. Keep scores and give the winning group a prize. Ask the group to explain the correct answer and why it is the correct answer- help where possible to ensure a full understanding from the whole group.

Read each question carefully to the pupils.

1. Which one is sexual harassment?

- a) Kim calls Sue ugly.
- b) Sam tells Rachel she has a big butt.
- c) Kate tells everyone Marcus likes baseball.
- d) Sara uses Frank's crayons.

(Ans: b)

2. Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen:

Gina is being sexually harassed.

True False

(Ans: True)

3. What are the steps to reporting sexual harassment?

Possible answers include:

Tell an adult at school.
Tell an adult at home.
Write down what happened.
Tell an adult at school, Tell an adult at home, and Write down what happened.

4. Sexual harassment at school should be kept a secret.

True False

(Ans: False)

5. Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.

True False

(Ans: True)

6. Mark is being sexually harassed at school. Mark should tell:

- a) His best friend.
- b) A trusted teacher.
- c) His younger brother.
- d) A stranger.

(Ans: b)

7. Boys can't be sexually harassed at school.

True False

(Ans: False)

8. If Cindy is being sexually harassed at school, she may feel upset.

True False

(Ans: True)

9. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

True False

(Ans: True)

Making Posters (45 minutes)

Following on from the last discussion during last week's session, bring out the flip chart which includes the notes on what we can do about sexual harassment. Ensure that everything listed below is included on the list.

- 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. Using the craft materials, make posters and display them around the room at the end of the session. Encourage the group to write encouraging messages to people who have been harassed.



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



May Year 2: Creative Expression

Week 1: Singing

Session Title: Singing

Learning Objective: To understand singing as a form of self-expression

Estimated Time: 50 minutes



Materials Needed: Flipchart, markers



Facilitator Preparation: Flipchart with benefits of singing

Activity with step by step instruction:

Introduction (20 mins)

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

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

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

Singing...

1. Can strengthen the immune system
2. Strengthens your lungs
3. Can improve your posture
4. Is a natural anti-depressant, which means it makes you happier! When we sing, the brain releases feel-good chemicals called endorphins.
5. Lowers stress levels. It relaxes your muscles and lowers a stress hormone called cortisol in the blood.

6. Improves your mental alertness, concentration, and memory. It improves blood circulation and helps more blood to reach your brain.
7. Can boost your confidence.
8. Is a way to connect with others.

Activity (20 mins)

Explain that today we will be singing some different traditional songs:

1. Pamuchenga. The girls will stand in a circle and one girl will lead the song. The person who leads says “pamuchenga” then the followers respond with “ndimasewelo pobweleza.” The leader points at something and says “ichi chiyani” then the followers respond with the name of the thing the leader pointed at. It could be parts of the body, alphabet letters, or anything around.
2. Chipapapa. Be in pairs or a circle then you have to start the song all together and do the same thing according to the song. Sing Chipapapapapachipapapa and clap hands with your partner then you change the words to chinyunyunyunyuchinyunyuyu and make an “O” with your fingers and tap them with your partner. Then sing chigogogogogogochigogogo and tap the backs of your hands with your partner’s.
3. Kanjuchi. Be in a circle with one person leading the song. The leader says “Kanjunji kalumakaluma kanjunji” then the followers sing “kalumakaluma.” The one leading starts to dance and sing “kakati me, me, me doti” then goes to to another person and dances with her and the person who she danced with does the same thing.

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

Explain that singing can be a fun way to express ourselves and can make us happier. Encourage the girls to continue singing as a way to express themselves!



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 anyone's 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 needs be.

Give prizes for the winning group!

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

Tell the girls that next week we will be dancing. If they have a wrap they would like to wear for some of the dances, they should bring it.



Week 3: Dancing

Session Title: Dancing

Learning Objective: To understand dancing as a form of self-expression

Estimated Time: 45 minutes



Materials Needed:



Facilitator Preparation: Create a flipchart with the benefits of dancing.

Activity with step by step instruction:

Introduction (15 mins)

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

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

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

Activity (20 mins)

The girls will do the following dances:

1. Maripenga: 5-6 people form a dancing line and five other people will sing a song.

2. Ndolo: Form a line and put on a wrap if they have one then form a circle. Three girls will be in the middle of the circle, pretending to beat a drum and the rest will dance around them. The girls in the circle choose a song they know and whistle.
3. Chioda: Make a circle and choose one person to dance in the middle then that person will choose another to take her place and the first person will return to the circle.

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

Tell the girls that during the next session, we will be having a talent show so they should prepare a song, dance, poem, speech, drama, or anything else they would like to share with the group. They can do an act either by themselves or in a small group.



Week 4: Talent Show

Session Title: Talent Show

Learning Objective: To encourage the girls to express themselves by showing of their talents.

Estimated Time: 45 minutes



Activity with step by step instruction:

Remind the girls that today is our talent show! Tell the girls that it is important to be respectful of our friends when they are performing, so we should give them our full attention and clap when they are finished!

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

Congratulate the girls on being brave enough to get up in front of their peers. Remind the girls that sharing the things we enjoy doing with others is an important part of self-expression and empowerment.



June Year 2: Healthy Lifestyles

Week 1: The 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. It's 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: 65 minutes



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 bodies fit and healthy

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 learn about 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: Paper, markers, scissors, crowns, prizes



Facilitator Preparation: Make flags for the different countries the girls will represent in the games. Ensure you take the group to a space that is safe for them to play at (e.g. the beach)

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 like to have a go at some Olympic games. Divide the girls into groups and assign a country to each, giving them their country's flag.

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 to 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. 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 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?

(Ans:

- 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 get 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: Road Safety

Session Title: Road Safety

Learning Objective: To learn how to cross the road safely, to understand the dangers associated with the road and to learn Stop, Look, Listen

Estimated Time: 60 minutes



Materials Needed: Chalk, flip chart, markers,



Facilitator Preparation: Write the role plays on paper for each small group

Activity with step by step instruction:

Introduction (15 minutes)

Introduce the topic and explain that this session is all about learning how to be safe on the roads. Ask if anyone knows someone who has been hurt in a car accident- get them to explain what happened. (You could use a recent example that happened in the local area). Ask if anyone knows what can be dangerous about the roads. (Examples are: speeding, drunk driving, being on the phone while driving, getting distracted by driving, not looking where you are going when crossing the roads, playing too close to the road, running across the roads, overloaded cars, faulty or broken cars, bicycles on the road etc.). Write answers on a flip chart and add in some of the ones above. Encourage the group to think of lots of different ideas. When finished, ask them if some of the things on the list can be controlled by them. For example, they can control if they play too close to the road. They cannot control if a car is speeding or if the driver is drunk.

Crossing the road safely (15 minutes)



Ask the group if someone can demonstrate how to cross the road safely. (The answer is to stop at the roadside, listen for cars whilst looking left, right and then left and right again. Once the road is clear and there are no cars in the distance then you can walk across the road safely to the other side. Hold hands if you are with other people or small children). Show the group the correct way to cross the road and explain that it is called STOP, LOOK, LISTEN. Get them to repeat and write it on the flip chart.

Now ask the group if everyone crosses the road in the right way. Ask why we might not cross the road

in the right way (we are rushing, late, think it's exciting to run across the road when a car is coming, we are playing with friends, we do not look properly etc.).

Now ask what could happen if we don't cross the road safely (what would happen if a truck, minibus, bicycle crashed into us when we crossed the road without doing it properly). When someone is injured like that, they will be very seriously injured. How could it affect their life? E.g, they might have to use a wheel chair and can never walk again. Ask how being in a wheelchair would affect your life? (Answers should include you will never be able to dance again, or play football, or play at the lake).

STOP LOOK LISTEN practice (10 minutes)

Draw a road in the middle of the room. Everyone should stand on the same side of the road. Without demonstrating, ask some of the group to cross using STOP LOOK LISTEN. Now demonstrate properly. Ask each girl to cross the road you have drawn on the floor safely. When everyone has done it, put girls in pairs. Get one of the pair to be talking to and distracting the other by talking to her, chatting with her etc. Yourself and one other girl should pretend to be cars moving up and down the road whilst the girl makes her decision as to when the best time to cross the road safely is. Get a few pairs to do this to ensure everyone has a go at practicing.

Safety First (20 minutes)

Split the room into groups. Give them each a role play.

- 1) Sarah's ball is in the road because it was kicked in the road by accident. What should she do to get it back safely?
- 2) Kate is going to be late for school and she is scared she will be whipped. She runs to school. Her way to school is along the main road at Hara. She goes to run across the road without looking. Her friend Sam sees her about to run across the road and stops her just in time for a motorbike to pass by. She was almost hit! How can Sam show Kate the safest way to cross the road?
- 3) Blessings is in a minibus and the driver smells of beer and is driving dangerously fast and scarily, almost hitting bicycles on the path. There is a pregnant lady who is also scared and wants to get off the bus but is too worried to ask the driver to stop. What should Blessings do?
- 4) You are riding a bicycle to your friend's house with your sister on the back. The road is narrow and some cars are speeding down the road. It is getting dark and you do not have a light on your bike. At one point, a car comes very close to you and you are almost knocked off your bike. What is the safest thing to do?
- 5) You are walking with your small brother. The traffic on the road is busy and there are many bicycles. You go into a shop and when you come back you find your small brother walking dangerously near the road. What should you do to make sure you both get across the road safely?
- 6) Your friend is on the other side of the road. She is waving at you and says you should come over to enjoy soursa with her and her family. You get excited and go to run across the road. Your other friend stops you just in time to stop being hit by a moving car. What can the friend do explain how to cross the road safely?

Ask each group to act out their role play, demonstrating the safe way to do things. Ask the rest of the group what they could have done differently if there are more things they could do to be safe.

Remember the groups should be demonstrating STOP LOOK LISTEN.

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



Week 2: Personal Safety

Session Title: Personal Safety

Learning Objective: For the group to learn about personal safety.

Estimated Time: 50 minutes



Materials Needed: Chalk and board, the little red riding hood story, pictures available to show, paper and drawing materials.

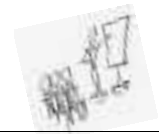


Facilitator Preparation: Ensure that you have the story available to read, ensure the pictures are available for the group to see on a laptop or printed out.

Activity with step by step instruction:

Introduction (5 minutes)

Ask the group what they think it means to feel safe. Have a short discussion and write answers on the board. Safe can be defined as free from harm or hurt. Feeling safe means you do not anticipate harm or hurt, emotionally or physically.



Little Red Riding Hood (20 minutes)

First, read the story little red riding hood in English to practice English listening skills.

Ask if anyone understood any of it. Then read the story in local language. Before reading, show the picture of little red riding hood. As the story goes on, show the

pictures to go with it.

After the story, ask if everyone can remember it and recall the events in their own words. Ask the group to give some of the key points of the story, remembering what happened. Ask what they liked about the story and what they didn't like. What was funny and what was not funny? Ask what little Red Riding Hood should have done to avoid what happened? (Ans: listened to her mother, walked quickly to the grandma's house, not told the wolf where the grandma lives or where she was going, been looking around when she was walking around the forest).

Safety Ideas (15 minutes)

Write some ideas down about what little red riding hood could have done to avoid the situation. Now, give some scenarios such as the ones below, and add your own. Discuss with the group what they should do, and why, for each one. Record answers on the board.

- 1) A man in a car stops and asks directions. What do you do?
- 2) A man in a car and stops and asks directions. He asks you to get in the car and show him. What do you do?
- 3) You are in Mzuzu with a family member. Your family member leaves you for 20 minutes. In the market, a shopkeeper offers you to come and eat lunch behind his shop. What do you do?

Drawing (15 minutes)

If there is time, give each participant a piece of paper and ask them to draw a picture of the wolf and the girl, in any scenario that happens in the story, and write a short paragraph in their own words and choice of language about how she could have avoided the bad situation with the wolf.

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



Little Red Riding Hood Story

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red cape, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.

"That's a good idea," her mother said. So they packed a nice basket of food for Little Red Riding Hood to take to her grandmother.

When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her mother cautioned. "Walk fast along the way and please don't stop to talk to strangers! The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for a while, listened to the frogs croaking and then picked a few more.

Little Red Riding Hood was enjoying the warm summer day so much, that she didn't notice a dark shadow approaching out of the forest behind her...

Suddenly, the wolf appeared beside her.

"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.

"I'm on my way to see my Grandma who lives through the forest, near the river," Little Red Riding Hood replied.

Then she realized how late she was and quickly excused herself, rushing down the path to her Grandma's house.

The wolf, in the meantime, took a shortcut...

The wolf, a little out of breath from running, arrived at Grandma's and knocked lightly at the door.

"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf ate her up!

The wolf let out a satisfied burp, and then poked through Granny's wardrobe to find a nightgown that he liked. He added a frilly sleeping hat, and for good measure, he put her glasses on too.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called in grandmas voice.

"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"Grandmother! Your voice sounds so odd. Is something the matter?" she asked.

"Oh, I just have touch of a cold," squeaked the wolf adding a cough at the end to prove the point.

"But Grandmother! What big ears you have," said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood.

"The better to see you with, my dear," replied the wolf.

"But Grandmother! What big teeth you have," said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the bed was not her Grandmother, but a hungry wolf.

She ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could.

A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could.

He grabbed the wolf and made him spit out the poor Grandmother who was scared by the whole experience, but still in one piece. "Oh Grandma, I was so scared!" sobbed Little Red Riding Hood, "I'll never speak to strangers or waste time in the forest again."

"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!"

The woodsman knocked out the wolf and carried him deep into the forest where he wouldn't bother people any longer.

Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

Week 3: Safety at Home; Burns and Fire

Session Title: Staying Safe at Home, Burns and Fire

Learning Objective: Understand dangers in the home, learn to spot hazards and avoid them, learn how to avoid burns

Estimated Time: 60 mins



Materials Needed: Flipchart paper and pens/blackboard and chalk, paper, pens, short candle, pot/pan/glass jar



Facilitator Preparation: Prepare a list of hazards in the home for reference.

Activity with step by step instructions:

Introduction (5 mins)

Introduce the topic and explain that the session is about learning to be safe in the home. Many injuries are caused in the home as this is where we spend much of our time. A serious accident may result in a hospital visit but usually if we take care and stay aware of hazards (danger) we can prevent ourselves and our family from harm.

Ask the group if they can think of a time when they or someone else suffered an injury at home? What happened? How could this have been prevented?

Explain to the group that it is important to avoid accidents firstly to avoid immediate harm but also to avoid long term injuries which may affect our ability to go to school or work or help in the house. If we stay safe we can be more productive. We can also save money by avoiding hospitals bills and medication. The government can also save money for other services in the community rather than spending money on treating accidents at hospitals that can easily be prevented.

Identifying hazards in the home (15 mins)

Ask the group if they know what a **Hazard** and a **Risk** are then write the following definitions down on flipchart paper/a blackboard.

Hazard: Something with the potential to cause harm

Risk: The likelihood that the hazard will cause harm

E.g. Putting your hand over a fire is *high risk* because you are *very likely* to burn yourself.

In small groups come up with hazards in the home and write them down on a piece of paper. Depending on the size of the group you could allocate a room in the house to each group such as kitchen, bedroom, living area, outside area.

Ask the groups for feedback and ask them to decide whether they think the hazard is high or low risk (likely to cause harm or not) and whether the harm is very severe (Will the harm cause a serious injury such as a broken limb or even death or only a small bruise or cut?)

Following this, ask the group to decide whether there is a difference in the type of accidents that boys and girls have? Young people and old? Ask for examples?

Burns (10 mins)

Burns in particular account for many injuries in the home which girls may be at risk of when helping to cook or light a fire. In the cold season burns are also more likely as people will get nearer to fire to stay warm.

Ask the group to come up with ways in which to avoid burns. Below are some suggestions;

Avoiding burns:

- Don't leave food cooking unattended.
- Turn any pot handles towards the rear of the stove so you are less likely to knock it when you walk past.
- Don't wear loose fitting clothing which might catch fire while cooking.
- Don't mix electricity and water.
- Keep chemicals stored away safely.
- Don't let small children near cooking areas, electrical sockets or other hot things like cooking pans, irons and matches.
- Keep hot liquid out of reach of small children.
- Test hot water and hot food for children before bathing or feeding them.
- Avoid smoking in the house.

Fire (Introduction) (15 mins)

<http://www.dummies.com/food-drink/cooking/kitchen-safety/how-to-put-out-kitchen-fires/>

A fire in the home can be dangerous and devastating. Fire can cause severe burns and disfigurement and the smoke with it can cause suffocation very quickly leading to death. Fire is a risk from cooking and using electrical items which get very hot. If we are careful though we can prevent fire from starting and spreading.



The Fire Triangle

Tell the group that there are three things that are needed to make fire and ask if anyone knows what they are.

Following this draw the above diagram out on a flipchart/blackboard and explain to the group that fire needs oxygen, heat and fuel to burn.

Divide the group into three and allocate each group as 'oxygen', 'heat' and 'fuel'. Ask everyone

to walk around the room and find one other person from each group so that everyone is in groups of three. Once in groups ask them to hold hands to make a triangle shape between them. Whilst standing in triangles explain to the group that fire needs three things to burn; oxygen (air), heat and fuel. This is the fire triangle. Ask everyone who is 'heat' to let go and sit down while 'oxygen' and 'fuel' remain standing up. Explain that when one part of the triangle has been taken away then the fire cannot remain. Now ask everyone to sit down.

Light a candle then put the pot over the candle. While the pot is over the candle ask the group what they think will happen to the candle and ask them why. Take the pot off the candle which should now be extinguished and explain that the flame has now gone out because there was no more oxygen.

Putting out a fire

Now the group has been introduced to the fire triangle ask them if they have any ideas as to how to put a fire out.

Provide the following information;

- Smother fire with a wet towel or wet cloth.
- If there is a fire in the cooking pan use a cloth to clamp a lid on and move off the heat. The lack of oxygen in the pan should stop the flames.
- Never use water to put out a grease fire as this can make it spit and spread further.
- If there is a fire inside an oven keep the door closed and turn off.
- Baking powder or salt can be used to put out a fire but never flour which can explode or increase the fire.
- Don't fan the fire as this will provide more oxygen and increase the fire.
- If the fire is spreading and you cannot control it get out of the building and shout so everyone knows. If there are doors close them if possible to minimise the spread.

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

Recap that the home is filled with many hazards, things with the potential to cause harm. It is important to avoid hazards so that we can stay safe and healthy, which will also mean we can stay in school and avoid large hospital bills.



Ask the group to look out for hazards at home and think about how they can avoid them by either removing them completely or doing things in a different way. Ask the group to think of one thing they can change for next session.

Also think about fire safety at home. Could you escape the building safely in two minutes if there were a fire? Is there more than one way out of the building? Would any family members such as young children, elderly or disabled need help leaving the building? Think about what you would do.

Week 4: Lake Safety

Session Title: Lake Safety

Learning Objective: To understand how to stay safe in and around lakes (or other open water)

Estimated Time: 60 minutes



Materials Needed: Ball, ball of string, flipchart paper and pens



Facilitator Preparation: Prepare an answer for the previous session's review – one hazard you would change in the home.

Activity with step by step instructions:

Previous session's review (10 minutes)

In the previous session the group were asked to look for hazards in the home and think about how they could avoid them by removing or changing them.

Ask the group to stand in a circle. Holding a ball the facilitator should name one thing they would change in their home to be safer before throwing the ball to someone else in the circle. Continue this so that every time someone receives they ball name something they would remove, change or do differently. Finish the activity once everyone has received the ball.

"Tide's out! Tide's in!" Energizer (5 minutes)

Lay out a ball of string so that there is a line across the floor which will represent the lakeshore. Ask the group to stand behind the line. When the facilitator shouts "tide's out!" everyone jumps forward over the line. When the facilitator shouts "tide's in!" everyone jumps backwards over the line. If the facilitator shouts "Tide's out!" twice in a row anyone who moves is out of the game.

Safety Around the Lake – Quiz (20 minutes)

Introduce the topic as Lake (Water) Safety with the following information; We come in contact with open water such as the lake regularly, whether it be to bathe, wash our clothes, go fishing, using a boat or swimming for exercise and recreation. While the lake can be enjoyed by everyone it is also important to be safe around open water.

Ask the group to split up into smaller groups of 4-6 people depending on the size of the group. Give each group a piece of paper and a pen.

Read out the following questions and multiple choice answers. Ask the group to write down the letter of the correct answer. Allow the group a minute or two between each question which should give them time to discuss the correct answer.

1. What is drowning?
 - a) **When water gets into our lungs and we stop breathing**
 - b) When staying in water too long makes us very cold
 - c) When swallowing water which is dirty makes us ill very quickly
 - d) When we sink in water

2. How long does it take for someone to drown in water?
 - a) As soon as you go under water
 - b) 1-2 minutes
 - c) **5-10 minutes**
 - d) Half an hour

3. Is it possible to survive drowning?
 - a) Always
 - b) Yes, provided you don't get too cold
 - c) **Sometimes, but survivors often suffer brain damage**
 - d) Never, drowning always results in death

4. How should we stay safe around the lake?
 - a) Never go swimming, the lake is always dangerous
 - b) **Go swimming with other people, they will be able to look out for you**
 - c) Go swimming alone, if your friends aren't with you then they can't drown
 - d) Bathe in the dark, then crocodiles won't see you

When the questions are complete ask the groups to switch papers so they can mark each other's answers. As the facilitator goes through the answers they should have some discussion as to why each answer is right or wrong.

Answers;

a) When water gets into our lungs and we stop breathing

When we get water in our lungs our airways close so we cannot breathe. This prevents enough oxygen from air getting into the rest of our body to function. When we are starved of oxygen our body can be damaged very quickly. We can drown when we sink in water but we can even drown in a small puddle if it is enough to stop air getting to our lungs.

c) 5-10 minutes

When our body is starved of oxygen it only takes minutes for it to affect us which is why we must act very quickly if we see someone struggling. When a person is drowning they will first become unconscious after a couple of minutes and then suffer serious injury or death after about five minutes.

c) Sometimes, but survivors often suffer brain damage

It is possible to survive drowning if a person is rescued quickly. However, if there has been a lack of oxygen to the brain this can leave brain damage.

b) Go swimming with other people, they will be able to look out for you

It's always important to go swimming or spend time around the lake with other people so you can watch out for each other. There will be someone who can shout for help if you get into trouble around the water and you can also shout for help if you see someone else in trouble.

Taking precautions around the lake (20 minutes)

Now ask the group how they can prevent drowning. Ask them to raise their hands and offer answers.

Examples:

- Don't swim alone
- Don't leave young children near water
- Have life jackets available on boats
- Learn to swim
- Supervise children in the water
- If someone is missing by the lake always check the lake first as time is important if they are drowning
- Don't drink alcohol and swim
- If someone seems to be drowning throw an object to them to pull them out. Don't jump in with them

Whilst remaining in their smaller groups, ask everyone to come up with any other hazards (dangers) around the lake. Ask them to write them down on the back of the sheet of paper they already have. Give the group about five minutes to discuss and then feedback. Write down answers on the flipchart paper. Answers may include the following;

- Wild animals such as crocodiles and hippos
- Rocks on the beach that may become slippery or sharp

- Rocks under the water you can hit your head on or cut your foot
- Illness from drinking/swallowing contaminated water
- Bilharzia (schistosomiasis) from parasites/water snails
- Bad weather; a storm might make the waves strong or lightning might hit the lake as electricity is attracted to water

Now ask the group collectively to come up with one way in which they could take precautions for each danger on the list. Let the groups discuss for a few minutes and then ask each group in turn to provide an answer.


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

Ask the group to stand in a circle. Similar to the initial activity, the facilitator should throw the ball to a participant and ask them to say one thing they learnt this session and throw the ball on to another participant. Finish the activity when everyone had received the ball once.



August Year 2: First Aid

Week 1: Dressing Cuts and Wounds

Session Title: Dressing Cuts and Wounds
Learning Objective: For the students to learn basic first aid and practice some methods
Estimated Time: 50 minutes
Materials Needed: A roll of bandage or something similar, tissue paper.
Facilitator Preparation: Ensure that the materials are available.
Activity with step by step instruction:
 <p><u>Energiser (15 minutes)</u> 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</p>



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? (5 minutes)

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).

Ask the group to copy down this information so they clearly understand what a splint is and what it is used for.

Things you need to make a splint (10 minutes)

On a flip chart, show the list of things that you need to make a splint.

The first thing you will need to make a splint is something rigid (hard to bend) in order to stabilize the fracture. This could be a rolled-up newspaper, a heavy stick, a board or plank, or a rolled-up towel.

You will also need something to fasten the splint in place. Shoelaces, belts, ropes, and strips of cloth will work. Medical tape can also be used if you have it. Try not to place commercial tape, such as duct tape, directly against a person's skin.

Applying a splint (10 minutes)

Attend to any bleeding before you attempt to place the splint (remember last week's session. Ask the group to recall information about last week's class). You can stop the bleeding by putting pressure directly on the wound. Then, apply a bandage, a square of gauze, or a piece of cloth. Do not try to move the body part that needs to be splinted — you may accidentally cause more damage.

Place the splint so that it rests on the joint above the injury and the joint below it. For example, if you are splinting a forearm, place the rigid support item under the forearm. Then, tie or tape it to the arm just below the wrist and above the elbow.

Avoid placing ties directly over the injured area. You should fasten the splint tightly enough to hold the body part still, but not so tightly that the ties will cut off the person's circulation

Making a splint practice (25 minutes)

First, demonstrate a splint using a volunteer. More information for the facilitator (including instructional videos) can be found online.

After demonstrating and explaining thoroughly, hand out equipment so that small groups or pairs can practice making a splint. Move around the room assisting and checking on their attempts. Assist where needed and display good splints to the class. If there a splint which looks like a failed attempt, also show this to the group pointing out what could be improved.

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

Explain that this new skill can be used in a first aid situation. Ask if anyone would feel comfortable helping a person who had fallen and possibly broken a bone? Why/ Why not?



[Week 3: The Recovery Position](#)

Session Title: The Recovery Position

Learning Objective: To equip learners with the skills to put someone in the recovery position; For learners to understand what being unconscious is and the risks associated with it.

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:

Introduction (10 minutes)

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.)

- 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:

As a closing activity, ask the group what being unconscious is. Ensure they fully understand before leaving the class.



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=0ahUKewjwp8mAyevPAhWEOxoKHT4fDCOQ_AUICGgB&biw=1366&bih=613#imgrc=RjtBgUmp9NK7wM%3A

The rules of snakes and ladders are this:

Player 1 throws a dice. They move their counter according to the number on the dice. The game continues in this way. If a player rolls a 6, they get to roll again. If a player lands at the top of the snakes head (It doesn't count if they land on a snake half way down it has to be directly on the snakes head), then they have to move their counter down the snake and end up at the tail. If a player lands on a square which has the bottom of the ladder on it, then the player may move up the ladder. (The player can only move up the ladder if there it is the very bottom of the ladder, not if they land on a square that has a ladder passing through it, the same as the snake). The first person to get to 100 wins!

Activity with step by step instruction:

Snakes and Ladders (45 minutes)

Depending on the size of the group, split up into teams. Give everyone a rock, or something they can use as a counter or marker during the game. Show the group to the pre-drawn snakes and ladders board on a large area of floor. Explain the game and begin playing. Ensure that you have 15 minutes at the end to discuss about snake bites and provide the group with the information below.

Snake Bites (15 minutes)

Ask the group what they already know about snake bites. Pose questions such as

- What should you do if you get a snake bite
- What should you do if your friend gets a snake bite
- How can you treat a snake bite
- Can you tell if the bite is poisonous or not?
- Have you or anyone you know received a snake bite? If so, what happened?

Write the responses on a flip chart or chalk board.

Give this information to the class:

- Keep the victim calm, restrict movement.
- Assure the victim and do not let him panic. When under panic, it will enhance heart rate and would circulate the venom faster in the body.
- Remove any rings or constricting items; the affected area may swell.
- Stop lymphatic spread of venom - bandage firmly, splint and immobilise. The limb, which has been

affected by the bite, should be immobilized with splint (think back to week 2). Victim to keep the hand as close to the level of the heart as possible - this reduces the flow of venom to major areas.

- A snakebite victim is under tremendous psychological stress. It is necessary to keep the patient warm.
- •The patient should not be allowed to exert himself in any manner. Do not allow the victim to eat or to drink water in order to keep metabolism at low rate. No water No food is the golden rule.
- • DO NOT COVER THE BITE AREA AND PUNCTURE MARKS. The wound should be gently cleaned with antiseptic.
- • Try to aspirate the venom out of the puncture marks with standard suction devices. The suction should be applied within 5 minutes of the bite.
- The only remedy for venomous snakebite is the anti-venom serum, which is available at most government hospitals and public health centers.

How NOT to Treat Snakebite

- No electric cable, string or rubber tourniquets to be used, this cuts off blood flow completely and may result in amputation of the affected limb.
- Do not burn the wound, as it would not have any effect on the venom, which has already entered the bloodstream.
- Do not suck the wound with mouth. A suction device may be applied over the bite to help draw venom out of wound without making cuts.

Know About Snakebite

All snakes are not venomous – so every snakebite is not going to result in death.

Even a venomous bite is not always fatal – because the severity of snakebite depends on many factors like the size of the snake, whether the bite could be completed, whether it was a drybite (where the snake bites but doesn't inject venom) or not, the age, physique and affected limb of the victim.

First Aid would enable a person to buy more time to reach medical aid on time.

The only cure which is available is anti-venom serum injection.

First Aid - if not done properly could cause more harm than benefit

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

