

ADOLESCENT GIRLS TOOLKIT



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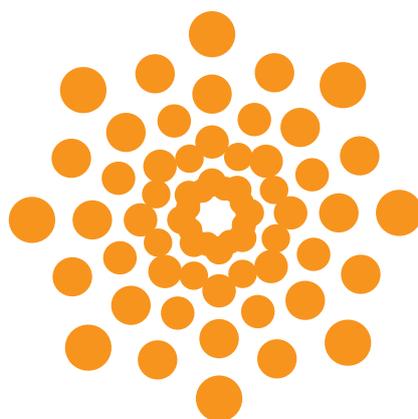
Introduction ●●●

The Adolescent Girls Toolkit for Iraq is a collection of learning sessions and tools designed to empower adolescent girls from IDP, Refugee and Host communities in Iraq to address key issues on life skills, Reproductive Health, Gender Based Violence (GBV) and Financial Education.

The curriculum has been designed to be implemented in a specific sequence to give girls the opportunity to develop complete knowledge and skills on a number of important topics. However, due to the context in Iraq, the sessions have also been designed as such, so they can be used for acute and specific interventions, which is explained in more detail later.

The Toolkit will support implementing partners to set up girl friendly spaces, carry out girl focused needs assessments and plan an intervention accordingly. Each section (you will find the checklist box on the right of each section) works on a specific component of girl programming, so depending on the implementing partner capacity, you may start at the beginning of the toolkit, or further in, if you are already advanced in girl programming.

Even if you aren't able to complete all of the steps in the girl programming toolkit, simply achieving the first step (girl friendly spaces) is a good starting point from which you can build upon.



The Basics ●●●

●● Age of Adolescence

Adolescence is the period between the ages of 10-19 for males and females ¹. It is the phase in which one moves from childhood into adulthood. During adolescence, there are a number of physical and psychological changes that take place. This can be very challenging for many adolescents, but it can also be a time of discovery and happiness where adolescents learn about their potential.



●● The Emergency Context

In conflict situations, young people must somehow 'cross over' from childhood to adulthood while confronting the brutality of war. Stripped of safety and security, where caregivers do not feel capable to protect and provide for their families, young people need support and guidance, especially during this critical time in their development. They need to know whom to trust and how they can contribute in positive ways to their family, school and community life. Too often there is nowhere to turn. In the midst of conflict, humanitarian assistance has typically focused on meeting the survival needs of young children, while adolescents are overlooked ³.

●● Adolescent Girls in Emergencies ⁴

- Adolescent girls account for an increasing proportion of displaced persons.
- Adolescence is a critical time—compared to their male peers and to adults, adolescent girls are less likely to have life-saving information, skills and capacities to navigate the upheaval that follows displacement.
- Adolescent girls face a unique set of violence related risks, including sexual violence, harmful practices and human trafficking.
- Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.

¹ http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/

² http://www.unicef.org/adolescence/files/SOWC_2011_Main_Report_EN_02092011.pdf

³ http://www.unicef.org/adolescence/files/adolescent_conflict.pdf

⁴ I'm Here: Adolescent Girls in Emergencies. Women's Refugee Commission

WHY GIRLS? ●●●

●● Adolescent Girls in Iraq

The Adolescent Girls Taskforce in Iraq identified multiple challenges and gaps related to adolescent girls, including growing levels of sexual violence, abductions, sexual harassment, child marriage, exploitation and abuse ⁵.

During an assessment with adolescent girls and their mothers by UNFPA and UNICEF in April 2016, the following issues were identified in both refugee and IDP contexts:

- A number of girls were not able to access existing services due to Child Friendly Spaces (CFS) and Youth Friendly Spaces (YFS) being mixed with boys.
- Those who were able to access, still wanted a space to have girl only activities where they would feel more comfortable to discuss issues related to them.



Too old for the child friendly space, too young for a youth friendly space, girls between 10-14 are being lost in the response.

No access to school or other services and no targeted outreach for these girls at a higher risk of child marriage, means the girls most in need of services are going unnoticed.

- Girls between 14-10 felt too old for the CFSs, many were not able to access the YFSs (due to their age and it being mixed with boys) and they were too young for the Women's Community Centres.
- The needs of girls between 14- 10 in particular, were not comprehensively addressed in the humanitarian response.
- Information on available services was not explained or disseminated in a way that was accessible to vulnerable girls. Outreach was heavily focused in schools and through word of mouth to those that were already accessing public spaces.
- The most vulnerable girls, in need of services and support were isolated, invisible and hard to reach. These girls are at the highest risk of child marriage.

⁵ Adolescent Girls in Iraq Presentation Adolescent Girls Taskforce

How to Navigate this Toolkit ●●●

●● The Toolkit is made up of a number of components, mainly:

- Setting up an Adolescent Girls Programme (Outreach)
- Adolescent Girls Curriculum
- Sessions for Mothers

Depending on which stage you are at in your programme on adolescent girls, you can decide where your starting point will be.

Adolescent Girls Programme Checklist:

Adolescent Girls Programme Phase	Yes/No	If no, go to Page #:
Do you have a girl friendly space?		18
Do you understand who you need to reach?		19
Do you know how to reach them?		21
Do you know how to gather girls?		22
Do you know how to explain your services in an adolescent friendly way?		24
Do you know what the needs and risks are of the girls you want to reach with your intervention?		28
Are you aware of the facilitation techniques needed to work with girls?		33
Do you know which topics you need to cover with the girls?		48
Do you know how to engage girls in feedback		62
Do you know how to close a programme/ project/ activity cycle with girls? of programme design and implementation?		64

Adolescent Girl Tools: ●●●

You may also want to use this toolkit to carry out a specific exercise with adolescent girls. Aside from the topics included in the curriculum, you may want to access the following tools that are included in the toolkit for other components of your programme:

Adolescent Girls Tool:	Purpose:	Page Number
Tool A: Identifying Influential Community Leaders	Tool to help you understand who the influential people are within a community that you need to target to help address barriers to reaching girls.	12
Tool B: Planning Community Conversations	Checklist on how to carry out community conversations.	14
Tool C: Coverage Exercise	This tool will assist you in understanding the girls you are currently reaching and determine whether these are the girls you are aiming to reach.	20
Tool D: Explaining Services to Girls (group).	This tool will provide you with tips and techniques on how to explain your services/activities to girls in group settings.	25
Tool E: Explaining Services to Caregivers	This tool will provide you with tips and techniques on how to explain your services/activities to girls on an individual level.	27
Tool F: Community Mapping/Safety Planning Outreach	This tool can provide ideas on how to conduct an assessment in a community on safety issues and how to find solutions to the issues raised.	29
Tool G: Facilitator	Appreciation Tool Capacity building tool for those facilitating activities with girls.	38
Tool H: Assessing Curriculum Sessions	This tool will help you choose the topics you need to facilitate with girls as part of a specific, short targeted response.	58
Tool I: Follow up Session	Closing session for girls who are involved in a targeted response, includes establishing referral pathways relevant to girls.	59
Tool J: Feedback and Evaluation Tool and Guidance Notes	Feedback and evaluation tool that can be used to assess girls' opinions on an activity, programme or individual sessions.	63

Adolescent Girls Tool:	Purpose:	Page Number
Tool K: Change Tool and Guidance Notes.	Assessment tool for girls which can be used before, during and after a specific intervention to measure change.	235
Tool L: Session Feedback Tool	Tool to assess activities implanted with girls, to help identify what is working and where changes are needed.	236
Tool M: Suggested Attendance Sheet	To track attendance of adolescent girls Tool N: Community Tool To assess progress in community participation.	237
Tool N: Community Tool	To assess progress in community participation.	239

Reaching Adolescent Girls: Community Participation



Community Participation ●●●

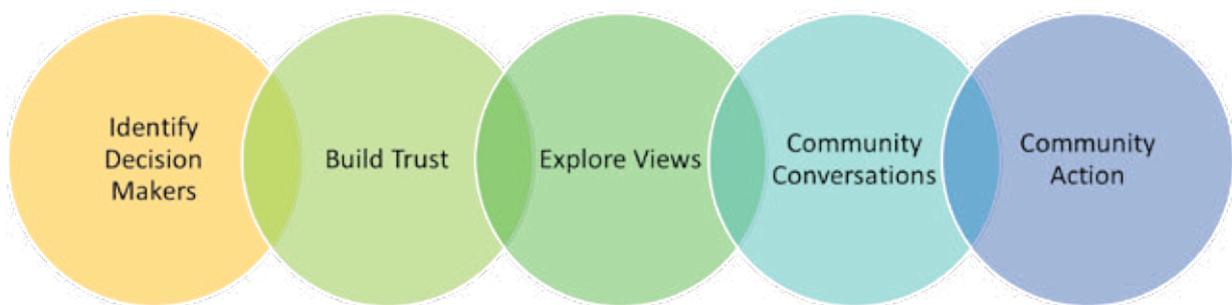
Involving the community is essential if you want to gain access to the most vulnerable and isolated girls. Engaging the community, and particularly parents or caregivers of adolescent girls is sometimes challenging and working with the community takes time and requires significant trust building. It is the first step in accessing adolescent girls.

From the age of 10, adolescent girls, compared to their male peers and to adults, are less likely to have life-saving information, skills and capacities to deal with the upheaval that follows displacement ⁶.

Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.

Because of their sex and age, adolescent girls are also particularly susceptible to exploitation and violence during the immediate aftermath of conflict. Parents and caregivers can put heavy restrictions on the movement of girls and therefore, investing time in working with parents, caregivers and the wider communities should not be overlooked, if you want to reach girls most in need of your services and support.

Meaningfully Engaging with the Community: ●●●



⁶ I'm Here: adolescent Girls in Emergencies Women's Refugee Commission

Identify Decision Makers ●●●

Before you begin working with the community, it's important to identify who the influential community members are, or which sectors are most influential in that community. This will provide you with a good entry point to begin your work with the community. Making sure that community leaders support the intervention, will put you in a better position to engage with the wider community.

COMMUNITY PARTICIPATION

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are

●● Things to consider:

- Although meeting with community leaders can be time-consuming, relationships with these leaders can greatly facilitate implementation of the programme.
- As many of the community leaders and officials are men, it is crucial to begin to cultivate productive relationships right from the beginning.
- For high-level officials, the director of your organisation may want to take responsibility to meet with them to relay the importance of the project, particularly if the leadership is hierarchical and you anticipate resistance.
- Take care in the language you use to discuss issues related to adolescent girls. You may want to talk broadly of girls' health, wellbeing and futures instead of specific issues related to Gender Based Violence.
- It is also a good idea to have the same staff member work with a group of leaders instead of sending a new person every time. This will project consistency and will allow for the development of a richer relationship.

Tool A: Identifying Influential Community Leaders ●●●

Community Leadership Diagram:

- Create a diagram of the community leadership structure. This could be for both the larger community and the specific neighbourhoods you choose to work in.
- Additionally, if you are working closely with one particular sector, diagramming the hierarchy and identifying different leaders within that sector may also be useful.
- These diagrams will help you follow the right channels, and not overlook key individuals, and will be useful when strategizing the most effective activities to use with different groups.

●● Guidance Questions:

- Which sectors have significant influence in the community?
- Who are the influential people these sectors (camp- education, health, protection, etc.)?
- Do you have established relationships with any sector(s)?
- What are their views and perceptions of adolescent girls in the community?
- Where are you likely to find allies to help communicate with decision makers about the importance of accessing girls?
- Which sector spends a significant amount of time dealing with issues related to women and girls?

●● How to deal with difficult leaders and community members:

- Be patient. Don't give up. Continue to work with them.
- Find out why they are being difficult. The issue could be easily overcome or something more deep-rooted that takes time to resolve.
- Talk to other people who have worked with these leaders in the past – find out more about the leader, what are their objections, how have other people managed to work with them.
- Go through those who have influence with the leader (e.g., family members, colleagues, supervisors) and get them on your side.

COMMUNITY PARTICIPATION

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust

Build Trust ●●●

Building trust is really important if you want to engage adolescent girls. The community has to see you (and your organisation) as someone that they can trust with their daughters.

Going straight into a community with key messages, can make them feel defensive and may give the impression that you are trying to change their views and opinions without really understanding them.

At this stage, the community may not be ready to address key issues related to adolescent girls and to be able to reach the most isolated girls, its crucial to engage the community. Therefore, building trust is an essential entry point to gaining access these girls.

●● Things to consider:

- Organise tea and coffee mornings/afternoons with community members (that don't involve directly disseminating key messages at the beginning).
- Organise open days for community members to see the activities offered at your safe space/centre.
- Organise general discussions about topics suggested by them.
- Think about recreational games that the community play, such as bingo, tawle or football and organise one off events.

Explore Views ●●●

It's important to understand the community's perception of adolescent girls. This will help you to tailor your awareness raising efforts. Once trust has been built in the community, you will be able to assess their views and perceptions more effectively, which will enable you to discuss the issues that need to be addressed. At this stage, you will be able to start preparing the community to think about issues related to girls.

COMMUNITY PARTICIPATION

● ● Organise discussions with the community:

This can include Key Informant Interviews, community conversations with men, women, girls and boys in the community, either together or separately depending on the community you are dealing with (although it may be more effective to separate them, due to the sensitive nature of the topic). Also involve parent/teacher committees and other people of influence in the community that you identify through your community diagram.

● ● Exploring Views:

The following guidance should help assist your conversations with key decision makers in girls' lives ⁷.

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust
- ✓ Explore Views

● ● It's important to explore:

- What hopes or expectations do adults have for girls in the community?
- What concerns or fears do community members have about girls?
- What types of activities, programmes or roles do adults want girls to engage in?
- What skills do adults want girls to develop?
- What kinds of contributions do adults want girls to make in their communities?
- Ask girls what the key messages are that they wish to tell their parents/caregivers/community.

TOOL B: Planning Community Conversations Checklist ⁸ ● ● ●

● ● Participants

- Who has been invited?
- What methods will you use to announce the meeting and encourage attendance?

● ● When

- The time, date and length of the meeting should be convenient for the community members. Ask community members how long they would like the meeting to be.
- Give community members enough advance notice.

● ● Where

Ask community members where they would like to meet. Suggest places if they are unable to identify a space.

● ● Meeting Purpose

- Decide upon the purpose of the meeting (e.g. (1) understand the view point and perspectives of community members on a specific topic or (2) explore alternative view points and raise awareness on these topics, (3) discuss your adolescent girls programme).

● ● Speakers

- Who will run the meeting? Is this person from their community? Perhaps someone identified in the community leadership diagram?

⁷ The Adolescent Kit for Expression and Innovation: UNICEF

⁸ Adapted from The Adolescent Kit for Expression and Innovation: UNICEF

- Ensure that the whole process is driven by the community. If they see the meeting is being organized by other community members, they might be more likely to meaningfully engage.

● ● Documentation of meeting process and outcomes:

- It is helpful to document what happens during meetings to provide a record of past activities so that participants learn from their experiences.
- Complete the monitoring tool during or immediately after each community conversation.

Community Conversations: ● ● ●

Through the community conversations, you would have hopefully identified individuals who hold similar beliefs and ideas in line with your organisational values. It is crucial to involve these individuals or 'supporters' in raising awareness in the community.

These supporters can provide an entry point to working with the wider community. They have the added advantage of being from that community and can help facilitate the process of raising awareness.

● ● Things to consider:

- Who are your supporters?
- Are they equipped with the necessary information and skills to help facilitate discussions with the community?

● ● Trigger Discussion :

- Once you begin to understand a community's view point regarding girls and have your supporters, you will be able to trigger discussion. This can range from access to services, consequences of child marriage, or to their role in society and benefits of remaining in school.
- Discussion points can include the psychological effects of isolating girls, the consequences of using child marriage as a protection mechanism, the contribution girls can make in society etc.
- The primary aim in this phase is to break the silence around issues related to adolescent girls and encourage community members to begin to question the legitimacy of some of their views and practices.

● ● Tips on holding discussions:

- Aim to engage, convince, and inspire community members and leaders using positive messages.
- The approach is not to tell community members what to think, but to provoke discussion and challenge accepted thinking by providing relevant information.
- Encourage those within the group who hold similar beliefs to those that you are trying to convey to be vocal. The community is more likely to listen to someone else from their community.

COMMUNITY PARTICIPATION

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust
- ✓ Explore Views
- ✓ Community Conversations

Community Action ●●●

It is important to move to the next phase in the community participation phase, by involving community members in facilitating a process of change and to become active supporters of adolescent girls.

●● Things to consider: ⁹

- Establish a steering committee made up of community leaders, parents and teachers and other interested adults, both male and female and from different social roles.
- Support them to collaborate with adolescent girl committees (who can be made up of girls who participated in the curriculum), and to listen and respond constructively to their suggestions.
- Work with the steering committee to find opportunities for adolescent girls to engage in constructive dialogue with the broader community, to take action through the projects they have initiated, and to share their achievements.

●● Entry Point:

- Encourage community members to support adolescents involved in the curriculum.
- They can attend exhibitions of the adolescents' work, organise celebrations when a curriculum cycle is over.
- This can be a way for adolescents and adults to connect, and to have fun in challenging circumstances.

COMMUNITY PARTICIPATION

- ✓ Understand why it's important to involve the community
- ✓ Know who the decision makers are
- ✓ Build trust
- ✓ Explore Views
- ✓ Community Conversations
- ✓ Community Action

⁹ Adapted from Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organisations in East and Southern Africa by: Lori Michau and Dipak Naker.

Setting up an Adolescent Girls Programme (Outreach)



Girl Friendly Spaces: ●●●

Creating a girls only space, where it is girls only all the time or in certain elements of your programme is a critical first step in creating a safe space for girls.

A girl friendly safe space helps to:¹⁰

- Reduce risks and prevent further harm during acute emergency responses.
- Provide girls with a safe entry point for services and a place to access information.
- Offer them an opportunity to engage with each other and rebuild support.

We need to consider the following:

●● Physical Environment:

- Have you asked girls whether there are any safety issues on the way to or from the Child, Youth Friendly Space or Women's Centre?
- Is the space located somewhere where it is easy for girls to gain access?
- Is the space set up in a way that makes girls feel protected once inside (where girls feel comfortable participating in activities without fear of being seen by the wider community)?

●● Child and Youth Friendly Spaces:

- Do you offer some activities that are just for girls, that provide girls with the opportunity to discuss certain issues (e.g. safety, puberty, friendship)?
- Do you have enough female staff to facilitate these sessions? They should solely be led by female staff and volunteers.
- Do you have representation of female staff from a wide age range (including those who are between 35-18 years old)?
- Are the sessions split by age groups that the girls feel comfortable in (usually 14-10 and 19-15)?
- Are you able to offer one day or half a day a week that is only dedicated to girls between the ages of 19-10 (so that parents feel comfortable knowing that girls and boys are not mixed)? And is an 'all female' team available to support this process?

●● Women's Centres:

- Are you able to separate women and girls during activities?
- If you lack space and staff capacity, can you allocate specific days or hours to girls, depending on their availability?
- Are staff trained on adolescent/child friendly facilitation and counselling techniques so that girls feel comfortable with them?
- Is there an opportunity for girls to attend, even when they are not registered for courses (i.e. open sessions or drop-in centre)?

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space

¹⁰ Women and Girls Safe Spaces UNFPA

Which Girls?

When setting up activities or deciding to implement the adolescent girls' curriculum, it's important to understand which girls you want to participate.

Who are you currently reaching?

- Are most of the girls you access in school and/or unmarried?
- Are these the girls who are most in need of support?
- Are most of the females you reach, below 10 years old or above 14 years old?

As outlined in the Child Marriage Guidance Note for Iraq ¹², girls who are more exposed to the risk of child marriage are:

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach

Priority Groups	
Girls who live in economically vulnerable families	Girls who are out of school or those who have never attended school
Girls living in Female Headed Households	Girls living with elderly caregivers
Girls living in large families	IDP and refugee girls are at higher risk

- ● One of the key priority groups are out of school girls. Furthermore, married adolescent girls and adolescent mothers are also particularly vulnerable and should also be considered priority groups that need particular attention and focus.
- ● **Who do you want to reach?**
 - Are the groups mentioned above (priority groups), significantly represented in your activities and services?
 - Do you know where the girls from the priority groups are? Do you know how to find them?
- ● **Tip:**
To understand the girls that you are currently reaching, you can carry out a Coverage Exercise – a tool developed by Population Council ¹². This will help you understand whether you are reaching the girls that are considered to be in the priority groups.

¹¹ Prevention of and Response to Child Marriage Kurdistan Region of Iraq (KRI) October 2015

¹² Girl Centred Programme Design: A toolkit to strengthen & Expand Adolescent Girls Programs. Population Council

Tool C: Coverage Exercise: ●●●

●● Purpose:

- Use this tool to understand who you are currently reaching through your programme.
- You can use this tool to do a quick scan of your current participants or a new group of participants that have just joined.
- Do not use this tool in a group setting where girls will disclose this personal information in front of others

Centre/Space Type (CFS, YFS, Women's Centre etc.)									
Location									
Camp or Non-Camp									
Target Group (Age/Sex)									
Target Coverage Area									
	Age	School	Community	Marital Status	Children/Pregnant?	Access to financial resources?	Live with one or both parents, FHH, husband?	How many people living in household	How many people working in household?
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Where are the Girls? ●●●

So, you have identified a space that is safe for girls and you know which girls you want to reach, now you have to find them. If you are trying to reach the most vulnerable groups of girls, as mentioned in 'Which Girls', it's important to think carefully about how to reach them.

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them

INVEST IN TRUST BUILDING

Building trust with the community is crucial if you want to reach adolescent girls. It is important to invest time in building trust with the community if you want to reach the most vulnerable

Things to consider:

- Staff (particularly community mobilisers, community focal points or outreach volunteers) should be briefed on the priority groups that you are trying to access.
- Ask girls who are already accessing services if they know other girls who aren't coming.
- Ask girls who are in school if they have friends who are not attending school or recently dropped out.
- Ask parent/teacher committees if they know of girls who are not attending school or recently dropped out.
- Ask women in the Women's Centres if they know girls who do not attend activities at one of the safe spaces.
- Ask boys at the CFS and YFS if they have sisters who do not attend activities.

Gathering Girls: ●●●

So now you have found the girls you want to work with, it's important to think about how to gather them to talk about the services. This tool is specifically useful if you are struggling to find girls who fit a particular vulnerability group.

●●● **First Step:**

- Before conducting any outreach activities, especially in non-camp settings, it's important to make sure you have permission from the relevant authorities to conduct activities.
- This includes making sure you are registered with the authorities and are in possession of a formal letter stating you have permission to work.
- Within the camps, it's important to follow the same steps but also to gain permission from the Camp Manager.

●●● **Things to consider:**

Speak to the parents

- Hold open days at the centre so parents can meet the staff and get a better understanding of the activities held at the safe space.
- Organise non-formal gatherings with mothers and fathers in the community (e.g. tea and coffee sessions) to build trust.
- Gain parent's permission to explain services to girls
- Ask parents about the availability of girls and secure a time to talk to girls and preferred location.
- Explain that as you are offering a girl friendly space, the session will involve girls only i.e. no parents.

●●● **Speak to the girls:**

- Talk to them in the places where they are -do not try to organise a Focus Group Discussion (FGD) at your centre at this point, the barriers of access still exist.
- Organise separate outreach sessions for girls (i.e. not mixed with women, boys etc.).
- Go door to door, to explain your services to girls who cannot leave the house and ask them what activities they are interested in.
- Organise a session in their community at a place that they are able to access (house of a community focal point/outreach worker or trusted community member).

Speak to other influential people in the community

- Hold meetings with community leaders to explain activities and services
- Involve them in identifying a suitable place to meet with girls who are not able to attend the centre, such as community hall etc.
- Involve them in communicating this message to the community.

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls

Mobile Activities: ¹³ ●●●

With all of your efforts in reaching girls, it may still not be possible to gather girls at the places where you conduct activities. In this case, you need to consider if you have the capacity to offer mobile activities.

These activities give girls the opportunity to be involved in age appropriate psychosocial activities in group settings (unlike home visits), which helps girls to build on their social support networks. Girls who are isolated and have restrictions on their movement will benefit from such activities.

●● Things to consider:

- Activities are adapted for mobile settings (considering space and privacy).
- Community Focal Points are identified among women and girls to provide support in engaging community members and consulting women and girls.
- Location is identified by women and girls as a place that feels confidential and safe and where activities can be conducted comfortably.
- Location is identified as somewhere they can access safely.
- Locations are easily accessible for women and girls and no more than a 10 walk along a safe route.
- If possible, establish mobile safe spaces in public or common spaces, such as a municipal building or public school
- If a public space is not available, think about privately owned buildings, i.e. halls, extra rooms in a house, in centres managed by local organisations, in tents, if refugees/IDPs reside in informal tented settlements, and these are the only options.
- Outreach workers explain the services to parents and work to build trust that will eventually allow isolated girls to attend future activities. Outreach workers should keep in mind that this process might take a while before parents agree.

MINIMUM STANDARDS FOR A MOBILE SAFE SPACE

2-1 rooms for activities and 1 room for case management and focused PSS activities; ideally separated for women and girls

The case management room is co-located to the activity rooms so that it can be accessed without notice

Separate entrance that is securable with a lock

Simple furniture available (e.g. tables, chairs, etc.)

Accessible bathroom

Private (e.g. no one can overhear discussions from outside the room or can view what is happening)

In the case of usage of tents or other community-based solutions, the room is not used by males (to live or for other activities); or that male do not access during the day and women and girls feel comfortable in the space.

¹³ Adapted from IRC: Increasing Access, Increasing Healing: Mobile Approach to GBV Service Provision and Community Mobilisation in Lebanon- Learning Document

Explaining your Services: ●●●

Now you have found the girls you want to reach and have managed to gather them. Next you need to think about what you want to tell them about your services and activities. You also need to think about how to explain this to parents and other members of the community.

●●● Parents:

- Outreach can be done together or separated by male/female
- Explain services offered to girls and especially focus on activities being provided in a girl friendly space.
- Explain that sessions will be facilitated by female staff.
- Explain the importance of the activities you will be doing with girls and how it can benefit them at the household level (e.g. girls participating in the curriculum will learn how to make smart choices, how to protect themselves etc.).
- Focus on activities where girls gain knowledge and skills, as these are considered to be more valuable than simply doing recreational activities.
- Explain, timing and location of services and if there is any transportation available.
- Go prepared with detailed information on other services available and phone numbers, for issues your organisation doesn't handle. You should expect that issues will arise not related to girls or to your work that will need to be followed up.

●●● Community leaders:

- Explain the purpose of the activities you want to implement and how this can benefit the girls you want to reach, and their families.
- Request for the community leaders to speak to parents of girls who are in the priority groups to explain the importance of attending such activities.
- If applicable and relevant, ask community leaders to also speak to girls about the services.
- Ask community leaders to spread messages about the services to parents of adolescent girls.

●●● Adolescent Girls:

Read Facilitator tips on page 33 before conducting this component with girls

- If possible, do separate outreach for girls 14-10 and 19-15 in their community (before they come to the safe space).
- Have no more than 10-15 girls.
- Explain who you are Explain the idea of confidentiality ('whatever you say will stay in this room').
- Explain the services offered at the centre/safe space.
- Follow up: ask them to share next steps to secure their engagement in activities.
- If you are unable to gather girls in a group, door to door explanations can be carried out (see below).

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your Services

Tool D: Explaining your Services to Girls: (Group) ●●●

Read facilitator tips on page 33 before conducting this activity.	
It's important to familiarise yourself with the steps in the activity to ensure you don't miss important points.	
Time:	45 minutes - 1.5 hours
Materials:	Flip chart paper, markers, stickers, pens, ball
Tip:	Try to arrange the room so that girls are sitting in a circle Sit with the girls, so that they feel you are part of the group
Introduction & Icebreaker	Your name, organisation and favourite food/colour Using a ball, ask girls to tell you their name and their favourite food/colour, once they have finished, they should pass the ball to another girl.
Activities <i>(Choose one, if you don't have time to do all of them)</i>	
Activity 1: General Services	<ul style="list-style-type: none"> Using a flip chart paper and marker, draw images that represent all of the activities offered to girls e.g. a ball for sports, the alphabet for literacy etc. You can also ask the girls if they want to come up and draw the images. For each drawing, you can explain what the activity/service is. When you finish, you can ask the girls to discuss in pairs, which activities they like from the ones you described. Ask them to share with the group. Make sure that if girls mention activities you do not provide, you explain they are not available but they can choose from the ones available. It is strongly suggested, that where possible, you include the activities that girls are requesting (if they are practical and reasonable to implement).
Questions	<ul style="list-style-type: none"> From the activities I mentioned that we have, are there any that you would like to participate in. You can write your ideas/feedback if you don't want to say it in front of the group
Follow up	<ul style="list-style-type: none"> What are the days and times that are best for you to participate? Are there any reasons why you might not be able to participate? What can we do to support you to come?
Activity 2: Case Management¹⁴	<ul style="list-style-type: none"> SAY: Today we are going to use our imagination. I want you to walk in the room without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now... Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see colourful balloons in the sky. Some of these balloons are small and some others are big. While walking, I want each one of you to catch a balloon by the string a small balloon if you're feeling good today and a big balloon if you're not feeling very comfortable today. <p>FACILITATOR TIP: do not ask girls to identify the type of balloon they chose.</p> <ul style="list-style-type: none"> SAY: After catching the balloon let it go back in to the sky and keep walking until everyone starts walking in one circle.

¹⁴ Taken from IRC Lebanon - How to introduce Case Management Activity 2015

Questions	<ul style="list-style-type: none"> • What could make girls catch a small balloon? What about the big balloon? (What are the things that can make a girl feel good? What are the things that can make her feel uncomfortable?) • FACILITATOR TIP: Read GBV group disclosure guidance on page 28 to familiarise yourself with what to do if you face a GBV disclosure in the group.
Follow Up	<p>EXPLAIN: Sometimes, girls wake up in the morning and feel very good. Some other times, girls feel like catching a big balloon because they don't feel good or comfortable. These girls might have some concerns or challenges they wish to talk about because each big balloon can turn into a small one, but maybe they don't know who they can talk to.</p> <p>In our program, someone is trained to listen to the concerns of girls in a safe space, where any girl can freely express around anything bothering her.</p> <p>Give information on where the Case/Social Worker is located and how to reach them (i.e. hotline, IEC material) If you know any girls who have any concerns and might want to talk to a Case/Social Worker, you can tell her about the services we offer for girls.</p>
Activity 3: Curriculum	<ul style="list-style-type: none"> • SAY: we are going to look at a story of a girl: • Draw a picture of a girl on a flip chat paper and ask the girls to give her a name. Explain to the girls her age, and give some details about her that reflect the girls you are with, e.g. in school/out of school, refugee/IDP, age, brothers, sisters, favourite colour etc. • Ask the girls to add additional information, i.e. what does she like to do in her free time. • Who is the person she trusts most? • Does she have many friends? • What are the things in her life that annoy her? • Does she feel safe to move around freely where she lives? • Does she want to learn about new things? • What kind of things would she like to learn about?
Questions	<ul style="list-style-type: none"> • What kind of information or activities do you think could help this girl have a happy and healthy life? • Explain there is an activity that is for girls only. In this activity, girls will learn about different issues such as how to communicate their feelings and talk about the things that affect their daily lives. They will learn about how to take care of themselves, physically and also emotionally. They will learn how to be confident and how to make friends they can trust. They will learn a lot of new information based on what they request.
Follow Up	<ul style="list-style-type: none"> • Ask the girls if they would be interested in participating in this type of activity. If so, what are the days and times that are best for you (and for how many weeks) to participate? • Are there any reasons why you might not be able to participate? • What can we do to support you to come?

Tool E: Explaining your Services Caregivers ●●●

FACILITATOR NOTE: Adapt the script based on who you are talking to. Try to think about what the caregivers see as important and how the curriculum fits their opinions and expectations.



SAY:

Hello my name is XX from XX organisation. We provide a safe space for girls to come and learn new information and gain skills that can help them and their family.

The space is a girl only space and the staff who will be working with girls are female. The information we want to give to girls is about building their communication skills. This can help them to communicate in a good way with their parents.

We want to give them information about how to stay safe and to be aware of situations that can be unsafe.

We want to teach them skills that will help them to make good and sensible decisions for them and their family.

●● **Questions to ask:**

- What kind of skills or information could be useful for your daughter and for the family?
- Is there any time of day where your daughter can be available for one hour?
- What would be your concerns about your daughter attending sessions at the centre? How can we resolve these concerns?

Understanding Girls' Needs and Risks ●●●

You have identified the groups you want to reach and explained your services. Now it's time to understand their needs. This will help you decide what type of programming or services is relevant for them.

Things to consider:

- The needs assessment allows GBV partners to conduct safety mapping for girls. This will help them understand the safety risks for girls and to follow up to ensure these issues have been addressed.
- It will also help partners understand the gaps in services for girls, which partners can follow up on.
- Safety maps can be used to identify safety risks and follow up with specific committees or camp management to address the issues arising.
- A needs assessment will help you further understand the community dynamics and the barriers that girls might be facing from accessing programmes. These tools can be used separately from the curriculum, especially during an emergency intervention or because a specific risk has been identified.

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks

GIRLS EXPLAINED THE FOLLOWING DURING A NEEDS ASSESSMENT IN KRI:

'WE WANT AN OPTION TO HAVE A GIRL ONLY SPACE, SO OUR FRIENDS WHO ARE NOT ALLOWED TO COME, BECAUSE OF BOYS, CAN JOIN US' REFUGEE GIRL IN DOMIZ CAMP 'THEY BUILT A PLAYGROUND FOR BOYS AND GIRLS BUT WE CANNOT ACCESS IT BECAUSE IT'S NOT OK FOR BOYS TO WATCH US, PEOPLE WILL TALK' IDP GIRL FROM BARHAKA CAMP 'WE WANT AGENCIES TO ASK US WHAT WE WANT, THEY DO DISTRIBUTIONS AND DO NOT ASK US WHAT WE NEED, SO WE END UP WITH THINGS THAT ARE OF NO USE' MOTHER AT BARHAKA CAMP

[This highlights the importance of carrying out meaningful needs assessments](#)

Tool F: Safety Assessment for Girls Outreach: ●●●

For partners working in GBV, when conducting outreach and safety assessments, the following tool could be useful to use with girls:

1. Community Mapping/Safety Planning: ¹⁵

This tool is used for facilitating community-led discussions and identification of safe and unsafe routes for girls trying to access the safe space and strategies to prevent or minimize the risks of unsafe routes for girls.

Facilitator Note: The tool is appropriate for use during small group discussions of 8-6 girls. The participant group should include members of the same age group (older adolescents 19-15, and younger adolescents 14-10).

If you have more than 8-6 girls wanting to participate, you should not turn them away. The group should be small enough so that girls can work on one map together. If there are too many girls in one group, you can divide them into two. The girls should be responsible for drawing the map. Make sure each girl is encouraged to participate and adds her own routes on the map.

The estimated activity time is (1.5).

Materials: Flip chart paper, red, blue, green, and black markers.

Step 1	Introduction	Introduce all facilitators
Step 2	Icebreaker	Girls introduce themselves (Name Game) ¹⁶
Step 3	Objective	Purpose of the exercise is to understand risks girls face to access safe space. Participation is voluntary No one is obligated to respond to any questions if she does not wish No one is obligated to share personal experiences
Step 4	Group Agreements	Ask girls to suggest the group agreements. ASK: What are the things we can agree on to make sure that everyone in this session feels comfortable and respected?) Make sure to mention confidentiality and if anyone wants to discuss something personal, they can do so after the session.
Step 5	Note- taking	Ask permission to take notes No one's identity will be mentioned The purpose of the notes is to ensure that the information collected is precise and that we can follow up on decisions we take together
Step 6	Mapping	Give the girls blue and black markers SAY: Imagine you are looking at the area where you live from above. Maybe you are on a very big hill, looking down. ASK: What do you see? SAY: Draw the things that you see, starting from your home and including all the places you visit during your day; Public places such as markets, shops, schools, medical services, place of work When you finish drawing all of the places you visit, start drawing the roads you take to reach them. When finished, mark the safe space on the map if the girls didn't mark it

¹⁵ Adapted from IRC Lebanon Safety Mapping Tool: Community Mobilisation Strategy 2015

¹⁶ Check icebreaker activities

Step 7	Identifying Risks	<p>SAY: We drew a map of your surroundings and the places you visit in your daily life. Now we would like to use the map that you have created in order to identify the places that are considered safe and unsafe in the area you live in which you may pass by to reach the safe space.</p> <p>Circle the areas in solid GREEN line where girls feel safe or they feel comfortable to go alone (on the way to and from the safe space). Mark with a big RED "X", the places where girls don't feel safe, or where girls don't feel comfortable to go alone (on the way to and from the safe space).</p> <p>Is there a certain time of the day when girls feel safe or unsafe going to and from the safe space?</p> <ul style="list-style-type: none"> • Circle the area in a solid RED line on the map that are not safe for girls at night • Circle the area in a dotted RED line on the map that are not safe for girls during the day.
Step 8	Questions	<p>What makes the places you marked with a green circle safe for girls? What makes the places you marked with a big RED "X" unsafe for girls? If a girl in your community experiences concerns or risks, what can she do?</p>
Step 9	Safety Brainstorm	<p>SAY: Let's imagine a girl who is your age named X has moved to your community where she has to take the same roads and goes to the same places you've mentioned in the map</p> <p>ASK: What would make X feel comfortable and safe when walking and going around the community, streets, roads, places etc.? How can people surrounding X make her feel safe?</p> <p>DO: Write down their answers on a flip chart</p> <p>SAY: It's important for everyone to feel safe and secure. Therefore, we'll try in the next step to develop a safety plan that help girls in the community feel safer and more comfortable.</p>
Step 10	Safety Plan	<p>SAY: Let's try to develop a safety plan for X, her friends or any girl from the area to help them feel safer and more secure.</p> <p>DO: Explain to the girls the following table and closely work with them on developing a safety plan for the riskier situations that girls might face. Make sure to share the following example so that they're more guided:</p> <p>Note:</p> <ul style="list-style-type: none"> •The facilitator is requested to push realistic solutions provided on behalf of girls. For example, if girls do not have a cell phone, the facilitator should be aware that probably calling the police might not be accessible or applicable.

Who/ What is the risk? (Places/ people)	When? (Time)	Where? (Place when applicable)	Who are the people/ what are the places that might provide support to girls?	Actions Points/ How can the people mentioned provide the support?	Follow-up/What are the things to follow-up to make sure that girls are feeling safe?
Step 11	Follow up questions	<p>SAY: The people you've mentioned are what make the social network of X or any other girl. These people might be personal friends, or peers with whom girls gather to do activities. The support could be having someone who would carefully listen without judging or blaming.</p> <p>The social network could also be formed of places where girls can feel comfortable such as the safe space or the centre and where trustworthy people are available, such as caseworkers.</p> <p>Girls can also suggest actions such as informing camp management or a community leader who can action certain things related to the safety issues. Beside the safety plan we developed, is there anything else we can add to help girls to feel safer and to help them protect themselves?</p>			
	Finalising the plan	<p>Ask the girls if this plan seems realistic and if girls could refer back to it if facing some of the identified risks.</p> <p>If no, ask how they would change it for it to become more realistic</p> <p>Make sure to inform the participants the following:</p> <p>This safety plan is just one of the means that could be helpful.</p> <p>Each person has their own way of maintaining their own safety, and this plan is here to support or add to the existing safety measurements that each person has.</p> <p>It's important to know that even if a girl is exposed to harm, this doesn't mean that it was her fault. The person who causes harm to a girl, has the choice to do it or not.</p> <p>If the girls have identified general safety issues, ask them if they mind if it is shared with camp management or committees so issues can be actioned.</p> <p>If sensitive issues about specific individuals have been identified, refer them to your supervisor</p> <p>Give girls the contact information for the safe space/centre</p> <p>Thank the girls for their participation</p>			

Facilitation Techniques



● ● Facilitation Techniques

- Prepare in advance – the sessions are easy to facilitate but some require some planning, so be sure to read and become familiar the session a few days before and prepare the materials.
- Arrive at least 10 minutes before their session starts to set up the space.
- Come prepared with supplies and materials for each session.
- Welcome and include all girls equally.
- Support all of the girls, including talkative and quiet ones, to participate in sessions equally.
- Be fully attentive and engaged throughout the sessions.
- Create a participatory environment, create a relaxed atmosphere by arranging seating in a circle so that you can make eye contact with everyone.
- HAVE FUN! The sessions should be interesting for girls and it's important for girls to enjoy the sessions, so don't be afraid to have fun during the sessions.
- Observe and recognize warning signs for girls who are at risk, and if necessary refer them to supportive services (see page 24).
- Follow the agreed procedures referral and reporting procedures if girls are at risk or require support, and maintain confidentiality.
- Provide information for girls about services and support in the community.
- Set a good example for girls (during or outside of sessions) through respectful and positive behaviour.

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Techniques for facilitation
- ✓ Topic selection

● ● Facilitating Sensitive Topics:

The curriculum includes many sensitive sessions, specifically on Reproductive Health and Safety. Furthermore, the tools for partners that are outside of the curriculum (Safety Assessment Tools) are also very sensitive. Therefore, it is critical that facilitators are equipped to deal with some of the issues that may arise.

Nearly all adolescents who live through a humanitarian crisis are likely to demonstrate some initial changes in their behaviour, emotions, thoughts and social relations. This is normal. It is important to remember that with adequate support most adolescents will recover and regain normal functioning. Some sessions may trigger memories for girls, the girls you are working with have experienced distressing situations and therefore, when dealing with certain topics, it's important to be very aware of their reactions and how to manage these. Distress can be expressed in many ways, and may vary across cultures.

● ● Some common signs of distress in adolescents include: ¹⁷

- Always looking sad, never smiling, or crying often.
- Acting withdrawn or not reacting to games or other fun activities, seeming numb.

¹⁷ The Adolescent Kit for Expression and Innovation: Programme Coordinator's Guide and Tools UNICEF

- Difficulty in concentrating or easily confused.
 - Constant preoccupation with violence, death and killing (including killing themselves).
 - Mood changes, easily irritated, feeling hopeless or guilty.
 - Persistent, aggressive behaviour with peers or facilitators, either physically or verbally.
 - Rejection of rules, disruptive behaviour, such as non-stop questions or arguments.
 - Constant physical complaints, including headaches, stomach aches or dizziness.
 - Sleep or appetite problems.
- Be aware of the types of services and support available for adolescents in your area, if in doubt, consult your Manager.

Confidentiality and Group Agreements: ¹⁸ ● ● ●

● ● Suggested Script

“**SAY:** Before we begin, we should set some group agreements that will help us to make sure that this is a safe space for us to express our opinions and ideas freely.

? **ASK:** What are some of the things we want to agree on to make sure this is a safe space for us, where we can feel comfortable? (Write down their ideas).

“**SAY:** Some of the topics we discuss may be quite sensitive and there may be some girls who have personal experiences that they want to share. If anyone of you would like to talk to me individually if they are having any problems in their life, I am here to listen.

Because some topics can be sensitive, we will not discuss personal experiences here because we don't know what could happen to that information if shared with people. If you want to talk to me after the session, I am here to help. The reason we don't want to discuss anyone's individual experiences in a group is because we don't know what could happen to that information if it's shared and it's safer to talk to me directly in a safe place where everything will be confidential.

¹⁸ Adapted from Women's Protection and Empowerment Team Psychosocial Support Resources South Sudan, IRC

● ● Below, you will find specific information related to facilitation of specific topics:

1. General Language
2. Reproductive Health Sessions
3. Safety Sessions

1. General Language: ● ● ●

General Techniques:
<ul style="list-style-type: none"> • Recognize and manage girls' discomfort. • Avoid lecturing or preaching. • Share accurate information. • Don't give your own opinions. • Ask for support if you need help responding to particular issues. • Talk to the group about the importance of privacy. • Make sure you set ground rules from the start of the activity and remind girls at the beginning of the sessions

Facilitator Tip	Rationale	Don't	Do
Do not ask direct questions to girls about sensitive topics	This can put girls under pressure and they can be unwilling to share their personal experiences due to fear of judgment from other girls in the group.	'What do you want', 'what would you do'	'What do girls like you want', 'what would girls like you do'
Give examples when trying to explain difficult ideas, through a scenario or a role play or by rephrasing	Concrete examples help will girls understand the point you are trying to make, especially if they can relate through experience and exposure to these ideas.	'What are your goals that you want to achieve in the future?'	'Hala is 14 years old. When she is 21, she hopes she will have finished school and have a job as a teacher. To reach this point, she studies hard at school'. Becoming a teacher is Hala's goal.
Keep your language clear and simple.	Although perfectly capable of grasping new concepts girls may feel intimidated by technical language so it needs to be explained in away that is accessible to them.	'Case management is a service offered to women and girls who experience gender based violence'	Sometimes, things happen to women and girls that can make them feel uncomfortable. There is someone available for girls to speak to if this happens.
Explain that there is no right or wrong answer.	It's important to make sure that the girls feel able to express themselves without fear of judgement	If girls suggest negative practices don't say: 'that's wrong' 'what you said is bad'	Instead, say 'let's think about the pros and cons of the suggestion'

2. Reproductive Health Sessions

● ● Before the session:

- Trust: Building trust before these sessions is crucial
- Plan ahead: What do you want to achieve during the session? Are you confident about the information you are presenting?
- Set your limits: You may feel embarrassed to answer some of the questions girls ask. Be honest and tell them if you are unable to answer their questions.
- Get advice: Talk to your colleagues or supervisor to get their advice on how to tackle these topics. Ask for their help if you need to. When seeking advice remember to respect girls' privacy and abstain from sharing information about them with others.
- Language: Think about how you will explain sensitive terms to the girls, such sex and pregnancy.

● ● During the session:

- Be prepared to deal with shyness
- Remind girls of the ground rules and confidentiality
- Establish what they know first, before giving them information (they may be able to explain it in a way that other girls understand better).
- Provide girls with accurate and factual information
- Ask them at each stage if they are happy to continue to the next topic- get their consent
- If you do not know the answer, be honest. Try to find the answer for the next session.
- Do not push the girls to answer questions they are not comfortable with
- Do not ask them direct questions relate to their personal experience
- If they share their personal experiences, thank them for sharing

● ● At the end of the session:

- Ask girls if anything remains unclear
- Give them the opportunity to write their comments/feedback suggestions in a confidential way (i.e. give them paper that they can write on and hand if in they are not comfortable verbalising certain issues)
- Remind them of confidentiality

If you do not feel comfortable giving information on these topics due to your personal beliefs, values etc. please talk to your supervisor. It is essential that information provided to girls is factual, not biased and given in a sensitive and non-judgemental way.

3. Safety Sessions ● ● ●

● ● During the safety sessions, be aware of the following:

Signs to look for

She is behaving out of character

- She is withdrawn
- She is bringing attention to herself
- She mentions something related to problems she is facing
- She is about to be married or is recently married
- Content of activity triggers a change in behaviour

Tips for safety sessions:

- Think about how you will explain and define sensitive term such as rape, exploitation and harassment.
- Assess the session as you move through it, if girls are not feeling comfortable, do not push them to answer specific questions but try to come back to it later, or ask the question in a different way.
- Try to be aware of any pre-existing safety issues from the community that the girls are coming from.
- Have a case/social worker present for some or all of the session if possible.

Dealing with GBV disclosures in group settings:

- Thank the girl for sharing
- Remind participants that this is a safe space
- Change the topic from specific to general e.g. if a girl says she is beaten by her mother. You can say, 'some girls may experience violence in the home'. Instead of 'in your situation,' you can follow up with 'if girls experience a similar issue, they can talk to a Case/Social Worker, any girl can approach me after the session for more information'.
- Do not ignore what the girl said or change the conversation abruptly.
- Follow up with her at the end of the session in a discrete way.

● ● After the session:

- Build time in at the end of the session to allow girls to approach you individually
- Be available (this includes body language and facial expressions)
- Be prepared in advance to deal with any issues that may arise
- Do not ask the girl to tell you what happened again
- Explain that there is someone available for her to talk to.
- If you are not a GBV agency, do you know where referrals can be made?
- How will you make this referral and ensure that the girl feels comfortable with her case being handed over to a different agency?



FACILITATOR TIP: Read the guidance on GBV Case Management for Adolescent Girls below.

Tool G: Facilitator Appreciation Tool: ●●●

This tool provides an outline of the key points facilitators of the curriculum (or any session with adolescent girls) should be aware of.



Established a supportive environment:	No changes to the room	Rearranged the room	Rearranged the room + with no movement around the room	Rearranged the room + with movement around the room
The use of body language:	No changes	Used facial expressions	Used facial expressions and changed posture	Used facial expressions, changed postures, changed voice tone and used hand gestures
Active Listening:	No active listening	Used brief encouraging phrases	Used brief encouraging phrases, reinstating and summarizing	Used brief encouraging phrases, reinstating and summarizing, Probing and validating
Use of session guide:	No session guide used, no materials prepared	Session guide used and some materials prepared	Regularly uses session guide, all materials prepared and sometimes followed timelines in guide	Regularly uses session guide, all materials prepared and always followed timelines in guide
Did they give girls responsibility during the session if relevant?	Never	Only when specified in the session guide	Sometimes, to different girls	Regularly and equally distributed
Did they provide appropriate examples and clarifications to the girls if they needed it?	Never	Sometimes when specified in the session guide	Sometimes when they could sense girls were not following	Regularly, with or without prompts
Did they emphasize that there is no right or wrong answer (if relevant)?	Never	Occasionally, when specified in the session guide	Sometimes when they could sense girls were struggling on this issue	Regularly, even in preparation for a forthcoming discussion
Did they provide girls with positive messages and encouragement?	No positive messages or encouragement	Offering positive messages included only in the session guide	Sometimes providing encouragement to the girls that is not indicated in the facilitators guide	Regularly emphasising the strengths of girls and providing empowering messages about their potential
General language used such as 'what problems do girls like you face' instead of direct questions	Use of direct language	General language only used when specified in the guide	General language used sometimes when not specified in the guide	General language used regularly when relevant

● ● Positive Discipline:¹⁹

Discipline is:	Punishment is:
Giving children positive alternatives	Being told only what NOT to do
Acknowledging or rewarding efforts and good behaviour	Reacting harshly to misbehaviour
When children follow rules because they are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respectful of the child	Negative and disrespectful of the child
Logical consequences that are directly related to the misbehaviour	Consequences that are unrelated and illogical to the misbehaviour
When children must make amends when their behaviour negatively affects someone else	When children are punished for hurting others, rather than shown how to make amends
Understanding individual abilities, needs, circumstances, and developmental stages	Inappropriate to the child's developmental stage of life; individual circumstances, abilities, and needs are not taken into consideration
Teaching children to internalize self-discipline	Teaching children to behave well only when they risk getting caught doing otherwise
Listening and modelling	Constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)
Using mistakes as learning opportunities	Forcing children to comply with illogical rules "just because you said so"
Directed at the child's behaviour, never the child – your behavior was wrong	Criticizing the child, rather than the child's behaviour – you are very stupid; you were wrong

Positive Discipline Steps

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behaviour in the following manner.

1. The appropriate behaviour is described: "Everyone quiet down now, please."
2. Clear reasons are provided: "We are going to start our session and everyone needs to listen closely." This means that quieting down quickly will show respect for others. It is a good example of treating others as you would like them to treat you.
3. Acknowledgement is requested: "Do you see why quieting down is so important?" Or, "When can we all talk without disrupting others and their opportunity to learn in the session."
4. The correct behaviour is reinforced: eye contact, a nod, a smile, having a success mentioned in front of the group (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying. This process is effective for individual children. Moreover, for those of you who are working with large groups, it can also be effective for groups of children. The "trick" is to make the children feel they are on a "winning team" (the group as a whole) and to praise each child's efforts in being a good team member.

¹⁹ UNESCO: Positive Discipline in the Inclusive Learning-Friendly Classroom.

Seeking Attention Positive Discipline

Catch them being good; praise them when they are not seeking attention and misbehaving.

Ignore the behaviour when possible, giving the child positive attention during pleasant times.

Teach them to ask for attention (for instance, make “notice me, please” cards that they raise when they have a question).

Give them a stern “eye” (look) but do not speak.

Stand close by rather than far away (there’s no need for attention-getting behaviours if you are standing next to them).

Target-stop-do; that is, target the girl by name, identify the behaviour to be stopped, tell the girl what she is expected to do at that moment, let her make the decision about what she does next and its consequences.

Do the unexpected, such as turn the lights off, play a musical sound, lower your voice, change your voice, talk to the wall.

Distract the girl, such as ask a direct question, ask a favour, give choices, change the activity.

Never give attention on demand, even for useful behaviour. Help students become self-motivated. Give attention in ways they don’t expect. Catch them being “good.”

● ● Providing Positive Reinforcement

- **Give positive statements** – “Look how many answers you wrote down. Let’s try to write even more next time!”
- **Listen carefully** and help them to learn to use words to express their feelings, not destructive actions.
- **Provide the girls with opportunities to make choices** and help them learn to evaluate the potential consequences of their choices.
- **Reinforce emerging desirable behaviours** with frequent praise and ignoring minor misdeeds.
- **Model** orderly, predictable behaviour, respectful communication, and collaborative conflict resolution strategies
- **Use appropriate body language** – nod, smile, and look directly at the girl
- **Lower your body position** – especially for younger children, bend, kneel, or sit at their level.
- **Restructure the environment** – remove objects that invite misbehaviour; for example, if games or toys are used as teaching aides, remove them when you are finished.
- **Redirect behaviour positively** – a girl starts playing with the hoola hoop during an activity where it is not required. “You can play with that after we finish the session when it is the best time to play with this.”

Positive Teaching Tips

Positive discipline needs to be supported by positive facilitation/teaching. There are many other positive ways that you can prevent misbehaviour when you're facilitating, or at least deal with it effectively and without disrupting your session. Below are six tips.

Focusing and being soft spoken. Be sure you have the attention of everyone in your session before you start your activity. Wait to start the session until everyone has quieted down. Silence on your part is very effective. After the waiting time, begin your session using a quieter voice than normal. A soft spoken facilitator often has a calmer, quieter session than one with a stronger voice. Her students sit still in order to hear what she says.

Direct instruction. Uncertainty increases the level of excitement in the session. Begin each session by telling the girls exactly what will be happening. Outline what you and they will be doing this session. You can set time limits for some tasks. You can combine direct instruction with focusing to include time at the end of the period for girls to do activities of their choosing.

Monitoring. Circulate; get up and walk around the room, especially when girls are doing written assignments or working in groups. Check on their progress. Don't interrupt or try to make general announcements unless you notice that several girls have difficulty with the same thing.

Non-verbal cueing. In some sessions, teachers or facilitators like to have a small bell on their desk. When they ring it, even softly, they have everyone's attention. Others have shown a lot of ingenuity in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets. Others tap the chalkboard with a piece of chalk or pencil. Non-verbal cues can also be facial expressions, body posture, and hand signals. Care should be given in choosing the types of cues you use in your sessions. Take time to explain what you want the students to do when you use your cues.

Sharing. Just as you should want to know about the girls, young people often want to know about you and your interests. As they get to know you better, you will see fewer problems with discipline.

Low-profile interventions. An effective facilitator/teacher will take care that a girl is not rewarded for misbehaviour by becoming the focus of attention. She monitors the activity in her session, moving around the room and anticipates problems before they occur. The approach to a misbehaving girl is inconspicuous. Others in the session are not distracted. For example, while trying to give information to the girls, the facilitator can make effective use of name-dropping. If she sees a girl talking or not participating, she simply drops the girl's name into her dialogue in a natural way. "And you see, Samira, XXX." Samira hears her name and is drawn back on task. The rest of the girls don't seem to notice.

GBV Case Management for Adolescent Girls ²⁰



²⁰ Information taken from Caring for Child Survivors of Sexual Assault Guidelines: IRC/UNICEF

● ● Case Management for adolescent girls:

It is possible that girls may disclose personal cases of GBV during the sessions.

It is also possible that the facilitator may believe a girl is exposed to GBV based on some of the signs she displays (as mentioned above)

There are certain guidelines to remember when providing case management for girls below the age of 18:

● ● What is Informed Consent?

Informed consent is the voluntary agreement of an individual who has the legal capacity to give consent. To provide “informed consent” the individual must have the capacity and maturity to know about and understand the services being offered and be legally able to give their consent. Parents are typically responsible for giving consent for their child to receive services until the child reaches 18 years of age. In some settings, older adolescents are also legally able to provide consent in lieu of, or in addition to, their parents.

● ● What is Informed Assent?

Informed assent is the expressed willingness to participate in services. For younger children who are by definition, too young to give informed consent, but old enough to understand and agree to participate in services, the child’s “informed assent” is sought.

Can I work with girls below the age of 18 if their parents/guardian do not provide consent?

In many cases, it may be possible to work with girls below the age of 18 where a parent/guardian hasn’t given consent. Below is an outline of when this is and is not possible:

● ● YOUNGER CHILDREN (AGES 11–6)

Typically, children in this age range are neither legally able nor sufficiently mature enough to provide their informed consent for participating in services. However, they are able to provide their informed assent or “willingness” to participate. Children in this age range should be asked their permission to proceed with services and actions which affect them directly. This permission can be provided orally by the child, and documented as such on the informed consent form. For children in this age range, written parental/caregiver informed consent is required, along with the child’s informed assent. If it is not possible to obtain informed consent from a parent or caregiver, then another trusted adult, identified by the child, who can be safely brought into care and treatment decisions should be approached to consent for the child.

● ● YOUNGER ADOLESCENTS (AGES 14–12)

Children in this age range have evolving capacities and more advanced cognitive development, and, therefore, may be mature enough to make decisions on and provide informed assent and/or consent for continuing with services. In standard practice, the caseworker should seek the child’s written informed assent to participate in services, as well as the parent/caregiver’s written informed consent. However, if it is deemed unsafe and/or not in the child’s best interest to involve

the caregiver, the caseworker should try to identify another trusted adult in the child's life to provide informed consent, along with the child's written assent. If this is not possible, a child's informed assent may carry due weight if the caseworker assesses the child to be mature enough, and the caseworker can proceed with care and treatment under the guidance and support of his/her supervisor. In these situations, caseworkers should consult with their supervisors for guidance.

● ● OLDER ADOLESCENTS (AGES 17–15)

Older adolescents, ages 15 years and above, are generally considered mature enough to make decisions. In addition, -15year-olds are often legally allowed to make decisions about their own care and treatment, especially for social and reproductive health care services. This means that older adolescents can give their informed consent or assent in accordance with local laws. Ideally, supportive and non-offending caregivers are also included in care and treatment decision-making from the outset and provide their informed consent as well. However, decisions for involving caregivers should be made with the child directly in accordance with local laws and policies. If the adolescent (and caregiver) agrees to proceed, the caseworker documents their informed consent using a client consent form or documenting on the case record that they have obtained verbal consent to proceed with case management services.

● ● Special Situations

If it is not in the best interest of the child to include a caregiver in the informed consent process, the caseworker needs to identify whether there is a trusted adult in the child's life who can provide consent. If there is no other trusted adult to provide consent, the caseworker needs to determine the child's capacity in decision-making based on their age and level of maturity.

If a child under 15 does not assent but caregivers do OR if both the child and caregiver do not consent OR the child above 15 does not consent, the caseworker needs to decide on a case-by-case basis and based on the child's age, level of maturity, cultural/traditional factors, the presence of caregivers (supportive), and the urgency of care needs, whether it is appropriate to go against the wishes of the child and/or caregiver to proceed with case management and assisting the child so that they can receive needed urgent care and treatment services.

In situations where children and/or caregivers are hesitant to proceed, caseworkers should ask additional questions to determine the cause of the hesitation to receive services. Perhaps, for example, the child and/or caregiver are afraid of losing their confidentiality because of a mandatory reporting law. In this situation, the caseworker can further discuss the client's right to participate in how to share information if warranted (e.g., in a mandatory reporting situation) and/or further discuss the risks of reporting. If serious risks are identified, then it may not be in the best interest to report, and the caseworker can further explain and discuss this with the child client and subsequently with his/her supervisor. Caseworkers should take the time to discuss the child's and caregiver's fears and concerns around proceeding with case management, and provide clear and accurate answers to help address these specific fears and concerns.

GROUP	CHILD	CAREGIVER	IF NO CAREGIVER OR NOT IN CHILD'S BEST INTEREST	MEANS
6–11	Informed assent	Informed consent	Other trusted adult's or case worker's informed consent	Oral assent, Written consent
12–14	Informed assent	Informed consent	Other trusted adult's or child's informed assent. Sufficient level of maturity (of the child) can take due weight.	Written assent, Written consent
15–18	Informed consent	Obtain informed consent with child's permission	Child's informed consent and sufficient level of maturity takes due weight	Written consent

NOTE: It is recommended that case/social workers dealing with GBV cases of adolescent girls have attended the Caring for Child Survivors of Sexual Abuse Training.

● ● What happens if a girl refuses to see a case/social worker and only wants to talk to the facilitator of the sessions?

- It is possible that a girl may not feel comfortable seeing a case/social worker as she has already established a trusting relationship with the facilitator. It is important to think about the following strategies:
- Clarify your role to the girl and explain the role of the case/social worker
- Involve the case/social worker in some of the sessions so that girls can become familiar with her.
- Physically introduce her to the case/social worker instead of simply referring her.
- Sit with the girl and the case/social worker a few times (not discussing the case) before case management starts to help build trust between the two.
- The girl may refuse to see the case/social worker the first few times, but she may change her mind in the future, so let her know the option is always open.

What happens if a girl accepts to have case management but cannot attend because her mother always comes to the centre?

Ask the girl how she would like to proceed. Ask her to suggest alternatives that might allow the girl to seek case management in a confidential setting.

Explore other possibilities such as phone case management.

Should we mediate with parents if girls mention issues they are having at home?

It is important to maintain a survivor centred approach. Staff should not mediate between parents and girls. Staff are expected to keep confidentiality and should ask the girl what the solutions are to the issues she is facing and allow her to make decisions about how she would like to proceed.

Using the Curriculum
for Short Interventions



The Adolescent Girls' Curriculum ●●●

- At this point in the adolescent girls' programme, you have established your girl friendly space, assessed the needs of girls and explained your services. You are now ready to implement sessions for girls.
- You will need to decide which sessions to conduct with girls.
- The adolescent girls' curriculum should ideally be completed in full. However, it can also be used as part of a smaller targeted intervention.
- There are five core session that should be completed with girls (outlined below). This is the minimum you should conduct with any group. You can build upon these sessions with additional topics from the toolkit based on the needs of girls.

●●● **Table 1: Curriculum Components**



SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Techniques for facilitation
- ✓ Topic Selection

CORE SESSIONS: ●●●

The key sessions that must be completed with each girl group are:

Girls 10-14	Girls 15-19
Our Girl Group Our Bodies Our Monthly Cycle Good Touch Bad Touch Our Challenges, Our Solutions	Our Girl Group Our Bodies Menstrual Management Types of Violence Our Challenges, Our Solutions

EMERGENCY RESPONSE: ●●●

During emergencies or when there is a specific issue identified that needs to be addressed with girls, you may not have time to implement many sessions with girls. So it's important to consider what the most important information it is that you need to give girls.

There are two emergency sessions that can be done for both girls and caregivers below.

Emergency Response Session ●●● Adolescent Girls

OBJECTIVE: To deliver key information to recently displaced adolescent girls

Materials: A4 paper, Coloured pens, pencils, pens, flip chart paper, markers

Duration: 1.5 hours

Facilitator Information: ●●●

●● Basic steps:

1. Try wherever possible to make sure the information is delivered to girls in a girl friendly environment. It may not be possible to see girls alone at this stage, so if necessary, do the session with their mothers present.
2. Make sure you have information ready on how to reach your safe space
3. Provide information about a hotline number if you have one
4. Do door to door visits to find girls and talk to girls and parents about available services

Do's and Don'ts with girls

- **DON'T** use direct language when discussing sensitive topics. Instead, use phrases such as 'what do girls think' or 'what affects girls like you'. Girls can be shy and may feel uncomfortable when asked questions in a direct way when they don't know the facilitator, especially on sensitive topics.
- **DON'T** create a teacher/student dynamic
- **DO** make girls feel comfortable.
- **DO** use open body language
- **DO** Provide girls with positive messages and encouragement
- **DO** emphasise that there is no right or wrong answer
- **DO** be available for girls who have questions after session

Introduction (10 minutes) ●●●

- DO: Welcome the girls to the session and introduce yourself
- “ SAY: Today I want to give you some information today that will help you to be better prepared to deal with the situation around you. But first let's get to know each other better.
- DO: Ask the girls to make a circle. Each girl will share her name with the group and something she likes that begins with the same letter as her name.
When finished,
SAY: this is a safe space for us to share our thoughts and ideas. Everything we talk about will not be discussed outside of this room. There are no right or wrong answers, we want you to feel comfortable here.

Who am I? (15 minutes) ●●●

- “ SAY: Now we are going to do a fun activity where we can get to know each other and ourselves a little more.

●● Step 1: Me

- Ask the girls to draw an outline of themselves on their paper (as shown below)
- Girls should write their name or have a symbol on the paper.
- Using coloured pens, girls can decorate their 'Figure' that represents them:
- They can draw facial expressions to show how they feel
- They can use their favourite colours for their clothes

●● Step 2: People I Trust

- Now think about the people who they have travelled with that they can trust (their closest, friends, family etc.). They can write down who these people are, or draw them around the figure.
- You can say: 'Everyone here knows someone, either family they travelled with or people they have met along the way. Some of these people, we feel close to and trust and if we need help, we can ask them. Let's put these people around our figure'.
- **FACILITATOR NOTE:** If girls express that they don't have anyone around them, you can ask them to put other people here who they didn't travel with, but who they trust from back home.

●● Step 3: What I Can Do

- Draw or write down the things you are good at – your skills, talents and qualities
- These can be things that you are proud of or things that people have told you that you do well.
- These can also be related to the way you behave with other people.

- DO: When girls finish, ask if any of them would like to share something from their figure (they don't need to share everything they put down).

HOW CAN WE PROTECT OURSELVES AND OTHERS? ●●●

(30 minutes)

“ **SAY:** We know that when we are new to a place, it can sometimes be confusing or unfamiliar. So it's important that we take care of ourselves during this time and also those around us so that we can feel comfortable and calm.

“ **SAY:** It's normal not to feel happy sometimes, but girls should talk to someone they trust about what is bothering them. It's important that we talk to our family during this difficult time and try to support each other. We should also look after ourselves and not be afraid to express ourselves, especially if we are not feeling comfortable.

“ **SAY:** Let's think of some of the things that girls can do to protect themselves and those around them?
SAY: Let's get into small groups so we can discuss this and think of some ideas.

DO: Divide the girls into small groups and ask them to each think of 3-2 things they can do to protect themselves and those around them.

DO: Once they have finished, ask them to present their ideas.

💡 FACILITATOR NOTE:
If girls mention any harmful practices or methods (e.g. carry a weapon or hit someone) ask the group what could be the pros and cons to this suggestion. Make sure you explain the risks involved and whether it could cause harm to girls and others.

DO: Ask them to go back into their groups and ask them to think of 2-1 things that people around them can do to protect them.

DO: Ask them to present their ideas back to the group.

DO: Give the girls the following ideas and suggestions if they haven't already mentioned them:

●● Keeping Safe:

- Walk in groups, especially when going to the toilets/showers, especially at night, also when you are going to the shops or to collect NFIs.
- Walk in areas where there are lights and many people. Avoid areas that are dark and empty, or where you do not feel comfortable.
- If you have access to lights, take them with you if walking at night.
- If you are going somewhere, make sure you tell someone in your family so they know where you are and when you will be returning.
- If there is anyone who makes you feel uncomfortable, make sure you tell a trusted person
- Don't accept anything from strangers as they might ask you for something in return.
- Don't give your personal details to strangers
- If you or someone you know has experienced harm, you can speak to an adult that you trust or staff at a safe space. Here, girls can freely express and open up around anything bothering her.

DO: Ask the girls if they have any questions or anything to add to this list.

People to People: (5 minutes)

1. Ask girls to form a circle.
2. Each girl is with a partner next to her.
3. When facilitator says 'hand to hand', girls have to put their hand palms together
4. When facilitator says 'back to back', girls put their back on each other, and so on.
5. When facilitator says 'people to people', girls switch partners.
6. Repeat the process 4-3 times

TAKING CARE OF OUR BODIES: (25 minutes) ●●●

“ **SAY:** In difficult times, we sometimes forget to take care of ourselves because we are busy thinking about other things. We need to think about taking care of our bodies and also our feelings.

? **ASK:** Why is it important that girls take care of themselves even during difficult and uncomfortable times?

“ **SAY:** It's important that we try to continue taking care of ourselves so that we can stay healthy and strong during this time.

DO **DO:** Split the girls into small groups. Ask girls to draw a girl who is in a new environment to what she is used to. What are the things that are important for this girl to do, to stay healthy and strong?

DO **DO:** Once the girls finish, ask them to present their ideas to the wider group.

Add the following information for girls if they forget to mention it:

- It's important to wash your hands with soap and water when you can, this will help protect you from germs.
- When possible, it's important to shower and keep the body clean.
- Don't use scented soap or household cleaning products on your private areas. Use olive oil soap if you can.
After using the toilet, clean the genitals from the front to the back so that germs are not spread.
- When menstruating, use sanitary napkins to capture the blood, or use clean tissues or clean cloth.
- Be prepared – don't wait for your period to come before you get these things to capture the blood. Try to be ready in advance for when the time comes. The napkins can be found at the pharmacy, supermarket or ask at the safe space.
- When disposing the sanitary napkins, do not put them in the toilet, wrap it in plastic or paper and put it in the bin so it will be removed with the rest of the garbage.
- Try to rest when you can, sleep and relax whenever possible to allow your body time to recover.
- If you are not feeling good, talk to someone you trust, talking can sometimes help people to feel better.
- Think about the things that make you happy.
- Do some light exercise, it can make people feel better sometimes.
- Take some deep breaths, this can help you to relax.

“ **SAY:** If you need more information, speak to someone you trust such as your mother, older sister, aunt or the female staff at the safe space

Final Message: (5 minutes) ● ● ●

“ **SAY:** We are here to assist you if you have any questions and there are also other organisations that can assist you.

DO **DO:** Give them service mapping information and explain the different services available to them.

Emergency Response Session ● ● ● Caregivers

OBJECTIVE: To deliver key information to recently displaced adolescent caregivers of adolescent girls

Duration: 1 hour

Facilitator Information: ● ● ●

● ● Basic steps:

1. Make sure you have information ready on how to reach your safe space
2. Provide information about a hotline number if you have one
3. Do door to door visits to find to talk to girls and parents about available services

Tips:

- DO** ● DO make caregivers feel comfortable, don't push them to answer if they are not comfortable.
- DO remember that this is a stressful time for them so give them space to express their concerns
- DO use open body language
- DO Provide caregivers with positive messages and encouragement
- DO be available for caregivers who have questions after session

● ● Introduction (10 minutes)

DO ● **DO:** Welcome the caregivers to the session and introduce yourself

“ **SAY:** Today I want to give you some information today that will help you to be better prepared to deal with the situation around you. But first let's get to know each other better.

DO ● **DO:** Ask the caregivers to share their name and how many children they have travelled with.

● ● When finished,

“ **SAY:** This is a safe space for us to share our thoughts and ideas. There are no right or wrong answers, we want you to feel comfortable here.

HOW CAN WE PROTECT OURSELVES AND OTHERS? ●●●

(20 minutes)

“ **SAY:** We know that when we are new to a place, it can sometimes be confusing or unfamiliar. So it's important that we take care of ourselves and our loved ones during this time so that we can feel comfortable and calm.

? **ASK:** What are some of the things that we can do to protect ourselves and our children during this situation?

💡 **FACILITATOR NOTE:**
If caregivers mention any harmful practices or methods (e.g. don't let the children out, keep them inside the tent) ask the group what could be the pros and cons to this suggestion. Make sure you explain the risks involved and whether it could cause harm to children and others. Encourage them to provide alternatives (i.e. allow them out but if they are accompanied)

●● **Add the following if caregivers don't mention them:**

⋮ **EXPLAIN:** This information applies to you and your children.

●● **Keeping Safe:**

- It is better to walk in groups, especially when going to the toilets/showers, especially at night, also when you are going to the shops or to collect NFIs.
- Walk in areas where there are lights and many people. Avoid areas that are dark and empty, or where you do not feel comfortable.
- If you have access to lights, take them with you if walking at night.
- If your children are going somewhere, make sure you know where they are going and when they will be back.
- Don't give your personal details to strangers
- The safety of you and your children is a priority, so be sure to talk to your children daily during this difficult situation so that they feel comfortable to discuss any problems with you.
- If you or someone you know has experienced harm, you can speak to staff at a safe space. Here, women and girls can freely express the things that are bothering them in a confidential space.

DO **DO:** Ask the caregivers if they have any questions or anything to add to this list.

TAKING CARE OF OUR BODIES: (20 minutes) ●●●

66 **SAY:** In difficult times, we sometimes forget to take care of ourselves because we are busy thinking about other things. We need to think about taking care of our bodies and also our feelings. We also need to support our children in doing the same.

? **ASK:** Why is it important for people to take care of themselves even during difficult and uncomfortable times?

66 **SAY:** It's important that we try to continue taking care of ourselves so that we can stay healthy and strong during this time. This way we will also be in a better position to support our families.

? **ASK:** What are the things that are important for women and girls to do to stay healthy and strong during this time?

●● Add the following information for caregivers if they forget to mention it:

... **EXPLAIN:** This applies to caregivers and their children

- It's important to wash your hands with soap and water when you can, this will help protect you from germs. Children may need your encouragement to do this.
- When possible, it's important to shower and keep the body clean. Accompany your children to the showers and encourage them to shower.
- Don't use scented soap or household cleaning products on your private areas. Use olive oil soap if you can.
After using the toilet, clean the genitals from the front to the back so that germs are not spread.
- Support girls who are menstruating use sanitary napkins to capture the blood, or use clean tissues or clean cloth. Help them to be prepared with these items even before their period comes, so they aren't in a situation where they don't have access to these items. The napkins can be found at the pharmacy, supermarket or ask at the safe space.
- When disposing the sanitary napkins, do not put them in the toilet, wrap it in plastic or paper and put it in the bin so it will be removed with the rest of the garbage.
- For girls who have not started menstruating yet, but are going through puberty, talk to them about the changes in their body and prepare them for menstruation.
- As the new space you will be staying in may not be very private, speak to your daughters so they feel comfortable to express when they need private space to change their clothes for example. Also check with them where they feel comfortable sleeping inside the tent.
- As the space may not be very private, it is important to think about things related to a husband and wife (intimate moments and disagreements) to make sure children are not exposed to this.
- Try to rest when you can, sleep and relax whenever possible to allow your body time to recover. Allow children to also rest during this time.
- If you are not feeling good, talk to someone you trust.
- Children may also express their own stress in different ways, you may notice children being aggressive, not listening to your requests or becoming quiet.
- Communicate with your children and check how they are feeling, make time to let them express themselves to you.

- Encourage your children to make friends, it is healthy for them to have social networks, especially during this time.
- Having support during this time is important for you and your children, you are all encouraged to participate in activities provided at the safe space. This can help you to feel supported during this time.

“ SAY: If you need more information, speak to someone at the safe space.

Final Message: (10 minutes) ● ● ●

“ SAY: we are here to assist you if you have any questions and there are also other organisations that can assist you.

DO DO: Give them service mapping information and explain the different services available to them.

● ● **Sessions for a Specific Intervention**

There are also other situations that may arise whereby you can only access a group of girls for a short time to deal with a very specific issue. Some options to consider for certain situations include:

<p>Specific safety issue identified</p> <ul style="list-style-type: none"> ○ Our Girl Group ○ Tool F: Safety Assessment- Safety Mapping/Planning ○ Tool I: Follow Up Session (& change tool) 	<p>High number of child marriage cases reported</p> <ul style="list-style-type: none"> ○ Our Girl Group ○ Decision Making/Negotiation ○ Reproductive Health ○ Safety Networks ○ Tool I: Follow Up Session (& change tool)
<p>Specific request for health and hygiene information</p> <ul style="list-style-type: none"> ○ Our Girl Group ○ Reproductive Health ○ Reproductive Health ○ Tool I: Follow Up Session (& change tool) 	<p>Vulnerable girls identified and in need of basic psychosocial support</p> <ul style="list-style-type: none"> ○ Our Girl Group ○ Making and Keeping Friends ○ What we can do when we feel sad ○ Tool I: Follow Up Session (& change tool)

Tool H: Assessing Curriculum Sessions: ²¹ ●●●

This tool can help you if you are choosing to do a short intervention as described above with girls. The information you collect here will help guide you to decide which sessions will be the most useful.

Name of Facilitator		
Location		
Date		
Note Takers		
Number of girls		
Age Range		
Based on the tools implemented with girls, what were the key topics and needs arising for this group?		
Based on your discussion with the girls, did you notice any issues that should be addressed with them in the curriculum? (E.g. known safety issue, observations of girls' level of confidence, discussions with parents/caregivers etc.)		
When are the girls available to meet to participate in the curriculum?		
Are staff available to implement activities with girls at the specified time?	yes	No
When will the curriculum take place?		
What is the proposed intervention and what is the justification? E.g. Number of modules/sessions to be implemented, specific modules and why?		

²¹ Adapted from IRC Lebanon Drama Assessment Tool 2015

Tool 1: Follow Up Session: ●●●

This tool is used to follow up with girls in short targeted interventions. It will help empower girls to access other existing services available to them and help them to understand where they can receive information about topics that concern them.

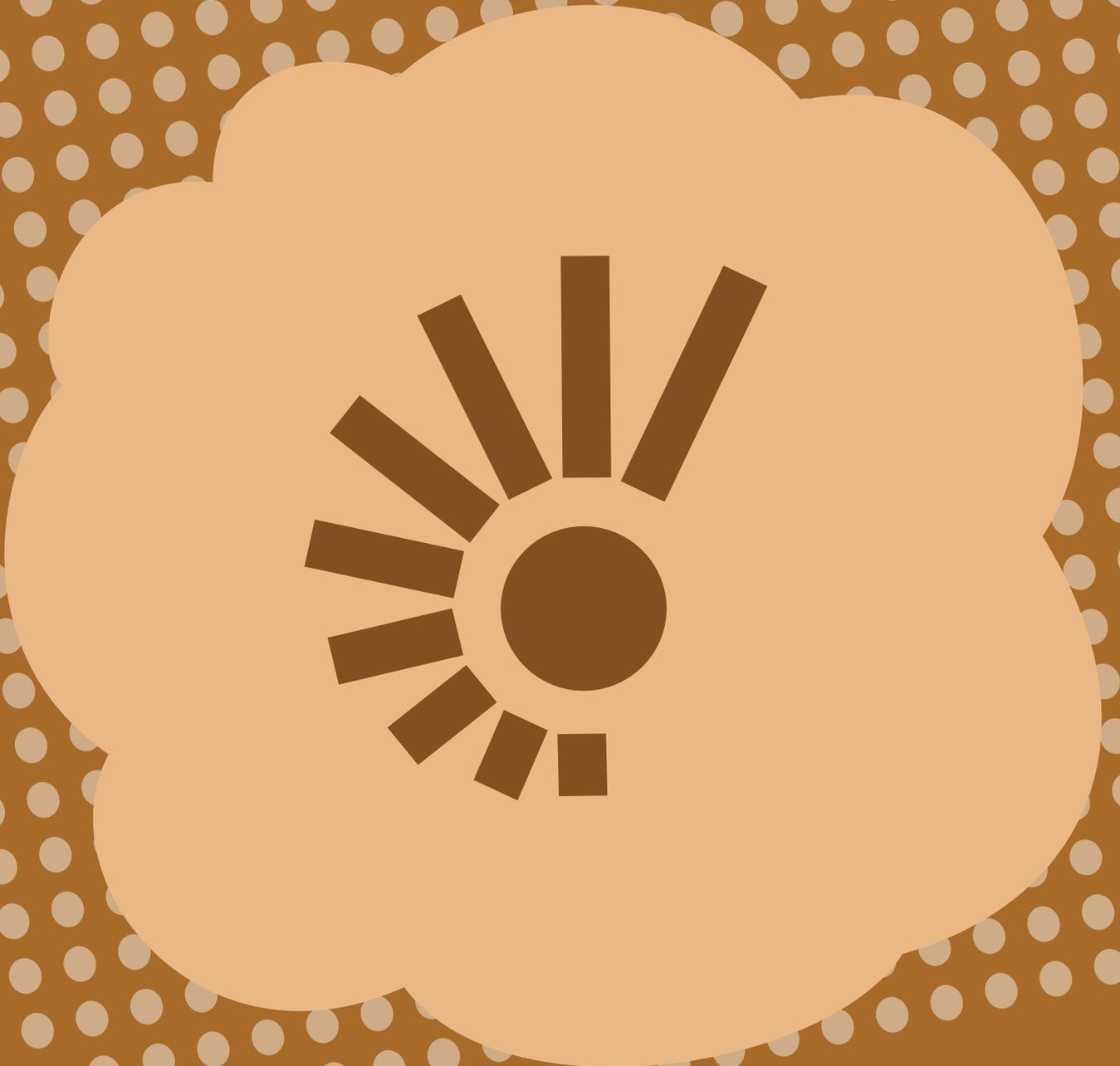
Icebreaker	You can ask girls to suggest their favourite icebreaker/game
Objective	Explain that this is the last session of the cycle you will do with them
Materials	String/knitting yarn, coloured pens, post it notes, markers, flip chart paper, information on referral pathways (including phone numbers and opening hours/activities etc.)
Activity	<p>Web of Strength: Ask the girls to find a space in the room where they feel comfortable (standing or sitting). Give one girl the ball of string/yarn. Explain: The girl will hold on to the string and pass the ball to another girl. As she passes the ball, she will tell the girl a quality/characteristic that she admires in her, or would like to learn from her. If the girls are confused, the facilitator can start and give clarification; e.g. I like that you are always smiling or I like that you ask many questions etc. The girls should continue this until everyone is connected through the string. Explain: This web you have created is your web of strength. It represents the great qualities you have and the support you can give to each other once this session finishes.</p>
Questions	<p>What have you learned during these sessions we did together? What more would you have liked to learn that was not included? FACILITATOR NOTE: Consider whether it's possible to implement more sessions based on girls' feedback. How can you support each other now that the sessions are coming to an end?</p>

<p>Activity</p>	<p>Our Network Map ²²</p> <p>Give girls post it notes and markers/coloured pens. Draw an outline of a girl on a flip chart paper. SAY: This girl represents all of us in this room and others in our community. Let's think about the places around her where she can go, to access activities and services. Split the girls into small groups. ASK: What do we have close by in our community that girls can access? Is there somewhere girls can go to get information on the things that you wanted to learn but that were not included in these sessions? SAY: Use one post-it note for each place a girl can go to. They can write the name of the place (e.g. CFS/YFS or they can draw it).</p> <p>Ask them to stick the notes around the girl, if the service is nearby to the girl they can stick it closer to her, if the service is far away, they can put it at the edge of the paper. ASK: Has everyone heard of these services? Do we know when we can go to these services? (e.g. what day/time). Do we know how to register for activities? Do we know how to contact them? DO: Fill in the missing details for girls based on the referral information that you have and also tell them of any other service they did not mention</p>
<p>Closing Activity 23</p>	<p>Passing the Pulse</p> <p>Have the girls standing in a circle holding hands. SAY: This activity shows us that we are all connected and in unity with one another. Tell them that you are going to press the hand of the person on your right who will have to do the same until the squeeze comes back to you. Do it once with eyes open, then take a breath together and repeat it with eyes closed.</p>

²² Adapted from Girl Safety Toolkit: A Resource for Practitioners Girl Hub

²³ Activity from Life Skills through Drama: IRC Lebanon

Closing Activities



Involving Girls in Feedback ●●●

It's important to actively involve girls in feedback of programmes, activities and sessions. Opportunities should be provided in a number of ways to ensure that girls can provide feedback in a way that makes them feel comfortable.

Things to consider:

- Encourage adolescents to share their opinions directly during sessions wherever possible.
- Provide a comments box in the safe space. This will give adolescent girls an opportunity to provide feedback in a confidential way.
- Identify peers for adolescent girls whom they feel comfortable to provide feedback to.
- Organise opportunities for group discussions to get feedback from girls.
- Get feedback from girls during programme implementation and after.
- Think of creative ways to get feedback from girls, taking into consideration girls who are not literate and feedback concerning sensitive topics.

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Topic selection
- ✓ Techniques for facilitation
- ✓ Involving girls in feedback

Tool J: Feedback and Evaluation Tool ●●●

Use this tool as a basis to get feedback from girls in a group discussion. This tool has been designed to be accessible to girls who do not read and write, so it can be facilitated as a group discussion.

Put a selection of smiley faces on a flip chart paper and ask the girls which face represents how they felt about the session. Based on their feedback you can ask them some of the following questions:



What did you like the most?

What was your least favourite part?

What would you like to change next time?

Are there any activities that you would like to try to do again?

End of Project Cycle ●●●

When a project/activity or programme comes to an end, it's important to make sure this is planned and prepared for. Adolescent girls would have been part of a group for a particular length of time and they need to be prepared that this will end and they will need to think about ways to move forward and apply their learning and skills.

●● Things to consider:

- Prepare girls: Support girls to plan how to continue working together after the end of the activity/project cycle (if they want to), and emphasize that the only requirements are their energy, creativity and commitment.
- Use the closing sessions in the leadership component of the curriculum that will help guide their projects.
- Celebrate achievements and provide closure: Take steps to recognize and celebrate the girls' accomplishments and to provide a sense of closure, through certificates, booklets or small gifts (if your budget allows).
- Encourage girls to present their work through a final celebration, art exhibition or performance. Give girls the opportunity to plan and organize the celebration themselves (if they want to). They can invite their mothers or community members to see what they have been learning about.
- Invite adolescents to review and evaluate their intervention. Use their feedback to shape other programmes and interventions for adolescents in the future.
- Invite adolescent girls to establish adolescent girl committees, to facilitate participation at the community level. They can use this committee to bring issues to the attention of staff, represent girls and the activities/services they want, volunteer or be part of specific sessions, share their acquired information with other girls or gatekeepers.
- Encourage them to provide information and support to their peers.

SETTING UP A GIRLS' PROGRAMME

- ✓ Establish a girl friendly space
- ✓ Understand who you want to reach
- ✓ Know how to reach them
- ✓ Gathering girls
- ✓ Explaining your services
- ✓ Understanding girls' needs and risks
- ✓ Topic selection
- ✓ Techniques for facilitation
- ✓ Involving girls in feedback
- ✓ End of programme/project/activity cycle

Adolescent Girls Curriculum



Adolescent Girls Curriculum ●●●

The Adolescent Girls Curriculum is a collection of learning sessions designed to empower adolescent girls living in Iraq to address key issues on life skills, Reproductive Health, Gender Based Violence (GBV), Financial Education and Leadership. The learning sessions are approximately one to 1.5 hours in length. The curriculum is designed to be delivered once a week (or more). The length of the course will depend on the needs of the girls, but if possible, the girls will participate in as many sessions as possible. Some sessions are designed for a specific adolescent group (older or younger adolescents). For targeted shorter interventions, sessions from the toolkit can also be used. See below for more details.

●● Following the curriculum structure:

- Although the sessions can also be used individually as information sessions, the information has been designed to be implemented in sequence. This gives girls the opportunity to develop complete knowledge and skills in a number of important topics.
- If real change is to take place and girls are to meaningfully participate, it is **STRONGLY** recommended that the curriculum is implemented regularly, with the same girls attending the sessions each week, following the suggested sequence as outlined in the contents page.
- It is recommended that for each group, there are between 15-10 girls actively participating.
- In locations where drop out is considered high, you could enrol more than 15 girls, with the expectation that over the first few sessions, girls will drop out.
- In locations where attendance rate is consistent, it's advisable not to recruit more than 15 girls.
- You must complete the five core sessions with girls as outlined above. You can build on these sessions with additional topics and activities depending on how long you are able to work with the girls for.

ENROLLING GIRLS: ●●●

●● Be flexible:

- **Monitor enrolment and adjust activities accordingly:** Once activities with girls start, monitor enrolment closely.

If enrolment and participation is low:

- **Ask girls how to make programmes more accessible or interesting.** If enrolment is low among specific groups of girls, consult girls from those groups directly to learn why, and seek their suggestions for improving the situation.
- **Engage girls in finding others.** Girls often know better than adults who and where their peers are. They can motivate other girls to attend activities, and come up with creative ideas for overcoming barriers to participation.

- **Consider changing the time, location or nature of activities**, so that they are more accessible or interesting to girls.
- **Raise more awareness in the community.** Try to raise more awareness about interventions, particularly among newly arrived community members. Gain the support of community leaders to increase enrolment.
- **Take steps to include girls entering adolescence**, and to consider how older girls will participate in activities as they reach adulthood.

If enrolment and participation is high:

- **Be flexible:** If large numbers of girls want to participate in activities, it's important to welcome everyone who turns up. Do games and activities that can be enjoyed in large groups, so that they have safe space and time for recreation. Adjust expectations for the intervention accordingly, as it may be difficult to achieve higher-level goals related to girls' psychosocial wellbeing and learning in such big groups. But targeted outreach should mean that this will not significantly impact the programme.
- **Explain the curriculum to girls:** If girls are aware that they need to commit to a specific number of sessions from the beginning, they will be able to make an informed decision about whether they want to participate.

FEATURES OF THE LEARNING SESSIONS: ●●●

If possible, girls will attend sessions with girls of a similar age. If this is not possible for the entire curriculum, it is necessary for some sessions (as indicated in the curriculum). The curriculum is also colour coded to make it very clear which activities are ● for older girls, which ones are ● for younger girls and which are ● for both age groups

OBJECTIVES: For each session, you will find the session objectives which you should share with the girls at the beginning of the session.

MATERIALS: There is a list of materials you will need for each session. You should always have flip chart paper and markers available for all sessions. You should check the list of materials you need in advance so that you can be fully prepared for each session.

STEPS: There is a list of steps for each activity that should be followed. The guide provides a list of instructions for the facilitator to follow. The steps are listed in the order in which they should be implemented. Please try to follow the steps as outlined. You can use your own words to explain each point (and not read directly from the guide).

The guide clearly identifies sections where you should say things to the girls, where there are ideas for the girls to discuss and parts where you will ask questions.

The curriculum has been designed with easy to follow symbols to help you understand what the steps are.

- ✓ **Review of Previous Session:** At the start of every session, it is important to have a very brief review of the previous session. You can do this in a number of ways, through a quick game of passing the ball around, asking girls to volunteer, giving stickers for girls who come forward with an answer

etc. The review should not take more than five minutes, unless the previous topic still needs to be clarified or discussed further.

 **Icebreaker/Game:** it's important to start each session with a small fun activity to help girls feel comfortable, enable them to think creatively and build trust within the group.

 **SAY:** This is what the facilitator should say out loud to the girls. You can always share your experiences with the girls to help them better understand the topics.

 **ASK:** These are questions the facilitators will ask the girls. After asking a question, always allow time for girls to answer. Sometimes questions are just meant to get the girls thinking and talking about their own experience or how they feel. It is not necessary to ask every single question to the girls, for instance if you are running out of time, these are guiding questions for the session to encourage discussion and to get the girls thinking about specific themes or topics.

 **DO:** These are activities the facilitator will lead with the girls. Follow the instructions, as they will keep you organized. Activities may involve having the girls get up and move around, drawing a picture, acting, or sharing in a small group. Have fun with these activities!

 **EXPLAIN:** Some activities will require you to explain in more detail a certain idea or piece of information.

 **READ:** Some scenarios/stories will need to be read out to the girls. You will see this icon when you have to read parts of the curriculum to the girls.

 **GIRL CHAT:** This is a time for the girls to discuss amongst themselves. Read each question one at a time to the group. After each question, allow the girls enough time to talk about it. Encourage all of the girls to participate. Remind girls that there is no right or wrong answer for these discussion questions. Girl Chat questions are designed to help the girls process and understand the information they learned in the activity. It will also help build confidence in speaking to a group. They are able to share their thoughts, feelings and experiences with each other and with you.

 **TAKE HOME ACTIVITY:** Discuss important things they learned or experienced. Discuss how they will tell others in their community about the days' activities, and encourage other adolescents to get involved. Ask them how they can practice the techniques that they learnt.

 **CLOSING CIRCLE:** Perform a special song, dance, handclap or other type of activity that will be used at the end of every session. This can be the same as or different from the activity at the beginning of the session. Girls can also suggest their own closing activity.

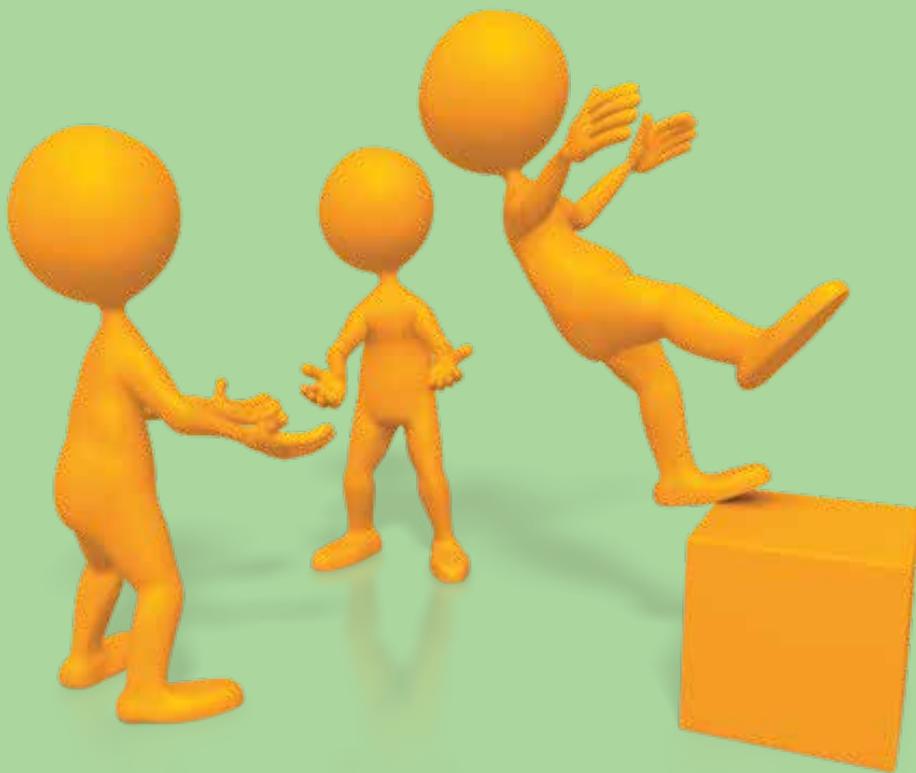
 **FACILITATOR TIP:** Ideas for facilitators to help guide them or focus their attention on a specific issue or technique.



 **KEY LEARNING:** Main learning points for girls to take away with them.

 **RESOURCE:** At the end of some learning sessions, you will find a resource sheet, to help the facilitator to prepare for the session. This information should not be read out or distributed to the girls, but rather provide the facilitator with additional information on specific topics they are going to cover with the girls. Some resource sheets are applicable to both age groups; this is referenced within the learning sessions.

Trust Building



OUR GIRL GROUP ●●●

OBJECTIVE: To get to know each other, set the group agreements

MATERIALS: Flip chart paper/markers, coloured paper and coloured pens, change tool

FACILITATOR NOTE: As the first session, it's important to make the girls feel very comfortable and keep their energy levels up as there is a lot of information. This is an extended session so allow enough time to complete it.

Name Game (10 minutes)

- 1 Girls make a circle.
- 2 One girl starts by saying her name and something that she likes that begins with her name.
- 3 The next girl repeats the name of the first girl and something she likes and then says her own name.
- 4 The next girl repeats the names of the first two girls and then says her own name and the things they like.
- 5 Keep going around the circle until the last girl has to repeat the names of all the girls and say her own name.

The girls will not remember all the names and the things they like, but the objective is to let them have fun, laugh and get to know each other.

Explanation of Activities (15 minutes)

SAY: Today is the first day of our 'Girls' group. This is a safe and fun learning place where you can learn new skills and information. The skills and information that you will gain in this group, together with the friends that you will make, should help you to lead a happy and healthy life. You will feel good about yourself and feel able to protect yourselves from harm.

EXPLAIN:

- Those who are interested should attend as many of the sessions as possible to complete the course and get a certificate.
- Check that the time and day is suitable for girls.
- At the end of the course, girls will organise a project.

ASK: What do we want to call our group? (Give them time to decide on a name).



EXPLAIN: There will be fun activities, learning sessions and relaxation. In each meeting, something new will be discussed. Girls are free to ask questions, talk, share ideas and have fun.

ASK: Do you have any questions about the information I shared with you?



Who Are You? (5 minutes)

DO:

- Give girls the change tool and some coloured pens.
 - Refer to the guidance note for the change tool.
-



Group Agreements: (15 minutes)

EXPLAIN: Girls will now create group agreements that will last for the rest of the meetings.



FACILITATOR TIP: Group agreements are “guidelines” that will be created by the girls. The aim of this is to establish a sense of safety and respect.



DO: Ask the girls to think of some group agreements. Below is a list of examples you may also want to propose to the group.

- Have fun and be creative.
- There is never a wrong or silly question.
- Keep the discussions from the sessions in the group and not to tell people outside the group.
- Be respectful and a good listener.
- If girls want to talk about personal experiences related to safety they can do it in private with the facilitator outside of the session in a private space.



DO: Write the agreements on a flip chart paper in a fun and creative way. Put the agreements up in the room for the girls to see during the course.



FACILITATOR TIP: It is good to return to these agreements regularly to remind girls about what they agreed upon.

Sharks and Islands (10 minutes)

Take activity from icebreaker guide

I Am, I Have, I Can (30 minutes) ●●●

“ **SAY:** We are going to do an activity where we will look at what we are good at and what we can do.

DO:

- Give girls some post-it notes and pens.
- Draw a large circle on a piece of flip chart paper.

DO: Write 'I AM'... inside the circle.

“ **SAY:** All of us can finish this sentence in many ways. What are some ways to finish this sentence? (Ask the girls to volunteer their answers).

DO: Write 'I HAVE'... to the left or right side of the circle.

“ **SAY:** All of us have people and things that can help us. I have written this next to the circle because this is what we have right now. What are some ways to finish this sentence? (Girls should volunteer their answers).

DO: Write 'I CAN'... above the circle, toward the top.

“ **SAY:** All of us have things that we are able to do, not just in the future but right now. I have written this at the top because what we can do is known as our hopes and our potential. What are some ways to finish this sentence?

“ **SAY:** Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw/write your ideas on post it notes and then we will come and stick them up on the flip chart paper.

DO:

Give girls at least 15 minutes (or as long as they want), to work on their drawings. After the girls have completed their drawings/sentences, ask them to put them up on the flip chart paper, then ask the girls to gather around to look at what everyone wrote/draw.

... **EXPLAIN:** Your drawings/sentences show your strengths. When we look at each drawing we see the strengths of each person in our group. When we look at them together, we see the strengths of our whole group.

... **GIRL CHAT:**

- Who are we? Ask the adolescents to give some examples of who they are, and who is in in their circle.
- What do we have? Ask the adolescents to give some examples.
- What can we do? Ask the adolescents to give some examples.


 **KEY POINTS:**

Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognizing our strengths and exercising them to make them stronger.

Pick the Orange (5 minutes) ●●●

Stretching exercise

Ask the girls to imagine a big orange tree.

First they will stretch with one hand all the way up to pick an orange and put it in their basket and then with the other hand. Each time putting the orange in their basket.

Then they will reach all the way back and pick an orange from behind them.

Then from the left. Then from the right.

 **Take Home Activity** **Closing Circle**

SPEAKING WITHOUT WORDS ●●●

OBJECTIVE: To understand different ways of communication and help build trust amongst girls

MATERIALS: Flip chart paper/markers



REVIEW OF PREVIOUS SESSION

Speaking Without Words (15 minutes) ●●●

- ? **ASK:** Can we speak to each other without using words? How do we do it? (e.g., smiling, talking, laughing, waving, talking with hands, writing, singing, etc.)
- ... **EXPLAIN:** A lot of our communication (how we speak to each other), we do without using words and this can express many different feelings and emotions.
- ? **ASK:** How can understanding the ways we speak to each other affect our relationships with people?
- “ **SAY:** When you understand the different ways we speak to each-other, you will be able to see when someone is feeling sad or happy.
- ... **Let's try!**
- ... **EXPLAIN:**
- The girls will make a line from the shortest to the tallest girl;
 - They will do this without using words. They can use other ways to communicate this; eye contact, hand movements etc.
 - From the moment you say 'start' the room should be silent.
- ? **ASK:** Was it difficult to do this without talking?
What did this activity make you realise?

House, Tree, Sun (15 Minutes) ●●●

- DO **DO:**
- Split the girls into pairs and give each pair a marker and a flip chart paper.
 - Tell the girls that they must stay silent.
 - Each pair sits facing each other, with the paper in the middle.
 - Both girls hold the marker together and together draw a house, a tree and a sun
 - When they have finished, they should show their drawing to the group.
- ? **ASK:**
- Did you find this activity difficult or easy?
 - How did you manage to do this without speaking?

What Is My Mood? (10 minutes) ●●●



DO: Tell the girls to stand in a circle.



SAY: We are going to do an activity where I will shout out a number of different feelings and you will try to show these feelings, but without talking.

- Happy
- Sleepy
- Angry
- Excited
- Surprised



ASK: Was it easy to see the different feelings the group was expressing only by looking at their face and body expressions?



KEY POINT: Working together, whether in this activity or in our daily lives involves communicating without words. Sometimes we forget about the power of this type of communication, but through this activity, you were able to see the importance of it.



SAY: Understanding the way people communicate without words will help you to understand when it's a good time to approach people about certain things, for example, if you see your sister or brother is tired, it might not be a good time to ask them to help you with something etc.



Take Home Activity



Closing Circle

Making and Keeping Friends ●●●

OBJECTIVE: Identifying positive qualities girls should look for in a friend, to learn how to communicate when facing a problem with a friend

Materials: flip chart paper, markers, coloured pens, blind fold, Amira and Yasmin Story board



REVIEW OF PREVIOUS SESSION (5 minutes)

FOR YOUNGER ADOLESCENTS:

ACTIVITY 1: MY FRIENDS (25 MINUTES) ●●●

- “** SAY: Today we are going to talk about friendship and the things we like about our friends.
- ?** ASK: How do you choose your friends?
- “** SAY: Let's look at the things you look for in a friend that you can trust.
- DO** DO: Give each girl a piece of paper and some coloured pens.
- “** SAY: I want you to draw a picture of you and your best friend. I want you to think about why you like this person? Think about how they treat you and the time you spend together.

FOR OLDER ADOLESCENTS:

ACTIVITY 1: QUALITIES OF YOUR IDEAL FRIEND (25 minutes) ●●●

- “** SAY: Today we are going to talk about friendship. First let's think about the qualities you look for in a friend.
- DO** DO: Split the girls into groups of four. And give them a flip chart paper per group and some coloured pens and markers.
- “** SAY:
 - As a group, I want you to think about the things (qualities) you think are important to have in a friend and I want you to write these down or draw pictures to show this.
 - You will then present this back to the wider group.
- DO** DO: Pick out the key things that are identified by the group and write them on a flip chart paper. And once all of the girls have finished presenting, read back the similar things they have mentioned as a group that they look for in a friend.
- ...** Girl Chat:
 - Do you think you have friends like this?
 - Do you think you are this type of friend to someone else?

ACTIVITY 2: TRUST (15 minutes) ●●●

“ SAY:

- We will play a game which is built on trust and the one who is blindfolded will have to trust their guide to get them from one side of the room to the other (there should be a start and an end point).

DO

- Play a game where we need one volunteer to be the guide and one volunteer to be blindfolded.
- The rest of the girls will act as obstacles
- On opposite ends of the room, the guide will try and direct the blindfolded girl from one side of the room to the other (verbally)
- Do this activity 3-2 times with different girls volunteering.

? ASK:

- (To the blindfolded girl) How did you feel about having to trust someone to guide you across the room?
- (Ask the guide) how did you feel about being responsible for the girl getting from one side of the room to the other?

Girl Chat:

- How do you know which friends you can trust?

ACTIVITY 3: TALKING TO MY FRIENDS (40 minutes) ●●●

“ SAY:

- Sometimes we can have problems with our friends. Our friends can hurt our feelings and we all have different ways of dealing with this. It can be very hard to share our hurt feelings in a good way. But it's better to communicate what is bothering us. It can make us feel better if we do it in a good way.

? ASK:

- How many of you have had your feelings hurt before by a friend?
- What are some of the things you can do to let your friends know that they have hurt your feelings? (Write their suggestions on the flip chart)

“ SAY:

There are a few tricks you can use to share your feelings well, both to your friends and to others e.g. family members as:

- Use sentences that show how you feel or what you think, instead of using sentences that are blaming the other person. These sentences are about our own experience and feelings. Which means you might say, "I feel sad because you told my secret to someone" instead of saying "you are a bad friend for telling my secret".

- Make sure to speak slowly and calmly so the other person can understand what you are saying.
- Be friendly

 **DO:** Tell girls that you will read a story about two friends:

Amira & Yasmin Story ●●●

 **SAY:**

- Now working in pairs, take turns pretending to be Amira. Express to Yasmin why you are upset. Think about the tips discussed earlier.

 **DO:**

- Split the girls into pairs
- Go around the room to listen to the pairs practice
- Make sure they are using techniques from the tips and provide support to them where needed.
- Ask a few pairs to volunteer to share their dialogue with the wider group.

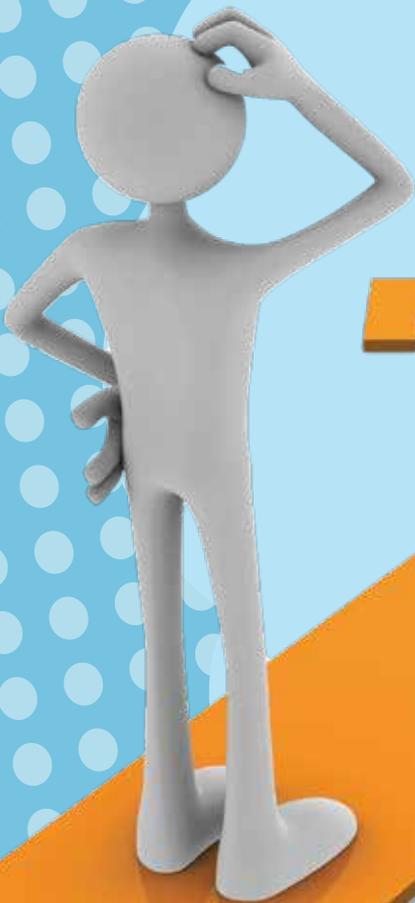
 **Girl Chat:**

- Why was it important for Amira to tell Yasmin how she feels instead of telling Yasmin what she did wrong?
- Can you share a time when you did not use a statement expressing how you feel to a friend but instead just told them what they did badly? What was the outcome?

 **Take Home Activity**

 **Closing Circle**

Life Skills



PEER PRESSURE ● ● ●

OBJECTIVES: Understand common pressures girls face, identify strategies to deal with these pressures

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

What is Peer Pressure? (25 Minutes) ● ● ●

- ? **ASK:** What do we call it when we feel pressure from our friends or classmates to act or behave in a certain way? (Peer pressure).
- ? **ASK:** What can some of these pressures be? (What to wear, how to behave, etc.).
- ? **ASK:** How can girls manage or avoid peer pressure? (Saying no, find people who have similar interests to you and try not to judge others).

Role Play (1 hour) ● ● ●

- “ **SAY:** Let’s look at some of the pressures we just discussed. Let’s develop a role play around these pressures and find solutions for how we can deal with these pressures.
- DO **DO:** Split the girls into small groups and ask them to develop a role play around peer pressure (using examples they mentioned in the first activity).
Give them 5 minutes to prepare the role play and ask them to present back to the group.
- DO **DO:** After each group of participants finishes presenting a role-play, ask the following questions:
 - What can a girl do in a similar situation to the one we saw in the role play? (What are the solutions?)
 - Would the suggested solution work in real life?
 - Is this a common situation in our communities?



Take Home Activity



Closing Circle

PROBLEM SOLVING: ●●●

OBJECTIVES:

Learn how to solve problems and generate options for solutions

MATERIALS: Tips for conflict resolution cards, coloured pens, coloured paper, paint, paint brushes, flip chart paper/ poster paper, props, orange story comic, problem solving comics



REVIEW OF PREVIOUS SESSION



SAY:

Everyone has worries and problems in their lives. Some are big problems and some are smaller ones. We can learn to solve problems or conflicts as much as possible and to live positively with conflicts that we cannot solve.

We learn and feel strong by looking at how we have solved problems in our lives before. We can use the same ways again for other problems. We can also imagine new ways to solve problems and put them into action. We can understand our problems better by looking at why they happen. We can then think of ways to avoid them.

FOR YOUNGER ADOLESCENTS

ACTIVITY 1: THE ORANGE STORY (35 minutes) ●●●



DO:

- Read a short story to the group (or ask a girl to volunteer).

The Orange Story ●●●

Two sisters, Samira and Madiha were arguing over an orange. "Give it to me, I want this orange, it's mine!" shouted Samira. "And I want this orange too, I need it right now," cried Madiha. The mother came in and listened to what each girl was saying. Both wanted the same thing. The mother took a knife and cut the orange in two halves. She gave each sister one half. Samira peeled her half, threw away the skin, and ate the inside. Madiha also peeled her half of the orange, but threw away the inside, and put the skin aside to dry. She wanted to make something from the orange peel.



ASK:

- What did Samira ask for?
- What did Madiha ask for?
- What did Samira really want?
- What did Madiha really want?



DO:

Separate the girls into small groups. Ask them to think of the types of problems that they think girls their age face and to present this back to the group.

 **Facilitator Tip:** Girls may bring up some sensitive or serious problems that they are facing, it's important not to ignore what they are saying, but to follow the guidance in sensitive topics on page 24 Take the situation from specific to general and if the problem is not too sensitive, you can ask girls to suggest solutions to the problem.

 **Girl Chat:**

- How do girls deal with some of these problems?

FOR OLDER ADOLESCENTS

ACTIVITY 1: TYPES OF PROBLEMS (35 minutes) ●●●

 **DO:**

- Separate the girls into small groups. Ask them to brainstorm the type of problems that girls their age face. And ask them to present back to the group.
- Capture the themes across the groups and write down the key problems on the flip chart.

 **Girl Chat:**

- How do girls deal with some of these problems?

●● Problem Solving Techniques:

 **DO:**

List the tips the girls come up with on the flip chart board. You can add:

1. Identify the problem
2. Focus on the problem, not the person
3. Attack the problem, not the person
4. Listen with an open mind
5. Treat the other person's feelings with respect
6. Take responsibilities for your own actions

 **Facilitator Tip:** Take one example mentioned previously by the girls and give the tips above and link it to the example so that the girls are able to relate to the tips more practically.

ACTIVITY 2: COMIC STRIPS²⁴ (45 minutes) ●●●

 **DO:** Divide participants into five groups. Give each group a scenario, ask them to complete the story in the comic strip (with drawings/writing or both) and then to present back to the group:

 **SAY:** You will all be given one scenario. In your group, finish the comic strip with the solution to the problem. Think about the steps we discussed.

●● Comic strip scenarios:²⁵

Ghida is upset because her mother told her she was not allowed to go to the safe space with her friends on Thursday, even though she promised her before that it was ok. What can Ghida do?

²⁴ Activity and Images taken from IRC Lebanon, My Safety, My Wellbeing Curriculum for Adolescent Girls

²⁵ Taken from IRC My Safety, My Wellbeing for Adolescent Girls

Rania has a big exam at school on Wednesday. On Tuesday afternoon, she realizes that she is not well prepared for the exam and is worried. Her older sister Amal has asked for help to do the household chores, but Rania wants to study. What should Rania do?

Rasha noticed that her friend, Hala is spending time with a boy, and she is keeping it a secret from everyone. Rasha is worried about the intentions of this boy and is worried about Hala. What should Rasha do?

Rahat's situation at home is very difficult. She is not allowed to leave the house because her parents feel it's not safe. She is also not allowed to go to school. Every time Rahat tries to talk to her parents, they do not listen to her. They tell her she is too young to know what is good for her. What should Rahat do?

Sofia's parents want her to get engaged to someone and she does not want to. She is not ready to make such a big decision at her age – she is 15. What should Sofia do?

● ● Tips for Dealing with Disagreements:

- Respond, don't react. If you keep your emotions under control you have a better chance of hearing what the other person is trying to say.
- Listen carefully without interrupting. Ask questions and wait for and listen to answers.
- Acknowledge the other person's thoughts and feelings. You do not have to agree with the other person to acknowledge his or her feelings.
- Give respect to get respect. Treat people the way you would like to be treated if you were in the same situation.
- Communicate clearly and respectfully so your viewpoint can be understood.
- Look forward, not backward. Live in the present, plan the future, do not dwell on the past.
- Stay focused on the topic at hand. Don't expand an argument. If there are a number of issues, deal with them, one at a time.
- Conflicts don't have to end with a winner and a loser. Try to find a solution that is acceptable to both parties.



ASK:

- What do you think about the tips for dealing with disagreements?
- What are the most useful ones?
- What are the least useful ones?



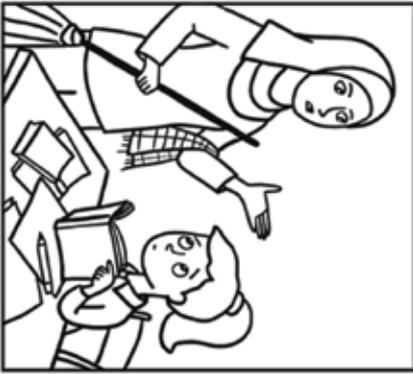
Take Home Activity



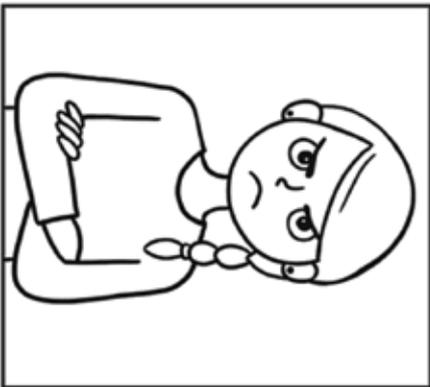
Closing Circle

Comic Strips Resource: ²⁶



<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>رائيا لديها امتحان مهمّ نهار الأربعاء في المدرسة. إتمتقت نهار الثلاثاء بعد الظهر بأولها غير حاضرة الامتحان وتشرع بالقلق من عدم تفكيرها من اجتيازها. وطلبت منها أختها الكبرى أن تساعدھا في الأعمال المنزلية لكن رائيا تريد أن تدرس. ماذا يتوجب على رائيا أن تفعل؟</p>	

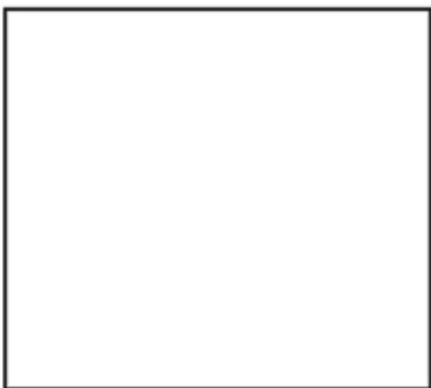
²⁶ IRC My Safety, My Wellbeing for Adolescent Girls



غيدا غاضبة لان أهدا متعتها من الازهاب إلى
المركز مع صديقاتها يوم الخميس، مع أنها لم
تفاجع في وقت سابق، وكانت غيدا قد اتفقت
على مشروع مع صديقاتها، فماذا يتوجب على
غيدا أن تفعل؟

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لاحظت رشا بيان صديقتها «هلا» تمضي وقتاً مع
شاب وهي تخفي الأمر عن الجميع. تتسحر رشا
بالفلق من نوبيا هذا الشاب وهي خائفة من أن
تركب هلا أي هفوة أو غلطة. ماذا يتوجب على
رشا أن تفعل؟

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تصال رهالة من وضع صعبا في البيت، اذ يتخطى عليها
الخرج لان اهلها يظنون باله قد يتم استغلالها لا يسمحون
لها بالاجاب الى المدرسة ويفرضون عليها القيام بالاصال
المرتبعة. وكذا حاولت رهالة مناقشة الوضغ مع اهلها لا
يستخدمون لها، ويقولون لها بانها ما زالت صغيرة لتفكر
ما هو جيد لها، والله يتوجب عليها ان تفعل ما يطلب
منها تصغر رهالة بالبحر المنجد وتمنى ان تتمكن من جعل
اهلها يفهمون مشاعرها، ماذا يتوجب على رهالة ان تفعل؟



27



يريد أهل صوفيا أن ترتبط بشخص لا تحبّه، وهي لا تريد أن تتزوج الآن خصوصاً وأنها تشعر بأنها غير حاضرة لأنك لا خطوة كبيرة كهذه في سنّها هذا، فهي في الخامسة عشر، ماذا يتوجب على صوفيا أن تفعل؟

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RELATIONSHIPS WITH PARENTS/CAREGIVERS: ●●●

OBJECTIVES: To understand how to communicate better with parents and other adults, learn how to handle disagreements and develop convincing skills to be able to use when communicating with parents

Materials: Flip chart paper, markers, coloured pens, stickers, hat, scenario cards, pens, A3 coloured paper,



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: WHAT ARE THE ISSUES: (20 minutes) ●●●

SAY: When girls are growing up and going through many changes, this can affect the relationship they have with their parents. Facing new and difficult situations can also put pressure on these relationships.

DO: Split the girls into small groups and ask them to think about the following questions (they can put their answers down on a piece of flip chart paper).

1. What are the key issues girls face with their parents/caregivers?
2. What do you think are the key issues that parents/caregivers have with their daughters?

DO: Ask the girls to present their answers back to the wider group and write down notes of the key themes that arise from the groups.

SAY: Sometimes the disagreements girls have with their parents/caregivers may not be their fault. Living in this specific situation, parents are under a lot of pressure and stress which may affect the way they treat their children. Let's look at some of the things that we can do to help improve this relationship.

ACTIVITY 2: HOW TO TALK TO PARENTS (35 minutes) ●●●

SAY: There are specific skills that you can use to improve the way you talk to your parents/caregivers. These are called the 'convincing' skills:

ASK: What are some of the ways you already use to communicate with your parents/caregivers?

DO: Write their ideas on the flip chart and include the following:

- Be prepared: Know what you are asking for and think through the consequences of your request.
- Pick the right time: When the situation at home is relaxed, check their body language to see that they are ready to talk.

- Be calm: Present your topic calmly and with facts.
- Listen to what your parents or guardians have to say: Consider their point of view and whether they might be right.
- Use 'I' Statements that we learnt in the 'Making and Keeping Friends' session (ask the girls to practice some 'I' statements)

DO: Ask if the girls have any questions about this and discuss/clarify. Use an example from the first activity and go through the tips using this example. This will help girls to understand the tips in a practical way.

FOR YOUNGER ADOLESCENTS: (40 MINUTES)

ACTIVITY 3: HOW TO HANDLE DISAGREEMENTS: ●●●

SAY: Imagine that there is a girl coming to the safe space who is having some disagreements with her parents.

- You are going to create a poster for girls like her, so she can see some tips and ideas on how to talk to her parents. The poster should include advice on what she can do to solve some of the disagreements.
- What would you like to tell her?
- What advice do you want to give her?

DO:

- Split the girls into small groups and give them A3 coloured paper and coloured pens/markers, stickers.
- They can write some tips and/or express this through drawings, tell them to be creative with their poster.
- Once they have finished ask them to come and present these back to the group.

SAY: Using convincing skills can help girls communicate with adults so that they can better understand their opinion. This can sometimes lead to results that both the girl and the adult are satisfied with, but sometimes they don't. It depends on the situation and also on how open their parents are to negotiation.

GIRL CHAT: If convincing skills do not work with a girl's parents, what other options does she have?

SAY: They can talk to someone at the safe space who will be able to provide her with more information. It's important to remember to be calm and respectful when talking to parents, this may sometimes create an environment where parents may be more willing to listen.

FOR OLDER ADOLESCENTS

ACTIVITY 3: HOW TO HANDLE DISAGREEMENTS (40 minutes) ●●●

? ASK:

- How do girls your age usually communicate with their parents/caregivers?
- Do the ways girls communicate with their parents/caregivers change over time, (now compared to when they were younger)?

DO: Give the groups one scenario each and ask them, in their group, to develop a role-play based on their scenario (if girls cannot read, go to each group and read the scenario to them).

DO: After each role play, ask the group some of the questions below:

- What can be done to solve this situation?
- What can the girl do to help the adult understand her?
- What could the girl and the adult do to understand each other better?

●● **Scenario 1:** Child Marriage – Samira is 13 years old. She left school last year and now her parents want her to get married. Samira doesn't want to get married and wants to wait until she is older. She wants to attend a language course. How can Samira discuss this with her parents?

●● **Scenario 2:** School – Rasha is 12 years old and was going to school in where she lived before. Since moving, her parents don't allow her to go to school because the school is mixed with boys. They are also really worried about her safety to and from school. Rasha would really like to continue with her studies. How can Rasha discuss this with her parents?

●● **Scenario 3:** Isolation – Sana is 11 years old and doesn't have many friends. She would like to make new friends and attend the community centre but her parents won't let her as they think that the centre is too childish and she should be spending her time doing more important things. She wishes she had more free time to go to the community centre. What can Sana do in this situation?

“ **SAY:** We learnt and practiced convincing skills that girls can use with their parents. It's important to learn good communication techniques that girls can try to use with their parents and others who make decisions on behalf of girls. It's important to remember that when we are dealing with our parents, we must be calm and respectful, this will create an environment where parents may be more willing to listen.

●● BOTH GROUPS:

? **ASK:** Sometimes, on some very serious issues like the ones we discussed in the first and second scenario, girls might find that parents are not willing to negotiate. In these situations, what could a girl do and who could she turn to for advice.



DO: Make sure that they mention the safe space. Give them information on case management services available and give them the leaflet with information on what case management is. If you are not a GBV agency, explain to them that girls can still approach staff at the space who can do a referral to the relevant agency.



Take Home Activity



Closing Circle

THE CHOICES THAT WE MAKE (DECISION MAKING): ●●●

OBJECTIVE: To understand how to make good decisions and how to influence decisions girls don't have control over.

MATERIALS: Flip Chart and markers, ball, decision making poster



REVIEW OF PREVIOUS SESSION

Smart Choices (20 minutes) ●●●

- “ SAY:**
- Girls have to make many choices (decisions) every day. But sometimes it can be difficult to make some choices/decisions.
 - I like to think of all of my options first.
 - I sometimes ask people I trust for advice.
- DO** Ask the girls to stand in a circle. Ask the following question and throw the ball around the circle until each girl has answered.
- ? ASK:** What are some of the decisions that girls have to make every day. (e.g. what clothes to wear, whether to go to activities, what food to eat).
- DO** When the girls have finished do the same thing with the following question:
- ? ASK:** What are some of the decisions that parents, decision makers or older brothers or sisters might make for girls?
- ... GIRL CHAT:** How could this make girls feel?
- “ SAY:** Sometimes, girls might not have control over the decisions taken for them. For many important things in girls' lives, parents, brothers, and other family members may make decisions for them.
Although, girls may not always be successful, they can try to talk to their parents/family about some of these decisions that are being taken for them.

Decision Making Graph: (25 minutes) ●●●

- DO** Show the girls the diagram of the Decision Making Graph (see below). Ask the girls to choose an example from the first activity about decisions made by parents/decision makers. Use this example and explain to girls how to use the Decision Making Graph based on this example. Use the information we learnt in 'Making and Keeping Friends' and 'Talking to our Parents' sessions to explain the graph.

 **KEY POINTS:**

We all make decisions, sometimes these can be the right decision for us or sometimes we can get it wrong. Although there is no way to always know if we are making the right or wrong decision for us, we can at least think about how to make smart decisions.

There are a number of steps to making a smart decision. These include:

- 1 List my options.
- 2 Ask others for advice.
- 3 Think about the "Pro's and Con's"

Write these steps on the flip chart.

 **Explain** to girls that 'Pro means good things and 'Con' means bad things. You can explain Step 3 by saying: 'Imagine what might happen if I made each decision. What bad things? What good things?'

 **Take Home Activity**

 **Closing Circle**

Decision Making Graph



Are our decision makers ready to talk
(think about their body language)

IF YES

HOW can you
start the
discussion ?
Have you
prepared what
you will say ?



YES!



IF NO

1. Wait for a better time to discuss the situation
2. Think about who else you can turn to



NO ?

1. Think about new options/perspectives
2. When is the right time?
3. Is there someone else you can turn to for advice?
4. Is there someone else who can negotiate with your parents on your behalf?

Communicating in Difficult Situations: ●●●

Objective: Practice communication techniques to help enhance strategies and techniques for dealing with difficult situations.

Materials: flip chart, markers



REVIEW OF PREVIOUS SESSION

Push and Pull Skills²⁸ (40 Minutes) ●●●

“ SAY: Learning to communicate and negotiate with others is an important skill that we all need to have. There are many different things we can do to express ourselves in a good way. And one of the most effective ways is expressing ourselves through words. When we want to express ourselves to others, we call the skills that we use ‘push’ skills. There are also skills that let people talk, these are called ‘pull’ skills.

DO: Split the girls into pairs and read the following scenario to the girls. One girl will play the role of Leila and the other girl will play Rima.

READ: Leila and Rima are cousins and they are also good friends but recently they had an argument. Leila borrowed Rima’s dress for a family celebration. It was Rima’s favourite dress and she told Leila to be careful with the dress. At the celebration Leila was careless with the dress and managed to get it dirty. There was a big stain on the front. Rima was furious! Rima wants Leila to clean the dress or get her a new one if the stain doesn’t come out. How can Rima communicate this message to Leila?

DO: Give the girls 10 minutes to prepare for the role of Rima and Leila and what they would do and say in this situation. Ask two or three pairs to volunteer to show the rest of the group what they practiced.

Once they have finished, give the girls the following information:

●● Push Skills

- **Magic words:** use positive and good words
- **Filter words:** get rid of mean and horrible words
- **Purpose statement:** show your reasons and the meaning of your request. E.g. ‘I am requesting this... because... or the reason why I am doing this is because
- **I message:** express your frustration with others behaviour in a clear, non-blaming way. Use sentences beginning with ‘I’ instead of ‘you’, express how you feel because of what happened e.g. ‘I felt offended when you ... because...’
- **Facts instead of opinion:** use facts in your arguments, don’t talk generally e.g. instead of saying ‘you never listen to me’ say ‘yesterday when I was talking to you, you ignored what I was saying’.

DO: Now ask them to go back into their pairs and ask them to each take turns being Rima. Ask them to practice the ‘push techniques they just learnt. Ask a few groups to volunteer what they practiced.

Once they have finished, give the girls the following information:

●● Pull Skills

- **Body language:** show that you are listening to a person, eye contact, nodding, smiling, focused

on them and not distracted

- **Paraphrasing:** listen to what the other person says and then say it back to them in your own words to make sure you understood the person correctly to make sure there is no misunderstanding.
- **Probing questions:** use open questions (that don't lead to the answer being yes or no), this will give you more details and information.
- **Agreement statements:** acknowledge where you agree in the middle of a disagreement statement e.g. 'I agree with you that...'
- **Alternatives:** Ask the person what he/she suggests as other options to solve the issue

 **DO:** Now ask them to go back into their pairs and ask them to each take turns being Leila. Ask them to practice the 'push techniques they just learnt. As a few groups to volunteer what they practiced.

 **DO:** Once they have finished, ask them to go back into their pairs one last time to practice being Rima and Leila and have a conversation using the push and pull skills. Ask a few to show the group what they practiced.

 **Girl Chat:** How was the first practice you did (without the skills) and the last practice you did, the same or different?
How can these skills be useful to us in our everyday life?

Ask Line/No Line²⁹ (30 Minutes) ● ● ●

 **DO:** Ask the girls to make two lines, facing each other, they will be paired with the person opposite them. One group will be the 'ask' line and the other group, the 'no' line.

 **SAY:** to the 'asking line': you are the asking line. Imagine your partner in the 'no line' is someone who make decisions for you on a regular basis, older siblings, parents, teachers etc. You can ask for anything, from pocket money, less homework, going out with your friends, money for a copy book etc.

 **SAY:** to the 'no line': You are the 'no line' and it is your job to say no to the request your partner in the 'ask line' makes.

 **DO:** ask them to practice this once, to see everyone understands the instructions. (Each pair will take a turn down the line).

After they practice, now tell the 'ask line' that when the person in the 'no line' says no, the person in the 'ask line' must ask their partner a 'what', 'how' or 'why' question, which will force their partner to explain their reasons.

The 'ask line' will then ask their question again with the new information given from the 'no line'. The person in the 'no line' can then decide if they accept the request of the person in the 'ask line'.

Each pair should practice this down the line. And then switch roles once they have all had a turn.

 **Girl Chat:** What did we learn from this activity?

 **SAY:** This activity helps us to not be afraid when someone says no and teaches us how to be assertive by asking probing questions and re-stating what we asked for. Often assertiveness is hard when you face a challenge or need to ask for something, this activity can help us to feel more comfortable when dealing with this situation.



Take Home Activity



Closing Circle

²⁹Adapted from Ji Eun Lee, Smith College Women's Leadership Conference
<http://jieunjamie.com/work/>

UNDERSTANDING OUR FEELINGS (MANAGING AND EXPRESSING EMOTIONS) ●●●

OBJECTIVE: To understand that during adolescence, girls will experience many different emotions and learning how to manage and express this.

MATERIALS: Flip Chart and markers, ball



REVIEW OF PREVIOUS SESSION

This is How I Feel (20 minutes) ●●●

EXPLAIN: Anger, sadness, and happiness are all examples of emotions. Emotions are the things that we feel – or our ‘feelings’. Sometimes we can feel angry and annoyed, this is a normal, usually a healthy emotion. But when we aren’t able to express this emotion properly it can lead to problems. People could be angry at a person or they could be angry because of something that happened. Worrying about personal problems or remembering certain things that have happened in their lives can also cause people to feel angry.

DO: Ask the girls to make a circle. Pass the ball around the circle and ask the girls to mention a type of feeling (happiness, sadness, excitement etc.)

ASK:

- Have your parents/decision makers ever told you that you can’t do something you want to do and it made you angry or annoyed?

SAY:

- When I’m upset, I like to talk about it with someone that I trust. This usually makes me feel better. Other times, I like to get fresh air or listen to music to calm down.

GIRL CHAT:

- What does being angry feel like?
- What are some things that make you angry?
How can our anger affect the people around us?

Managing and Expressing Anger: (35 minutes) ●●●

SAY:

- When people are upset, anger can make them do and say things that are not kind.
- Sometimes people can say something they did not really believe. For example: ‘You are a bad friend’ or ‘you are annoying’.
- People may do things they feel bad about later, or things that get them into trouble because they were influenced by the way they felt.
Sometimes people might keep the feeling to themselves and instead, they could start to ignore the person that upset them, this could also be problematic.
- It takes a lot of practice to think clearly about the best ways to manage and express these feelings.

? **ASK:** What are some things girls do to manage or express their feelings (positive and negative).

DO: Write the key points on a flip chart paper.

FACILITATOR TIP: Focus on the positive things the girls suggest. For those who identify harmful practices

? **ASK:**
Do you think this is helpful for girls?
What could happen if a girl acts in this way?
What are the pros and cons?

“ **SAY:** Sometimes we express our anger to our family and this can make the situation at home uncomfortable. It's normal to feel anger sometimes but we should find ways to do this that are healthy.

YOUNGER ADOLESCENTS: (25 minutes) ● ● ●

Tips:

“ **SAY:** Here are a few positive ways that might help girls manage and express their anger, if you like the technique, cheer really loudly if not, then don't cheer:

- 1 Count to 10 before you react to a situation.
- 2 Walk away from a discussion or argument with a friend and come back to it when you have had time to think about it.
- 3 Play music or sing to help you relax.
- 4 Tell someone why you are upset and angry in a clear and calm way.
- 5 Think of a funny story/ joke that will make you laugh.
- 6 Think of a time when you were really happy or relaxed, and try to imagine that feeling.

? **ASK:** Have you tried any of these techniques before? What worked and what didn't work?

DO: Ask the girls to draw an image that represents her favourite technique. Ask the girls to present their drawings once they are finished and why this is their favourite technique.

● ● OLDER ADOLESCENTS:

“ **SAY:** Here are a few things to remember when you are feeling angry or annoyed:

- Ask yourself if this will matter ten years from now? This will help you see things from a different perspective and then you can decide how to respond.
- Tell yourself, "it's frustrating, and it's understandable that I'm upset about it, but getting angry is not going to fix anything." This approach will let you see the situation in a different way and you will be able to deal with the situation positively.

- Have you ever done the same thing to someone else, even if it was by accident. Do you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they didn't mean to upset you.
- Remind yourself that getting angry is not going to fix anything, and that it might not make you feel better (and may actually make you feel worse). So it's better to deal with the situation when you are not feeling angry.
- Try counting to ten before saying anything. This may not address the anger directly, but it can minimize the damage you could do if you say something you don't mean because you are angry.
- Imagine a relaxing experience. Close your eyes, and travel there in your mind. Make it your happy place.
- Physical activities, like walking, can relax your muscles and help you feel much calmer.
- Give yourself time and space alone. Physically move away from situations that make you angry. Once away from it, you may be able to see things clearly and in a different way.

 **ASK:** Have you used any of the techniques mentioned, what was your experience of them? Which ones could be the most useful?

 **DO:** Split the girls into small groups and based on the techniques you gave them, ask them to develop a small role play about a girl who was angry and was practising anger management techniques that they found to be the most useful from the ones mentioned above.

 **FACILITATOR TIP:** Some of the less positive ways of expressing anger can be harmful to girls, both emotionally and physically. Encourage girls to disclose negative coping mechanisms to a trusted friend/adult or a caseworker at the safe space. Some of the serious negative coping mechanisms can include self-harm, so it's important for them to talk to someone so that they can receive help on how to manage this.



Take Home Activity



Closing Circle

WHAT WE CAN DO WHEN WE FEEL SAD ●●●

OBJECTIVE: Understand the symptoms of stress and learn techniques to manage stress

MATERIALS: Flip chart paper, markers, pens paper, stickers



REVIEW OF PREVIOUS SESSION

Signs of Stress (20 minutes) ●●●

“ SAY: I want to introduce you to a girl called Sheerin, she has been facing a lot of pressure recently. She moved to a new town, started a new school and has many things she needs to do to help her family in the house. Sheerin likes school, but has to catch up on the lessons she missed while she was moving. This pressure from school and at home is making Sheerin feel worried and sometimes she gets headaches or feels her shoulders are heavy.

? ASK: What is Sheerin experiencing? (Stress)

... EXPLAIN: When we are stressed, we can feel tension or pressure, usually because of challenges we face. Sometimes when people experience change or difficult times, their body can behave in a way that it does not normally behave in. People might feel, think or behave differently to how they normally do.

DO **DO:** Split the girls into small groups and ask them to draw Sheerin on a flip chart paper, identifying all the places on her body where she might feel tension or heaviness due to the stress she is facing, apart from the ones that Sheerin already mentioned.

Ask them to present this back to the wider group when they have finished.

- ? ASK:**
- How might Sheerin behave, think or feel when she experiences pressure or stress? (Give them stickers for each thing they suggest).
 - Why is it important for Sheerin to know the signs stress? (Because if she can see it, she can manage it better).

Signs of stress:

Not able to focus on tasks/ conversations Forgetting things easily Crying Shouting at friends/family Feeling moody	Difficulty speaking Fear Stomach aches Headaches Breathing fast
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Managing Stress (20 minutes) ●●●

- DO:** Ask girls to go back to their groups.
- SAY:** What are some of the things we can advise Sheerin to do to help deal with some of the stress she is facing? Are there any tips we can give Sheerin to help her feel better or to help her manage her stress?
- DO:** When they have finished, ask them to share one idea from each group.
- ASK:**
- Were there some tips that were suggested that could be harmful to Sheerin?
 - If yes, how can we replace these with less harmful techniques?
- SAY:** There are many different ways to manage stress, and everyone needs to find ways that work best for them.
- DO:** Go through the following techniques and ask them to rate them by cheering loudly for the ones they like and not so loudly for the ones they don't like.

STRESS MANAGEMENT TECHNIQUES ●●●

- SAY:** Here are some things we can tell Sheerin to try!

Take a Deep Breath: Stress can make us breathe lightly, and this can cause more stress! Try taking a minute to slow down and breathe deeply.
Let's take a few deep breaths now to see how it feels!

Talk about it: Keeping feelings inside can make you even more stressed. Sharing your feelings with someone you trust can help you see your problem in a new way.

Take a 'Minute' Break: Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including nice sounds and smells.
Let's do that now, close your eyes and imagine a place that you love and makes you happy!

Get Physical: Remove the pressure through exercise or physical activity. This can be anything from playing a game with friends to doing some regular physical sport that you like doing.
Let's try now, let's jump up and down and release some pressure!

Laugh: It's important to be able to laugh. Share jokes and funny stories with your friends. Laughter is good for you!
Let's try that now, after three, let's all have a big laugh!

Look for the Good Things around You: It is easy to only see bad things when you are stressed. So try to think about the enjoyable things around you or the people that make you happy. Let's try that now, look around the room, is there anything or anyone in this room that makes you happy? Let's appreciate it for a second.



GIRL CHAT: Which ideas did you like the most and think Sheerin will find helpful?



Take Home Activity



Closing Circle

POSITIVE THINGS AROUND ME ●●●

OBJECTIVES: To get the girls to focus on the positive things in their life and especially their surroundings that make them happy. To help them realize that they can find happiness in the things in their surroundings.
MATERIALS: Paints, paper, coloured pens, Lego
 REVIEW OF PREVIOUS SESSION

ACTIVITY 1: THINGS THAT MAKE ME HAPPY (1 HOUR) ●●●

“ SAY: Sometimes, we can forget to appreciate the people or things around us that make us happy because we might be feeling sad or uncomfortable at that time. There are many things that can help us to feel happy, such as having friends, family, visiting places, nature etc. Today, we are going to think about the things around us that make us happy and we are going to draw a map of them.

? ASK: What are things in your life that make you happy?

- DO:**
- Split the girls into small groups (if possible, based on how close they live to one another).
 - Ask them to discuss all of the things around them that make them happy. This can be people, objects, places surrounding them that make them feel good.
 - Ask them to draw a map of their surroundings and on this map, they should mark houses, people, places, services, everything that helps them feel good.
 - Give them paints, coloured pens, crayons, even Lego if they want to make a 3D map. Ask them to be as creative as they can.
 - They will present these back to the wider group.

? ASK: How did it feel to identify the positive things around you?

POSITIVE THINKING:³⁰ (30 Minutes) ●●●

DO: read the following statements aloud and ask after each statement how they would feel if they were the person hearing the statement (ask a few girls to volunteer their answers):

‘I was told by my teacher that I failed my exam’

‘You have been rejected from a course you applied for’

‘You were not selected to be a volunteer at the community centre’

‘You did not do a good job in the activity you we part of’

? SAY: How we feel about the statements can indicate if we see things in a positive or negative way.

³⁰ Adapted from Peer Education on youth sexual and reproductive health in humanitarian settings: training of trainers’ manual

 **For example:**

'I was told by my teacher that I failed my exam' – someone can feel bad about this or see it as an opportunity to work harder and pass the next time.

'You have been rejected from a course you applied for'- again, someone can feel bad about it or see it as an opportunity to apply for something else that may be more suited to them.

'You were not selected to be a volunteer at the community centre' – this can be sad for some people and they may feel rejected but another way to look at it is to see it as a learning experience, and try again in a different centre, one more suited to the person.

'You did not do a good job in the activity you were part of'- it can be very hard to hear that a person is not good at something but it can also be a good opportunity to understand our weaknesses. Through understanding our weaknesses, we can improve ourselves.

 **DO:** Split participants into two groups. Group one will discuss the impact and consequences of positive thinking and the other will discuss the impact and consequences of negative thinking. Once they have finished, they can present their ideas to the wider group.

 **SAY:** Positive thinking includes:
Controlling when you feel anxious
Stopping negative thoughts
Looking at different explanations/reasons for a situation
Supporting, encouraging and believing in yourself.

 **GIRL CHAT:** How we can use these ideas in our daily lives?

 **Take Home Activity**

 **Closing Circle**

SELF CONFIDENCE ● ● ●

OBJECTIVES: To understand self-esteem and self-worth. Boost one another's self confidence

MATERIALS: Flip Chart and markers



REVIEW OF PREVIOUS SESSION

Compliment Your Neighbour (15 minutes) ● ● ●

DO:

Make a circle and all hold hands.

Start by gently squeezing your neighbour's hand and saying one nice thing about them.

Your neighbour will do the same to the next person and so on until everyone around the circle has participated.

Once the circle has finished, do the activity again in the reverse order, this time, giving compliments to their neighbour on the other side.

ASK:

How did you feel about the nice things your neighbour said about you?

Where Does Confidence Come from? (20 minutes) ● ● ●

DO: Split the girls into two groups. One group will think about a girl who is confident (feels comfortable and happy with herself) and the other girl will think about a girl who is not confident. They will draw these confident and unconfident girls.

SAY: I want you to draw the two girls. What do they look like, why do they behave differently, why is one girl confident and not the other girl? After, we will share our drawings with the group.

ASK: What is the same about these girls and what is different?

EXPLAIN: Self-confidence is not about how beautiful people think you are. Confidence comes from inside you. Beauty does not give you confidence, but having confidence makes you beautiful. Whether a girl feels confident or not can change day to day, due to many things. It is possible to gain confidence over time.

GIRL CHAT:

- How can you work on your confidence if it is low?
- How can you support each other as a group to build each other's confidence?

Staying Confident (25 minutes) ● ● ●

SAY: I will tell you a story about a girl who lost her confidence. When I am finished, you will discuss in your group how she would be able to get her confidence back.

**READ:**

Lubna was always worried about what people thought about her. Lubna was a really nice girl, smart, funny and a good friend.

One day, Lubna was walking to the community centre, when she saw a group standing outside a shop. They started calling her names and teasing her.

Lubna was very upset and it made her feel sad. She didn't feel good about herself. She lost her confidence.



ASK: What can Lubna do to get her confidence back? (E.g. encouraging words she can say to herself, speaking to a friend/family member who is able to make them feel better).



DO: Ask the girls to go back into their groups to discuss. When they have finished, they will share their ideas with the group.



FACILITATOR TIP: Clarify any misconceptions or harmful practices.



SAY: So this is what Lubna did:



READ: Lubna told her friend what happened. Her friend told her that it was not a personal attack on Lubna, the group were just behaving in a silly way. Lubna's friend told her how she thought Lubna was a good person. This made Lubna feel much better.

**KEY POINTS:**

- Don't compare yourself to others
- Don't worry about what other people are thinking of you
- Do something you love
- Take some time for relaxation
- Good posture (standing up straight with shoulders back) will automatically make you feel more confident
- Be good to yourself - know your strengths and develop them.

**SAY:**

• When I look around the room, I see a room full of very smart, caring and thoughtful girls. You all have provided support to each other and have developed and grown through the time we have spent together. I can see that you have grown in confidence and will keep on growing. Knowing which things you like about yourself, and which things you want to improve can help build your confidence.

**Take Home Activity****Closing Circle**

ONLINE SAFETY ³¹ ● ● ●

Objectives: Understand pros and cons of using social media. Learn how to stay safe on social media.

Materials: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION:

Pros and Cons of online applications (30 minutes) ● ● ●

“ SAY: Let's do a quick survey to understand how we use social applications online in this room. I am going to ask a number of questions, if your answer to the questions is yes, clap loudly.

- How many girls in this room have mobile phones?
- How many girls in this room have Facebook?
- How many girls in this room have WhatsApp?
- How many girls use private settings options online?
- How many girls do not know what privacy settings are?
- How many people have heard about online bullying?

? ASK:

- What other apps apart from WhatsApp and Facebook do people use?
- What would happen if you turned off your phone? For an hour? A day?
- What do we mainly use our mobile phones for? Photos, text messages, sharing videos etc.

DO DO: Split the girls into 4 groups. Ask two groups to think about the pros and two groups to think about the cons of using online applications such as Facebook and WhatsApp. When they have finished, ask them to present back to the wider group.

Tips for Staying Safe: (45 minutes) ● ● ●

? ASK: Can you think of any ways girls can stay safe online?

“ SAY: There are some things you can do to try to stay safe online.

Be your own person. Don't let friends or strangers pressure you to be someone you aren't. And know your limits.

Be nice online. Or at least treat people the way you'd want to be treated. If someone's mean to you, try not to react and talk to a trusted adult or a friend who can help.

Think about what you post. Sharing personal photos or personal details online, even in private emails, SMS, or WhatsApp can cause you problems later on. Even people you consider friends can use this information against. We have no control where our personal photos will end up if we share them with someone.

Passwords are private. Don't share your password even with friends. Pick a password you can remember but no one else can guess. If you are using a public or shared computer, make sure you log out after you finish.

³¹ Adapted from <https://www.teachingenglish.org.uk/article/stay-safe-social-media>

Be aware of what people might want from you. It may be fun to check out new people for friendship, but be aware that some people can act nice because they're trying to get something. Be aware of people who are too nice to you online, they could be trying to get something from you (manipulation).

Don't talk about personal things with strangers. Be careful when communicating with people you don't know in person, especially if the conversation starts to be about personal or physical details.

Avoid in-person meetings. The only way someone can physically harm you is if you're both in the same location, so – to be %100 safe – don't meet them in person.

 **SAY:** Imagine you are making an information poster/role play for girls to help them to stay safe online. What do you want to advise them?

Facilitator Tip: let girls express this in any way they want, help them to be creative. Once they have finished, they can present their tips to the group.

 **GIRLS CHAT:** If someone experiences any problems online, who can they talk to, what can they do? (Talk to a trusted adult or Case/Social Worker)

 **Take Home Activity**

 **Closing Circle**

WHAT IT MEANS TO BE A GIRL ●●●

OBJECTIVES: Understand the difference between sex and gender. Raise awareness about the things girls can achieve.

MATERIALS: Ball, flip chart paper, markers, coloured pens, paper



REVIEW OF PREVIOUS SESSION

Riddle (5 Minutes) ●●●

- ? ASK:** What do you think the answer is to this question:
A father and son are in a car accident. The father dies but the son is taken to the hospital to have surgery. Before the surgeon begins surgery, the surgeon looks at the boy and says 'I cannot do surgery on this boy, he is my son!' How is this possible?
Answer: The surgeon is the boy's mother.
- ? ASK:** Is it common to find female doctors in your community? If not, why not? If yes, what are the reasons?

Difference Between Sex and Gender (20 Minutes) ●●●

-  **FACILITATOR TIP:** Draw the story on the flip chart as you read.
- 66 SAY:** I want to tell you a story about Sara and Samer.
Sara is married to Samer and is pregnant.
- ? ASK:** Can Samer also get pregnant? Why not? (Because he does not have the organs to carry a baby in his stomach).
- ? SAY:** Samer and Sara also have a baby boy who is -1 year-old. Sara gives their son milk from her breast.
- ? ASK:** Can Samer also give their son milk from his breast? Why not? (Because Samer does not have the necessary body parts to produce milk).
- 66 SAY:** Samer goes to work every day and comes home at 7p.m.
- ? ASK:** Can Sara also go to work? (Ask why yes or why no)
- 66 SAY:** Sara does go to work, two days a week in an office. When she goes to work, her a family member looks after the baby.
- ? ASK:** Is the family member male or female? (Either can look after a baby)
SAY: Sara cooks dinner for the family, their favourite thing to eat is chicken and rice.

? **ASK:** Can Samer also cook? (Ask why yes or why no)

“ **SAY:** Samer does cook, on the days that Sara goes to work, Samer always prepares dinner, because Sara cooks dinner on the other days.

“ **SAY:** With a small child at home and with two parents working, the household chores are sometimes forgotten. On the weekend, Sara likes to make sure these chores are done.

? **ASK:** Who can take care of chores in the house?

“ **SAY:** Sara and Samer split the chores between them. This way, it takes less time to do.

? **ASK:** Did you notice that there were some things only Sara could do and Samer couldn't and there were other things they were both able to do? What were these things?

... **EXPLAIN:** The things that only males and females can do are related to their sex but the things they can both do are related to their gender.
These are made by society and in each community it is different and it changes over time.

● ● **For example:**

Men can cook meals and clean the house. Men can take care of babies and raise children. In some societies, women build the houses whereas in other societies this is seen as a job for men. These roles are not because of biological differences but differences in society.

... **EXPLAIN:**

MEN	WOMEN	BOTH
Genital organs: Have penis Have testicles	Breast feed Pregnancy Menstruate Genital organs: Have vagina Have ovaries	Cook Clean Go to work Look after children Get an education Ride a bicycle...

Limitations³² (30 Minutes) ● ● ●

 **DO:** Ask girls to walk in the space and fill the empty spaces in the room

 **SAY:** While you are walking in in the room, think individually about some sentences that are said to girls in your communities. Sentences or words that are said to girls because they are girls. You can say them out loud if you want.

Note to facilitator: These are some examples that girls can give: "weak", "sensitive", "emotional" etc....

 **SAY:** Now, think about sentences that are said to girls about things they can't do because they are girls. You can say them out loud if you want.

Note to facilitator: these are some examples that girls can give: "you can't work", "not allowed to go to school", "stay at home, can't go out" "you can't lift that" etc....

 **DO:** Ask the girls to take each two pieces of paper and write on them with markers/pens some of the sentences or words they heard or said while they were walking. They can write words and sentences or if they prefer, they can just draw images related to these images.

 **ASK:** Is what we wrote on our papers related to gender or sex? (gender)

 **SAY:** Now, let's all put our papers in front of us. What would you like to do with these papers?

 **Facilitator tip:** Encourage girls to do something fun with the papers, like tear them, or roll them into balls and throw them or jump on them.

 **Girl Chat:** How do you think the things that are written on the papers can affect girls' feelings, lives and future plans?
How do you feel about what you did with the papers?

 **SAY:** Sometimes society puts limitations on girls. These limitations are a result of how society perceives girls (gender roles). However, girls are powerful, girls are smart and girls are strong.

I am a Girl and I Can (10 Minutes) ● ● ●

 **DO:** Ask the girls to stand in a circle.

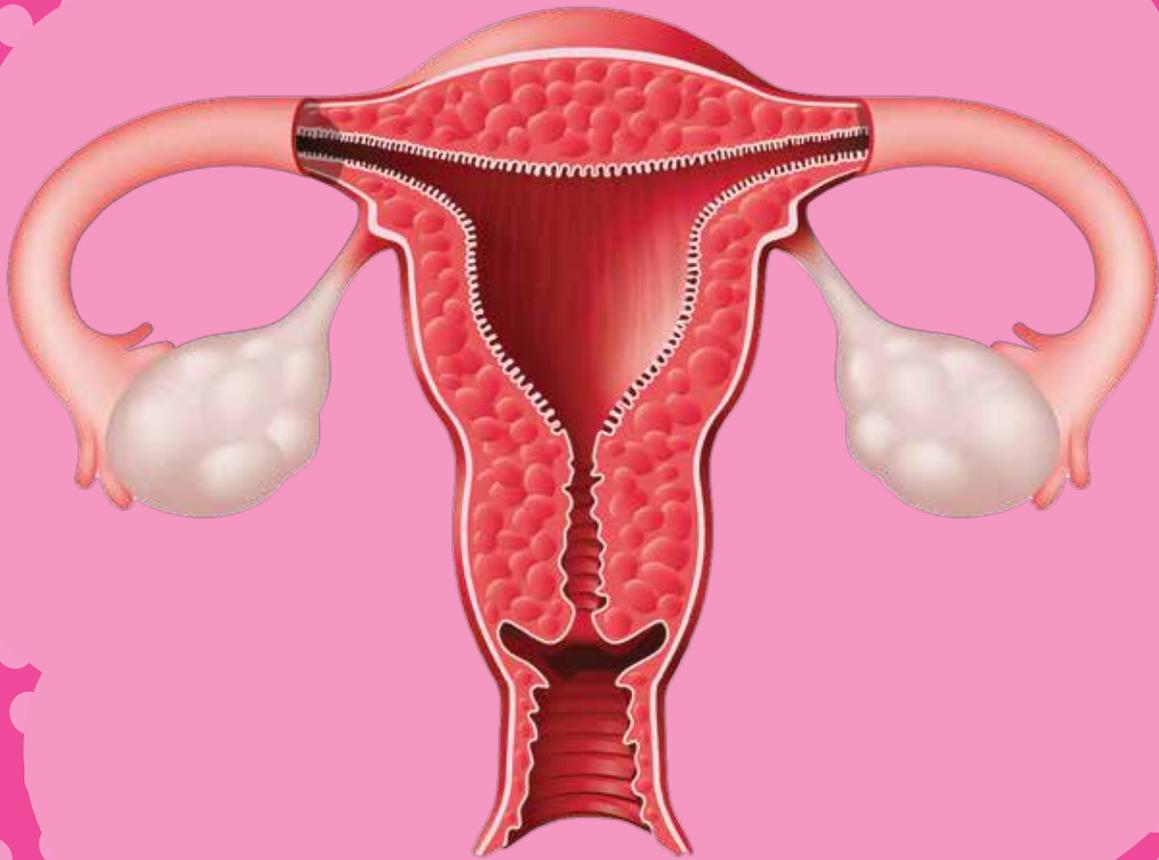
 **SAY:** We are going to throw the ball at each other and say 'I am an amazing girl and I can...' each one of you will finish the sentence in whichever way you like, to show that girls are just as capable as boys to do many things.

 **Take Home Activity**

 **Closing Circle**

³² IRC Lebanon My Safety My Wellbeing

Reproductive Health



OUR RIGHTS:³³



Objective: To understand the rights that protect girls and boys

Materials: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Our Rights (45 minutes) ●●●

“SAY: I want to tell you a story about some girls and boys close to your age. Try to listen carefully so you can help to answer the questions at the end.

DO: Illustrate the story as you go through drawing some pictures on a flip chart.

STORY 1: There are a group of girls at school, attending a biology session. Today they are talking about the female body parts that are involved in making babies. One of the girls in the class asks ‘what about the male body parts?’ Everyone in the class starts to laugh. Another girl asks ‘how do women get pregnant?’ and everyone laughs again. The teacher gets really annoyed and she shouts and the girls and tells them ‘it is none of your business’

? **ASK:** What happened in this story?
Do you think the girls should have the information they requested? (Yes, because it is their right to know).

●● **STORY 2:** Aida is 16 years old. One day, she gets home from school and her mother tells her that they found her a husband. Her mother says she will be married next week and must stop attending school straight away. Aida tells her father she does not want to get married, she is too young, but her father refuses and says that she must get married, she has no choice.

? **ASK:** What happened in this story?
Do you think Aida should get married if she is not ready and doesn’t want to? (Aida should get married when she is old enough and feels prepared to cope with the responsibilities involved in marriage).

●● **STORY 3:** Aida gets married and it’s been three months. One day she is sitting with her husband and mother-in-law. Her mother-in-law starts to ask them why they are not pregnant yet. She blames Aida and tells her there must be a problem with her. Aida is shocked and looks at her husband but he doesn’t say anything. Her mother-in-law leaves the room and looks at Aida’s husband and says ‘make sure she gets pregnant soon.’ Aida’s husband turns to Aida and says, ‘maybe we should try to have a baby.’ Aida replies ‘but you don’t have a job and I am too young.’ Aida’s husband tells her that he doesn’t want to have any problems with his mother so maybe they should just have a child anyway.

? **ASK:** What happened in this story?
Do you think Aida and her husband should have a baby if they are not ready? (Aida is still young and her body is not fully developed to have babies safely).

³³ Adapted from Peer Education on Youth Sexual and Reproductive Health in Humanitarian Settings Training of Trainers Manual

“ SAY: The things that happened to the girls in the stories did not respect their rights.

? ASK: what do we mean by ‘our rights’ or ‘human rights’ or ‘child rights’?

“ SAY: “Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is important to life and protecting them from harm. As you grow, you have more responsibility to make choices and use your rights.

What are our rights?³⁴ (45 minutes) ●●●

DO **DO:** Split participants into small groups and in their groups, ask them to think about the other rights that they have.
When they have finished, ask them to present back to the group.

“ SAY: Some of the rights that girls have are: (List the ones they didn’t mention)

- 1• All adults should do what is best for girls. When adults make decisions, they should think about how their decisions will affect girls.
- 2• Families have the responsibility to help girls learn to exercise their rights, and to ensure that their rights are protected.
- 3• Girls have the right to give their opinion, and for adults to listen and take it seriously.
- 4• Girls have the right to choose their own friends and join or set up groups, as long as it isn’t harmful to others.
- 5• Girls have the right to be protected from being hurt and mistreated, in body or mind.
- 6• Girls have the right to special protection and help if they are a refugee (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.
- 7• Girls have the right to food, clothing, a safe place to live and to have their basic needs met. Girls should not be disadvantaged so that they can’t do many of the things other kids can do.
- 8• Girls have the right to a good quality education. Girls should be encouraged to go to school to the highest level they can.
- 9• Girls have the right to play and rest.
- 10• Girls have the right to be free from sexual abuse. (No one is allowed to kidnap or sell girls).
- 11• Girls have the right to protection from any kind of exploitation (being taken advantage of).
- 12• No one is allowed to punish girls in a cruel or harmful way
- 13• Girls have the right to help if they’ve been hurt, neglected or badly treated.

“ SAY: There are many other rights that you have and if you want more information, you can ask. It’s important to know that girls and boys have the same rights and Iraq/Kurdistan law is responsible for protecting these rights for us.

... GIRL CHAT: Just as we should be protected by these rights, what can we do to make sure these rights are respected?

³⁴ Adapted from UNICEF UN Convention on Rights of the Child in Child Friendly Language
<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

- I should respect other people in society.
- I should respect the ideas of others even if they are different from mine.
- I should respect other people's privacy.
- I should take care of my body so that it can be healthy.
- I should treat others equally.
- I should respect and care for my parents.
- I should welcome those who are from a different culture or background than I am.
- I should not be violent or cause others harm
- I should take care of my possessions.
- I should respect rules and laws.

 **ASK:** If our rights are not respected, what can we do? (Make sure they mention talking to a Case/Social Worker or trusted adult).

 **Take Home Activity**

 **Closing Circle**

OUR BODIES: YOUNGER ADOLESCENTS ●●●

OBJECTIVE: Learn about physical and emotional changes related to puberty

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, stickers



REVIEW OF PREVIOUS SESSION

I Am Changing (45 minutes): ●●●

SAY: Today we are going to talk about the changes we experience in our body as we grow up. These are both changes that we see and changes that we feel. We know that we can be shy to talk about these changes, but it is important that we talk about them, because it is a natural and special part of growing up.

I know that I noticed many changes in my body when I was your age. Around the world, girls that are aged between 9 and 16 go through some changes in their body and also in the way they think about things. When young girls go through these changes it is called "puberty". They are changing from a girl to an adult.

SAY: I want you to meet Jihan, she is 11 years old and is going through many changes. She noticed that her body is looking different compared to before and she even feels different. Jihan doesn't know who she can talk to about this; she doesn't know if this is normal or if other girls experience this.

Over the next few sessions, we are going to help Jihan.

The first task Jihan has is that she wants us to help her know the changes a girl goes through to see if the changes she is feeling are the same for all girls:

DO:

- Divide girls into small groups.
- Ask them to draw a picture of a girl from head to toe and to highlight the physical changes a girl goes through during puberty.
- Ask the girls to also think about the changes girls feel but cannot see (change in interests, mood etc.) these are emotional.

DO:

Ask them to present their drawings back to the group.
Give the girls from the winning group a sticker each.

...

EXPLAIN the following, using the 'I am changing' resource :

- During puberty, your body releases something called 'hormones' (chemical messengers) which make your body grow from a girl's body into a woman's body. Hormones will affect the following:
- Girls: Breasts grow in size and girls may gain weight, girls will notice that they sweat more and the skin becomes greasy, pelvic bones and hips will grow, pubic and under arm hair grows.

Breasts may be painful as they grow. The pain can be a mild ache, a sharp or burning pain. For each girl it may be different and this is normal and nothing to worry about.

- Girls will experience some secretions from the vagina which are clear, white or off white in colour. This is normal and help to keep the vagina healthy.
- Different feelings: Getting annoyed easily. Feeling angry, sad, moody.
- Changes in the things girls like (for example: you might like a new hobby that you did not like before)
- Girls might want to spend more time with friends and less time with family. But this does not mean girls don't love their family- it means they like being with their friends more than before)
- Worrying about their body and the way they look (for example: girls might not be as happy with the way their hair looks or how they are fitting into their clothes)
- Feeling pressured by friends to act a certain way (for example: friends might ask a girl to do something she does not want to but she might not know how to say no because they are her friends).

“ SAY:

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, and some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard.
- Sometimes it can help to know other girls who are going through many of the same things.

Vaginal Discharge³⁵ (20 minutes) ● ● ●

“ SAY: As I mentioned before, girls will sometimes find a secretion on their underwear, this is called discharge. This is usually clear, white or off white in colour. This is normal and helps to keep the vagina healthy. Normal vaginal discharge is a healthy bodily function, and it's the body's way of cleaning and protecting the vagina.

Here are the different types of discharge a girl might find

White

A bit of white discharge, especially at the beginning or end of the menstrual cycle, is normal. However, if the discharge is itching and has a thick, cottage cheese-like consistency or appearance, it's important to see a doctor.

Clear and Watery

A clear and watery discharge is perfectly normal and can occur at any time of the month. It may be especially heavy after exercise.

³⁵ Adapted from <http://www.healthline.com/symptom/vaginal-discharge>

Clear and Stretchy

When discharge is clear but stretchy, instead of watery, it indicates that a girl is likely ovulating. This is a normal type of discharge.

Brown or Bloody

Discharge is usually normal, especially when it occurs during or right after the menstrual cycle. A late discharge at the end of your period can look brown instead of red. Girls may also experience a small amount of bloody discharge in between periods, which is called spotting.

Yellow or Green

A yellow or green discharge, especially when it's thick, chunky, or accompanied by a bad smell may be a sign of infection and advice should be taken from a doctor.

 **ASK:** What should a girl do if she experiences a discharge that they are worried about? (Talk to someone they trust and see a doctor).

 **SAY:** Remember, reproductive health is health! And to make sure we are healthy and protected, we must take care of all parts of our health, including our physical health our emotional health and our reproductive health.

 **DO:** Ask the girls to write down any questions they have anonymously on a piece of paper and then collect the questions up and address them at the beginning of the next session.

 **Take Home Activity**

 **Closing Circle**

OUR REPRODUCTIVE ORGANS: YOUNGER ADOLESCENTS ●●●

OBJECTIVES: Help girls understand menstruation. Dispel myths. Provide girls with useful tips for menstruation

MATERIALS: Menstrual cycle poster, resource sheet, whistle/bell per group, flip chart paper, markers, A4 paper, coloured pens, pencils



REVIEW OF PREVIOUS SESSION

Our Organs: (15 minutes) ●●●

“ SAY: You met Jihan in the previous session; she wants to share a story with you about something she experienced recently. Let's all sit in a circle.

READ: I am Jihan, and I am 11 years old. One day, when I got home from school I noticed that I had some blood stains on my underwear. I was really worried and thought that I had hurt myself but I didn't feel any pain. So I changed my underwear and continued with my day, but at the end of the day, the blood was still there! So I decided to tell my mother because I thought I was sick and needed to see the doctor. When I told her, she explained that this is normal and it meant I am growing up. She explained that this happens to all girls when they reach a certain age and that this is not something to worry about.

? ASK: What did Jihan experience? What do we call this? (Our period).

“ SAY: Now that Jihan has had her period, it means her body is capable of getting pregnant, so for us to understand periods, first we need to understand how babies are made.³⁶ This is important because reproductive health is health. And we must make sure we take care of all parts of our health, including physical health, emotional health and reproductive health.

For this, we need to understand our reproductive organs.

- Our "private" part is our reproductive organ.
- Both females and males have reproductive organs.
- One of the organs for the female is the vagina.
- But there are also reproductive organs that we don't ever see because they are on the inside of our bodies.
- These drawings may look funny, but all girls have these parts and it's very important for us to learn about them, how to protect them and keep them healthy.

External Organs: (15 minutes) ●●●

DO: Show the resource for the female external organs and explain:

In females, the external organs include:

- The female organs that are not hidden on the inside of the body are the external organs. It includes the two folds of skin called the labia, the clitoris, the urethra and the vagina.
- The **labia** have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.

³⁶ Adapted from Menstrupedia

- Near the top of the lips, inside the folds, is a small tube shaped part called the clitoris. The **clitoris** is very sensitive, this part of the organ is covered by a hood that protects the clitoris as it is very sensitive.
- The **urethra** is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina.
- The **vagina** is where menstrual blood and babies come out of. This is also the part of the reproductive organ that meets the male reproductive organ.
- Each external reproductive organ looks **different**, it comes in many different shapes, sizes, even colours. This is normal. If you are experiencing any discomfort, then you should tell someone you trust and see a doctor, but there is no need to worry about it not looking exactly like the diagrams.

Internal Organs: (20 minutes) ●●●

Show the girls the resource on internal organs and talk them through the points.

The **uterus** is in the lower part of the abdomen (belly). Along with the uterus there are other organs that help in making a baby.

- There is also a small almond shaped gland called the **ovary**. In our body, there are two ovaries, one on each side of the uterus.
- Each of these ovaries contain lots of tiny egg cells.
Do you know why these egg cells are so important?
- They are the cells that could become babies.
- Just like tiny egg cells in a girl's body, boys have tiny sperm cells in their bodies.
- When an egg cell meets a sperm cell, then the cells combine and eventually grows into a baby inside the uterus. The combined cell is called an embryo
- That is when we say a woman is pregnant.

? **ASK:** So now that Jihan's body is capable of becoming pregnant, does this mean she is ready to have babies?

“ **SAY:** Even though girls who get their periods may be capable of becoming pregnant, it doesn't mean they are ready. Even though the ovaries releasing the eggs can make girls capable of becoming pregnant, a girl's body is too young and not prepared to bear a baby yet. It's better for girls to start thinking about this after they reach 20. Until then, a girl's body is not fully developed and it can be dangerous for a girl to get pregnant. But girls should be happy that they started to get their periods, it's a good sign that their body is growing properly and is healthy.

Our Periods: (30 minutes) ●●●

“ **SAY:** So now that we understand how babies are made, let's see how this is related to periods. Show the girls the resource on the periods:

 **SAY:** Let's all sit in a circle and look at the images that explain periods.

- When we reach puberty, and start having our periods our hormones cause one of the **ovaries** to release an **egg cell**. This is called **ovulation**.
- The released egg cell finds its way into the uterus through this organ that looks like a tube. It is called a **fallopian tube**.
- The **uterus** must stay prepared just in case it receives an **embryo**.
- So the uterus starts to grow a new lining of soft tissue filled with blood and nutrients on the inside.
- If on its way to the uterus, the egg cell combines with a sperm cell, it forms an embryo. This lining is needed to provide food to the embryo while it grows into a baby in the uterus.
- But most of the time the egg cell doesn't meet a sperm cell. So that means there won't be any baby to grow in the uterus.
- So this means that the layer of soft tissue and blood is not needed anymore in the uterus. It is shed and the mixture of blood and tissue, along with the egg flows out from the uterus and it comes out through the vagina.
- The blood coming out of the vagina is called the period.
- The blood coming out might not always be bright red. It can start off bright red but may become brown in colour towards the end of the period.
- This whole process repeats itself roughly once a month and is called the menstrual cycle. The period is just a small part of the cycle, the part that we see.
- Your periods do not last your whole life. They stop somewhere between your mid-forties and early fifties.

 **GIRL CHAT:** Why do you think it is important to have information about periods and reproductive health?

 **SAY:** If girls have any questions, they can approach me at the end of the session, or write their questions down on a piece of paper, which I will collect and give you the answers in the next session.

 **Take Home Activity**

 **Closing Circle**

OUR MONTHLY CYCLE: YOUNGER GIRLS

OBJECTIVES: Learn menstrual management techniques and how to take care of ourselves during menstruation

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Calculating the Cycle: (30 minutes) ●●●



SAY: Now that we know about girls' periods, let's learn about how often we get them.



ASK: How often do you think girls get their periods?



SAY: When a girl first gets her period, it may be irregular, but after a few months, girls will roughly start to get their period once a month depending on how long her menstrual cycle is. If a girl's menstrual cycle is short, her periods will come again more quickly than if her cycle is long.

The length of the cycle is the number of days counted from the first day of the last period up until the day before the next period.



SAY: Let's meet Jihan again!



READ: It's been a few months since I have been getting my period now. After the first time, my period didn't come again for a long time. But over the last few months it has been coming roughly once a month. But I am still not sure when it is going to come and sometimes I am not prepared and it comes when I am at school or playing with my friends.



SAY: Let's help Jihan and other girls calculate their cycle so that they can be prepared when their period is coming.



DO: Show the girls the resource on monthly cycle.



SAY: For example, if Jihan's period started on 10 January and her next period started on 7 February, then the length of her menstrual cycle is counted from 10 January- 6 February which is 28 days. This means she will get her period roughly after every 28 days.

For some girls, their menstrual cycle can be as short as 21 days, while for some it can be as long as 35 days. This is normal.

BUT if a girl's period suddenly stops for more than 90 days after being regular, this could be because of certain body complications and she should visit a doctor.

Let's practice! ●●●



DO: Split the girls into small groups and tell them that you will read some examples. The team that finds the answer first should say it out loud, they will win!

Suzanne started her period on 26 March and her last period was on 4 March. How long is her cycle? (21 days)

Roshna's period started on 30 September and her next period started on 1 November. How long is her cycle? (31 days)

Noora's period started on 12 July and her last period was on 16 June? (26 days)

Menstrual Hygiene (25 Minutes) ●●●

“ SAY: Body hygiene is very important, and once a girl starts to have her period, it is even more important.

When a girl’s period begins, she might get a feeling of dampness in her underwear because of the blood coming out of the vagina.

The flow of blood is usually heaviest on the first day and get less until it stops

Jihan, needs your help again! Let’s help answer the following questions for Jihan so she can make sure she stays healthy during her period.

DO: Assign one part of the room A and the other B. Tell the girls that you will read a number of statements and they can go and stand next to A or B, depending on what they think the correct answer is. Correct answers in italic

After each answer, show them the card that corresponds with the question and clarify the details.

OPTION A:	OPTION B:	Clarify:
When you have your period, you should...		
Wear a used cloth or reuse tissue.	<i>Wear a clean pad, clean cloth, cotton or tissue.</i>	Girls should wear something clean in their underwear to capture the blood to prevent infection. They should not insert these materials inside the vagina. Keep unused cloths and pads clean (wrapped in tissue or plastic bag) so they are ready to be used.
<i>Bath every day (or as often as you can)</i>	Bath 1 time per week	Girls shouldn't wait to take a bath until they feel dirty, it's important to take a shower once a day or as often as possible to stay clean and healthy.
Changing underwear once a week	<i>Changing underwear every day (or as often as possible)</i>	It's necessary to change underwear as often as possible, ideally every day.
<i>Change the feminine product every 2-3 hrs</i>	Change the feminine product every 7 hrs	Girls shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; girls should change it as often as we can.
<i>Throw the used pad/cotton in the toilet</i>	Throw the use pad/cotton in the bin	When changing the pad, girls should wrap it up to make a clean package and put it in the bin so it can be taken away with the other rubbish. Girls shouldn't put it in the toilet as it can block the toilet.
Girls who have their period are dirty	<i>When girls have their period, it doesn't mean they are dirty</i>	When girls have their periods, they are not dirty. This is a normal part of being a girl or a woman. We just need to be sure to keep our bodies clean while we have our period and also when we don't have our period.

Menstrual Management (25 minutes): ●●●

66 SAY: So now we have all of this useful information about periods, there is one thing left that we need to know. This is how to deal with some of the things that we feel when we have our period.

66 SAY: Menstruating is a very natural and normal part of a girl and woman's life. Sometimes it can cause us discomfort, but there are things we can do to try to manage this.

? ASK: Do you have some ideas?

DO: Show them the resource on menstrual management.
It is normal for girls to feel pain in stomach during periods. This pain comes because the uterus is tightening to squeeze and remove the menstrual fluid.
Your stomach can feel heavy, breasts can feel sore, headaches, tiredness, or feeling moody or emotional

So you should:

- Girls should be prepared and keep track of when their periods are- this will help them be better prepared and help prevent accidental leakage in their underwear.
- Girls can take painkillers on the most painful days but they should always get permission from a parent first and then get advice from a doctor or pharmacist.
- Take a long fast walk or do other exercise girls enjoy, this can help to relieve pain.
- Use a warm bottle or heated pad on the stomach, this can also help to reduce pain.
- Get a good sleep during the period, as girls may find themselves more tired than usual.
- Do not use deodorants or perfumes on the genitals; this will cause irritation and rashes.
If a girl is over 16 years old and still has not got her first period, she should see a doctor to check that there are no issues.

? ASK: If Jihan or any other girl going through similar things to Jihan needs more information or advice on menstruation and hygiene, where can she get this from?

66 SAY: If you have any more questions on this topic, you can talk to someone at the safe space or to a doctor or trusted adult.

 **Take Home Activity**

 **Closing Circle**

OUR BODIES: OLDER ADOLESCENTS

OBJECTIVE: Learn about physical and emotional changes related to puberty and about the functions of the reproductive organs

MATERIALS: Flip chart paper, markers, coloured pens



REVIEW OF PREVIOUS SESSION

Changes That We See and Feel (40 Minutes) ●●●

EXPLAIN: Adolescence is the time in everyone's life when they change from a child to an adult. Adolescence is the age between 10 and 19. The change that girls and boys go through is called 'puberty.' Today we are going to learn about the changes girls go through during adolescence—both changes that girls can see and also feel.

SAY: Many girls here would have already experienced some changes, so you will already have plenty of information for the next activity.

- DO:** Divide girls into two groups. Give each group a flip chart paper and coloured pens.
- Group A will focus on girl's physical changes (changes we see) and group B will focus on emotional changes (changes we feel).
 - Ask the girls to draw a girl and to highlight on the drawing where girls experience physical changes.
 - For group B, then can draw some pictures to describe the emotional changes.
 - After 10 minutes, ask two girls from each group to share their drawings and ideas. Ask if the girls from other groups have any changes to add to the list.
 - Point out any other changes that were not mentioned. Help them understand the difference between physical and emotional changes.

Physical Changes during Adolescence: ●●●

Physical Changes in Girls	Emotional Changes
<ul style="list-style-type: none">• Hips widen• Breasts develop• Ovulation and menstruation• Grow in size• Weight gain• Pubic and underarm hair• Genitals enlarge• Acne• Vaginal discharge	<ul style="list-style-type: none">• Start liking someone• Changes in mood• Feel embarrassed easily• Feel closer to friends than family• Feel shy• Better able to solve problems• Rebel against parents, want to be independent• Concerns about being normal• Experimentation

... **EXPLAIN:**

Girls: Breasts grow in size and girls may gain weight, girls will notice that they sweat more and the skin becomes greasy, pelvic bones and hips will grow, pubic and under arm hair grows. Girls will experience some secretions from the vagina which are clear, white or off white in colour. This is normal and help to keep the vagina healthy.

Often these physical and emotional changes can change the way adolescents start to think and feel. These can be related to:

- Struggles with your sense of identity (who am I)
- Different emotions (such as moodiness, anger, or depression)
- Wanting to be more independent
- Experimentation and taking some risks
- Concern about your body and appearance
- Feeling curious about love
- Pressure from friends to act or behave in a certain way

All of these physical and emotional changes are normal. Everyone develops at their own pace, some earlier and some later. Young people sometimes feel uncomfortable or self-conscious because of the changes in their bodies. But it's important for them to know that these changes are perfectly natural and it's a positive thing because it means girls are growing into healthy adults.

● ● **Breasts:**

... **EXPLAIN:** Some girls may be worried about breast cancer. It is very rare for girls of their age to get breast cancer. This is usually something that happens much later in life and although there may be some exceptions, it is not common.

It's normal for breasts to feel uncomfortable and painful at times. Breast pain can be anything from a mild ache to a sharp, stabbing, burning sensation.

For some people breast pain is affected by changing hormone levels: the pain is at its worst just before a period, settling down again afterwards. For others the pain can happen at any time. Again, this is nothing to worry about.

It can be normal to feel lumps as the breasts are developing and these usually go away on their own. However, if girls feel lumps that are causing them discomfort or a growing bigger, they can see a doctor.

Reproductive Organs: (40 minutes) ● ● ●

“ **SAY:** For us to understand periods, first we need to understand how babies are made³⁷. This is important because once a girl starts getting her period, it means that her body is capable of getting pregnant. It is important to remember also that reproductive health is health. And we must make sure we take care of all parts of our health, including physical health, emotional health and reproductive health.

³⁷ Adapted from Menstrupedia

For this, we need to understand our reproductive organs.

- Our “private” part is our reproductive organ.
- Both boys/men and girls/women have reproductive organs.
- The reproductive organ for the female is the vagina, and the penis for the male.
- But there are also reproductive organs that we don’t ever see because they are on the inside of our bodies.
- These drawings may look funny, but all girls have these parts and it’s very important for us to learn about them, how to protect them and keep them healthy.

DO: Show the resource for the female external organs (and male, only if the entire group requests this. If there are some girls who are not comfortable with receiving information on male body parts, do not force girls to receive this information).

● ● In females, the external organs include:

- The female organs that are not hidden on the inside of the body are the external organs. It includes the two folds of skin called the labia, the clitoris, the urethra and the vagina.
- The **labia** have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
- Near the top of the lips, inside the folds, is a small tube shaped part called the clitoris. The **clitoris** is very sensitive and the part that gives pleasure to women when they are intimate with their partner. This part of the organ is covered by a hood that protects the clitoris as it is very sensitive.
- The **urethra** is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina.
- The **vagina** is where menstrual blood and babies come out of. The vagina can stretch wide enough to allow a baby to pass through. It is a tube that connects the uterus to the outside of the body. This is also the part of the reproductive organ that meets the male reproductive organ.
- Each external reproductive organ looks **different**, it comes in many different shapes, sizes, even colours. This is normal. If you are experiencing any discomfort, then you should seek advice from a doctor, but there is no need to worry about it not looking exactly like the diagrams.

● ● In males, the reproductive organs and genitals include:

- **Testes:** there are two testes and these produce sperm
- **Penis:** the penis is made up of two parts, the main part (shaft) and the tip. The penis allows sperm and urine to exit the body through a small slit in the tip. This is the part of the male reproductive organ that meets the female reproductive organ.
- **Sperm Duct and Glands:** sperm pass through the sperm ducts, and mix with fluids produced by the glands. The mixture of sperm and fluids is called semen.
- **Urethra:** it is a tube that carries semen and urine out of the penis

● ● Internal Organs:

Show the girls the resource on internal organs and talk them through the points.

The **uterus** is in the lower part of the abdomen (belly). Along with the uterus there are other organs that are involved in making a baby.

- There is also a small almond shaped gland called the **ovary**. In our body, there are two ovaries, one on each side of the uterus.
- Each of these **ovaries** contain lots of tiny egg cells.

● ● **Do you know why these egg cells are so important?**

- They are the cells that could become babies.
- Just like tiny egg cells in a girl's body, boys have tiny sperm cells in their bodies.
- When an egg cell meets a sperm cell, then the cells combine and eventually grows into a baby inside the uterus. The combined cell is called an embryo
- That is when we say a woman is pregnant.



Girl Chat: Why is it important that we learn information about Reproductive Health?



FACILITATOR TIP: If girls ask for information about the hymen, it's important to give it to them. There is some information in the resource section to help you.



Take Home Activity



Closing Circle

MENSTRUATION MANAGEMENT : FOR OLDER ADOLESCENTS ●●●

Objective: To learn about menstruation and menstruation management techniques

Materials: Flip Chart Paper, Markers



REVIEW OF PREVIOUS SESSION

“ SAY: During the last session we discussed many important things related to reproductive health. Today we will continue this session and I want to remind you that reproductive health is health. It is important we learn about our health and learn how to protect ourselves. This includes our physical health, our emotional health and our reproductive health.

PERIODS (30 minutes): ●●●

Show the girls the resource on the periods:

- “ SAY:** Let's all sit in a circle and look at the images that explain periods.
- When we reach puberty, our hormones cause one of the ovaries to release an egg cell. This is called ovulation.
 - The released egg cell finds its way into the uterus through this organ that looks like a tube. It is called a **fallopian tube**.
 - The uterus must stay prepared just in case it receives an embryo. So the uterus starts to grow a new lining of soft tissue filled with blood and nutrients on the inside.
 - If on its way to the uterus, the egg cell combines with a sperm cell, it forms an embryo. This lining is needed to provide food to the embryo while it grows into a baby in the uterus.
 - But most of the time the egg cell doesn't meet a sperm cell. So that means there won't be any baby to grow in the uterus.
 - So this means that the layer of soft tissue and blood is not needed anymore in the uterus. It is shed and the mixture of blood and tissue, along with the egg flows out from the uterus and it comes out through the vagina.
 - The blood coming out of the vagina is called the period.
 - The blood coming out might not always be bright red. It can start off bright red but may become brown in colour towards the end of the period.
 - This whole process repeats itself roughly once a month and is called the menstrual cycle. The period is just a small part of the cycle, the part that we see.
 - Your periods do not last your whole life. They stop somewhere between your mid-forties and early fifties.

? ASK: So after a girl starts getting her period and her body is capable of becoming pregnant, does this mean she is ready to have babies?

“ SAY: Even though girls who get their periods may be capable of becoming pregnant, it doesn't mean they are ready. Even though the ovaries releasing the eggs can make girls capable of becoming pregnant, a girl's body is too young and not prepared to bear a baby yet. It's better

for girls to start thinking about this after they reach 20. Until then, a girl's body is not fully developed and it can be dangerous for a girl to get pregnant. But girls should be happy that they started to get their periods, it's a good sign that their body is growing properly and is healthy.

OUR MONTHLY CYCLE (25 minutes): ●●●

66 **SAY:** Now that we know about our periods, let's learn about how often we get them.

? **ASK:** How often do you think girls get their periods?

SAY: When a girl first gets her period, it may be irregular, but after a few months, girls will roughly start to get their period once a month depending on how long your menstrual cycle is.

If a girl's menstrual cycle is short, her periods will come again more quickly than if her cycle is long.

The length of a girl's cycle is the number of days counted from the first day of the last period up until the day before the next period.

DO **DO:** Show the girls the resource on monthly cycle.

For example, if a girl's period started on 10 January and her next period started on 7 February, then the length of her menstrual cycle is counted from 10 January- 6 February which is 28 days. This means she will get her period roughly after every 28 days.

For some girls, their menstrual cycle can be as short as 21 days, while for some it can be as long as 35 days. This is normal.

BUT if a girl's period suddenly stops for more than 90 days after being regular, this could be because of certain body complications and she should visit a doctor.

●●● **Let's practice!**

Split the girls into small groups and tell them that you will read some examples. The team that finds the answer first should say it out loud, they will win!

Suzanne started her period on 26 March and her last period was on 4 March. How long is her cycle? (21 days)

Roshna's period started on 30 September and her next period started on 1 November. How long is her cycle? (31 days)

Noora's period started on 12 July and her last period was on 16 June? (26 days)

Menstrual Hygiene (25 Minutes) ●●●

66 **SAY:** Body hygiene is very important, and once a girl starts to have her period, it is even more important.

When a girl's period begins, she might get a feeling of dampness in her underwear because of the blood coming out of the vagina.

The flow of blood is usually heaviest on the first day and get less until it stops

DO **DO:** Assign one part of the room A and the other B. Tell the girls that you will read a number of statements and they can go and stand next to A or B, depending on what they think the correct answer is. Correct answers in italic.

After each answer, show them the card that corresponds with the question and clarify the details.

OPTION A:	OPTION B:	Clarify:
When you have your period, you should...		
Wear a used cloth or reuse tissue.	<i>Wear a clean pad, clean cloth, cotton or tissue.</i>	<p>You should wear something clean in your underwear to capture the blood to prevent infection. Do not insert these materials inside the vagina.</p> <p>Keep unused cloths and pads clean (wrapped in tissue or plastic bag) so they are ready to be used.</p>
<i>Bath every day (or as often as you can)</i>	Bath 1 time per week	<p>We shouldn't wait to take a bath until we feel dirty, it's important to take a shower once a day or as often as possible to stay clean and healthy.</p> <p>We should clean our genitals from front to back in order to keep it clean and avoid the transfer of bacteria from the anus to the vagina.</p> <p>Do not use perfumed products on the genital area. Use water and natural soap (such as olive oil soap). Do not use household cleaning products.</p>
Changing your underwear once a week	<i>Changing your underwear every day (or as often as you can)</i>	It's necessary to change your underwear as often as you can, ideally every day.
<i>Change your feminine product every 2-3 hrs</i>	Change your feminine product every 7 hrs	<p>We shouldn't wait until the feminine product (sanitary towel or clean cloth) is full of blood to change it; we should change it as often as we can.</p> <p>Pat the area dry with a cloth, and put a fresh cloth, pad, cotton or tissue on your underwear.</p>
<i>Throw the used pad/cotton in the toilet</i>	Throw the use pad/cotton in the bin	<p>When you change the pad, you should wrap it up to make a clean package and put it in the bin so it can be taken away with the other rubbish.</p> <p>You shouldn't put it in the toilet as it can block the toilet.</p>

Yeast Infections: ●●●

As girls develop and grow, they might experience something called 'yeast infection'. This is usually happens in moist, dark areas of the body. It is nothing to worry about and can happen to any girl.

●● Some of the symptoms girls might experience are:

- Itching and irritation
- Soreness
- Redness and swelling
- Pain during urination

●● To avoid getting a yeast infection, girls can do some of the following things:

- We should clean our genitals from front to back in order to keep it clean and avoid the transfer of bacteria from the anus to the vagina.
- Do not use perfumed products on the genital area. Use water and natural soap (such as olive oil soap). Do not use household cleaning products.
- Wear underwear that is not too tight and made of cotton if possible.
- Make sure the area is dry by patting it with a towel after bathing.

Menstrual Management (20 Minutes): ●●●

“ SAY: So now we have all of this useful information about periods, there is one thing left that we need to know. This is how to deal with some of the things that we feel when we have our period.

“ SAY: Menstruating is a very natural and normal part of a girl and woman's life. Sometimes it can cause us discomfort, but there are things we can do to try to manage this.

? ASK: Do you have some ideas?

DO: Show them the resource on menstrual management.
It is normal for girls to feel pain in stomach during periods. This pain comes because the uterus is tightening to squeeze and remove the menstrual fluid.
Your stomach can feel heavy, breasts can feel sore, headaches, tiredness, or feeling moody or emotional.

So you should:

Girls should be prepared and keep track of when their periods are- this will help them be better prepared and help prevent accidental leakage in their underwear.

Girls can take painkillers on the most painful days but they should always get permission from a parent first and then get advice from a doctor or pharmacist.

Take a long fast walk or do other exercise girls enjoy, this can help to relieve pain.

Use a warm bottle or heated pad on the stomach, this can also help to reduce pain.

Get a good sleep during the period, as girls may find themselves more tired than usual.

Do not use deodorants or perfumes on the genitals; this will cause irritation and rashes.

If a girl is over 16 years old and still has not got her first period, she should see a doctor to check that there are no issues.

? ASK: If a girl needs more information or advice on menstruation and hygiene, where can she get this from?

“ SAY: If you have any more questions on this topic, you can talk to someone at the safe space or to a doctor or trusted adult.

 **Take Home Activity**

 **Closing Circle**

SEXUALLY TRANSMITTED INFECTIONS: OLDER ADOLESCENTS ●●●

OBJECTIVES: Learn signs and symptoms of common STIs. Learn what HIV is

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Introduction (15 Minutes)

- “** **SAY:** Today we are going to talk about infections that are passed from one person to another. It is important to have this information because it can have an effect on a person's health.
- ?** **ASK:** Have you heard of any infections that are passed from one person to another? Do you know how infections are passed from one person to another?
- ...** **EXPLAIN:**
Common Cold: The cold virus spreads through the air through a sick person sneezing, coughing or blowing their nose near you.
Food Poisoning: If someone handles your food and they have not cleaned their hands, it's one of the ways to get food poisoning.
Measles/Chicken Pox: It can be caught by touching someone's blisters. It can also be spread through the air through a sick person sneezing, coughing or blowing their nose near you.
Warts: It can be caught by coming into contact with someone who has a wart, such as shaking hands or using clothing/towels of someone who has warts over a long period of time.
- “** **SAY:** These are infections that people can catch in general, but there are some infections that are associated with 'intimate interactions' and can be passed from one person to another during these interactions or through coming into contact with someone's blood.
- ?** **ASK:** Do you know what these might be? (Syphilis, Herpes, Gonorrhoea, Chlamydia, Hepatitis B, Hepatitis C, HIV/AIDS).
- ...** **EXPLAIN:** Having an infection that is passed through intimate interactions can also affect a person's health, and like the infections/illnesses we mentioned before, it's important to get treatment for these illnesses to stay healthy and protected. Unlike the infections/illnesses we mentioned above, sometimes, a person who has an infection that they got through an intimate interaction (or through contact with another person's blood) might not feel any pain or sickness for a long time, but their health could still be harmed, which is why it is important to see a doctor to know their health status.
- DO** **DO:** Ask girls if they are feeling comfortable to move forward with the session to learn more about STIs. Also check whether they have any questions.

Things You Can See and Things You Can Feel (30 Minutes) ●●●

“ SAY: As I already mentioned, sometimes a person with an infection might not see or feel anything different. But sometimes there are changes.

? ASK: What are some of the things a person could see or feel that will alert them to visit a doctor?

Make sure the group covers the following ideas:	
Seeing	Feeling
A sore on a penis, vagina, or opening of vagina	Itchiness inside the vagina or itchy pubic hair
Pus coming from the penis or end of penis being red	Burning pain when passing urine, feeling like you have to urinate frequently
Heavy and smelly discharge on a girl's panties	Pain in the womb and fever
Small cauliflower-like growths on or near the genitals	Pain during intimate interaction
Seeing brown insects moving in and small white eggs on pubic hair	

? ASK:
 How can someone reduce the risk of passing on these infections?
 Abstinence or using a condom during intimate interactions. (Explain that condoms do not protect against all STIs, but it's the most effective method after abstinence).
 Don't share needles with other people for ear piercing

- Make sure when you get any type of injection that the needle is new and clean.
- Don't share knives or razor blades with other people
- When coming in contact with blood don't touch it directly but rather use gloves or plastic to clean or deal with a wound or cut.

? ASK:
 When should someone go to a health facility for treatment for an STI? [As soon as they think they have an STI, if a partner tells them that they have an STI or they suspect the person they were intimate with might have one (they can think about the symptoms we discussed)].

- Where can someone go if they think they might have an STI? (Be prepared with information on nearby services).

... EXPLAIN:
 If someone thinks they have an STI, they should first go to a health centre or hospital for treatment. It is not possible to treat themselves at home. It is also important to take all of the medication given by the health provider. If they got the STI from their partner they should try to encourage their partner to get treated also, so that they don't catch the STI again later from their partner. They can talk to someone at the safe space for more information.

? **ASK:** What happens when an STI is not treated? (Miscarriage during pregnancy, infertility, STI transmitted to baby during pregnancy).

HIV/AIDS (20 Minutes) ●●●

? **ASK:** Have you heard of something called HIV? What do you know about it?

... **EXPLAIN:**

It is a virus found in humans, that makes the immune system (our body's way to keep us healthy and strong) not work properly. With a damaged immune system, the body is more at risk to get infections and diseases. The person becomes weaker and eventually develops AIDS. But if HIV is caught in time, there is treatment available that can make it more manageable for someone to lead a happy and healthy life. But this treatment is very expensive and not easily available in Iraq and KRI. This is why it is important to prevent HIV and get tested as soon as possible if someone suspects that they have HIV.

? **ASK:** Do you know what AIDS is? What have you heard about it?

... **EXPLAIN:**

AIDS is passed from one person to another; it does not just develop on its own. It is passed from contact with an infected person's blood, sexual fluids or breast milk. AIDS is a condition where the body's immune system is destroyed by HIV. There is no cure for AIDS, which is why it's important for someone to get tested early if they suspect something, this way the HIV virus can be managed before it develops into AIDS.

DO **DO:** Give the girls some paper, ask them to draw a tick on one side and an X on the other. Explain that you are going to read out a number of statements and they will show the tick if they think its correct and the X if they think its false

A person can get HIV through intimate interactions	True
A person can get HIV if they share the same cup or towel as an infected person	False
A person can get HIV through sharing a needle with someone who has HIV (e.g. an ear piecing needle)	True
A person can get HIV if they are in the same room as an infected person.	False
A person can get HIV if they share a syringe with an infected person (e.g. a syringe from an injection)	True
A person can get HIV if they hug an infected person	False
A person can get HIV if they shake hands with an infected person	False
A mother can give her baby HIV through childbirth if she is infected	True
A person can get HIV if they use the same knife or razor as an infected person.	True
A person can get HIV through touching an infected person	False
An infected mother can pass on HIV to her baby through breast feeding	True

... **EXPLAIN:**

HIV is different from other diseases because it cannot be caught from being in the same room as an infected person or by hugging or touching a person (not like warts). We cannot catch it from an infected person coughing or sneezing on us or by drinking from the person's cup (not like the common cold).

But a girl can try to prevent infection if she does not have intimate interactions. If she does, then it's better to use a condom during intimate interactions. But when married, women and men may not use condoms, they may choose to use other methods or they may be trying to have a baby. In this case it's better to see a doctor and get tested to see if they have the virus.

Other STIs (20 minutes): ● ● ●

“ **SAY:** Earlier, we mentioned the names of many STIs but without going into detail. Let's take some time to look at some basic information.

As we now know, there are many signs and symptoms of STIs. We also know how they can be caught. Like HIV, other STIs can also be caught through

intimate interactions and some can be caught through coming into contact with an infected persons blood. Some STIs are caused by bacteria and these can be treated, others are caused by a virus, these cannot be cured but can be managed. There is also something called yeast infection which is common and not specifically related to STIs.

Type	Examples	Treatment
Bacterial	Chlamydia Gonorrhea Syphilis	These are often curable with antibiotics. If a girl suspects she has a bacterial STI, she can visit a doctor to get treatment.
Virus	Hepatitis B Hepatitis C Genital Herpes	The often have no cure but with medication, they can be managed.



GIRL CHAT:

Why is it important to have information on STIs? (STIs can make people infertile so they are unable to have babies, it can also cause many other health problems that can cause a person discomfort and illness)

Who can a girl talk to if she needs more information on STIs? (Case Worker, health professional).



ASK: Do you know where the local health centres are close to you where they offer services to get tested for STIs?



DO: Give girls the information they need about the available health centres.

Vaginal Discharge³⁸ (20 minutes) ●●●



SAY: We have discussed many STIs, we should also discuss vaginal discharge, because although it is very normal to have vaginal discharge and isn't related to STIs specifically, some types may be a sign of a general infection and it's important to know which ones these are.



SAY: All girls will experience some secretions from the vagina which are clear, white or off white in colour. This is normal and help to prevent and fight infections in the vagina. Normal vaginal discharge is a healthy bodily function, and it's your body's way of cleaning and protecting the vagina. It's normal for discharge to increase with exercise, ovulation, emotional stress and other things.

White

A bit of white discharge, especially at the beginning or end of the menstrual cycle, is normal. However, if the discharge is also itching and has a thick, cottage cheese-like consistency or appearance, it's important to visit a doctor.

Clear and Watery

A clear and watery discharge is perfectly normal and can occur at any time of the month. It may be especially heavy after exercise.

Clear and Stretchy

When discharge is clear but stretchy, rather than watery, it indicates that the person is ovulating. This is a normal type of discharge.

³⁸ Adapted from <http://www.healthline.com/symptom/vaginal-discharge>

Brown or Bloody

Brown or bloody discharge is usually normal, especially when it occurs during or right after the menstrual cycle. A late discharge at the end of the period can look brown instead of red. Girls and women may also experience a small amount of bloody discharge in between periods, which is called spotting.

Yellow or Green

A yellow or green discharge, especially when it's thick, chunky, or accompanied by a bad smell, is not healthy. This type of discharge may be a sign of an infection and should be checked by a doctor.

-  **ASK:** What should a girl do if she experiences a discharge that is not normal?
-  **SAY:** Remember, sexual health is health! And to make sure we are healthy and protected, we must take care of all parts of our health, including our physical health our emotional health and our sexual and reproductive health.
-  **SAY:** If girls have any questions related to this session, they can come and see me at the end of the session or at any time. If they prefer, they can also speak to a trusted adult or visit a doctor.



Take Home Activity



Closing Circle

FAMILY PLANNING: OLDER ADOLESCENTS ●●●

OBJECTIVES: Understand what family planning and contraceptives are

MATERIALS: Flip chart paper, markers



REVIEW OF PREVIOUS SESSION

Family Planning (15 minutes) ●●●

“ SAY: Sometimes, even when people are married, they are still not ready to have babies. While having a baby can be a life changing and wonderful experience, it can also be harmful to both the girl and the baby if the mother is below the age of 19. This is because a girl's body is not fully developed to be able to bear a child and it can lead to complications during pregnancy or child birth. Other reasons people may choose to wait before they have children is because they may not be fully aware of how to take care of a baby, or maybe a family already has so many children that they don't want to have any more because it is expensive. Both the husband and wife have the right to choose how many children to have and when to have them. Abstinence, which means having no intimate interactions, is the best and only certain way to prevent unwanted pregnancies. But if a couple is intimate, there are other ways to prevent pregnancy from happening.

“ SAY: When a couple decides when and how many children they will have and the space between each child, this is called family planning.

Also, sometimes women may decide to use some family planning methods for other reasons, such as because they want to stop their periods or because the methods help to regulate their periods. They sometimes use this even if they are not in an intimate relationship.

Family Planning Activity (25 minutes): ●●●

“ SAY: Let's go through some scenarios and see if we think the couple should use family planning methods or not.

DO Split the girls into groups and give each group a scenario. Ask them to discuss the scenario and answer these two questions:

- Should the couple in your scenario have a baby?
- When is the right time for them to have babies?

●● **Scenario 1:** Alan and Ajda have been married for 2 months. She is 17 years old and Alan is 27. Alan wants to start having children. Should they have babies or should they use prevention methods? (If a girl gets pregnant at 17, it can be very dangerous for the mother and the baby as the mother is not fully developed).

- ● **Scenario 2:** Serdar and Ciwan have been married for 7 years. Serdar recently lost his job and is unable to provide an income for the family. They already have 4 children. Should they use prevention methods to not get pregnant? (If they get pregnant now, it will cause a lot of stress for the family and the family will find it difficult to support another child with little financial income).
- ● **Scenario 3:** Farah & Amir are living in a small house with many people. They are looking to move somewhere to live with fewer people so they can start a family. But they don't know when this is going to happen.
- ● **Scenario 4:** Khalil (27) & Mira (15) have been married for 6 months. She is still at school and completing her education, they don't have any children yet, but in the future they plan to have a family.

Family Planning Discussion: (20 minutes) ● ● ●

? ASK:

- What do you think are some of the barriers someone can face when trying to do family planning?
- If someone is married and wants to plan for a family, where can they go for more information?

Methods of Contraception and signs of pregnancy (20 minutes): ● ● ●

? ASK: Have you heard of any methods of family planning? What have you heard about them?

“ SAY: There are different methods couples can use to help them plan their children- these are called contraceptives. More information can be provided on this at the centre, if you know a girl who needs this type of information, ask her to speak to a member of staff at the safe space.

DO: Make the explanation as interactive as possible by asking them what they already know and encouraging them to ask questions.

Some of the most common ones are:

Method	What is it	Pros	Cons
Birth control pills	It is a hormonal medication that prevents ovulation and regulates the menstrual cycle.	Easy to take and is a convenient way to prevent pregnancy if used properly	Does not prevent STIs; some women might forget to take it every day; can have various side effects
Intrauterine device	This is a vaginal insert that protects against ovulation for a period of 3 to 10 years, depending upon the type of IUD	Do not need to remember to use it; might make periods very light or stop them altogether.	Does not prevent STIs; some women might experience heavy periods and cramping, especially on the non-hormonal version.
Condoms	Can prevent pregnancy and help protect against many STIs.	Does not contain hormones; easily available and no side effects	Does not provide long term birth control; a new one must be used every time, properly, without fail, in order to prevent pregnancy and lower the risk of STDs
Injection	The “shot” is given in the upper arm or buttock, and lasts for 10-12 weeks	The shot provides pregnancy protection for 10-12 weeks. Convenient for those who don’t want to think about daily birth control.	The shot does not protect against STDs. Clinic visits every 10-12 weeks are required for a new dose.

SAY: The most important thing to remember when deciding to use family planning methods, especially ones that have hormones in them, is that there is a possibility that they can have side effects.

ASK: So when deciding what to use, women/girls should ask a doctor about the side effects and any long term complications that can happen from taking different family planning methods.

Women/girls should do their research and then choose the right one for them and their body.

66 SAY: Sometimes women/girls might have to try a few different methods until she finds one that suits her body. A doctor will be able to give more information and advice.

Signs of pregnancy (15 minutes): ●●●

? ASK: How can a girl tell if she is pregnant?

66 SAY: One of the main early signs for pregnancy is when a girl misses her 'period' or monthly menstruation. This usually goes along with some of the following symptoms:

- Nausea with or without vomiting
- Increased urination
- Fatigue
- Food aversions or cravings
- Breast tenderness and enlargement

? ASK: What can a girl do if she thinks she is pregnant?

66 SAY: she can tell someone she trusts, talk to someone at the safe space, a case worker or a health professional. They will be able to provide her with more options and make any necessary referrals.

... GIRL CHAT: why is it important to have this information?
Remember, sexual health is health and it is important not to ignore it.



Take Home Activity



Closing Circle

Reproductive Health Resources ●●●

RESOURCE SHEET :³⁹

This information is for facilitators to help them answer questions raised by girls. Facilitators should refer to this information if there is anything they are unclear about. They should provide girls with facts, not their personal opinions.

●● Female Body Parts

The female external genital organs are called the vulva. It includes the two folds of skin called the labia, the clitoris, and the vagina. The external genitalia, or the labia, has two sets of rounded folds of skin called the outer and inner lips. The labia cover and protect the vaginal opening. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. The clitoris is made up of the same type of tissue as the tip of the penis and is very sensitive. The clitoris has no other function than to help a woman have sexual pleasure. The urethra is a short tube that carries urine from the bladder to the outside of the body.

The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina. The vagina is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina is an incredibly elastic muscle that can stretch wide enough to allow a baby to pass through. Every female is born with thousands of eggs in her ovaries. The eggs are so small that they cannot be seen by the naked eye.

Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation. A girl's body prepares the uterus for a baby by making a soft lining like a pillow. If the girl has had sex, the egg meets a male's sperm in the fallopian tube (called fertilization). The fertilized egg then travels to the uterus where it grows into a baby. If the egg is not fertilized, then a baby does not grow and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the cervix and then out of the vagina. This flow of blood is called the "period" or menstruation. The blood and tissue usually leave the body slowly over three to seven days.

●● Hymen

The hymen is a very thin piece of skin-like tissue that partly covers the opening of the vagina.

The hymen varies in size and shape from woman to woman. The hymen usually does not cover the entire vaginal opening, since there must be some way for the menstrual fluid, or period, to leave the body.

Sometimes, when a girl gets her period she may worry that the blood coming out is related to her hymen. This is unrelated and she should not worry.

The hymen has historically been associated with a woman's virginity. The belief that since the hymen blocked the vaginal opening, it should remain intact as long as a woman did not have sexual intercourse is widely believed. This is not correct. The hymen can be stretched or torn for other reasons not related to sexual intercourse.

³⁹ Diagrams taken from Save the Children SRHR Toolkit guide for facilitators:
http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf

Even when a hymen is stretched or torn during sexual intercourse it is not guaranteed that it will bleed and the blood cells in this thin tissue are not many.

●● The Menstrual Cycle:

This may come as a surprise, but your 'monthly' cycle does not necessarily take place once a month. The average cycle time for most girls is 28 days, but your cycle may last from 21 to 35 days and still be normal. In your cycle, 'day one' is the first day of your period, or the first day you begin to bleed.

If you have a short cycle, it's likely that you will have a period more often than once a month. However, if your cycle lasts longer, you are one of the girls who will have fewer periods in a year.

Most girls get their first period between 11 and 13 years old, though it can start anywhere from the age of eight to 16 years old. Generally, a woman has about 480 periods (fewer if she has pregnancies) throughout her adolescence and adulthood until she reaches menopause (often around the age of 51), at which point, her periods stop.

When learning about your menstrual cycle, it's helpful to know what parts make up a female's reproductive organs.

Your reproductive system includes:

- **Two ovaries:** this is where eggs (ova) are stored and released. A human egg is tiny (120 microns or micrometres). This is about the width of a human hair.
- **The womb (uterus):** where a fertilised egg implants and a pregnancy grows
- **Two fallopian tubes:** these are two thin tubes that connect the ovaries to the womb
- **The cervix:** the lower part of the womb that connects to the vagina
- **The vagina:** a tube of muscle connecting the cervix to the outside of the body. (Your vagina is actually inside your body – the part on the outside that you can see and which is frequently mistakenly called the vagina, is your vulva.)

Each month, your reproductive system repeats a regular pattern of events that are controlled by hormones.

Hormones are substances produced by your body that control your body's functions. As you approach puberty, a part of your brain called the pituitary gland begins releasing more and more of some specific hormones.

These hormones stimulate your ovaries to produce oestrogen and another part of your body to produce other hormones called androgens. These hormones cause many of the physical changes that take place during puberty and over the phases of your monthly cycle.

Ovulation

1 Pre-ovulation (called the follicular phase)

Women and girls have two ovaries that contain thousands of eggs (ova). During this phase, hormones stimulate the development of eggs; at the same time, the soft lining (called the endometrium) of the uterus (the place where a baby can grow) starts to thicken.

2 Ovulation

This occurs when a mature egg (occasionally two) is released from the ovary. After the egg is released, it travels along the fallopian tube to the thickening lining. If sperm from a male fertilises the egg, a baby develops. Ovulation usually happens around 10 to 16 days before the next period.

3 Premenstrual (called the luteal phase)

After ovulation, hormones trigger your body to continue developing the lining of your uterus, in preparation for a fertilised egg. During this phase, if you become pregnant, the egg moves into your uterus and then attaches to the lining. If you are not pregnant, the lining of the uterus is shed through the vaginal opening.

4 Menstruation

The womb lining leaves your body through the vagina as a reddish fluid containing blood – typically about a quarter of a cup of blood (though it can seem like a lot more). This is your period – it is also called menses – and it will last between three to seven days. The first day of bleeding is day one of your period

Frequently Asked Questions: ● ● ●

● ● What is menopause?

- Menopause is when a woman's menstruation ends. When this happens, women can no longer become pregnant. Menopause usually happens after age 45. But, menopause can happen as early as 35 for some women, or as late as in the 50's for others.

● ● What are eggs?

- Eggs are made in a female's body. They are very tiny so you can't see them. They are one of the two main ingredients to make a baby.
Where are a woman's eggs produced?
- Eggs are produced in the ovaries.
How does a girl know when her period is about to start?
- Most girls begin menstruating between the ages of 9 and 16. The best way to know is to look for signs. Underarm hair and a whitish discharge/fluid from the vagina are signs that the period will start soon.

● ● What if a girl's period never starts?

- Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

● ● Can a woman get pregnant during her period?

- Yes. Although it is not common, it is possible that a girl would be ovulating when she has her period.

● ● Is menstruation painful?

Some girls experience cramping in their stomachs before or during their period. Cramping can

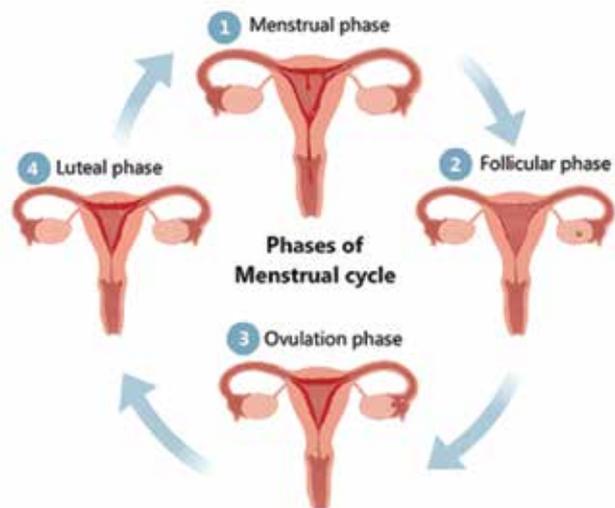
feel like a stomach ache. This pain is usually not a serious problem and can be treated with a pain reliever, exercise, a hot bath, or a hot water bottle. Sometimes rubbing your stomach can provide relief as well. A girl may also experience back pain, headaches, nausea, vomiting, and constipation. The pain usually lasts just two or three days at the beginning of the period.

● ● **Can a girl shower when she has her period?** ⁴⁰

A girl can shower when she is on her period. There is no medical evidence to suggest that showering on your period will cause infertility or affect your periods in any way.

Menstrual Phases ⁴¹ ● ● ●

The day count for menstrual cycle begins on the first day of menstruation when blood starts to come out of the vagina. In this section, the length of menstrual cycle has been assumed to be 28 days (which is the average among women). The entire duration of a Menstrual cycle can be divided into four main phases:

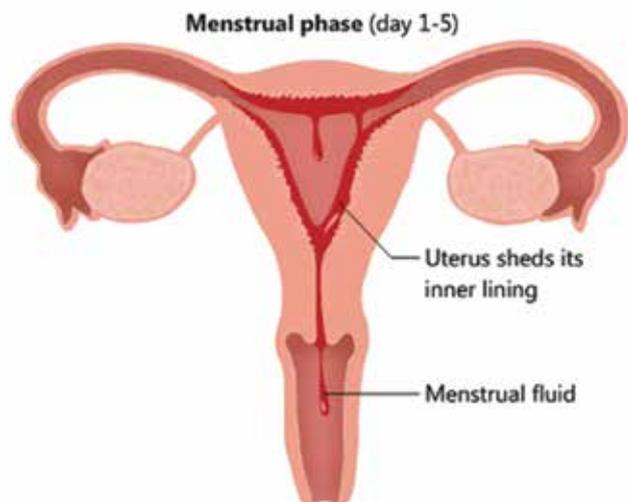


- 1- Menstrual phase (From day 1 to 5)
- 2- Follicular phase (From day 1 to 13)
- 3- Ovulation phase (Day 14)
- 4- Luteal phase (From day 15 to 28)

Menstrual phase (day 1 - 5)

Menstrual phase begins on the first day of menstruation and lasts till the 5th day of the menstrual cycle. The following events occur during this phase:

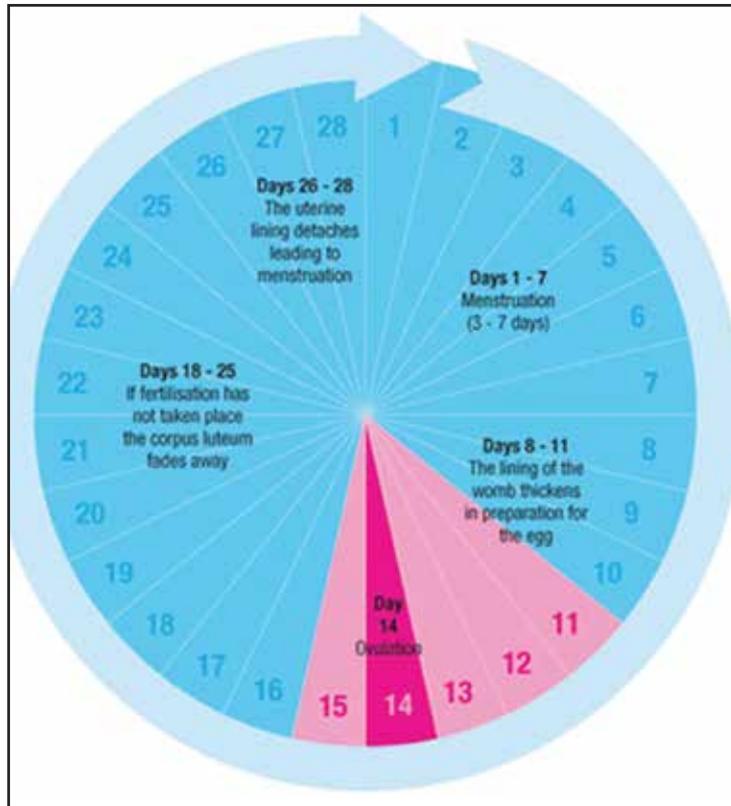
- The uterus sheds its inner lining of soft tissue and blood vessels which exits the body from the vagina in the form of menstrual fluid.
- Blood loss of 10 ml to 80 ml is considered normal.
- You may experience abdominal cramps. These cramps are caused by the contraction of the uterine and the abdominal muscles to expel the menstrual fluid.



⁴⁰ Menstrupedia - Friendly guide to healthy periods - <https://www.menstrupedia.com/articles/hygiene/necessary-hygiene>

⁴¹ Menstrupedia - Friendly guide to healthy periods - <https://www.menstrupedia.com/articles/physiology/cycle-phases>

Menstrual Cycle Chart ⁴²



● ● Hair removal:

Girls may ask about hair removal. You should inform girls that there are many types of hair removal. Some include waxing, shaving, threading, hair removal cream etc. But some of these methods include chemicals and it's possible that some people get skin irritation from hair removal.

If girls want to remove hair, they should speak to their mother or another trusted person (aunt, sister, cousin etc.) who may be able to provide them with further information.

● ● Polycystic Ovaries ⁴³

Some girls may be worried about polycystic ovaries. If this discussion arises, you can provide them with the following information:

Polycystic ovary syndrome (PCOS) is a hormone imbalance that can cause irregular periods, unwanted hair growth, and acne. It can happen to girls during adolescence.

⁴² <https://befutureforward.wordpress.com/tag/lunar-calendar>

⁴³ Centre for Young Women's Health

Some of the most common signs of PCOS include:

- Irregular periods that come every few months, not at all, or too frequently
- Extra hair on your face or other parts of your body
- Acne
- Weight gain and/or trouble losing weight
- Patches of dark skin on the back of your neck and other areas

● ● Does PCOS mean I have cysts on my ovaries?

The term “polycystic ovaries” means that there are lots of tiny cysts, or bumps, inside of the ovaries. Some young women with PCOS have these cysts; others only have a few. Even if you do have lots of them, they’re not harmful and they don’t need to be removed.

● ● Why do I get acne and/or extra hair on my body?

Acne and extra hair on your face and body can happen if your body is making too much testosterone. All women make testosterone, but if you have PCOS, your ovaries make a little bit more testosterone than they are supposed to. Skin cells and hair follicles can be extremely sensitive to the small increases in testosterone found in young women with PCOS.

● ● Why do I have patches of dark skin?

Many adolescents with PCOS have higher levels of insulin in their blood. Higher levels of insulin can sometimes cause patches of darkened skin on the back of your neck, under your arms, and in your groin area (inside upper thighs).

● ● What can I do about having PCOS?

The most important treatment for PCOS is working towards a healthy lifestyle that includes healthy eating and daily exercise. There are also excellent medications to help you manage irregular periods, hair growth, and acne. You can speak to a doctor to get more advice.

● ● What is the treatment for PCOS?

The most common form of treatment for PCOS is the birth control pill. Even if you’re not sexually active, birth control pills may be prescribed because they contain the hormones that your body needs to treat your PCOS. Birth control pills (either taken continuously or in cycles) can:

- Correct the hormone imbalance
- Lower the level of testosterone (which will improve acne and lessen hair growth)
- Regulate your menstrual periods
- Prevent an unplanned pregnancy if you are sexually active

● ● What if I have worries about having PCOS?

If you've been told you have PCOS, you may feel frustrated or sad. You may also feel relieved that at last there is a reason and treatment for the problems you have been having, especially if you have had a hard time keeping a normal weight, or you have excess body hair, acne, or irregular periods. Having a diagnosis without an easy cure can be difficult. However, it's important for girls with PCOS to know they are not alone. Speaking to a doctor who can provide more information is very important. Keeping a positive attitude and working on a healthy lifestyle even when results seem to take a long time is very important, too!

Male Body Parts:

● ● Testes

The two testes (one of them is called a testis) are contained in a bag of skin called the scrotum. They have two functions:

- to produce millions of male sex cells called sperm
- to make male sex hormones, which affect the way a man's body develops.

● ● Sperm duct and glands

The sperm pass through the sperm ducts, and mix with fluids produced by the glands. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called semen.

● ● Urethra

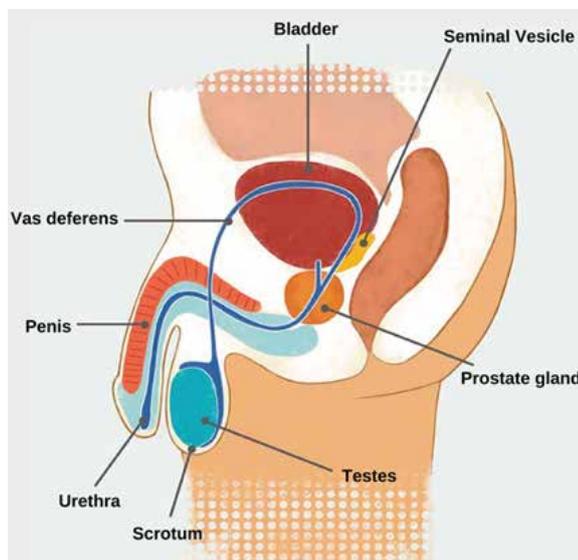
The urethra is the tube inside the penis that can carry urine or semen. A ring of muscle makes sure that there is no chance of urine and semen getting mixed up.

● ● Penis

The penis has two functions:

- to pass urine out of the man's body
- to pass semen into the vagina of a woman during sexual intercourse.

Male Reproductive Organs: 44



Fertilisation ●●●

During sexual intercourse the man's penis releases semen into the woman's vagina. Sperm cells travel in semen from the penis and into the top of the vagina. They enter the uterus through the cervix and travel to the egg tubes. If a sperm cell meets with an egg cell there, fertilisation can happen. Fertilisation happens when an egg cell meets with a sperm cell and joins with it. The fertilised egg divides to form a ball of cells called an **embryo**. This attaches to the lining of the uterus and begins to develop into a **foetus** (pronounced "fee-tuss") and finally a baby.

●● Development of the foetus

The foetus relies upon its mother as it develops. These are some of the things it needs:

- protection
- oxygen
- nutrients (food and water).

It also needs its waste substances removing.

The foetus is protected by the uterus and the **amniotic fluid**, a liquid contained in a bag called the **amnion**.

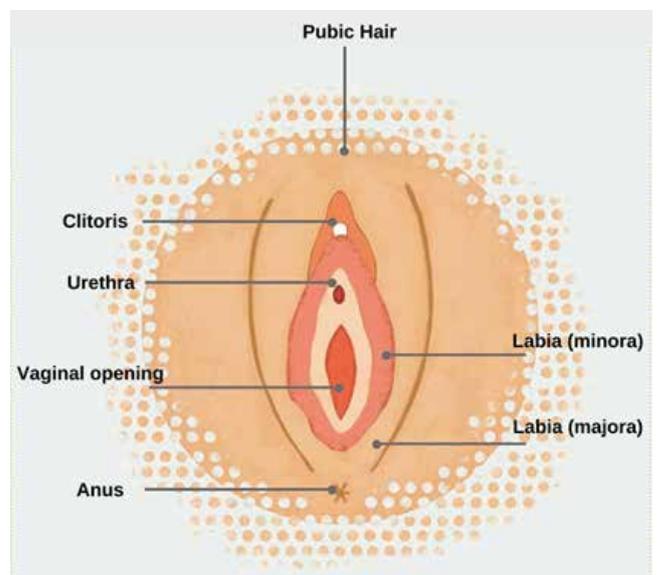
The **placenta** is responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined to the foetus by the **umbilical cord**. The mother's blood **does not mix** with the foetus's blood, but the placenta lets substances pass between the two blood supplies:

- oxygen and nutrients **diffuse** across the placenta from the mother to the foetus
- waste substances, such as carbon dioxide, diffuse across the placenta from the foetus to the mother.

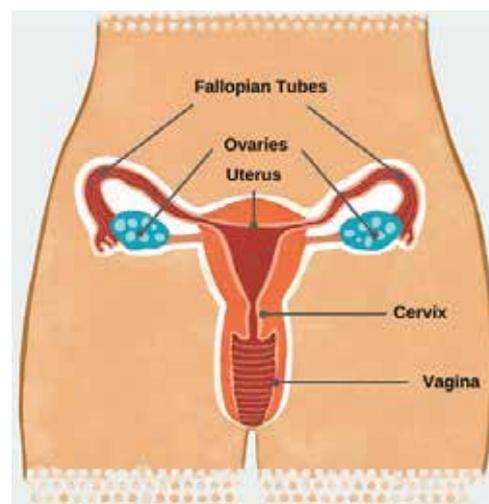
●● Birth

After nine months the baby is ready to be born. The cervix relaxes and muscles in the wall of the uterus contract, pushing the baby out of the mother's body.

Female External Reproductive Organs:



Female Internal Reproductive Organs:



Sexually Transmitted Infections (STIs) ⁴⁵ : ●●●

●● Why are girls more at risk?

Women are at higher risk for and more affected by STIs than men for several reasons. Differences in girls' body make ups make finding STIs more difficult in women, infection has more serious consequences for women than for men, the risk of transmission is greater from a man to woman, and many women have little power to protect themselves in sexual situations. Additionally, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Younger girls are even more at risk for getting an STI because they are more likely to suffer from tears in the vagina during sex.

●● Signs and symptoms of STIs

Most men can tell when they have an STI because there are usually clear signs. Women, however, often have an STI without knowing it, because there are often no signs that they have the disease. Sometimes only an experienced and trained health care provider can find signs of an STI in a woman. This is especially true during pregnancy, when many STI symptoms are mistaken for side effects of pregnancy. Sometimes it is necessary to examine samples of a woman's blood or vaginal discharge to find out if she has an STI, and which type of STI she has. For this reason, it is important to recognize the signs of an STI and to visit a doctor as soon as possible if you see any signs of or suspect that you have been exposed to an STI.

●● STI prevention

The only completely effective way to prevent STIs is to abstain from oral, anal, and vaginal sex. Contact with another person's body fluid can result in STI infection. For people who have decided to engage in sexual activity, condoms can protect against many, but not all, STIs. For minimal protection, inspect your partner's genitals, wash your genitals after sexual intercourse, use contraceptives jellies, avoid partners who have sex with other partners, talk to your partner about his or her sexual habits and health. Men can play a particularly important role in preventing STIs by maintaining a monogamous relationship or using condoms to protect their partner and themselves. Maintaining a mutually committed relationship – meaning neither person has sex with anyone else – is a way of preventing STIs that requires the commitment of both partners. Men can show respect for their partners' health by limiting their sexual relations to one partner.

⁴⁵ Taken from the Save the Children SRHR Toolkit guide for facilitators

Safety



HEALTHY RELATIONSHIPS OLDER ADOLESCENTS ●●●

OBJECTIVE: To learn the difference between healthy and unhealthy relationships

MATERIALS: Flip Chart and markers



REVIEW OF PREVIOUS SESSION

Ahmed and Sara (30 minutes) ●●●



SAY:

Stand up and spread yourselves around the room. I will read a short story about a girl.



DO: Give the girls a small piece of paper each.



SAY:

- This piece of paper stands for the self-confidence of the girl in the story. (Refer back to the session on feeling good about ourselves to clarify)
- I want you to tear off a piece of your paper and drop it to the floor if you hear anything that would make the girl lose her confidence.



Ahmed and Sara

Ahmed and Sara have been engaged for about a year. Ahmed is working and Sara is in school. Ahmed tells Sara that she is not very smart. Ahmed told Sara that she should leave school and stay in the house as school was not a place for girls. Ahmed gets mad at Sara sometimes and says things like 'you are no good for anyone.' Ahmed does not care if he hurts Sara's feelings. When Sara tries to tell Ahmed that she doesn't like something he is doing, he gets angry and starts shouting at her. Ahmed sometimes tries to get close to Sara and she does not feel comfortable. When she tells him to stop, he ignores her and laughs at her.



DO:

When you have finished the story, ask the girls to show the group how much of their paper they have left.



GIRL CHAT:

- How did you think Sara was feeling every time you tore the paper?

●● Consent:



ASK: Is it ok that Ahmed tries to get close to Sara when she doesn't feel comfortable? (If Sara is not comfortable, Ahmed should respect her boundaries)



ASK: What do you understand by the word 'consent'?

Consent is when someone gives permission for something to happen or agrees to do something.

“ ASK: Did Ahmed get consent from Sarah to get close to her?

… ASK: What can Sara do in this situation? (She can express to Ahmed that she does not feel comfortable, she can tell him to stop and to respect her wishes, she can try to remove herself from this situation and talk to a trusted person).

If Ahmed tries to get close to Sara and she lets him, but then she doesn't feel comfortable anymore, does she have the right to stop him? (She can stop him at any time she feels uncomfortable, even if she was ok with it in the beginning)

DO Split girls into pairs and ask them to think about how Sara can express to Ahmed that she doesn't feel comfortable.

… GIRL CHAT: Could these ideas/suggestions work in real life?

Ahmed and Sara Continued (45 minutes) ●●●

“ SAY:
Now, we will finish the story of Ahmed and Sara. How do you think the story will end?

DO Break the girls into small groups and ask them to think about what Sara can do in this situation.

Ask them to think about who Sara can talk to, skills or information she needs to deal with the problem.

DO Ask them to present their stories to the group
Clarify any misconceptions

“ SAY:
If a girl ever experienced a something similar to Sara, she could turn to a Case Worker, who would be able to help her set an action plan to deal with the problem.

🔑 KEY POINTS:
There are some important differences between relationships that make us feel good and ones that don't make us feel good.

 **DO:** Ask the girls if they can think of any differences between these relationships.

Write these on a flip chart paper:

Healthy Relationship	Unhealthy Relationship
Both people treated with respect	Calling someone names
Both people in a good way	Physically hurting someone
Both people treated fairly	Being disrespectful
	Making decisions for the other person that they don't agree with
	Forcing someone to do something they don't want to do

 **SAY:**

- Girls who are in difficult relationships might feel that they can't talk to anyone, but it's important that they can find a trusted person/place they can turn to for advice – like the safe space.

 **Take Home Activity**

 **Closing Circle**

COMFORTABLE TOUCH UNCOMFORTABLE TOUCH ●●●

YOUNGER ADOLESCENTS

OBJECTIVE: Understand what the difference between comfortable touch/ uncomfortable touch and good secrets/bad secrets

MATERIALS: Flip chart paper, markers, piece of fabric or large tape, A4 papers
Safety Video.



REVIEW OF PREVIOUS SESSION

Comfortable Touch, Uncomfortable Touch: (30 minutes) ●●●

SAY: I want you to share with you Nahla's story. Nahla is 12 years old. One day her mother sent her to her neighbour's house to borrow some sugar, but her neighbour wasn't there, instead there was someone she didn't know. This man told Nahla that he would give her some sugar and invited her in to wait. The way the man was looking at Nahla made her feel uncomfortable. He started to get closer to her and tried to stroke her back. Nahla doesn't know if what happened is normal and what she can do.

Today we will help Nahla to know if what the man did was a comfortable touch/look or an uncomfortable touch/look. Do you have any questions before we start?

SAY: There are different types of touches, some are comfortable, others are uncomfortable and some can be confusing or unwanted.

DO: Give the girls three pieces of paper, on one paper they will draw a smiley face, on the second, a sad face and on the third, a neutral face. Tell them that these faces represent good, bad and confused touch. Draw an example for them.

SAY: I am going to say some types of 'touches' and I want you to put in the air the face that you think the touch represents.

Types of Touch	
Hugging	Back rubs
Kicking	Stroking
Kissing	Medical exam
Pat on the back	Biting
Punching	Holding hands
Pinching	Touching private parts
Tickling	Slapping

EXPLAIN: Some of these touches could be comfortable touches or uncomfortable touches depending on the reason for the touch and how they make a person feel. A comfortable touch should make someone feel safe and happy. And an uncomfortable touch or a confusing touch can make someone feel sad or embarrassed.

It is an uncomfortable touch if:

- Someone touches a girl on her body where she doesn't want to be touched.
- That touch makes her feel scared or worried.

“ **SAY:** Sometimes, we may be touched and it might not feel good, but it doesn't mean it is a bad touch, it means it's an unwanted touch. Such as if someone grabs you to keep you from harm (whilst crossing a dangerous road) or an examination by a doctor or nurse because you are sick.

Good Secrets, Bad Secrets (30 minutes) ●●●

... **EXPLAIN:** Many times, the uncomfortable touches and looks are done by people who will ask the girl not to tell anyone, they will ask her to keep it a secret.

DO **DO:** Put a long line from one side of the room to the other (either a long piece of fabric, or tape). One end will be good secret, the other, bad secret.

“ **SAY:** I will read you some secrets. Each time I say the secret, you should stand at the end of the line show if you think it is a good or bad touch or in the middle if you don't know.

💡 **FACILITATOR TIP:** After each statement ask them why they decided if it was good or bad.

Good and Healthy secrets	Bad and Unhealthy secrets
We will surprise our mother with a gift on her birthday. Don't tell her please	A boy saw his classmate stealing money from the teacher's purse and asked him not
My neighbor told me that his sister passed her exams and that they will organize a surprise party for her	and asked her not to tell anyone about it
	A girl's uncle made her cry then threatened her not to tell anyone about it

... **EXPLAIN:** Some of these secrets are good and healthy secrets and some of them are bad and unhealthy secrets.

It is a good and healthy secret when:

- It feels good to know this secret
- The secret has a time limit (they have a beginning and an end and at some point, the secret will be made public)

It could be a bad and unhealthy secret when:

- If someone tells a girl not to tell anyone (and not just for a limited time).
- Someone threatens a girl that if she tells someone, something bad will happen.

? **ASK:**

- What should a girl do if she experiences a confusing or uncomfortable touch? (Make sure that they say that they will tell someone they trust)
- What could Nada do?

... **EXPLAIN:** She can express to the man that she does not feel comfortable, she can tell him to stop and to respect her wishes, she can try to remove herself from this situation and talk to a trusted person).

If Nahla thinks the touch is comfortable at the beginning but then does not feel comfortable anymore, does she have the right to stop him? (She can stop him at any time she feels uncomfortable, even if she was ok with it in the beginning).

 **EXPLAIN:** If this ever happens to a girl, she should talk to a trusted adult. Girls should not feel afraid of disclosing this to a trusted adult, it is never her fault. She can talk to a case/social worker at the safe space for more information and with help to find solutions to some of these issues.

 **FACILITATOR TIP:** Get a caseworker to explain the services of case management to the girls. Give the girls the leaflet regarding case management services and explain to them that girls who face problems can talk to a case manager at the centre.

 **Take Home Activity**

 **Closing Circle**

UNDERSTANDING DIFFERENT TYPES OF VIOLENCE FOR YOUNGER GIRLS: ●●●

OBJECTIVE: To learn more about the different types of violence
MATERIALS: Flip Chart and markers, stickers
FACILITATOR NOTE: <i>Girls need to remember:</i> <ul style="list-style-type: none">• No form of abuse happens by accident.• Abuse is not the fault of the person abused.• One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force the other person to perform sexual acts.<ul style="list-style-type: none">• Abuse can happen once or many times by the same abuser.• Often abuse is a pattern repeated over time. <p>Some girls in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.</p>
 REVIEW OF PREVIOUS SESSION

Types of Violence (45 minutes) ●●●

“ SAY: Today we are going to talk about a difficult topic. We are going to discuss violence, especially violence against women and girls. Let's remember the group agreements discussed in the first meeting.

- Violence and abuse can happen to anyone, man, woman, boy, or girl but violence happens to females more often than to males.
- If girls want to discuss personal experiences of violence, they can approach me any time after the session so that we can discuss in a private space.

DO: Show the girls the resource called 'Types of Violence'. Ask them to explain what is going on in each image.

DO: Give the girls an opportunity to explain each image.

DO: Once the girls have finished, tell them that you will explain the story of each image.

●●● Image 1:

“ SAY: Rozana is walking down the street and she sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed and the way she looks.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

“ SAY: This is a type of violence called **emotional violence**: This is when someone makes another person feel scared through the words they use. Examples include: threatening to hit someone, yelling or shouting, saying hurtful things. Stopping someone from seeing their family, parents or friends. Making comments about a girl's appearance or anything related to her body.

● ● Image 2:

“ SAY: Miral’s parents stopped her from going to school because they didn’t think school was important for girls. One day, Miral tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school and there was no use for Miral to attend.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

SAY: This is a type of violence **where girls do not receive their basic needs**. Examples of this include when a girl is stopped from attending school because she is a girl, or when a girl is not given her basic needs such as water, food and shelter because she is a girl.

*Not being allowed something because of other reasons, such as lack of money or safety issues is different to not getting something because of being a girl.

● ● Image 3:

“ SAY: Samira is 15 years old. One day when she came home from school, her mother told her that she has to get married next week to a man that requested to marry her. Samira doesn’t want to get married. but she has no choice.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

“ SAY: This is a type of violence called **forced marriage**: this is when someone has to get married when they don’t want to get married and they have no choice in the decision.

● ● Image 4:

“ SAY: Ayra mum and dad argue a lot at home. One day, Ayra was woken up at night as she could hear her parents shouting. She went to see what was happening and she saw her father hit her mother.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

“ SAY: This is a type of **physical violence**: examples include hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools) to harm someone.

Image 5:

“ SAY: A friend of Nalin’s brother came to the house and Nalin was home alone. The friend asked if he can wait for Nalin’s brother to come home. Nalin did not want to be rude so she said it was ok. As he came into the house he tried to stroke Nalin’s leg and hold her hand and she didn’t want him to.

? ASK: Is this a type of violence? If yes, what kind, if not, why not?

This is a type of violence called **sexual violence** It’s a violence because it made Nalin feel uncomfortable and she did not give permission to her brother’s friend to touch her. Other examples include any uncomfortable kissing or touching of the parts of a person’s body that

are private, as we discussed in comfortable and uncomfortable touch.

A person's body belongs to them and no one has the right to hurt someone's body. If a girl experiences this type of violence, she should tell someone she trusts and she should know it is not her fault.

Blame (35 minutes) ● ● ●

- “**SAY:** Sometimes, when a girl experiences the types of violence we mentioned, they might not want to tell anyone.
- ? **ASK:** What could be some of the reasons why girls keep this information to themselves? (Don't know who to trust, scared of the news spreading, judgement from people, think they are to blame).
- ? **ASK:** What could be some of the reasons why it's helpful to share this information with a trusted person? (Won't feel alone, they can help a girl find solutions and develop a plan).
- ? **ASK:** Is the survivor of violence ever to blame for what happens to them? (Clarify it is never the fault of the survivor)
- ... **EXPLAIN:** The girls will start to walk around the room, taking up all of the available space, tell them you are going to read some scenarios. For each scenario you will ask a question. Each girl is to think about her answer as she walks, when the girls have decided on the answer to the question they will stop walking. Once all the girls are standing still, ask a few girls to give their answer and their reason for their answer.
- ● **Scenario 1:** A man forgets his phone on a table in a restaurant. Someone steals the phone. Who is responsible? (It is the responsibility of the person who took the phone, because it is a decision that person made).
- ● **Scenario 2:** A girl is walking home late at night. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Who is responsible? (The girls may say that the girl shouldn't be walking at night or wearing those clothes. It's important to emphasise that sometimes we can try to prevent situations by walking in groups or during the day (for our safety), but a girl is never to blame in this situation. The perpetrator made the decision to approach her, he is responsible and it is not related to what she is wearing, it could happen to a girl or woman who is wearing different types of clothing).
- ● **Scenario 3:** A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife and she hurts her arm. Who is responsible? (They may say that the woman is responsible as she didn't do what was expected of her. It's important to tell them that under no circumstances is she to blame for being hit by her husband. There are different ways to solve problems that do not involve violence).

- ● **Scenario 4:** A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop a group ask him to give his soda. The boy says no, so the group beat him. Who is responsible? (They may say that the boy should have handed over his soda. It is important to say that even if the boy could have done that, he is not to blame, the group made the decision to behave in this way).



KEY POINTS:

- The survivor is never to blame for the abuse that happens to them. Even if some people may think that the survivor could do something to prevent the abuse from happening, it's important to understand that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.
- If a girl is being abused, it is never her fault. A girl should tell a person whom she trusts that she is being abused and that she might need help to stop it.



ASK: Who can a girl talk to if she experiences any type of violence?

- If a girl does not know who to tell, caseworkers at the safe space can help. They will keep everything a girl says a secret and will help the girl come up with a plan to try and keep her safe.



Take Home Activity



Closing Circle

UNDERSTANDING DIFFERENT TYPES OF VIOLENCE: OLDER ADOLESCENTS

OBJECTIVE: To learn more about the different types of violence

MATERIALS: Flip Chart and markers, stickers

FACILITATOR NOTE: *Girls need to remember:*

- No form of abuse happens by accident.
- Abuse is not the fault of the person abused.
- One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force the other person to perform sexual acts.
 - Abuse can happen once or many times by the same abuser.
 - Often abuse is a pattern repeated over time.

Some girls in the session may have experienced abuse or know someone that has. You should pay close attention to the behaviours and comments from the girls. Notice who seems quiet, disengaged or visibly upset and/or aggressive. Make sure you follow up with those girls after the session.



REVIEW OF PREVIOUS SESSION

Types of Violence (45 minutes) ●●●

SAY: Today we are going to talk about a difficult topic. We are going to discuss violence, especially violence against women and girls. Let's remember the group agreements discussed in the first meeting.

- Violence and abuse can happen to anyone, man, woman, boy, or girl but violence happens to females more often than to males.
- If girls want to discuss personal experiences of violence, they can approach me any time after the session so that we can discuss in a private space.

DO: Show the girls the resource called 'Types of Violence'. Ask them to explain what is going on in each image.

DO: Give the girls an opportunity to explain each image. There are different kinds of violence, let's go through some examples:

DO: Once the girls have finished, tell them that you will explain the story of each image.

●● Image 1:

SAY: Rozana is walking down the street and she sees a group of boys standing outside a shop. She crosses the road because she wants to avoid them. They start shouting at her, saying things about the way she is walking, the way she is dressed and the way she looks.

ASK: Is this a type of violence? If yes, what kind? If no, why not?

SAY: This is a type of violence called **emotional violence**: This is when someone makes another person feel fear to gain control of them. Examples include: threatening to hit someone, yelling or shouting, saying hurtful things, or calling someone worthless or stupid (like in the story of Ahmed and Sara). Stopping someone from seeing their family, parents or friends. Making comments about a girl's appearance or anything related to her body.

● ● Image 2:

“ SAY: Miral’s parents stopped her from going to school because they didn’t think school was important for girls. One day, Miral tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school and there was no use for Miral to attend.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

“ SAY: This is a type of violence called **denial of opportunities**: Examples of this include when someone is stopped from attending school because she is a girl, or when someone is not given their basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl.

*Not being allowed something because of other reasons, such as lack of money or safety issues is different to being denied something because of being a girl.

● ● Image 3:

“ SAY: Samira is 15 years old. One day when she came home from her friend’s house, her mother told her that she has to get married next week to a man that requested to marry her. Samira doesn’t want to marry this man but her parents told her that she has no choice.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

“ SAY: This is a type of violence called **forced marriage**: this is when someone has to get married when they don’t want to get married and they have no choice in the decision.

● ● Image 4:

“ SAY: Ayra’s mum and dad argue a lot at home. One day, Ayra was woken up at night as she could hear her parents shouting. She went to see what was happening and she saw her father hit her mother.

? ASK: Is this a type of violence? If yes, what kind? If no, why not?

“ SAY: This is a type of **physical violence**: examples include hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools) to harm someone.

● ● Image 5:

“ SAY: Nalin always goes to the same store to buy bread. One day, when Nalin tried to pay for the bread, the shopkeeper said she didn’t need to pay. A week later, the same thing happened. Nalin was happy because she saved some money. But the third time she went, the shopkeeper asked Nalin if she will be his girlfriend. When she said no, he said to her that she cannot say no, because of all free bread he gave her.

? ASK: Is this a type of violence? If yes, what kind, if not, why not?

This is a type of violence called **sexual violence**: examples of sexual violence include rape, sexual favours in exchange for assistance, unwanted kissing or touching, and FGM/C



FACILITATOR TIP: Depending on the group’s level of maturity and understanding you can use the below definition to provide more information:

- ● **Definition:** Any sexual activity with a child by an adult or by another child who has power over the child. This includes touching a child's genitals or private parts for sexual purposes, making a child touch someone else's genitals or play sexual games, putting objects or body parts inside the vagina, anus or mouth of a child for sexual purposes. ⁴⁶

“ **SAY:** A person's body belongs to them and no one has the right to hurt someone's body. If a girl experiences this type of violence, she should tell someone she trusts and she should know it is not her fault.

Blame (35 minutes) ● ● ●

“ **SAY:** Sometimes, when a girl experiences the types of violence we mentioned, they might not want to discuss it with anyone.

? **ASK:** What could be some of the reasons why girls keep this information to themselves? (Don't know who to trust, scared of the news spreading, judgement from people, think they are to blame).

? **ASK:** What could be some of the reasons why it's helpful to share this information with a trusted person? (Feel you are not alone, they can help you find solutions and develop a plan).

? **ASK:** Is the survivor of violence ever to blame for what happens to them? (Clarify it is never the fault of the survivor)

... **EXPLAIN:** The girls will start to walk around the room, taking up all of the available space, tell them you are going to read some scenarios. For each scenario you will ask a question. Each girl is to think about her answer as she walks, when the girls have decided on the answer to the question they will stop walking. Once all the girls are standing still, ask a few girls to give their answer and their reason for their answer.

- ● **Scenario 1:** A man forgets his phone on a table in a restaurant. Someone steals the phone. Who is responsible? *(It is the responsibility of the person who took the phone, because it is a decision that person made).*

- ● **Scenario 2:** A girl is walking home late at night after spending time at her friend's house. She is wearing tight trousers. A man comes and tries to grab her, she manages to run away. Who is responsible? *(The girls may say that the girl shouldn't be walking at night or wearing those clothes. It's important to emphasise that sometimes we can try to prevent situations by walking in groups or during the day (for our safety), but a girl is never to blame in this situation. The perpetrator made the decision to approach her, he is responsible).*

- ● **Scenario 3:** A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife and she hurts her arm. Who is responsible? *(They may say that the woman is responsible as she should have completed her chores. It's important to tell them that under no circumstances is she to blame for being physically assaulted by her husband. There are different ways to solve problems).*

⁴⁶ Caring for Child Survivors of Sexual Abuse Guidelines IRC/UNICEF

- ● **Scenario 4:** A boy is walking home from school. He stops at the shop to buy a soda. When he leaves the shop a group ask him to give his soda. The boy says no, so the group beat him. Who is responsible? *(They may say that the boy should have handed over his soda. It is important to say that even if the boy could have done that, he is not to blame, the group made the decision to behave in this way).*



GIRL CHAT: What can a girl do if she experiences violence?



KEY POINTS: The survivor is never to blame for the abuse that happens to them. Even if some people may think that the survivor could do something to prevent the abuse from happening, it's important to understand that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.

- If a girl is being abused, it is never her fault. A girl should tell a person whom she trusts that she is being abused and that she might need help to stop it.
- If a girl does not know who to tell, caseworkers at the safe space can help. They will keep everything a girl says a secret and will help them come up with a plan to try and keep them safe.



Take Home Activity



Closing Circle

WHAT CAN GIRLS DO IF THEY EXPERIENCE VIOLENCE? ●●●

OBJECTIVES: Help girls develop strategies for potential scenarios that they might face

MATERIALS: Flip chart paper, markers, scenarios



REVIEW OF PREVIOUS SESSION

How to Say No (15 Minutes) ●●●

-  **DO:** Tell the girls to stand in a circle.
-  **SAY:** After 3, we will all yell 'NO' as loud as we can.
-  **DO:** When the girls have finished, ask them to each individually yell 'NO'.
-  **ASK:**
 - How did it feel to yell 'no'?
 - If girls are feeling threatened by someone, can yelling not be a helpful thing to do?
-  **EXPLAIN:** if there is nobody close by who will hear the girl yelling, it might not be helpful to yell. This could annoy the aggressor and make the person even angrier.

Response (35 Minutes) ●●●

-  **DO:** Split the girls into three groups and ask one girl to volunteer to read the scenarios (if no girls can read in the group, read the scenario for the group).

Ask them to discuss the steps they would take to deal with the scenario they have been given.

1. How should the girl react in that situation?
2. Should they tell anyone? Who? What can they say?

When they have finished, they can describe their scenario and solutions to the wider group.

 Nadia and her friends are followed by some men on the way to school. The men start to make comments about the way the girls are dressed, the way they talk. They are very rude. Nadia and her friends are beginning to feel scared. *(Think about safety plan/safer routes)*

-  **OLDER GIRLS:** Rabia and her sisters moved to a new village with their mother. They live with a distant relative. He makes Rabia feel very uncomfortable and she does not like to be alone with him and tries to avoid this as much as possible. (Think about how to avoid being alone with him).
-  **OLDER GIRLS:** Maya's situation at home is very difficult. She lives with her mother and younger sisters and her mother is very ill and cannot go to work. Someone much older in the community, who makes Maya feel uncomfortable, tells her that he wants to help. He says if she becomes his girlfriend, he will help her and her family. (Think about who she can ask for advice).

● ● **YOUNGER GIRLS:** Rabia lives in a camp and at night, when she goes to the toilet, she sometimes worries because the toilets do not lock properly. (Report the issue to someone, go in groups to the toilet).

● ● **YOUNGER GIRLS:** Maya wants to go to school but she is not allowed to go. She is forced to stay at home while her younger brothers and sisters all go to school. (Speak to a caseworker, try to negotiate with parents, talk to a trusted adult).

● ● **GIRL CHAT:** Are these situations realistic to what girls actually experience? What other situations do girls face and how could they respond to those?

● **KEY POINTS:**
Girls should try to find someone they trust to discuss issues related to violence that they might face. They can also speak to a Caseworker at the safe space or call the hotline.

● **Take Home Activity**

● **Closing Circle**

FEMALE GENITAL CUTTING ●●●

OBJECTIVES: Understand what the effects of FGC are and where to seek help

MATERIALS: Flip chart paper, markers, diagram of vagina

FACILITATOR NOTE: This topic only needs to be done with girls if FGC is an issue in their community. There is no need to do this with girls where this is not a traditional practice. This should also not be done with girls who may have been forcibly cut by individuals outside of their community as this is not something related to their own culture and traditions.



REVIEW OF PREVIOUS SESSION

What is Tradition? (20 MINUTES) ●●●

- ASK:**
- What does tradition mean to you? [A belief or behaviour passed down within a group or society with special meaning and based in the past.]
 - Are traditions easy to change? [No]
- ASK:**
- Are any of these traditions harmful? What are some harmful traditions? [e.g. child marriage, son preference, dowry system, FGC, etc.]

Introducing Female Genital Cutting (20 MINUTES) ●●●

- ASK:**
- What is female genital cutting? [Female genital cutting is the cutting of a woman or girls' external reproductive genital organs.]

Remind girls of the female external genitalia discussed in the RH session and show them the diagram of the vagina.

- What are the names of female external genitalia? [labia, clitoris, urethra]

FGC Story Discussion (35 Minutes) ●●●

READ: Amina just turned 11 years old. Her mother told her that in a few weeks, Amina will have to visit a nurse to have her private part cut as it is part of the tradition.

- ASK:** Have you heard similar stories in your community?

READ: Amina's mother told her that it is important for Amina to do this because if she doesn't, no one will ever marry her, she will not be able to have babies and she will not be clean if she is not cut.

- ASK:** Have you heard similar things about FGC? What other things have you heard?

 **READ:** Amina does not want to be cut, she is confused and wants to have more information. She tells her mother about her worries but her mother tells her that this is the culture, she must do it.

 **ASK:** Have you heard about girls who do not want to be cut? What happens to these girls?

 **READ:** Amina speaks to a health worker who gives her the facts about FGC. The health worker tells Amina:

- Girls are in danger of blood loss and infection during and after being cut
- Girls who have FGM are in more danger of complications during child birth
- It is against the rights of a child
- FGC is not a religious practice- it is a traditional practice
- It is illegal in the Kurdistan Region of Iraq
- Pain during menstruation and urinating

 **ASK:** What can a girl do if she has been cut and is having health problems? (She should go to the nearest health clinic. A girl can also consult her female peers who can support her to use these health facilities).

 **GIRL CHAT:** What can we do to raise awareness on FGC in our communities?

 **Take Home Activity**

 **Closing Circle**

CHILD MARRIAGE ● ● ●

OBJECTIVES: Understand the consequences of early pregnancy. Understand what marriage means for the future of a girl

MATERIALS: Flip Chart and markers, stickers



REVIEW OF PREVIOUS SESSION

FACILITATOR NOTE: This session has been designed for girls who are not married. The content can be sensitive for girls already married.

What Does Marriage Mean? (45 minutes) ● ● ●

“ **SAY:** Today we are going to talk about marriage.

? **ASK:**

- What is marriage?
- What are some of the reasons why a girl might get married?

“ **SAY:**

- Marriage is something that many people do.
- It is when two people come together to start a life and a family together
- Marriage can be a good thing and it can also be very difficult.
- It's very important to understand what responsibilities marriage brings.

DO **DO:** Split the girls into two groups. One group will draw/write a story about a day in the life of a married girl. The other group will draw/write a story about a day in the life of an unmarried girl.
How does she spend her day, what chores does she have, does she have free time for herself, who does she have to take care of, what other responsibilities does she have?

DO **DO:** Once the girls have finished, ask them to present their stories back to the wider group.

... **EXPLAIN:** There are many responsibilities that come with marriage and if a girl is not prepared physically and mentally, this can be a very difficult time for her.

Early Marriage Stories: (30 Minutes) ● ● ●

“ **SAY:**

- There are very important things for girls to do before they get married.
- Marriage and building a family can be difficult and for it to be a good marriage there is a lot of information to know.

DO **DO:** Split the girls into three groups and give each group a scenario. Ask them to think about what advice they would give to the girl in that situation.

● ● Scenario 1: Soha's Story

When my parents asked me if I wanted to get married, I said yes! I wanted to have a nice wedding dress and have a celebration. I also thought I would have more freedom once I was

married. But when we married I was told to cook and clean all the time. I had children and did not have time to do anything else. I was tired and missed my old life.

? **ASK:** Imagine you are Soha's friends and before she got married she told you of her plan to marry. What advice could you have given her about getting married? (Give the groups a few minutes to discuss, then ask them to present their answers).

🔑 **KEY POINT:** When a girl marries young, she might not have any time for her friends and she might have difficulty raising children. Girls can feel sad and lonely. Girls might also experience health problems because of pregnancy.

● ● **Scenario 2: Hanan's Story**

🗨️ I got married at 16 years old because life was difficult at home. My family couldn't afford for me to go to school and they didn't have enough money to take care of me and my siblings. So they made me get married. I got pregnant straight away and my pregnancy was not easy.

? **ASK:** Imagine you are Hanan's friends and she comes to tell you that her parents want her to get married. What advice would you give her? (give the groups a few minutes to discuss, then ask them to present their answers).

🔑 **KEY POINTS:**

- Physically, younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis which need to be fully grown to be able to deliver a healthy baby.
- Young girls are at greater risk of weak blood or dangerous fits during pregnancy which can lead to exhaustion, infection and other health issues. .
- Young girls are also at high risk of delivering babies too early before the baby is ready to be born.

● ● **Scenario 3: Aliya's Story**

🗨️ Aliya was married when she was 24 years old. She finished her education, she was ready to take on the responsibility of marriage and her body was fully developed to be able to have children. Aliya made sure that all her children were able to have an education and she was able to educate them on many important things in life.

? **ASK:** Why did Aliya wait to get married? What things happened in her life that allowed her to marry later? What can we do to encourage more girls to marry later? (Think about convincing parents, long term consequences etc.)

“ **SAY:**

- A girl must grow and develop and become ready and able to take the responsibility of a home and raising children.
- A girl should marry when they have taken their full rights to education and work, if she wants to. Also, she will know herself better if she marries later.

? **ASK:** If a girl is in a situation where she is being forced to get married, who can she ask for help?

●● Girls' Rights in Iraq:

The minimum age of marriage in Iraq is 18 years old. Sometimes, decision makers might use a certain part of the law to marry girls earlier than 18. This is sometimes done through a law in KRI where girls between 17-16 can be married if their legal guardian consent to the marriage and for the rest of Iraq it is between 17-15. If going through the legal courts, a girl can express whether she gives consent or not to the marriage.

 **EXPLAIN:** Ask the Case worker to explain case management and the services offered at the safe space.

 Take Home Activity

 Closing Circle

OUR CHALLENGES, OUR SOLUTIONS ● ● ●

OBJECTIVE: Identify potential risks in their environment. Identify key safety issues and how to stay safe in certain common situations

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, safety maps, paper



REVIEW OF PREVIOUS SESSION

Where we Live (50 Minutes) ● ● ●



SAY: Many girls your age can face difficult situations that can affect their safety. Today, we will think about the ways girls can help to better protect themselves.



DO: Split the girls into groups based on how close they live to each other; ask them to draw a map of where they live (the places they visit a lot in their daily activities). Have a maximum of 6-5 girls in each group so that they can all easily access the map.



SAY: Imagine you are on top of a big hill, seeing your community from above. Where are the places you visit, the roads you walk on? Starting from your home and including all the places you visit during the day.

Go through the steps with the girls.



DO: Ask them all to put their homes on the map, when they have done this, now ask them to think about when they leave their homes, the places they see along the way, ask them to add these things one by one.



SAY: I want you to draw all of these places on a flip chart in your group.



DO: Once they have finished drawing, ask them:

Where are the areas in the community where girls might not feel safe? Ask them to put an X on those places.

Once they have finished, ask them to put down the places where they do feel safe (in a different colour)



DO: Bring the girls back to the wider group when they finished and ask them to present their maps.



ASK:

- What did you learn about the different safety issues for girls where you live?
- What can a girl do to protect herself in these situations?

Do's and Don'ts for Keeping Safe (30 minutes) ● ● ●



SAY:

- Feeling safe is important to everyone but sometimes girls can be more at risk than women, boys or men.
- But girls are strong.

- They know how to help each other and they want to keep themselves and those they care about, safe.
- In the last session many girls mentioned places where it is not safe in the community.

DO: Ask them to get back into the group from the previous session. Ask them to choose one situation they identified on their maps as unsafe.

SAY: Once you have chosen one situation that was marked as unsafe, think about the things girls can do to protect themselves from this risk.

DO: Ask them to present back to the group and make sure that you clarify any dangerous strategies (keep a knife, confrontation, kill him, kill myself, don't speak up, respond to his desires, change the way I dress).

Reinforce good strategies (tell someone I trust, tell caseworker, call hotline number, scream, don't be alone on public transport, ask a friend/ relative to come with me).

Below is a list of Do's and Don'ts, remind the girls of the ones that they don't mention.

Do's	Don'ts
• Always let someone you trust know where you're going and what time you should be home.	• Walk by yourself at night.
• Walk in well-lit areas with lots of people. Avoid dark, quiet areas, especially going to the toilet at night.	• Don't accept rides from strangers.
• Remove or hide harmful tools that could be used to hurt someone.	• Tell strangers personal details about yourself (e.g. where you live or work, your phone number).
• Move in to a room where you can escape or others can hear you.	• Don't let strangers or people you don't know enter the house, especially when you are alone.
• Agree with friends/sisters/etc. to make a specific sound when help is needed.	• Don't carry too much money or valuables with you.
• If you have to visit someone who makes you feel uncomfortable, ask your sister/ other trusted person to come with you.	• Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea.
• Let someone you trust know if anyone in your community makes you feel uncomfortable	• Do not accept gifts from people who might try to ask you for favours.

GIRL CHAT:
If girls are unsure about what to do, who can they ask for advice (make sure they mention Case/Social Workers).

 **Take Home Activity**

 **Closing Circle**

PEOPLE I TRUST (MY SAFETY NETWORK) ●●●

OBJECTIVES: Identify personal safety network. Understand what case management is

MATERIALS: IEC materials, flip chart paper, markers, A4 paper, coloured pens, pencils



REVIEW OF PREVIOUS SESSION

FACILITATOR NOTE: This session can be carried out at any time with girls once trust has been built. It can be done to address a specific issue or once a month with a group of girls. It can be done with girls attending sessions or with girls who don't usually access the sessions in the toolkit.

Explaining Case Management (20 minutes) ●●●



SAY: Today we are going to use our imagination. I want you to walk in the room without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now...



FACILITATOR TIP: Give girls in the following activity some pauses between each sentence so that they can take their time to imagine what you're telling them.



Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see colorful balloons in the sky. Some of these balloons are small and some others are big.

While walking, I want each one of you to catch, a small balloon if you're feeling good today and a big balloon if you're not feeling very comfortable today by the balloon string.



FACILITATOR TIP: do not ask girls to identify the type of balloon they chose.



SAY: After catching the balloon let it go back in to the sky and keep walking until everyone starts walking in one circle.



ASK:

- How did you feel while walking?
- What could make girls catch a small balloon? What about the big balloon? (What are the things that can make a girl feel good? What are the things that can make her feel uncomfortable?)



EXPLAIN: Sometimes, girls wake up in the morning and feel very good. Some other times, girls feel like catching a big balloon because they don't feel good or comfortable. These girls might have some concerns or challenges they wish to talk about because each big balloon can turn into a small one, but maybe they don't know who they can talk to.

In our program, someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up around anything bothering her.

People I Trust (40 Minutes) ●●●

“ **SAY:** In the last session, we talked about do’s and don’ts to help protect us from the main dangers girls in our community face. Now we are going to work on understanding who are the people around us that we trust.

DO: Give each girl some coloured pens and an A4 paper.

“ **SAY:** Draw a circle in the middle- this is you. Now draw some circle around you. These circles are the people that you trust and can turn to if you experience a problem. Maybe you will have only one person (circle), maybe 10. It’s important to put all the people that you trust here. Next to these circles, you can put how these people supports you (or draw it). Maybe someone can give you advice, another can give you information, someone else, a safe place to go if you need help etc.

This is your paper, you can add anything you want, you can do this by writing or drawing.

“ **SAY:** I’m going to list a few things that a girl can do if she experiences any of the types of violence we have discussed:

- A girl can talk to a parent, trusted adult or friend
A girl can tell a caseworker or someone else you trust at the safe space.
- A girl who has experienced physical or sexual violence should tell someone she trusts to help her seek medical attention if it is required (3 days/72 hours) because this can help prevent health related consequences
A girl should never blame herself for any violence/ abuse that she experiences

“ **SAY:** Now we have discussed what to do to stay safe. Even though a girl takes these measures to protect herself, she still might experience violence. But we can make a referral to a caseworker to discuss these issues with girls.

DO: Ask a caseworker to explain in detail the role of a case worker.

DO: Distribute the IEC materials to the girls and the hotline number.

 **Take Home Activity**

 **Closing Circle**

Financial Education



It's important to explain to girls what the importance of financial education is. Even if they don't have money now, it is possible that in the future they will need to manage money and its important they learn how to do this. It'san important skill to have.

WHY SAVE? ●●●

OBJECTIVE: Girls will understand the importance of saving

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, community map, ball



REVIEW OF PREVIOUS SESSION

OUR DREAMS: (15 Minutes) ●●●

“ SAY: I want you to close your eyes for just a moment, and think about how old you are now. How old will you be in five years? Think about yourself five years from now. Where are you living? What are you doing?

Now, I want you to think about one thing you want to achieve in five years' time. Got it?

DO **DO:** Make sure that all girls have thought of at least one dream. Then, ask 4–3 volunteers to share their dreams.

“ Then make the connection between the girls' 'dreams' and financial education.
SAY: Now that we have all thought about some of our dreams, I want everyone to stand up and clap if reaching your dream will involve having some money.

As we can see, most of our dreams need some money to be reached. So we need to be smart about how we earn, spend, and save our money so that our dreams can come true.

The Steps to Saving (35 Minutes) ●●●

“ SAY: Today we will start by talking about putting money aside because it is the key to being clever about money. We call "putting money aside" saving. So let's start with a short activity to find out a little more about what managing money really means

💡 FACILITATOR TIP: 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!

“ SAY: 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 today
- Are wearing green
- Never saved money before
- Like to spend money

- Know how much you spent on food last week
- 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 these things:

- saving money
- spending money
- planning how you will spend your money, and
- keeping track of how you spend your money.

“

SAY: Since most of us do not have enough money to pay for everything we 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.

Pass the Ball (10 Minutes) ● ● ●

DO

Ask participants to stand and form a circle.

...

EXPLAIN: I (the facilitator) will say a sentence that is unfinished and throw the "ball" (ball of string, rolled up sock, 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. The game will finish when girls have no more ideas to suggest.

“ SAY: Girls my age save to_____

What are Your Priorities? (30 Minutes) ●●●

... **EXPLAIN:** 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”? [Sanitary towels, lotion, books, 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, parent loses a job, move unexpectedly to a new location, etc.]

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 a special occasion.

DO **DO:** Assign a place for each of these three main reasons in the room. When you have pointed out the three places:

“ **SAY:** Your job is to decide which of these main reasons, to save is the most important for you. Choose one, and go stand in the location assigned. You have 15 seconds to make your choice and move!

Once everyone has moved to their place:

“ **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.
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?

 **EXPLAIN:**

You might have guessed by now 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 individual's 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.

 **Take Home Activity** **Closing Circle**

CHOOSING OUR SAVINGS GOAL ●●●

OBJECTIVE: Understand what goals are and how to set goals (both long and short term)

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils



REVIEW OF PREVIOUS SESSION

What is a Goal? (20 Minutes) ●●●

? **ASK:** Do you remember your dreams about the future from the last session in financial education? These dreams about the future can be turned into goals. A goal is something you want to achieve in the future, that is realistic and achievable through some hard work and planning.

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

Mira's story:

Mira is 16 years old and lives with her mother. Her older sister, Manal, is married and lives in another town, a few hours away. Manal just had a baby girl and Mira wants to visit her sister. Mira will need money for transportation and a small gift for the baby. She has some money saved up but she doesn't want to use this money as it is going towards saving for her salon business that she wants to start. She hopes her neighbour will employ her to work extra days doing tutoring so she can get the money she needs for her trip.

When you have finished reading the story

? **ASK:**
What are Mira'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 Mira 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? (20 Minutes) ●●●

... **EXPLAIN:** Like Mira, 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 short time – within the next 2-1 months. Got it?

That is your first goal.

Ok, keep it in your mind for just a moment! Now think of a different goal, something you want to be able to purchase that will probably take 2-1 years to save for. Turn to your neighbour 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 4-3 volunteers;



EXPLAIN: The first savings goal you just thought of – the goal that will take you 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 saving 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 with planning and hard work.



GIRL CHAT:

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.]



Take Home Activity



Closing Circle

MAKING A SAVINGS PLAN ●●●

OBJECTIVES: Understanding how to make a savings plan
MATERIALS: Flip chart, markers
 REVIEW OF PREVIOUS SESSION

Savings Plan Example (15 Minutes) ●●●

EXPLAIN: Today we will learn how to make a savings plan. First, you will each be assigned a savings goal for this activity.

Your group needs 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 to buy a new dress from the bazaar.

ASK: How much might it cost? (Accept a reasonable answer, write it on the flipchart), then:

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

FACILITATOR TIP: 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 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 flipchart.

EXAMPLE: If the girls say that the dress will cost IQD 10,000, and they can save IQD 1000 each week, then the number of weeks to reach their savings goal is $10 = 1000 \div 10,000$ weeks.

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

Savings Plan: (25 Minutes) ●●●

DO: Separate the girls into groups of three or four (make sure there is one girl in each group who is literate and numerate). You can do this by asking a girl in each group to volunteer to do the writing in the group.

Assign each group of girls one of the objects from below:

Necklace	Scarf	Shoes
Knitting yarn	Copy book	Body Lotion
Shampoo	Handbag	Mobile

“ SAY: 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 10 minutes for girls to discuss in their groups.

Review Savings Plans (15 Minutes) ● ● ●

DO: When girls have had about 10 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 could you do if you needed to reach your savings goal faster? [Save more each week; change the goal to be less costly.]

? 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!

 **Take Home Activity**

 **Closing Circle**

RISKY INCOME: OLDER ADOLESCENTS ●●●

OBJECTIVE: Girls understand the risks associated with certain types of income
MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, ball
FACILITATOR NOTE: It is possible that adolescent girls might get money from sources that may put them at risk to certain types of violence. Therefore, this session could be sensitive to facilitate and could lead to disclosures.
 REVIEW OF PREVIOUS SESSION

Risky Income (45 Minutes) ●●●

-  **DO:** Ask the girls to make a circle and passing the ball between them, ask them to say a way a girl gets money (i.e. from family, work, friends etc.)

When they have finished, ask:

-  **ASK:** Do you think it matters where girls get their money from?
From the different ways that girls get money, which are some that might have some risks to them?
For each of the risky sources of income mentioned:
-  **ASK:** What makes this way of getting money risky? What can girls do to avoid some of these risks?
If "from men" or "from boyfriends" does not come up,
-  **GIRL CHAT:** What are the risks in girls getting money or other gifts from people that they know?
-  **ASK:** If girls had their own money that they kept aside as savings, how would that change the way she gets money from other people?

Risky Income Scenarios: 30 Minutes ●●●

-  **SAY:** I am going to read a number of stories. After each story, I want you to discuss in pairs, what the pros and cons are from the income the girls are getting in the story. Then we will share our ideas in the group.

Nazdar has a friend who is male. He always buys her gifts and when there is something she needs but doesn't have money, or if her parents say no to giving her the money, she asks her friend.

Karin's friend, Ciwana always has nice clothes and shoes. Recently, Ciwana showed Karin that she got a new mobile phone. Karin knows Ciwana's situation at home is difficult and asked her where she got the money to afford these nice things. Ciwana tells Karin that she can also have nice things if she wants. She tells Karin that she can introduce her to someone who will buy her the things that she wants.

Gilya works as a tutor at a house nearby to where she lives twice a week. She needs to earn some extra money to pay for a gift for Mother's Day. She asks the family she does tutoring for if she can have a few extra days a week for the next few weeks to save for the gift. The man tells her that he can give her some extra money, but not for tutoring. He says if she comes and has tea with him a few days a week, he will give her money.



EXPLAIN:

- When other people apart from parents give girls money, there can be an expectation that they will get something back. In many cases, what is given back is work. If girls do tutoring, work in a salon or work at an NGO, in exchange they get paid an amount of money for example.
- However, girls get money that is not in exchange for work, especially if it comes from people that they know, there may be an expectation that maybe girls will give something back.
- When girls are in this situation, or feeling like they "owe" someone something for the money or gift that they were given, it may be hard to say no to a request.
- Let's be aware of these kinds of expectations before we accept money or gifts from people we don't know.
- Therefore, we can try to think about our savings as a way that we can use our own money so that we do not have to depend on these gifts or money from men for our daily needs.



Take Home Activity



Closing Circle

I WANT, I NEED ●●●

OBJECTIVES: Understand the differences between needs and wants

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, tape



REVIEW OF PREVIOUS SESSION

Body Writing (10 Minutes) ●●●

SAY: We are going to write the letters of two words with our bodies. Ready? Follow me! Show the girls how to write the word “needs” with their head. Tell them to move their head in the air to ‘write’ the letters the way they would move a pen on a piece of paper. After, show the girls how to write the word “wants” with their knees. Have fun making the letters and acting silly!

EXPLAIN: We spend money on many things. Some of these things are necessary for our survival. These things are called NEEDS. Others are things that we want, and when we buy them, we are happy. We call these things WANTS. Today, we are going to discuss the difference between the things that we want and the things that we need.

Needs and Wants (30 Minutes) ●●●

SAY: I want you to imagine a line now between this side of the room and that side of the room. One end of the line represents our NEEDS. The other end represents our WANTS.

DO: Choose two places in your room or area to represent “wants” and “needs” so that girls can form a line between the two places. Place signs and also use tape for the line if possible

SAY: I’m going to say an expense, something that we could spend money on. Your job is to decide if this expense is a WANT or NEED.

If you think that the expense is only a need, place yourself close to the object that represents NEEDS. If you think that the expense is only a want, place yourself close to the object that represents WANTS. But if you are not sure, or you think that in some cases, the expense could be either a want or a need, place yourself somewhere in the middle of the two objects.

DO: When you are sure everyone understands the game, read the following expenses, one at a time. After each expense, give the girls time to place themselves along the line of wants/needs.

Water	A second pair of shoes
Top up for your mobile	Sweets
Food	Savings in case of emergencies
Sanitary	Medicine
Hair products	New scarf

 **FACILITATOR TIP:** For the game above, 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!
When finished:

 **ASK:** Are needs and wants the same for everyone? After 3–2 girls have had a chance to answer,

 **SAY:** Needs and wants are often different for different people. But to manage our money well, we have to decide what needs and wants are for us. The key to saving is making good decisions about spending our money. If you can spend less money and save even just a little bit, you will attain your savings goals in the end. Your short term loss can become your long-term gain.

The Story of Manal and Rusul 45 Minutes

 For one of her jobs, Manal works with her friend Rusul as a tutor at an after school club. The two girls each make IQD 25,000 a month. Rusul spends all of her money each month. Everyone thinks that Rusul makes more money than Manal because Rusul is always wearing new clothes and shoes. She takes many taxis, while Manal walks. Rusul often buys sodas at the local shop, while Manal drinks water or tea at home. Rusul also buys makeup whenever she has some money in her pocket. She never saves money.

Since Manal started attending her savings group, she saves IQD 5,000 a month. It has not been easy; she has had to cut down on spending money a lot. She has even decided to wait a few months before buying a new pair of shoes. Even though she still buys snacks for her baby cousin and gives money to her mother, she has found that it is possible to save some money by thinking about the difference between her wants and needs.

In small groups, think about the following:

How much does Rusul make each month and how much does she save?
How much does Manal make each month and how much does she save?

How does Rusul manage her money?
How does Manal manage her money?

In your groups, make a role play on the story of Rusul and Manal and in the role play, imagine that Rusul has come to Manal for advice. What kind of advice can Manal give Rusul?

Once the groups have finished performing their role play:

 **ASK:** Was the advice Manal gave Rusul realistic?

 **Take Home Activity**

 **Closing Circle**

MAKING SPENDING DECISIONS ●●●

! Start thinking of the female role model for upcoming session

OBJECTIVE: Understand how to make spending decisions

MATERIALS: Flip chart paper, markers, A4 paper, coloured pens, pencils, small pieces of paper



REVIEW OF PREVIOUS SESSION

Our Spending Decisions (30 Minutes) ●●●

DO: Ask the girls to sit in a circle or gather around so that everyone can see. Give each girl 10 pieces of paper and tell them that each one represents 5,000 Iraqi Dinars—so take care of them!

SAY: We are going to play a game called the Spending Game. In this game you are going to have number of opportunities to spend the 25,000 IQD I have just given you. Each of you will make your own choices—and there is no right or wrong way to spend your money.

SAY: I want all of you to imagine that it is Saturday and you have decided to go to the bazaar to buy a gift for Mother's Day. You each have 25,000 IQD that you earned from tutoring over the last two months – and you will now have a number of opportunities to spend it.



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

- You are walking to the bazaar, it is very far and it is hot and your feet are tired. A taxi driver asks if you want a ride to and from the bazaar—it costs 5,000 IQD for a return trip. Pay me 5,000 IQD if you accept her offer and then take a quick drive to the Bazaar (or just keep walking on your tired feet).
- You arrive at the bazaar (in the taxi or by foot) and you see that some of your friends are already there. Your best friend asks if you have enough money to buy you and her something to eat. Pay me 5,000 IQD if you decide to buy you and your friend some lunch (or just tell her that you are not hungry and keep moving).
- While you are going towards your favourite shop a street vendor catches your eye. He has some very attractive dresses for sale—and matching sandals that you know your mother will love. The price is only 20,000 IQD but he says you have to decide right away as he only has a few outfits available. Pay me 20,000 IQD to buy the dress and sandals from him or move on.
- Next you go to your favourite shop where the owner knows you and gives you good prices. She has some very nice jewellery for 15,000 IQD—and a good supply. Pay me 15,000 IQD to buy a beautiful necklace.
- You keep looking in other shops in case you find something else. You see a gift shop, selling beautiful scarves. You are sure your mum will love them. You find one for 10,000 IQD and it's your mother's favourite colour. Pay me 10,000 IQD to buy the scarf—or move on.

- You remember that you have run out of soap and lotion at home and you see a very good price to buy one of each for just 5,000 IQD. Pay me 5,000 IQD or miss out on this good price.
- You receive a call from your brother who tells you to bring home some bread because it finished in the house. You go to the shop and buy bread and also some other food items that you noticed you don't have at home. Pay me IQD 5,000 if you want to buy the missing items for the house.
- You are getting ready to go home when you see that your Auntie is in the Bazaar. She asks if she can borrow 10,000 IQD from you to buy some medicine as she is not feeling well. Pay me 10,000 IQD if you lend the money to her.
- Your brother calls you again, this time he tells you that the electricity in the house has finished and he needs you to go and top up the electricity at the shop in the bazaar. If you don't do it, there will be no electricity in the house until someone else can go and top up. Pay me IQD 15,000 to top up the electricity.
- As you are finishing shopping in the bazaar, you trip over and you break your shoe. Pay me IQD 5,000 if you want to buy a new pair of shoes.
- Now it is time to go home. If you paid for a ride with the taxi driver, then go home with him. If not, then enjoy the walk home.

 **SAY:** Thank the girls for playing the game.

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



Take Home Activity



Closing Circle

THINK ABOUT THE FUTURE ● ● ●

OBJECTIVES: Understand income and expenditure and how to plan for the future

MATERIALS: Coloured pens, paper



REVIEW OF PREVIOUS SESSION

Pejna's Story: 20 Minutes ● ● ●



SAY: Today, we will think about the future – money coming in and money going out. Another way to say this is income and expenses.

I am going to read you a story about a girl called Pejna. When I have finished, I will ask you some questions:



Pejna's Story:

Pejna loves listening to the radio and she is lucky because her aunt gave her a radio as a gift for her birthday but the radio is only operated by batteries. In the beginning, Pejna listened to the radio a lot, but the batteries would finish in a few days. So Pejna started to limit how often she listened to the radio.

Pejna works one or two days a week, helping her aunt at her salon. She earns about IQD 2,500 a day. Each week, Pejna thinks about what she needs to spend money on, like food, medicine or sanitary towels. She puts some money aside for these items. The rest of the money goes into a savings group she has with her friends. She is saving that money to buy a sewing machine to set up her own business.

But sometimes she will keep a little extra money at home, just in case she fails to get work in the coming week. However once in a while, Pejna finds herself with a small amount of extra pocket money, and only then does she go to the shop to buy new batteries to listen to her radio.



ASK: How does Pejna earn money? [Helping her aunt.]



ASK: How does she manage the money she earns (her "income")? [Thinks about her expenses for the week first, saves with her group, saves a little at home for her batteries when possible.]



ASK: Why doesn't Pejna listen to her radio more often? [She does not have enough money for batteries.]



ASK: How does planning ahead help Pejna? [She can meet her needs, and save for some of her wants.]

Rania's Story: 30 Minutes ●●●

- “** **SAY:** Now we are going to meet Rania and help Rania make some decisions about her income and expenses.
- ?** **SAY:** Rania works three days a week and earns IQD 10,000 a week for her work. Rania wants to save some money for a bicycle. But each week, Rania finds it difficult to save money.
- ?** **ASK:** What could be some of the reasons that Rania finds it difficult to save money?
- “** **SAY:** Each week, Rania spends all over her money. She gives money to her mum for food and other household items. With the remaining money, she spends it on clothes, her hair and eating with her friends. At the end of the week, she realises she has no money left to put aside for her bicycle.
- ?** **ASK:** What could Rania do to be better at organising her money?
- “** **SAY:** Six months pass and Rania has still not saved even one Dinar for her bicycle. She asks her friend, Rasha for advice. Rasha tells Rania to make a list of all the things she needs to spend money on each week and a list of things she doesn't need but wants to spend her money on. Rasha says that Rania should think about her 'wants' list and what is really important and not important. Rasha also tells Rania that she should put a small amount aside each week for her bicycle, at the beginning of the week so that she is not tempted to spend it.
- ?** **ASK:** What other things could we advise Rania?
- ...** **GIRL CHAT:** What are some specific things that could make Rania think about money more like Pejna does?

 **Take Home Activity**

 **Closing Circle**

SAVE REGULARLY ●●●

OBJECTIVES: Understand the importance of saving regularly

MATERIALS: True and false signs, flip chart paper, markers



REVIEW OF PREVIOUS SESSION

True or False? 30 Minutes ●●●

DO

DO: Ask for two volunteers to stand in two places at the front of the room. Tell everyone that one girl represents “True” and the other represents “False.”

...

EXPLAIN: We are going to play a game where you will have to stand up and go behind one of these girls. For each statement, you must decide if you think it is true or false. If you think the statement is true (point to the girl representing “True”) stand behind your friend here. If you think it is false (point to the girl representing “False”) stand behind your friend here. If you are not sure, make your best guess.

Let’s do an example to make sure everyone understands. I will give you a statement. Think about the statement for just a moment, and then move to the place along the line that shows your answer.

“Saving money can help you in the future”

When everyone has chosen a place, ask two girls– one from the “true” side, one from the “false” side– to explain why they chose that spot. Explain that the statement is “false”, because it depends on the individual’s needs. Then, continue with the activity.



FACILITATOR TIP: During the activity, if you find that the discussions are taking a lot of time, cut down on the number of statements.

After each statement, instruct the girls to move to a place along the line that shows how they think about the statement. Ask one girl from both places along the line to explain their choice. Then read the next statement.



AGREE/DISAGREE STATEMENTS

- You have to have a large sum of money to save. [False–you can save even small amounts of money.]
- Saving tiny amounts of money is a waste of time. [False–even small amounts add up with time.]
- You should only save the money you have left over at the end of the week or month. [False–it is best to save before you spend.]
- Girls like me do not have enough money to save. [False–most girls have at least a small amount they can put aside to save.]
- Girls should not have to save money; their parents should save for them. [False–everyone has emergencies and future needs, so girls should save too.]

...

EXPLAIN: Saving is hard to do when there is not enough money to pay for all the things we need. However, saving can be easier when you decide to save regularly. Even if you can only save a little bit on a regular basis, making saving a habit will slowly build up a sum of money and help you reach your goals.

Two Cousins Save—A Story (30 Minutes) ●●●



Read the story below:

TWO COUSINS SAVE

Batoul and Isra are cousins who live next door to each other. They decide that they can make some money selling homemade sweets. Since they need ingredients and cooking utensils to start, the two girls make a promise to start saving so they can buy these items. They know exactly what they want to buy and its price. They decide to save weekly and together agree on IQD 5,000 that they think they can afford to save.

Isra is good at math; the cousins promise to each save IQD 2,500 every week. This means that they will have to save for 5 weeks before they can start the business. It seems like a long time, but by putting their savings together, it will go faster.

For the first few weeks, both cousins make sacrifices so that they can save. But Batoul one day decides to spend her money on a new outfit and some snacks for her friend. Then her mother is sick and cannot work for a week, so Batoul has to use some of her money to buy food for the house.

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



ASK: What happened to the girls' savings plan? [They weren't able to follow it when Batoul found other things to spend the money on.]



ASK: Why is Batoul having a hard time saving every week? [She wants to buy clothes, she had to help her sick mother one week.]



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



ASK: How likely is it that the girls will start their business making sweets? [They are probably not good based on what has happened with Batoul.]



GIRL CHAT: How would things work out differently for Batoul and Isra if they were members of a savings group? [The group encourages discipline to save regularly.]



Take Home Activity



Closing Circle

Leadership



FEMALE ROLE MODELS ●●●

OBJECTIVES: Identify Female role models in their community
MATERIALS: Ball, flip chart paper, markers, role model
 REVIEW OF PREVIOUS SESSION
FACILITATOR TIP: For this session, it's important to identify a female role model in the community who girls can look to as inspirational

Car and Driver (15 Minutes) ●●●

-  **DO:** Randomly divide the group into pairs. Assign one participant from each pair to be the car. The other participant will be the driver.
-  **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 guide the cars by placing their hands on the 'car's' shoulders.
Cars should be touched gently and all cars and drivers should be very careful!
-  **DO:** Make sure everyone understands their roles and then start the exercise. 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.
-  **GIRL CHAT:**
What did you enjoy most about being the car or the driver?
What did this exercise teach you about leadership?
What does it mean to be a good leader?

What is a Role Model? (30 Minutes) ●●●

-  **DO:** Draw a picture of a girl on the flip chart.
-  **SAY:** This is Salma, she is 17 years old and she is a volunteer at the safe space. She helps in activities for girls. She helps girls with their homework, if they need some help in the activities and also gives girls information if they have a question. Girls at the centre say that Salma is a role model to them.
-  **ASK:** What is a role model?
-  **SAY:** A role model is a person whose behaviour, example, or success is or can be followed by others, especially by younger people.
-  **DO:** Split the girls into small groups and in their group, ask them to share their experiences of women/girls who have been role models for them, who they find inspiring, whose qualities they would like to have for themselves.

What are the qualities of this woman/girl? Do they have any skills? What are they good at? When they have finished, they can share their ideas with the wider group.

Role Models in Our Community (30 Minutes) ●●●

DO Identify someone from the community, who is a role model, this can be someone who has completed their education, organizes activities in their community, and has an inspiring story to tell. This could be someone who girls/women turn to, someone who is a natural leader etc. This could even be a teacher or outreach worker.

DO Ask this person to tell their story about their personal achievements to the girls.

Below are some guiding questions for the role models:

- Who are you?
- Tell us about yourself, where are you from, how old are you, did you complete school?
- How do you spend your time?
- What kind of success you would like to share with us?
- What positive messages would you like to share with girls?
- Can you tell us more about your role in society?
- Despite the challenges that you may have faced, how have you managed to deal with this and achieve the things that you wanted do?

? **ASK:** Do you have any questions for our guest?

Preparation for the next session: (15 minutes) ●●●

DO Split girls into small groups and tell them that in the next session, they will all have the opportunity to facilitate a -10minute session.

“ **SAY:** In your groups you should think about the following:
What is the topic you want to present on? Is this a new topic or one already done before?
What do you need to help prepare (information, materials, etc.)?
Make a list of the materials you need so that you are able to provide them in the next session.
Explain you will have time to prepare in the next session.

 **Take Home Activity**

 **Closing Circle**

GIRLS IN FOCUS ●●●

OBJECTIVES: Give girls the opportunity to lead a session and build their confidence

MATERIALS: Flip chart paper, markers, pens, ball, A4 paper



REVIEW OF PREVIOUS SESSION

Girl Facilitation: Preparation 30 Minutes ●●●

“ SAY: Today is your chance to lead the session, thinking about everything you have learned over the last few months. You will all have the chance to present something that is important to you; this could be looking back a topic we already discussed or providing information or an activity on a new topic.

Give the girls some time to prepare for their activity.

Girl Facilitation: (40 Minutes) ●●●

Give each group 10 minutes to present activity.

DO: Ask each group to take turns facilitating their session.
Do an energiser between each session (or ask the girls to lead this).

FACILITATOR TIP: Give the girls positive feedback after their facilitation. This session is not about highlighting their gaps but giving them confidence to believe in themselves and share their experience. Only correct any harmful information they are giving to other girls.

GIRL CHAT:
How did you feel during the facilitation of the session?
What were your favourite sessions and why?
Would you like to do similar sessions with the community or other girls younger than you on some topics?
Which topics? (List these)

Take Home Activity

Closing Circle

EACH ONE, REACH ONE:(Closing Activity) ● ● ●

OBJECTIVES: Develop group project
MATERIALS: Flip chart paper, markers, pens, A4 paper
Duration: Extended Session 2 hours
 REVIEW OF PREVIOUS SESSION

Who Can We Reach? (10 Minutes) ● ● ●

- “ SAY:** We have learnt many things during these sessions and you now have lots of information and skills that are important to share with other girls in your community.
- ? ASK:** Who are some young people your age who are not participating in this programme, or other programmes or services in the community and why? (There is no need to identify individual girls, but think more broadly, girls out of school, married girls, newly displaced girls etc.)
- 💡 FACILITATOR TIP:** They could focus on adolescents who have not joined their circle, or those who are not participating in or accessing other services such as school or health care. Give the adolescents some time to think of answers.
- DO** **DO:** Ask them to volunteer to share their ideas. Write their answers on a flip chart paper.

Role Play: (45 Minutes) ● ● ●

- “ SAY:** Now we are going to split into small groups and each group should do a role play. Imagine you are talking to your friend, or a girl that you know who is out of school girls, married etc. and not attending the safe space.
- DO** **DO:**
- The role play should show how the girl who participated in the curriculum can give information to the girl who is not attending. What can you tell her about the things you learnt, the services at the centre, the time and place etc.
 - The girl participating in programmes can give information about the activities from her own experience. They can try to find a solution for the girl if she is interested in attending.
- 💡 FACILITATOR NOTE:** Girls are not expected to be outreach workers, they are not expected to approach girls they do not know. This is specifically related to girls they do know, their neighbours, family members etc. They are not expected to raise awareness for the safe space, they are simply sharing their own experiences.
- DO** **DO:** Ask girls to present their role plays to the group.

GIRL CHAT:

What are some reasons why some adolescents don't participate in or access programmes or services?

What could we do to support more adolescents in joining and using these programmes and services?

What kind of information do we want these girls to know?

Our Project (50 Minutes) ● ● ●

DO Ask the adolescents to sit together in a circle and put the flip chart paper where they can see it. Tell them that you will develop a group project that they will all work on together.

- Ask them to think about the previous session and the girls they want to reach with information about the sessions they participated in.
- What do they want these girls to know (what information is important for them?)
- How can they give this information to girls?

DO Write their ideas on the flip chart and try to organise their ideas into one realistic but simple project idea. E.g. you could do a ranking exercise and get the girls to vote and choose the most popular one. Keep ideas simple and choose one central idea for the group to work on (not on multiple projects).

? **ASK:** What do we want to do with our project?

Examples could include:

- We want to hold a drama performance for the community.
- We want to have a poster campaign with positive messages about adolescents or awareness for parents.
- We want to have tea and coffee discussion sessions with girls.
- We want to give information to parents on the importance of the sessions.

? **ASK:** What do we want the result or effect of our project to be (on ourselves or others)?

Examples could include:

- We want to raise awareness on an important topic through drama.
 - We want adults to recognize the good things that adolescents do.
 - We want to be able to talk to girls and give information in a safe place.
- We want more girls to start coming to the safe space to benefit from the activities.

? **ASK:**

Who can help us? Who do we need to work with? (Staff at safe space, teachers, parents etc.)

What materials and resources do we need? (Posters, costumes for drama, cameras etc.)

What steps do we need to take to do this? (What are the tasks and who will be responsible)

Give the adolescents time to think about the answers to these questions. When they are ready, fill in a group work-plan together.

Our project will be (what we will make, do or create)	
The effect/impact of our project will be:	
What steps will we take?	
Who will be responsible for specific steps?	
When will they complete this by?	
What do they need to do this- what support?	
What will happen once they do these steps?	



DO: Discuss which steps (if any) they will take before the next session.

The following sessions will be informal sessions to help them plan for their project.



Take Home Activity



Closing Circle

OUR GROUP PROJECT MEETINGS: (Closing Activity) ●●●



FACILITATOR NOTE: These group meetings can be ongoing on a weekly basis until the girls complete their project. Once they complete their project, encourage them to continue meeting to work on new projects together.



Discussion points:

What has been achieved?

What needs to be done to reach the goals?

What support is needed?

Allocation of specific tasks to people?

Materials needed?

Timeline?

When will we meet again?

What is the agenda for the next meeting?

Sessions for Mothers



SESSION 1: Introduction to the Adolescent Girls Curriculum ●●●

Objective: To introduce mothers to the adolescent girl course and to create an environment where they feel comfortable discussing issues related to girls.
Materials: Safety Videos, Laptop, Projector, RH Posters, Adolescent Girl Toolkits
Duration: 1.5 hours
Facilitator note: This can be done as discussion based sessions in parallel to another activity that women might like to do, i.e. knitting, art etc.

●● Introduction:

- DO:** Ask the women to talk to their neighbour, introduce themselves and how many children they have. The women have to introduce their neighbour to the wider group. It's ok if they forget things, their neighbour can assist them.
- Once they have finished,
- Introduce yourself, and give a briefing about your role.
 - Introduce the safe space and the activities offered there:

●● Purpose of meetings:

Thank the women for coming and for their willingness to participate to discuss important things and to share their experiences with the group. The purpose of the meetings is to:

- Draw upon their experience and knowledge to understand how to work better with girls
- Understand how we can support girls through this developmental stage
- To get to know each other and develop our own social networks.

●● Introduce the course:

- “ SAY:** Girls will learn about many things that will be useful to them. This includes information about health, how to communicate well with their parents, how to stay safe and how to make good decisions about their future.
- We would like to invite mothers to attend some sessions with us so that we have the opportunity to discuss the things that are important to you and your family. It will also give you the opportunity to get to know each other. We can share our experiences and tips and techniques in relation to parenting as you have a lot of expertise and knowledge about this.

●● Explain some of the topics you plan to cover with girls:

- “ SAY:** We would like to share with you some of the things that we might talk to girls about. We want to get your approval to discuss some of these topics with girls, especially when talking about hygiene and reproductive health.
- Split the women in groups and give them copies of the posters used during these sessions. If possible, show them the videos on Reproductive Health.

Go through the outline of the RH sessions with mothers, if they are not convinced, you can show them the session content to try to convince them.

1. Our Bodies (for younger girls)

We talk about the changes a girl experiences to her body as she is going through puberty. We let girls know that these changes are normal and give them information on how to manage these changes.

2. Our Organs (for younger girls):

We explain the internal and external female body organs. We explain the reproductive organs involved in pregnancy. This will help the girls to understand which parts of the organs are involved in the monthly cycle. We do not discuss male organs apart from discussing the male and female cell that can produce a baby

3. Monthly Cycle (for younger adolescents)

Girls will learn how to calculate their cycle, how to keep clean when they have their period and how to look after themselves, pain management etc.

4. Our Bodies (for older girls)

We discuss the parts of the body that are involved in making babies. We do not show images or videos. We have drawings on posters of the organs (it is important to show the mothers the pictures so that they can see that these are not actual images). All of the information is purely based on science and is only related to the functions of the organs. The information is very similar to what would be given in a biology class.

Also in this session, we discuss the monthly cycle with girls, which is why it is important to explain the reproductive organs, so that we can tell girls which parts of their organs are involved in the monthly cycle, as the cycle and pregnancy are related.

5. Menstrual Management (for older girls):

This session explains how periods happen, how to take care of yourselves when you have your period, pain management etc.

6. Sexually Transmitted Infections (for girls who are married/are about to get married)

We talk about the different infections that girls may get during their life time. We talk about some of the symptoms that they may either see or only feel but not see. There are no pictures or images. The information is scientific. And we help girls to learn how to seek help if they believe that they have an infection and also how to avoid getting an infection.

7. Family Planning: (for girls who are married/about to get married)

In this session, we talk about different scenarios concerning spacing children for women when they get married/are married. When is a good time to start a family, when is it better to wait until your situation improves if you are not in a good situation. We also make girls (who are married) aware of where they can go to get more information about family planning methods from medical facilities.

 **ASK:**

- Did you find that the topics are suitable to meet the needs of your daughters?
- Are there any other topics that you would like us to cover?
- Are there any topics that you do not want us to do with your daughters, if yes, which topics and what are your concerns?



SAY: We would like to invite you to meet with us again, we want to keep you involved and included in the activities we do for girls. We want to hold more sessions with you. In those sessions we want to discuss the changes girls go through, tips and techniques with managing girls in adolescence, managing stressful situations etc.



ASK: When would you like to meet again? Which topic would you like to discuss next time?



Closing Activity: Here you can do some breathing or relaxation exercises. You can also ask the mothers if they have any activities to suggest.

FACILITATOR NOTE:

FAQ / comments you may face:

●●● 1. Do you show graphic images of body parts?

We only show images that are illustrated or drawn in marker pen. We do not show any real life pictures/photos or videos.

●●● 2. This will encourage girls to have sex.

The information we give is scientific and has been adapted according to age. Some sessions are designed especially for married girls or girls who are due to get married soon to help prepare them for married life. The sessions do not encourage sex, they simply explain certain processes that are crucial for girls to understand when it comes to their reproductive health.

●●● 3. This is not appropriate for unmarried girls

We have designed the sessions so that they are really focusing on the health aspects and things that girls experience even before they are married and are important for their health. This includes information on how to deal with puberty, how to stay clean and what menstruation is. The information is scientific and similar to what would be given in a biology lesson. In order to explain some of these topics (especially menstruation) it's important to give girls basic information about reproductive organs. Other sessions concerning STIs and family planning are for older girls who are or will soon be married, this information helps to prepare them for marriage and is general, not specific. For specific information, we encourage married girls to see a medical professional.

●●● 4. You are exposing girls to information that is not appropriate

The information we give is based on science, not on opinion. The information girls will receive is accurate and coming from trained individuals. Sometimes girls may seek this type of information from other people, including friends, who may not give accurate or correct information. Sometimes the information they can receive might be harmful if coming from someone who is not trained. Which is why it's important that they receive this information from trained facilitators. These sessions have been especially designed for girls, and based on different age groups so you can be assured that the information they receive is accurate, scientific and not harmful.

●●● **5. We do not discuss these things in our community**

We understand that this may not be something that is openly discussed, which is why we try to give this information in a safe, girl only space where they are free to ask questions and get clarification on things they may have heard. It's important to help girls feel prepared for these changes. And girls will receive this information from a trained person.

●●● **6. If mothers are still against the sessions, perhaps you can ask mothers the following:**

'If you prefer that girls do not receive this information from a stranger, is there another way to get this information to girls? Through mothers, older sisters, aunts? If so, would you like the session information so that you can talk to girls and give accurate information? '

SESSION 2: Puberty ●●●

Objective: To help caregivers understand the changes a girl goes through during puberty and how to support a girl during this stage in her life.

Materials: Posters from RH Session

Duration 1 hour

Check in: Ask mothers how they have been since the last time they met. Ask them if they have thought anymore about the information discussed in the previous session.

ACTIVITY 1: Changes in Adolescence :⁴⁷ ●●●

? **ASK:** Have any of you noticed a change in your daughter's behaviour since she reached puberty? For example, one day she may be very happy and the next day she may just want to spend time on her own?

66 **SAY:** As part of growing up, adolescents become more self aware and self reflective than younger children and they begin to be able to think more critically and analyse things. Adolescents become very focused on themselves and their new abilities.

It is normal for them to:

- Argue more with parents and siblings
- Think about themselves more than before

66 **SAY:** It is common for children going through adolescence to behave in a way that caregivers may not approve of. Adolescence is the time between childhood and adulthood when girls' and boys' bodies change rapidly as they grow into young women and men.

DO: Show the women the posters from the Puberty session of the curriculum and go through the changes.

? **ASK:** Do you remember what it was like for you when you passed through adolescence? How did your parents manage the situation?

66 **SAY:**

- This stage of life can be both exciting and scary. Adolescent girls are growing into women. It is a time of great change, opportunity, and new learning for both girls and their caregivers.
- They will have many questions and will wonder if their experiences are "normal." It is important that caregivers prepare young girls little by little so they will understand puberty and feel comfortable about the changes happening to their bodies. Caregivers can be a source of support and strength as they go through this stage of life.
- Talking to girls about your experiences can help them prepare for the changes that happen during puberty. It also lets them know that you are there to support them.

💡 **Facilitator Note:** Highlight how not knowing about the changes especially about menstruation girls can feel confused, scared and overwhelmed.

DO **DO:** Split the women into three groups and give each group a resource. (Menstrual Cycle, Menstrual Hygiene and Menstrual Management). Ask them to go through the resource and then share with the wider group the information they found to be most useful.

⁴⁷ Adapted from COMPASS – Protection through Positive Parenting and Caretaking Manual for Pakistan

 **ASK:**

- Did you have anyone to talk to about these changes when you were growing up?
- Did anyone tell you about menstruation to help you prepare for it?
- Where did you get your information about menstruation?

 **ASK:** What are the things we can support girls with as they go through these changes? Especially physical changes?

 **DO:** Be sure to include the following:

- Talk to them about the changes they will experience
- Prepare in advance for menstruation by making sure they have access to menstrual products
- Help them to know how to take care of their bodies, how to stay clean during menstruation
- Be close to them so they feel comfortable to talk to you about anything they are worrying about
- Let them know that what they are experiencing is normal and nothing to be worried about
- Allow them to continue enjoying their childhood, just because they have their period does not mean they are fully developed adults yet, they still have many changes they need to go through before they are fully developed and mature.

 **ASK:** Is there anything you would like more information on to help support you in providing this information to girls?

 **Facilitator Tip:** if mothers need additional information on changes, you can go through the RH sessions from the toolkit with them.

 **SAY:** Next week we are going to think about some tips and techniques we can use during this time of adolescence.

Closing Activity: Here you can do some breathing or relaxation exercises. You can also ask the mothers if they have any activities to suggest.

 **RESOURCE:**
CHANGES BY AGE

 **Early Adolescence (14-10)**

- Improved abilities to use speech to express oneself;
- More likely to express feelings by action than by words;
- Close friendships gain importance;
- Less attention shown to parents, with occasional rudeness;
- Tendency to return to childish behaviour.

 **Late Adolescence (19-15)**

- Complaints that parents interfere with independence;
- Extremely concerned with appearance and with one's own body;
- Strong emphasis on the new peer group;
- Periods of sadness as the psychological loss of the parents takes place;
- Tenderness and fears shown toward opposite sex.
- Ability to think ideas through; Ability to express ideas in words;
- Greater emotional stability;
- Ability to make independent decisions;
- Greater concern for others;
- Concerned with serious relationships.

SESSION 3: Relationships with Adolescent Girls ●●●

Objective: To understand how to communicate better with adolescents, to learn how to handle disagreements.

Materials: Flip chart paper, markers

Duration: 1 Hour

Check in: Ask mothers how they have been since the last time they met. Ask them if they have thought anymore about the information discussed in the previous session.

ACTIVITY 1: What are the issues ●●●

SAY: When adolescent girls are growing up and going through many changes, this can affect the relationship they have with their parents. Facing new and difficult situations can also put a strain on these relationships.

DO: Ask the women to split into two groups. Each group will discuss one of the following questions.

- What are the key issues you face with your adolescent daughters?
- What do you think are the key issues that your adolescent daughters face with you?

Once they have finished, ask them to share their ideas with the wider group.

SAY: You have all identified some issues you face with your daughters and that your daughters face with you. Sometimes the disagreements you have with them may be due to issues beyond your control and may not necessarily always be their fault. Living in difficult situations, parents are under many pressures and stress which may affect the way they treat their children and it's important to remember the impact this situation is also having on them.

CHAT:

- Do you think that in some cases, your daughter's concerns/issues she faces with you are justified?
- What types of roles do you assign your daughter (i.e. household chores) and how much time does she spend on these?
- How can you make a balance so that she has time for other things such as education/other activities?

ACTIVITY 2: Communicating with girls ●●●

ASK:

- How do you usually communicate with your adolescent daughters?
- How has the way you communicate with your adolescent daughters changed over time (compared to when they were younger or due to the situation you are in)

DO: Read out the following scenarios and ask them how they would respond in this situation:

Scenario 1: Your daughter is attending school and has a lot of homework to do, she also has many duties in the home that she needs to take care of, and she also wants to spend time with her friends. When you talk to her about her household chores, she says she is too busy to do everything you need her to do. How do you handle this situation?

Scenario 2: Your daughter is spending a lot of time with her friends and you are worried that they are not a good influence on her. You are worried that she may be talking to people who you think do not have the best intentions for your daughter. When you try to speak to her, she becomes defensive and does not want to talk about it. How would you handle this situation?

Scenario 3: Recently, your daughter has become very distant and sometimes rude to you and the rest of the family. You have noticed a change in her behaviour since she reached puberty. Sometimes, when you try to discuss certain issues with her, she can be sensitive and not cooperative. How do you handle this situation?

-  **ASK:** What could the mother and the daughter do to understand each other better?
-  **SAY:** There are specific skills that you can use to improve communication with children and adolescent girls in particular.

 **Some Tips:** (write them down)

- Encourage them to express their opinions: even if you don't agree with them, make them feel that their opinion is being considered.
- Show a genuine interest in their thoughts and concerns: they are at a sensitive stage and some find it hard to express themselves. Be aware of the stages and take this in to consideration when dealing with adolescents .
- Give them your time and attention: even if your own life is chaotic, it's important to try and make time for your child, especially during this stage in their life.
- Allow them to be sad: don't expect them to always be tough, encourage healthy expression of their emotions.
- Encourage and allow them opportunities to be helpful: if you want them to assist with chores in the house, make sure they realize how helpful it is to you, they will be more likely to want to support.
- Communicate, make sure they are aware of your capacity and limitations: they should be aware that some things are out of your hands, be clear with them and give them the facts and make them aware of your own limitations and situation.
- Be calm: present your concerns calmly and with facts.
- Don't impose your opinions: instead ask them what they think should be done in a specific situation. Encourage them to form solutions on their own, through guiding the process by asking questions and encouraging them to think through the pro's and con's.
- Use 'I' Statements: Use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments. These statements are about our own experience of the situation and not others. Which means you might say, "I feel sad because you broke my trust" instead of saying 'you are bad for lying to me'.

 **CHAT**

- How can mothers improve their relationships with their daughters?
- If you could give one key message to your daughters, what would it be?
- Do you think there are any topics/awareness sessions we should be doing with your daughter that are not already covered by the curriculum?

 **SAY:** Next week we will talk about the issue of child marriage.

 **Closing Activity:** Here you can do some breathing or relaxation exercises. You can also ask the mothers if they have any activities to suggest.

SESSION 4: Child Marriage : ⁴⁸

Objective: Raise awareness on some of the effects of early marriage. Encourage discussion on long terms and short term impact of early marriage. Below is a list of guiding questions you can use in your focus group discussion with mothers. There are also some key messages and information that is important to share with mothers.

Check in: Ask mothers how they have been since the last time they met. Ask them if they have thought anymore about the information discussed in the previous session.

“ SAY: We would like to discuss the topic of marriage with you, to find out more about your ideas and opinions on marriage and also to provide you with some important information.

? ASK:

- What do you think is a good age for a girl to get married?
- Who normally makes the decision on marriage?
- Is this different to the person you think should be making these decisions?
- What are some of the reasons why a girl might get married? *(Here, mothers may mention reasons around protection and financial security for reasons of marriage. It's important to probe further and ask them what the long-term consequences could be of this decision. It's also important to get them to think about alternative strategies they could adopt instead).*
- What sorts of things may be important for a girl to do before she is married?
- If a girl gets married before she is 18, what could be the physical or emotional impact on her?
- What could happen to a girl if she gets pregnant before she is 18?
- If your daughter tells you that she wants to get married but you don't think she is ready, what are some of the things you can do to convince her?
- If you have daughters that are already married, what are some of the things that you think they need support with to ensure a safe and healthy married life?

DO **DO:** Read the following story and ask the mothers how this situation could be dealt with:

Yusra is a woman in the community that you sometimes talk to at the community centre. She has three children and she is divorced. She earns some money by tailoring but it is not enough to support her children. She tries her best and is determined to keep her children in school, but she has been struggling lately and had to remove her eldest daughter from school. Yusra thinks that maybe it is better that her daughter gets married. This will reduce the financial burden on her and Yusra believes that it will be better for her daughter, someone else will be responsible for her. She loves her daughter very much and wants the best for her. Yusra's daughter is 14 years old.

“ SAY: Yusra comes and tells you her situation, what would you advise her to do?

Key Messages:

- Pregnant adolescents face a significantly higher risk of dying in or after childbirth.
- Adolescent mothers are less likely to receive health services due to delays in seeking care, reaching a facility, and obtaining care.
- Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis which need to be fully grown to be able to deliver a healthy baby.
- Girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.
- Young girls are at greater risk of weak blood or dangerous fits during pregnancy which can lead to exhaustion, infection, injury and death.

- Young girls are also at high risk of delivering babies too early before the baby is ready to come out.

“ **SAY:** Child marriage often results in separation from family and friends and lack of freedom to participate in community activities, which can have major consequence on a girls’ mental and physical well-being. Child marriage can deprive a girl from studying and education, losing friends, taking difficult responsibilities like raising children, unable to do the things we used to do, feelings of sadness and regret, health problems due to early marriage and pregnancy.

Child brides are at higher risk of violence, abuse, and exploitation.

- A girl must grow and develop her capacities and enjoy the stages of adolescence, grow up and become ready and able to take the responsibility of home and raising children.
- If she doesn’t get the opportunity to take her time to be ready for marriage, she has a higher chance of experiencing violence, abuse and exploitation.
- As minors, child brides are rarely able to assert their wishes to their much older husbands or negotiate safe and consensual sex.

? **ASK:**
Were you aware of this information?
What can we do to raise awareness about this issue?

☀ **Closing Activity:** Here you can do some breathing or relaxation exercises. You can also ask the mothers if they have any activities to suggest.

SESSION 5: Child Safety: ●●●

Objective: Discuss safety issues for girls and how to protect them in a healthy way that doesn't cause more harm to the girl.

Check in: Ask mothers how they have been since the last time they met. Ask them if they have thought anymore about the information discussed in the previous session.

“ **SAY:** Today we are going to talk about a sensitive topic- we will talk about safety. We know that the safety of your children is your priority and we want to support you in making sure they remain safe and protected. This is a safe space for us to share our thoughts and ideas. There are no right or wrong answers, we want you to feel comfortable here.

HOW CAN WE PROTECT OURSELVES AND OTHERS? (20 minutes)

ASK: Do we treat boys and girls differently when we are dealing with their safety (i.e. are there some things we allow boys to do but not girls, because we want to keep girls safe?).

ASK: What are the things we let boys do and not girls?

ASK: What do we think will be the risk to girls if they did these things?

SAY: It is important to protect our children, sometimes people may think that protection means keeping a girl inside the home and not allowing her to be involved in the community, to go to school, to make friends etc. This can also lead to another form of harm that maybe some people don't realise. It can cause a girl to become isolated, which can affect her when she is older, leaving her with limited skills and information on how to navigate life.

SAY: But because we realise that there may be certain issues that may affect girls more than boys, let's think of ways we can reduce the risk but by also allowing girls to be active members of the community. Some examples include:

- Allow them to go out but let them be accompanied by someone trusted
- Let them participate in activities at women/girl spaces if you prefer them not to participate at youth spaces.
- Let them go in groups to participate in activities.
- Keep them in school – if there are safety issues, talk to someone at the safe space about how those issues can be addressed.
- Allow them to spend time with their friends in a trusted place (it is good for them to build social networks)
- Give them some time at home to complete homework or to spend time without doing chores
- Communicate with girls so that if they are facing any issue they will feel comfortable to talk to their caregivers.

HOW CAN WE COMMUNICATE ABOUT SAFETY? ●●●

? **ASK:**
Do people talk to children about safety in the community? What kind of things are they told? What kind of information should children receive about safety that they don't already know? Who should give this information?

“ **SAY:** We could teach them about comfortable, uncomfortable and unwanted touch.

? **ASK:** does anyone know what we mean by this?
(Facilitator Note: go through the definition from the session in the curriculum)

“ SAY: We could also explain to them the different types of violence, so they are aware of what violence is. Sometimes it's possible that children are not aware if something is a type of violence or not, or sometimes they may get confused between the different types.

(Facilitator Note: go through the definition of types of violence from the session in the curriculum)

WHAT HAPPENS IF A CHILD HAS A SAFETY CONCERN? ●●●

“ SAY: I want to read you a story of a girl who experienced a type of violence. Let's think about how the caregiver in the story could respond to the situation.

“Noora was on her way back from school one day. Usually she comes home with a group of friends but today, Noora was late because she had to stay behind to finish some work. On her way home, Noora was approach by someone who asked her where she was going. Noora wasn't sure how to respond, s she told him she was going home. He told her he will take her. He tried to grab Noora's arm. She was very scared, she managed to get away from the man and she ran home!

When Noora reached home, her aunt was there. She greeted Noora and asked her why she looked so upset. Noora told her aunt what happened. Noora's aunt started to shout at Noora and told her that she is silly for waling on her own and this is her fault. She told Noora's father that he shouldn't allow her to go to school anymore as it is not safe and Noora cannot be trusted!”

? ASK: What do you think about the reaction from Noora's aunt? Do you think Noora should be removed from school?

? ASK: Was there another way she could have handled the situation? (i.e. how can we make sure Noora continues to go to school but can stay safe).

DO: Split the women into small groups and ask them to discuss how Noora's aunt could have handled the situation better. Once they have finished, ask them to share their ideas with the wider group.

? ASK: What happens in this community if a child tells a parent or someone about a safety issue or incident that happened to them?

? ASK: Do we think the child is ever to blame if something like this happens to them?

... EXPLAIN: It is never the fault of the child. The person who is perpetrating the act is responsible and took the decision to do this. We should make children feel supported in talking about something they experience so we can make sure we can protect them if it happens again.

☀ Closing Activity: Here you can do some breathing or relaxation exercises. You can also ask the mothers if they have any activities to suggest.

SESSION 6: Managing Stress: ⁴⁹ ● ● ●

Objective: Discuss safety issues for girls and how to protect them in a healthy way that doesn't cause more harm to the girl.

Materials: Flip chart paper, markers

Duration: 1 hour

Facilitator Note: This may be a sensitive topic with women as they may have endured some very stressful situations, be sure to check in with them at the end, in case they need to be referred to a caseworker or other services.

Check in: Ask mothers how they have been since the last time they met. Ask them if they have thought anymore about the information discussed in the previous session.

“ SAY: Today we are going to talk about how we manage stress. So far we have been discussing issues related to our children but we must also take care of ourselves. If we are healthy and strong, both emotionally and physically, we will be better able to support our family.

? ASK: What are the things that happen to us or around us that cause stress.

ASK: How do we manage this stress?

DO DO: Ask each woman to give an example of a stress management technique.

“ SAY: Many of you suggested some great techniques, but as we know, there are times when everyone uses negative ways to handle feelings. For example, some people yell at others or physically hurt others, some change their eating habits, some people ignore everyone else or refuse to talk at all.

? ASK: What could be the cons to some of the negative techniques we mentioned.

DO DO: In groups, ask them to think about how to replace these negative techniques with more positive ones. Ask them to share their suggestions with the group.

“ SAY: Let's go through some techniques together:

Skill 1 #: RELAX your body and your mind (15 minutes) ● ● ●

“ SAY: Relaxing our bodies and our minds is one effective way to reduce negative feelings, such as sadness and anger. It is also a way to reduce worry and general stress.

DO DO:

Deep Breathing: One way to relax our bodies is to breathe very deeply and slowly. We want to inhale through our nose and then breathe out through our mouth. When we breathe in, we want our stomach to go OUT. This is a different kind of breathing, so it will feel strange at first. Let's try it together:

- o Close your eyes and put your hand on your stomach.
- o Breathe in very slowly and try to pull the air all the way into your stomach so that your stomach pokes out.
- o Now breathe out VERY slowly through your mouth. Feel your stomach go back down.
- o While you breathe out, also try to relax all of the muscles in your body.
- o It might help to count to three slowly while you are breathing in and then again slowly count to three while you are breathing out.
- o Now repeat that 5 times. (Give them time. Wait until everyone is finished.)
- o Now open your eyes. How do you feel? (Get their feedback.)
- o If you felt this technique was useful, try to practice this just a few minutes every day, you should

⁴⁹ Adapted from COMPASS, IRC

feel more relaxed. You can stop to do this just for a couple of minutes when you feel stressed to help calm your body and mind.

? **ASK:** What are some other ways to relax and calm down? (Possible answers: prayer, meditation, lying down and thinking about pleasant places and things (positive thinking), taking a nap, counting 1 to 10 both ways...)

Skill 2#: Think POSITIVE Thoughts: Positive Self-talk (15 minutes) ● ● ●

“ **SAY:** Sometimes our family members or children might say or do something that makes us feel angry, sad, nervous, or scared. Try the steps below to help yourself calm down and respond to your children in a loving, kind way. It is okay to have feelings, but it is not okay to act violently towards another adult or child because you are angry.

DO: Share the following steps with participants:

- Identify the feeling
- Ask yourself why am I getting angry?
- Then try telling yourself something positive about that person.
Some examples are: She or he is stubborn sometimes, but I love him or her because she or he has a big heart, because he or she takes care of the house, because she or he loves me, because when I am sad that person makes me laugh.
- Put things in perspective and think that whatever is making you angry is not that important or it is not worth the pain of negative feelings
- Try telling yourself something positive about the situation that is causing you the negative feelings: I am having problems, but I will find the courage and I will be a better person because I will learn from this situation.

DO:

- Divide the group in 3 smaller groups and ask participants to list situations that are stressful.
- Now ask them to create positive statements to cope with those situations.
- Example: One parent might be angry because their daughter for arguing with her siblings.
 - ▶ An example of a non-helpful self statement: My daughter makes me so angry when she is arguing with her siblings, she should know better.
 - ▶ An example of a helpful self statement: I really wish my daughter would not argue with her siblings but I also understand she is going through her own changes at the moment and needs some support and guidance during this difficult time.
- Once they have practiced, bring the group back together. Ask them if they found it easy or difficult?

Skill 3#: Take time to take care of yourself (10 minutes) ● ● ●

“ **SAY:**

- We have to take care of ourselves (eat healthy, smile and laugh, do sports/physical activities, try to be happy). How are we going to be able to take care of our children, give them our energy and love if we do not have that energy or love for ourselves?

DO:

- Ask participants to take a few minutes to reflect on what they do well as a parent, a spouse, a woman
- Ask them to talk about what they like about themselves- they are smart, beautiful, hard working, etc.
- Brainstorm with the whole group ways to take care of themselves.

- Also include where they can go to get help if they need it- friends, the women's centre, health clinic, etc.

“ **SAY:** Try to practice the relaxation strategies we talked about in our session today. When someone does or says something that makes you feel angry, take some slow deep breaths or change your thoughts so you are able to respond in a kind and loving way.

“ **SAY:** Next time we meet, we will do some activities with our daughters/girls. When are you available and what kind of activities would you like to do?
Would you like to share some of the things we have been doing in the sessions with the girls?

SESSION 7: Mother Daughter Activities ●●●

OBJECTIVE: To build and develop the relationship the girls attending the course share with their mothers by providing them the space and opportunity to spend time together and do some mother/daughter relationship building activities.

MATERIALS: Flip chart paper, markers, props, handouts/additional materials requested from the girls.

DURATION: 2 hours

FACILITATOR NOTE: ●●●

The mother/daughter day will provide girls attending the course the opportunity to bond with their mothers in an environment outside of the home, away from their daily routine. They will get the opportunity to take part in activities that they rarely have the opportunity to do. It will provide a space for mothers and daughters to share experiences and take the time to reflect on their relationship and how they can work to build upon this.

- If possible, organize two groups for the day based on age group (18-14 & 13-10). Some things to consider:
- Ensure, where possible that mothers don't bring additional children unless absolutely necessary.
- Organise some bonding games for mothers and daughters to be incorporated in the day (some examples below). Or use activities from the icebreakers/games section. Ask girls if there are some activities or games they learnt that they would like to share with their mothers.
- Explain the objective of the day to mothers and girls.
- If a girl is coming and she does not have a mother or her mother cannot come, encourage her to invite someone else from her family (aunt/older sibling etc.) so she doesn't feel left out.
- Organise snacks and drinks for the session

●● Activity 1 Limbo (music, rope)

- Ask two volunteers to stand opposite each other (approximately 6 feet apart), holding the rope (about 4 feet from the ground).
- Ask the mother to pair with their daughters (holding hands). They should make a line on one side of the rope, in their mother/daughter pairs.
- Put the music on and ask each pair to go under the rope (bending backwards under the rope).
- If a pair touch the rope, they are out of the game
- Once everyone has had a turn, ask the volunteers to lower the rope and each pair does it again.
- They should continue to lower the rope (roughly 6 inches each time) until there is only one pair left.
- This pair wins the game. Variations of Limbo: Instead of walking forwards, try walking backwards, or make the pairs go under sideways.

●● Activity 2 What we want to share

- Ask the girls to prepare a topic that they want to share with mothers, from the session that they did. They can either do this as a presentation using posters or through a role play.
- At the end, they can explain to the mothers why this information was important to them. You can ask the mothers to do the same (that participated in parallel sessions)

● ● Activity 3 Things I love about you

Get the mothers and daughters to individually write down three things that they love about the other person. Ask them to share with each other (either privately in pairs or with the wider group)

● ● Activity 4 Charades

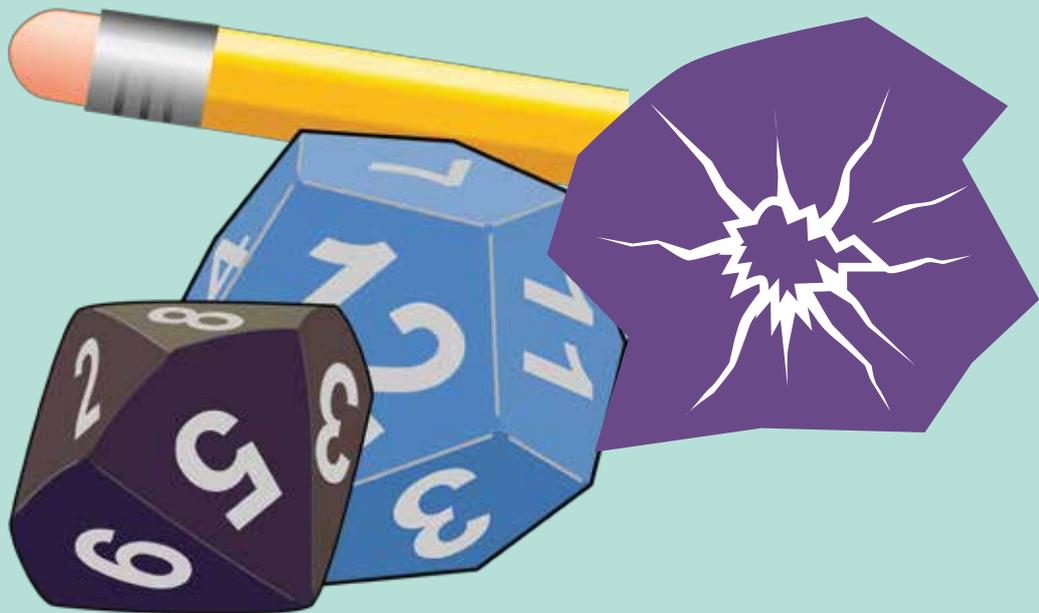
- Split the group in to two teams, ask each individual to think of one phrase, movie, TV show etc. that will be commonly known to the group and to write this down on a piece of paper
- Everyone should put their papers in to two hats (1 hat per group) and the hats should be used by the opposing team.
- Each team member to pick out a piece of paper and act out the phrase to their group without talking.
- Set a timer of two minutes for the group to guess the phrase. The teams get one point for each one they get correct.

● ● DISCUSSION

● ? ASK:

- Have you had the opportunity to spend much quality time together in the past?
- Do you think it is important to make time for each other?
- How can mothers and daughters work on improving their relationships?

Icebreakers and Games



Creative Greeting: ●●●

“ SAY:

- I want you to walk in silence around the room, any direction that you like. Relax your shoulders and arms.
- Slowly start making eye contact with the girls around you
- When I say STOP find a girl who is near you (wait for the girls to find someone)
- Now share your names (give them 20 seconds to do this)
- Now create a way to greet each other. You have to create movements, something that you can repeat when you are asked to.

Once they are finished

“ SAY:

I want you to walk around the room again (30 seconds)

STOP!

- Now find someone new and create another way to greet each other.

Once they are finished

“ SAY:

Walk around again and remember who the first person was, and who the second person was, and what your way of greeting each one of them was.

Now I will say the number of each person you greeted; when I say one, you will have to find the first person you've met, quickly say her name, and repeat the same greeting that you created together, and when I say two, you will find the second person you met and do the greeting you created together.

- Repeat them a few times until you feel that the group has become playful.

●●● Name Game

- 1 Girls make a circle
- 2 One girl starts by saying her name and something she likes that begins with the first letter of her name
- 3 The next girl repeats the name of the first girl and then says her own name
- 4 The next girl repeats the names of the first two girls and then says her own name
- 5 Keep going around the circle until the last girl has to repeat the names of all the girls and say her own name.

●●● Act How You Feel Today

- 1 Ask the girls to stand in a circle
- 2 Each girl will take a turn to act out how they are feeling today.
- 3 For example, if they are feeling tired, they can do a big yawn
- 4 If they are excited, they can jump up and down
- 5 If they are happy they can laugh

- 6 The only rule is that they cannot use words to say how they feel
- 7 The facilitator can start off first so that the girls can see how the game works

● **Felfoul and Falafel**

- 1 Split the girls in two groups and ask them to stand in a line facing each other.
- 2 Allocate the 1st group the name 'Felfoul' and to the 2nd group 'Falafel'.
- 3 Tell the girls a story where you will be using Felfoul and Falafel very often. The first group should bend their head every time you say 'Felfoul' and the 2nd one every time you say 'Falafel'.
- 4 Think of a story, using the words Felfoul and Falafel as many times as you can, it does not have to make sense! Try to confuse the girls while telling the story (saying Felfoul and Falafel very fast, repeating the same a number of times etc.) as the game will be funnier. You can start by saying... I had Felfoul for lunch but not Falafel... and then continue.



FACILITATOR TIP: if you need to do this game in a local language, try to use two words that begin with the same letter, to confuse the girls.

● **Clothes Swap**

- 1 Ask participants to stand in a circle.
- 2 One girl will volunteer to stand in the middle of the circle.
- 3 The girl in the middle will say a colour or accessory
For example, 'if you are wearing blue' or if you are wearing a skirt'
- 4 The girls who match that description will quickly try to swap places with another girl who matches that description.
- 5 The person in the middle must also try to find a space so that another girl is left in the middle
- 6 This girl will now do the same e.g. 'if you are wearing earrings' or 'if you are wearing green'
- 7 Let this continue a few times until the girls are running out of accessories or colours to name

● **Banana**

- 1 Ask participants to stand in a circle
- 2 Tell them you will spell banana with your hands.
- 3 Say each letter out loud, and with your hands make the letter with your hand
- 4 Once they finish, you can suggest doing the activity again with their hips

● **Count to Seven:**

- 1 The group sits in a circle and one person starts with the number one
- 2 They will point at someone to their left or right, who will say number two
- 3 That person will do the same, point to their left or right, and that person will say three and so on.
- 4 Every time someone says a number, they use their hands to point out the direction that the counting should go in until they reach seven.
- 5 When the counting reaches seven, the next person starts over with the number one.
- 6 Once the girls have understood what to do, try to make them do it faster, to make the game more fun

● ● Sharks and Islands



FACILITATOR TIP: Instead of the paper, several objects can be placed on the ground, like: mats, carpets, sweaters, chairs, fabrics, cushions, etc.

MATERIALS: 2 flip chart papers, 4 A3 papers, 6 A4 papers

- 1 Ask the girls walk around the space, and imagine that they are swimming in some open water. Slowly introduce some papers of different sizes to the space, and tell them that all of the pieces of paper are 'islands'. Explain that when you yell 'SHARK!' everyone should stand on the 'islands'.
- 2 **SAY:** The water is warm and nice, the ocean is safe for now, you see small fish, nice people around, you are happy and calm, suddenly there something dangerous in the water, it's a SHARK!
- 3 When everyone is on the 'islands', say: now the water is safe again the shark has gone, you are swimming, enjoying the good weather, the sun is wonderful, SHARK!
- 4 And you continue so on, but with each round you remove some of the papers or make the islands smaller, so the girls have to try to hold each other up on the island!

● ● Exchanging Faces

- 1 Ask girls to stand in a circle. One girl will start.
- 2 She will make a face or action to her neighbour on her right.
The neighbour will make the same face and action as the girl made back to the girl.
- 3 Then she will turn to her neighbour on her right and make a different face/action.
- 4 That neighbour will make the same face and action back to the girl and then turn to her neighbour on her right and make a different face/action.
- 5 The game will continue until all girls make the faces or actions



FACILITATOR TIP: You can do this two times or more, until the girls get better at the game.

● ● Get Me Bread

- 1 Ask girls to stand in a circle
- 2 One girl will start by saying to her neighbour 'do you have bread?'
- 3 The neighbour will respond by saying 'you said what?'
- 4 The girl will respond by saying 'get me bread'
- 5 They will do this by saying it loudly, yelling, low voice, however they like to say it to make it entertaining.

● ● Listen to My Words, Not My Hands

- 1 Explain to the group that you are going to tell them which part of their body to point at. And they should point at them as fast as they can.
- 2 Explain that you might say a body part but point to a different part, to confuse them.
- 3 Ask them to point at what you ask them to point at. So, listen to your words, not your hands!
- 4 Touch your head
Touch your shoulder
Touch your leg
Touch your nose
Touch your ear
Etc.

● ● Mrs Suha



FACILITATOR TIP: The trick is, all girls must say these sentences while covering their teeth

- 1 Ask girls to stand in a circle
- 2 Explain that the first girl has to say the following sentence to the girl on her right: 'Excuse me my friend, have you seen Mrs Suha'
- 3 The girl on her right must respond, No, I haven't, let me ask my neighbour
- 4 She turns to the girl on her right, she asks the same question 'Excuse me my friend, have you seen Mrs Suha'
- 5 The girl will respond in the same way, No I haven't, let me ask my neighbour.
- 6 This continues until each girl has participated.

● ● Animal Game

MATERIALS: Small papers, pen

- 1 Choose 4-3 animals (depending on the size of the group), writing the name of one animal on each slip of paper (or draw the image if girls cannot read).
- 2 Give one slip of paper to every girl. Ask the girls to read (or look at the image) on the paper they have been given.
- 3 Given them a minute to process this and to think of the sound that this animal makes. If they are confused, you can help them by whispering in their ear.

4 Then tell them that after you count to three they will all make the sound of their animal and find the other girls who are making the same sounds as them.

5 The first group to find each other the quickest, wins.

● ● Who is the Leader?

1 Ask girls to stand in a circle. Explain that one girl will be asked to leave the room and one girl in the room will be chosen as the leader.

2 The leader must do a series of actions, such as clapping, tapping a foot, dancing etc. that are copied by the whole group.

3 When the volunteer comes back into the room, she will stand in the middle of the circle and try to guess who is leading the actions.

4 The group will try not to look at the leader, making it more difficult for the girl to guess who it is. The leader must change the actions regularly, without getting caught.

5 When the volunteer guesses the leader correctly, they join the circle.

6 A new girl can volunteer to leave the room. After she leaves, a new girl can be chosen as the leader.

● ● Light as a Feather, Heavy as a Rock

 **FACILITATOR TIP:** Before doing this activity, start by reading the guidance note on imagination activities.

1 Ask the girls to make the feather fall in front of them and to observe it, then ask them to make it fly again and blow under it trying not to make it fall on the ground for a minute.

2 Then ask the girls to walk around and to feel exactly light as that feather. Then suggest another very light object, a piece of paper, and ask them to fly as pieces of paper.

3 Then ask if somebody wants to suggest another light object (i.e. balloon), continuing going around the room. Suggest now moving as you all are scarves.

4 Suggest objects that are heavier and heavier, ask the girls to give ideas every time. You may suggest airplanes, popcorn, jumping balls, glue, a wheel, a piece of wood, a tree in the wind, a big stone and finally a big heavy rock to the point that they cannot move anymore.

5 Once all the girls are frozen in the rock position, tell them to feel how heavy they are, then suggest to them to start moving out from that feeling, going back to themselves and moving slowly their fingers, their hands, arms, toes, feet, legs and so on. Tell them to stretch all their body in all directions

● ● Walking on Different Patterns



FACILITATOR TIP: Before doing this activity, start by reading the guidance note on imagination activities. Ask the girls to remove their shoes and socks and feel the ground with their feet.

- 1 Tell them to start walking in circle. Then tell the girls to imagine that they are walking on different ground patterns, on the sand, on hot sand, then in the water, again on the sand, on stones, mud, ice, paper, cloth, mattresses, etc.
- 2 While doing the exercise, ask the girls to suggest different ground patterns/materials or objects they can walk on; mimic the movement with the whole body as if you are really walking on very hot sand, jumping for instance.
- 3 Show the sensation of relief when walking in water or on soft objects, or the sensation of annoyance when walking on stones.
- 4 End the exercise with mattresses, or with something soft and pleasant, before going back to where you are and feeling the ground once again.

● ● Orange Juice



FACILITATOR TIP: Stretching exercise for relaxing

- 1 Say to the girls to stretch their arms high up to reach for the orange in the tree.
- 2 Ask them to put the orange in their basket (they will do this three times – stretching).
- 3 The third time, they will make orange juice.
- 4 Here, they will mash the orange with their hands while bending over the basket.
- 5 They can do it to the following song

‘Pick the orange
Put it in your basket
Pick the orange
Put it in your basket
Pick the orange
Put it in your basket
Make orange juice’

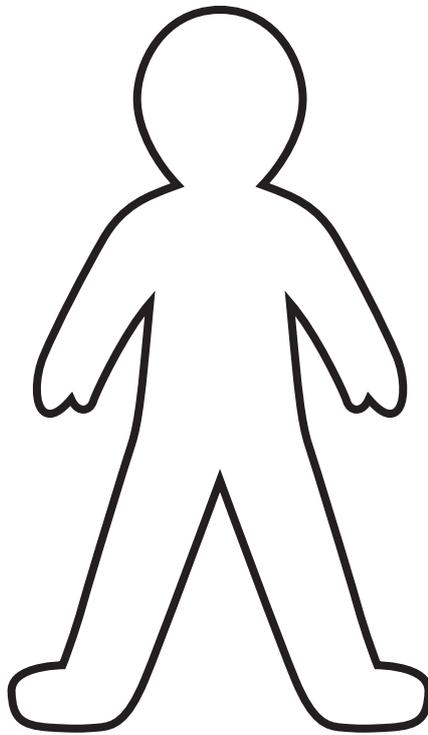
Monitoring Tools: ●●●

The following tools can be used to monitor progress of toolkit in addition to your existing

Stage	Tool	Page
Before	Coverage Tool	
	Change Tool	
During	Session Feedback Tool	
	Attendance Sheet	
After	Evaluation Tool	
	Coverage Tool	
	Change Tool	
	Community Tool	

Tool K: Change Tool

Change Tool



Tool K: Change Tool Guidance Note: ●●●



Step 1: Me

Girls should write their name or have a symbol on the paper (they will use this name/symbol at the end of the programme, so they need to remember it).

- Using coloured pens, girls can decorate their 'Figure' that represents them:
 - They can draw facial expressions to show how they feel
 - They can use their favourite colours for their clothes



Step 2: People I Trust

- Around the Figure, girls will draw the people who they can trust, their closest, friends, family etc. If they are able to write, they can write who these people are, if not, they can just draw them.
- You can say: 'All of us have people and things that can help us, let's put these people around our figure'.



Step 3: What I Can Do

- Draw or write down the things you are good at – your skills, talents and qualities
- These can be things that you are proud of or things that people have told you that you do well.
- These can also be related to the way you behave with other people.

Tool L: Session Feedback Tool: ●●●

What worked	What didn't work	Suggestions for adaptations
<ul style="list-style-type: none">• Were there activities that girls responded to really well?• Was there some information that girls found really useful and informative?• Were the guidance notes clear and easy to follow?	<ul style="list-style-type: none">• Were there activities that girls found confusing or were uncomfortable to participate in?• Was there some information that was hard for girls to understand or relate to?• Were the guidance notes confusing and difficult to follow?	<ul style="list-style-type: none">• Did you have to rephrase the guidance notes?• Did you have to change some activities? <p>Did you have to add/remove some information because girls didn't understand?</p> <ul style="list-style-type: none">• Please provide details of how/what you did.
1	2	3

Tool M: Suggested Attendance Sheet: ●●●

Centre/Space Type (CFS, YFS, Women's Centre etc.)										
Location (Camp or Non-Camp)										
Age Group (older/younger)										
	Name	Age	School	Community	Marital Status	Children/Pregnant?	Access to financial resources?	Live with one or both parents, FHH, husband?	How many people living in household	How many people working in household?
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
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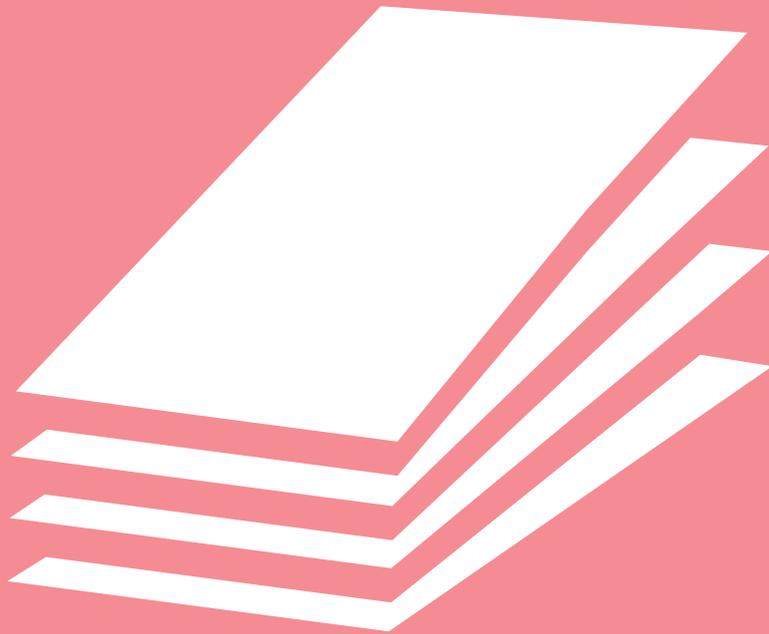


Adolescent Girls Curriculum Attendance									
Name	Session 1 (topic)	Session 2 (topic)	Session 3 (topic)	Session 4 (topic)	Session 5 (topic)	Session 6 (topic)	Session 7 (topic)	Session 8 (topic)	Session...
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Tool N: Community Tool ●●●

1. What stage were you at when you started the community participation strategies – before the pilot (i.e. identifying decision makers, building trust etc.)?
2. What stage are you at in community participation at the end of the pilot?
3. What information did you manage to apply and what was the result?
4. What information was missing and where did you need more support?
5. Did you experience any challenges in the community?
6. Did you receive any support from community members?
7. Did you access more adolescent girls as a result of the strategies?
8. What was the feedback from the community on the pilot strategies?
9. What suggestions do you have to improve the community participation strategies suggested for the pilot?
10. Do you currently have existing community participation strategies that you are using that are more effective?

Resource Page



Resource Page: ●●●

- Abaad & UNICEF: My body, what happens at puberty: <https://www.youtube.com/watch?v=Z5SdRIq238k>
- Adolescent Kit for Expression and Innovation: <http://adolescentkit.org/about-the-kit-2/>
- AGEP: Financial Education
- AGEP: Health and Life Skills Curriculum: http://www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf
- Arab Women Speak Out: A Training Manual for Self Empowerment by Bushra Jabre
- Caring for Child Survivors of Sexual Assault Guidelines: International Rescue Committee and UNICEF
- Child marriage guidance note Iraq <https://www.humanitarianresponse.info/en/operations/iraq/document/child-marriage-guidance-note-2015>
- COMPASS: Protection through Positive Parenting and Caretaking Manual for Pakistan: international Rescue Committee
- Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>
- Girl Hub: Girl Safety Toolkit <http://www.girleffect.org/media?id=3050>
- I'm Here: Adolescent Girls in Emergencies: <https://www.womensrefugeecommission.org/resources/document/1078-i-m-here-report-final-pdf>
- IRC: Syrian Refugee Girls Speak Out on Forced Marriage <https://www.youtube.com/watch?v=ZKRDOZIX0Hk>
- Menstrupedia <http://menstrupedia.com/articles/physiology/cycle-phases>
- Partners and Allies: Toolkit for Meaningful Adolescent Girl Engagement http://coalitionforadolescentgirls.org/wp-content/uploads/12/2015/CAGPartnersandAlliesToolKit_10.compressed.pdf
- Save the Children SRHR Toolkit guide for facilitators: http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf
- The Girl Effect: The Clock is Ticking <https://www.youtube.com/watch?v=1e8xgF0JtVg>
- UNFPA Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings <http://www.unfpa.org/publications/adolescent-sexual-and-reproductive-health-toolkit-humanitarian-settings>