



GENERATION

AFRICA-LED MOVEMENT TO END FGM/C | MY POWER MY VOICE

The Girl Generation: Support to the Africa-Led Movement to End FGM/C

Girls' Club Facilitator's Guide

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Acknowledgments

This girls' club discussion manual has been developed by ActionAid Ethiopia with the financial and technical support of The Girl Generation: Support to the Africa-Led Movement to End Female Genital Mutilation/Cutting (TGG-ALM) programme and its consortium members. ActionAid Ethiopia extends its deepest gratitude to its staff who contributed to this resource, to programme partners for their valuable contributions, and to the UK Foreign, Commonwealth and Development Office (FCDO) for their collaboration and financial support to the development and publication of this manual.

March 2024





Introduction to the programme



INTRODUCTION TO THE PROGRAMME

ActionAid Ethiopia (AAE), in collaboration with other partners, has been implementing *The Girl Generation: Support to the Africa-Led Movement to End FGM/C (TGG-ALM) programme* which aims to contribute to a significant reduction in the practice of FGM/C in four countries in Africa (Senegal, Somaliland, Kenya and Ethiopia) by 2027. The programme works to accelerate positive changes in social attitudes towards ending FGM/C, within a broader vision of a world where girls and women can exercise their power and rights, have expanded choice and agency, and be free from all forms of violence, including FGM/C.

The specific objectives of the project:

- To increase awareness of communities on the harms of FGM/C and VAWG and on the importance of gender equality;
- To enhance partnerships and linkages between key stakeholders to promote zero tolerance on FGM/C and VAWG;
- To create enhanced case management, referral mechanisms and legal framework for efficient reporting and response to cases of FGM/C (including quality legal, psychosocial and logistic support to survivors);
- To establish functional girls'/women's rights networks, movements and community structures to effectively challenge VAWG and FGM/C.

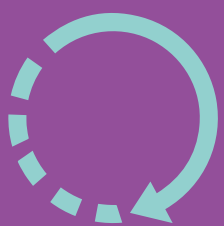
The programme consortium, led by Options Consultancy Ltd, includes Amref Health Africa, ActionAid, Orchid Project, the Africa Coordination Centre for Abandonment of FGM/C (ACCAF) and the University of Portsmouth. It works closely with the Population Council's FGM/C Data Hub, the programme's data and measurement arm. As part of the wider consortium, ActionAid is delivering a package of community implementation interventions to engage community members, girls, women, boys and men, and other stakeholders to shift attitudes and behaviors towards the practice of FGM/C.

ActionAid Ethiopia focuses its interventions in the Amhara Regional State, South Gondar Zone, Guna Begemidir and Farta Woredas.



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Facilitator's Guide



WELCOME TO THE GIRLS CLUB FACILITATOR'S GUIDE

As a facilitator of a girls' club, you will be facilitating sessions aimed at providing girls with valuable life skills and information and you will be facilitating discussions around FGM/C, violence against women and girls (VAWG) and harmful traditional practices (HTPs).

Girls' clubs are established by school girls to discuss on a weekly basis the social, economic, education and health issues that affect their lives and that are relevant for their own empowerment. ActionAid Ethiopia established three clubs in each school in collaboration with the schools and the Women, Children and Social Affairs Offices. Members are usually around 25 girls age between 11 and 17 selected based on their interest. Each club has two trained facilitators, who together with teachers, were trained on how to facilitate the girls' clubs' discussion. The aim of running the girls' clubs' sessions is to make girls aware of their right to be protected from any form of violence including FGM/c and to provide information about existing reporting mechanisms. It is also to help build their confidence, self-esteem and to empower them to speak out to promote and protect their rights.

ROLES AND RESPONSIBILITIES OF THE FACILITATOR

As a facilitator, you will be organizing and facilitating the girls' club discussions. This manual is the guide you will use for facilitating these discussions.

HOW THE CURRICULUM AND SESSION PLANS ARE ORGANIZED

The curriculum contains 23 session plans – one session plan for each of the 23 girls' club meetings. Each session will be conducted on a weekly basis and the 23 sessions will be finalized in 23 weeks which lasts for about six months.

SESSION PLANS

The 23 session plans are designed to build strong peer-to-peer cohesion, to create connections and trust so that girls feel comfortable working together. A variety of participatory exercises and media are used to keep girls engaged in the learning process. Each session plan has the following components:

- ➔ **Planning page(s):** This section includes the session plan objectives, total time needed to run the session (mostly 1 hour), materials needed, and preparation notes.
- ➔ **Welcome:** Each module begins with a welcome to the girls. Some session plans also include an energizer in this section. The majority of the energizers relate to the main topic of the session plan and key activity. Feel free to adapt the energizers.

- ➔ **Activity:** This is the heart of the session plan. To keep engagement high, the session plan includes participatory exercises. These exercises are designed to: 1) raise awareness around a topic; 2) allow the facilitator to understand the girls' level of knowledge and fill in information and/or skill gaps, as needed, and 3) promote girls' agency in discussing relevant topics and acting on them. Active participation keeps the girls from becoming bored and avoids too much lecturing, particularly on things that girls already have some level of knowledge on. Everyone learns better when learning is new, fun and participatory.
- ➔ **Wrap-Up:** This section is for wrap up and review. It also commits the girls to an activity to be done at home before the next girls' club meeting.

LOCATION OF THE GIRLS' CLUB

Most of the girls' club meetings should be held in a place that is easy for them to reach, allows confidentiality, and is safe. Make sure the site is clean and free from distractions. Some girls' club sessions require the use of flipcharts. In this case, you will need to hold the girls' club in a space that has walls so that you can write on and tape flipcharts to the wall. It is indicated in the preparation notes of each session plan when you need to meet in a place with walls.

GUEST SPEAKERS

Some sessions ask that you invite guest speakers to co-facilitate a meeting or serve as a resource on some topics, such as HTPs or gender-based violence (GBV). It is critical that you work with your supervisor (AAE Project Officers and Manager) to identify an appropriate speaker for the discussion. The speaker should be very sensitive to the needs of young girls and speak to them respectfully and in a language that is simple enough for them to understand. Your supervisor may also suggest an alternative where a guest speaker is not available.

HOW TO IMPLEMENT THE GIRLS CLUB MEETING:

1. **Be prepared:** Know the material and practice facilitating the activities with a friend or another facilitator.
2. **Facilitate the sessions in the suggested order,** per the recommended agenda mentioned above. It is best to facilitate the sessions in order as they build upon each other. The session plans were designed to complement and build on the content covered in prior sessions. Work with your supervisor if you need to change the suggested order.
3. **Arrive early:** Be sure to arrive half an hour before the meeting to set up everything.
4. **Greet and welcome** the girls as they arrive.
5. **Follow the instructions for the session plan.**

➔ **Note:** You are not expected to remember everything in the session plan. You can refer to the session plan in this manual during the meeting but do not read it to the girls. Remember: Your job is to facilitate learning, not lecture.

6. **Manage your time:** Each session plan is about 1 hour in length. Manage your time carefully and try not to go over the allotted time. Keep activities moving. If a delicate and difficult topic is taking longer to discuss, that is okay. Just keep things moving as best as you can.

7. **Be a good facilitator!**

- See participants as experts with information and skills to share – listen to them.
- Encourage a lot of discussion.
- Encourage mutual listening.
- Encourage participants to learn from each other.
- Encourage participants to share their feelings.
- Rather than “teach”, facilitate the learning. Complement what girls already know and gently fill in information gaps or correct misinformation, as needed.
- Know that people learn by doing, experiencing, practicing and feeling, rather than by sitting passively at lectures and taking notes.
- Be organized but flexible in changing methods based on participant needs.
- Be patient and a good listener. As needed, deflect issues back to the participants.

8. **Know your role as facilitator:**

- **Be prepared** to give the session!
- **Listen more, say less!** The session plans are meant to serve as a guide and not meant to be read. Encourage discussion from as many girls as possible and provide the basic knowledge as it is needed.
- **Ensure safe feeling of participants.** Ensure that every participant, regardless of age, ability, religion, sexual orientation, or gender identity, feels safe, accepted and respected in the group.
- **Ensure participation of everyone.** Play an important role in promoting the inclusion of all members, and remind the group that it is their joint responsibility to ensure that everyone can participate and that everyone’s opinion is equally valued.
- **Equal communication.** Ensure that participants communicate with others on an equal basis, listening to each other and valuing each other’s opinions. Ensure that everyone has the same chances to speak.
- **Say you don’t know, if you don’t.** Say you will come back with an answer to their questions when you don’t know. Talk to a health care provider or other expert who can give you the correct answer and report back.
- **Be neutral and non-judgmental.** Stick to the facts. Do not share your own opinions and values.
- **Do not answer personal questions about your own sexual experience.** Let participants know that your role is a facilitator, not to discuss your own experience.
- **Be comfortable.** Thoroughly review these session plans so that you will be at ease when discussing these matters with the participants.

PREPARING FOR EACH GIRLS' CLUB SESSION: A CHECKLIST

One week before the club session	Completed?
1. Refer to the agenda to know which session plan to use.	
2. Read the entire session plan for the upcoming girls' club session, several times if needed.	
3. Familiarize yourself with the session. Be prepared to conduct it.	
4. Collect all the materials needed for the session.	
5. Prepare the materials, flipcharts, games, stories etc. for the session (Note: Refer to the preparation notes section of each session plan.)	
6. If a session plan calls for an outside speaker or co-facilitator, work with your supervisor to identify an appropriate speaker. Make sure that the speaker knows the topic well and is sensitive to girl's rights and information needs.	
7. Make sure the speaker: <ul style="list-style-type: none"> • Knows her/his role - to be a stand-alone speaker or co-facilitator • Knows the purpose of her presentation and how much time they have • Has sufficient guidance to prepare her session. Some session plans include speaker guidelines • Knows the location of the peer club and what time to meet. 	
One day before the club session	Completed?
1. Be sure to have materials, flipcharts, etc. prepared and ready.	
2. Prepare the session room. Make sure the session room is available, clean, and has all the supplies you need.	
3. Check with any speakers to make sure they are ready and know when and where the peer club session will take place.	
30 minutes before the club session	Completed?
1. Go to the meeting site and test equipment, set up flipchart and other logistics, based on the session plan and where the meeting will be held.	
2. Tape any flipcharts to the wall, as needed (per preparation notes)	



SESSION



Welcome and Introductions



Total Duration
1 hour



Learning Objectives:

By the end of this session, the girls will:

- Develop house rules for the girls' club sessions.
- They will understand what is ActionAid and what are the key objectives and components of 'The Girl Generation: Support to the Africa-led movement to end FGM/C' project.



Total Time:

1 hour



Materials Needed:

- Flipchart
- Colored markers (black, blue and red are best)
- A notebook and pen for each participant
- Tape



PREPARATION NOTES:

- Read this session plan. Be familiar with the content and how to deliver it.
- Cut up a piece of paper (split one piece into two) so that there is a piece for each girl.



SESSION PLAN:



A. Welcome/Introduction

1. Welcome everyone to the group. Thank them for coming.
2. **Say:** My name is (your name)_____. I will be leading the girls club over the next year. I look forward to working with you as you learn new things.
3. **Ask** the girls to stand up and form a circle.

4. Explain the introduction game:
 - I will throw a ball to one of you in the circle.
 - The girl with the ball will say her name and one thing she would like to learn during the girls' club.
 - After saying her name and what she would like to learn, the girl will throw the ball to another girl in the circle.
 - The next girl who catches the ball will say her name and one thing she would like to learn. She cannot repeat what other girl(s) have said. Then, she will then throw the ball to another girl.
5. Throw the ball to one of the girls to begin the exercise.

 **Note:** Write on flipchart what the girls say they would like to learn as they throw the ball.

6. Thank everyone after the game. Tell them to take a seat.
7. Explain that during the girls' club they will learn a lot about themselves. They will also learn many new things they can share with their friends and family.
8. Discuss the girls' club meetings:
 - The girls' club will meet about once a week.
 - Most sessions will take about 1 hour.
 - Girls meet in a 'safe' environment – which means girls should be able to freely express themselves without fear of judgement and are not put at risk accessing the safe space.
 - During our stay you will learn about your education, health, HTPs including FGM/C, communication skills and other skills important for your lives. You will develop your knowledge, confidence, and the ability to have discussions around personal, social, health, safety, and educational issues.
 - The meeting will empower girls to act on issues important to them and reframe their self-perception and others' perceptions and behavior towards girls.
 - The discussion will be facilitated using participatory methods of group discussion, role play and brainstorming. Everyone is encouraged to actively participate.
9. **Ask:** Does anyone have questions?
10. Introduce the organization and project

The girls' clubs are being conducted by a non-governmental organization called ActionAid Ethiopia as part of a programme entitled *The Girl Generation: Support to the Africa-Led Movement to End FGM/C*. The general objective of the project is accelerating **positive changes in social attitudes towards ending FGM/C**, within a broader vision of a world where girls and women can exercise their power and rights, have expanded choice and agency, and be free from all forms of violence, including FGM/C. Hence, it will work with all concerned institutions and partner organizations at all levels to end FGM/C.



More specifically, the objectives of the girls' clubs' meeting are:

- To help girls succeed in their lives;
- To give girls a voice and the confidence to advocate for what they need/want;
- To develop girls' knowledge, confidence, and capabilities around personal, social, health, safety, and educational issues;
- To empower girls to take actions on issues important to them and reframe their self-perception and others' perceptions and behavior towards girls.



B. UNITY CIRCLE

1. Tape a blank flipchart to the wall and draw a big circle on the flipchart paper. On top of the circle write, "Unity".
2. Explain that the circle represents all the girls in the club.

Note: Write responses inside the Unity Circle on the flipchart.

3. Ask the following questions:
 - What are some things that will help you work well together as a group?
 - What kind of supportive environment do you need so that everyone feels a sense of togetherness and safety?"

Note: No matter what, ensure group consensus on adhering to confidentiality of other people's information.

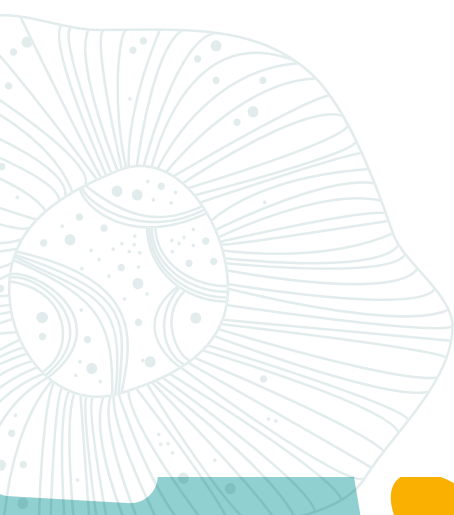
4. If not mentioned, ask the girls how they want to handle the following:
 - Confidentiality regarding what other girls say (not about the information learned)
 - Being respectful of others' opinions
 - Letting others speak (not interrupting)
 - Disagreements
 - Judgements
 - Being respectful of time – especially start time and end time of meetings
 - Committing to attending the girls' club meetings

5. Add any other comments on ways to build group unity and safety.
6. Explain that the Unity Circle will be a reminder to keep our circle of friends strong.
7. Emphasize: Anything personal discussed in the group **must** remain in the group.
8. Explain: As the girls' club facilitator, I will never discuss what has been mentioned in the group. Your only role is to facilitate learning and help the girls have fun.
9. Then write harmful issues which harms the group out of the circle and if needed discuss with the girls what mitigating strategies you can put in place to keep these risks away.



C. WRAP UP

1. Thank everyone for their participation.
2. Initiate a discussion about today's session using these or similar questions:
 - What did you learn from this girls' club meeting?
3. **Ask:** How will you share what you learned with family and friends?
4. Give everyone a notebook. Ask them to write their name on their notebook. They will need to take the notebook home and back again for each session. This is where they can note what they learn and do individual exercises.
5. Say: This notebook is for you to write your aspirations, goals, and new learnings.
6. Say: Take a couple of minutes to write what you learned in your booklet.
7. **Ask** if anyone has a question.
8. Tell them-to go home, or travel around always in groups when possible, or at least with one other person, in order to be safer and to prevent them from violence/harassment.
9. Close the discussion.





SESSION



Self Esteem



Total Duration
1 hour



Learning Objectives:

By the end of this session, participants will:

- List their own strengths and positive attributes.
- Describe how they can support each other in building high self-esteem.



Total Time:

1 hour



Materials Needed:

- Flipchart paper (newsprint)
- Enough markers for each girl to have one
- Tape



PREPARATION NOTES:

- Read this session plan. Be familiar with the content and how to deliver it.
- Cut up a piece of paper (split one piece into two) so that there is a piece for each girl.



SESSION PLAN:

A. Coming Together



1. Welcome the girls to the girls' club session. Thank them for coming.
2. Ask how they have been since the last meeting
3. Ask if anyone has a question from the last girls' club session?

4. Conduct the following energizer
 - Have each girl tape a piece of paper to her back
 - Instruct the girls to take ten minutes to go around writing things on others' papers on their backs. There are two questions you can choose from
 - What positive words would you use to describe this girl?
 - What happy message would you like to give to this girl?
 - Walk around to ensure that the girls are following directions and that no one is writing anything mean.
 - After ten minutes, instruct the girls to remove the paper from their back and read the nice messages their friends wrote about them.
 - Invite a few girls to share their messages with the group.
5. Thank the girls for their participation, tell them to hold on to their pieces of paper. Invite them to think about the positive way they felt reading the nice messages from their friends.
6. Explain that to accomplish our goals, we must believe in our ability to do so.
7. Belief in your own ability to do something is known as "self-confidence". Self-confidence helps us succeed in life.
8. It is closely related to "self-esteem", which is how we see and value ourselves.
9. Today, we will be learning more about both these concepts.

B. Activities



Self-esteem



10 Minutes

1. **Ask** what self-esteem means to them.
2. If not mentioned, mention the following:
 - How you see yourself
 - Believe you are worth a lot/valued
 - Loving yourself
3. **Ask** the girls to think of an example when they did something because they had low self-esteem. An example could be not speaking up when someone is insulting, bullying or making fun of them.
4. **Ask** the girls to think of an example when they did something because they had high self-esteem. An example could be running for a leadership position in their school.

5. **Ask** the girls where they think self-esteem comes from? Some examples could include
 - Faith that your parents/caretakers have in you
 - Local beliefs or religion
 - The way others treat you
 - Personal reflection on your life
6. Explain that ultimately, it only comes from your own beliefs about yourself, rather than from what anyone else says about you. That is why it is called self-esteem!

Finding your glow



20 Minutes

1. Thank the girls for saying kind and positive things about each other during the energizer. Explain how wonderful it is to be supportive and make each other feel better by saying nice things. We all have the ability to lift each other by doing this.
2. Instruct the girls to take their notebooks. Ask them to draw a circle with the word “ME” inside it. They should then write or draw other qualities that they love about themselves inside the same circle. For example, they may love that they are a good friend to someone, that they are honest, smart, etc. They can use the paper from the energizer exercise to get ideas about what good qualities others see in them.
3. While they do this, explain that these qualities or characteristics you like about yourself are an important part of your self- esteem. They are the voice inside your head that tells you that you are important – you matter, despite what anyone says or anything going on in your life. Sometimes, you or someone you know may hear other messages or words to describe you that are not so positive. You may even have negative thoughts or messages about yourself in your head. But you can actually choose the words you want to use to describe yourself, so make sure they are positive!
4. Once they are through, tell them to draw a larger circle around the first one. In this circle they should write things they do well, such as singing, cooking, reading, etc.
5. Explain that there are many talents, skills, and gifts each of you already possess. Knowing that you are capable, that you have something to contribute and to offer to others, is another important part of understanding your value.
6. When someone is confident and happy, people sometimes describe them as “glowing”, the way a candle or bright light glows. Part of finding your glow is supporting others to do the same because contribution to other’s sense of self-esteem can make you feel good too. Instruct them to close their eyes and think about how we support each other in finding our glow. Think about someone you know who makes you feel good about yourself.
7. Hence, self-esteem gives confidence, to pass obstacles, achieve what we dream or planned as well as to be successful in our life.



C. **Wrap Up:**

1. Thank everyone for their participation.
2. Initiate a discussion about today's session, using these or similar questions:
 - What did you learn from this girls' club meeting?
3. **Ask:** Does anyone have a question?
4. **Assignment:** Ask the girls to think about their aspirations for their future over the next week.
5. Tell them-to go in group to prevent them from violence/harassment.
6. Close the discussion.





SESSION



My Goals and Aspirations



Total Duration
1 hour



Learning Objectives:

By the end of this session, the girls will:

- Write at least one personal aspiration.
- Describe two features of a goal.
- Write at least one long-term goal for reaching their aspiration.
- Write at least two short-term goals for their long-term goal.



Total Time:

1 hour



Materials Needed:

- Flipchart
- Colored markers
- A pen for each participant
- Tape



PREPARATION NOTES:

- Read this session plan several times. Be familiar with the content and how to deliver it.
- This girls' club discussion requires the use of flipcharts. Find a site with walls so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome

1. Welcome participants to the girls' club. Thank them for coming.
2. **Ask** if anyone has questions from the last meeting. Answer questions before proceeding to the activity.

B. Activities

My Aspirations

1. Explain that our dreams for the future are aspirations. An aspiration is something big you desire for the future. Give examples, such as:
 - Become a doctor, engineer, or political leader, etc.
 - Travel to a new city or country.
 - Have a nice home and family.
2. Explain that we all have aspirations for the future.
3. **Ask** the girls to close their eyes and imagine what they want their future to be.
 - Where do you live?
 - What are you doing? Are you doing something to earn money?
 - What are you most proud of?
4. After about 5 minutes, tell the girls to open their eyes and write at least one aspiration in their booklet.
5. Point out that the aspiration needs to be what you want and not what others want or expect you to do.
6. **Ask** several girls to share their aspiration
7. Congratulate everyone for taking the first step to achieving their aspirations – which is to write it down.

Long-term Goals

1. Explain that in order to reach your aspirations, it is helpful to make goals.
2. Explain that goals are:
 - Something one wants to achieve or accomplish in a specific amount of time. They are small dreams with a deadline.
 - Measurable. You know for certain if you have achieved them or not.
 - Steps to achieve your aspirations.
3. **Ask** several girls to describe two features of a goal. Keep asking until someone says that goals have a deadline and are measurable.
4. Provide some examples of goals, such as:
 - I will work hard to have good grades in my class. I will attend secondary school or university.
 - I will get an award for being the best in math.
 - I will save money to attend secondary school, or university.

- I will attend clinics when I have issues or questions around my body and reproductive health
5. Explain that because aspirations are future desires, they can be big and take many years to accomplish. You need goals to help you achieve your future aspiration.
 6. Explain this or another example of aspirations and goals:
 - Your aspiration is to become an engineer or a doctor.
 - A long-term goal would be to finish secondary school and enroll in university.
 7. **Ask** if anyone has questions.
 8. Explain the assignment: Write one long-term goal for reaching the aspiration you wrote in your booklet.
 9. Walk among the girls and help the ones that are having difficulty writing a long-term goal.



Note: Allow the girls about 5 to 7 minutes to write their goal.

10. When done, ask several girls to share their aspiration and long-term goal.
11. Listen carefully. If some still confuse aspiration and long-term goal, explain the difference again and help them fine-tune their aspiration and/or goal.
12. Thank the girls for sharing.

Short-term goals:

1. Explain that we often need short-term goals to accomplish our long-term goal.
2. Explain the following:
 - Short-term goals are also measurable.
 - They also have a time frame, but a much shorter time frame.
 - The time frame for short-term goals is less than a year, usually 3 to 12 months.
3. Give some examples of short-term goals, such as:
 - I will study 1 hour a day to be the best in my class.
 - I will start saving some money.
 - I will wash my hands immediately before eating to stay healthy.
4. Explain the difference between long-term and short-term goals:
 - Long-term goals contribute to reaching your aspiration.
 - Short-term goals contribute to reaching your longer-term goal.
5. Give this or another example of how short-term goals contribute to aspirations.
 - Your aspiration is to become an engineer or a doctor.
 - A long-term goal would be to finish secondary school and enroll in university.

- One short-term goal would be to do well in school this year and pass to the next grade.
 - Another short-term goal would be to save money to go to secondary school.
6. **Ask** the girls to explain two features of a goal. Keep asking until someone gives the correct answer: Goals have a deadline (timeframe) and are measurable.
 7. **Ask** the girls to write at least two short-term goals that contribute to their long-term goal. They should have:
 - One educational goal that will contribute to the achievement of their long-term goal.
 - One personal goal that will contribute to achievement of their long-term goal.
 8. Walk among the girls to help anyone who is having difficulty.



Note: Give them about 5 to 8 minutes to complete the task.

9. **Ask** several girls to share their long-term goal and two short-term goals for achieving the long-term goal.
10. Listen carefully. If some still confuse long-term goal with short-term goals, explain the difference again. Help them fine-tune their short-term goals.
11. Thank the girls for sharing.
12. Answer any questions before proceeding to the wrap-up.



C. Wrap Up:

1. Thank everyone for their participation.
2. Initiate a discussion about today's session, using these or similar questions:
 - What did you learn from this girls' club meeting?
3. **Ask:** How will you share what you learned with family and friends?
4. **Say:** Take a couple of minutes to write what you learned in your notebook.
5. **Ask:** Does anyone have a question?
6. Tell them to go home in group to prevent them from violence/harassment.
7. Close the discussion.

SESSION



Gender and Sex



Total Duration
1 hour 5 Minutes



Learning Objectives:

By the end of this session, participants will:

- Describe the difference between sex and gender.



Total Time:

1 hour 5 minutes



Materials Needed:

- Flipchart
- Colored markers (at least four)
- Tape



PREPARATION NOTES:

- Read this session plan several times. Be familiar with the content and how to deliver it
- This girls club discussion requires the use of flipcharts. Find a meeting site with walls so that you can write on and post flipchart papers.
- Prepare two flipcharts papers. Label one flipchart, “Women”. Label the other flipchart, “Men”.
- Tape the flipchart labeled Women on one side of the meeting site, or on a tree if sitting outside.
- Tape the flipchart labeled Men on the opposite end of the meeting site, or on a tree if sitting outside.

Note: *There should be about 10 meters for the girls to run back and forth between both flipcharts. If there is not enough room at the meeting site, you can do the exercise outside. If so, tape the Women and Men flipcharts to two trees or sides of buildings that are about 10 meters apart.*



SESSION PLAN:



A. Welcome

1. Welcome the girls to the session and thank them for coming to the session.
2. Explain that everyone is going to practice new things today as well as use what they have learned over the last weeks.
3. **Say:** Please stand up and form a circle.
4. Explain the introduction game:
 - I will throw a ball to someone. The person who catches the ball has to say her name. They also have to say one thing that describes them which begins with the first letter of their name. Examples: I am Amazing Arun, I am Terrific Tigist, etc.
 - After the first person introduces herself, she will throw the ball to another person in the circle.
 - The next person with the ball will say her name and one thing that describes them which begins with the first letter of her name.
 - Continue the game until everyone has introduced themselves.
5. Throw the ball to someone in the group and say, "Go!".
6. Continue the game until everyone has introduced themselves.



B. Activities:

What is a Woman/What is a Man?



40 Minutes

1. **Ask** everyone to remain standing.
2. **Ask** for two volunteers to write on the two flipcharts during the exercise.



Note: Make sure that the Women flipchart and the Men flipchart are taped to walls or trees about 10 meters apart – see preparation notes.

3. Explain that you are going to read a word out loud. If you think the word describes a woman, stand by the flipchart labeled Women. If you think the word describes a man, stand by the flipchart labeled Men.

4. If you think the word describes both men and women, stand in between the two flipcharts.

Give examples:

- If I say “Mother”, stand by the Women flipchart because only girls/women can become mothers.
- If I say “Tall” and you think that only men can be tall, stand next to the Men’s flipchart.
- If I say, “Smart” and you think that both Men and Women can be smart, then stand in the middle between the two flipcharts.

5. Say to the notetakers by the flipchart: Write the word on the flipchart where the most girls and boys are standing and the number of people standing next to the flipcharts. For example:

- For the word “mother” if most of the girls stand by the Women flipchart, write “Mother” on the Women flipchart and the number of people standing there.
- For the word “Tall”, if many people stand next to the Men’s flipchart, write Tall on the “Men” flipchart and the number of people standing there.
- If there are some people are standing in the middle, write “Tall” on both the Women flipchart and the Men flipchart and the number of people.

6. Read the first word (see list in sentence #10 below).

7. Once everyone has run to their flipchart (or in between), ask: Why did you chose to stand by your flipchart – or in the middle?

8. Read the next word from the list below.

9. Repeat steps 7 to 9 for all the words on the list below.

Strong	Clever	Cook
Smart	Rich	School graduate
Teacher	Good communicator	Loving
Decision maker	Care taker	Mother
Doctor	Father	Respected
Cleaning	Farming	Police
Market seller		

10. When the game is done, ask everyone to sit down.

11. **Ask** the two volunteers to read what they wrote on their flipcharts:

- The Women’s flipchart and the number of people for each word.
- The Men’s flipchart and the number of people for each word.

12. Ask participants:

- Which of these words was difficult to decide whether they describe women or men?
- Look at the difficult-to-decide words on the women's flip chart and ask if a man do any of these things?
- Look at the difficult-to-decide words on the men's flip chart and ask if a woman can do anything of these things?
- If your younger sister told you that she wanted to become a police officer, what would you say to her?
- If your younger brother told you he wanted to become a cook, what would you say to him?
- What things are men not expected to do? Why?
- What things are women not expected to do? Why?

13. Mention that many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be caring.

14. Ask how the participants feel about these beliefs?

What is Gender?



10 Minutes

1. Ask if anyone knows the difference between gender and sex.
2. Discuss what "Sex" means: It refers to the biological differences between males and females, such as the women having breasts and being able to give birth, and men having penises and producing sperm. These cannot be changed.
3. Discuss what "Gender" means, highlighting these points:
 - Gender describes the differences in the ways that men and boys and women and girls are viewed by society and expected to behave: the way they dress, the work they do, the way they speak, and their social status. These differences are created by our culture, which means we can change them!
 - Gender [roles] can vary from place to place, even within the same country. For example, many years ago, women were not welcome to participate in the government. Now that has changed and there are many women participating in government jobs.
 - Expectations of what men and women should do are called gender roles.
4. Explain that the "What is a Man and What is a Woman" exercise you just played shows the differences in these terms.

5. Review the terms that were included in the previous exercise – which cannot be changed, and are therefore related to sex? Which can be changed and are therefore related to gender?
 - a. **Gender:** While certain qualities or jobs are often associated more with either boys or girls, both boys and girls can be strong, clever, smart, rich, loving, and respected. Both can be good communicators, decision makers, cleaners, or care takers. For jobs, both boys and girls can be cooks, school graduates, teachers, doctors, farmers, or police officers.
 - b. **Sex:** Only women can have babies and become mothers, while only men can biologically become fathers. Therefore, these terms are related to biological sex.
6. Explain: Although a girl is biologically female, there are roles and expectations given to her by society that have nothing to do with her biological sex.
 - Physically, only females can give birth to babies.
 - But, both females and males are capable of being strong leaders, good parents, cleaning the house, tending cattle, or owning land.
7. Mention that this is the same for boys.
 - Physically, only males have a penis, testicles and produce sperm.
 - They are also capable being good care takers, washing dishes and feeding children. Their biological sex does not prohibit them from doing these things.
8. Point out that gender roles are changeable. Society does often change its expectations of what men and women do or aspire to be.



C. Wrap Up:

1. Thank everyone for their participation.
2. Initiate a discussion about today's session, using these or similar questions:
 - What did you learn?
 - What will you do differently the coming week based on this meeting?
3. How will you share what you learned with your family and friends?
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Tell them-to go in group to prevent them from violence/harassment.
6. Close the discussion.

SESSION



Gender Roles



Total Duration
1 hour



Learning Objectives:

By the end of this session, participants will:

- Expand their understanding of the difference between sex and gender. Describe gender norms & roles.



Total Time:

1 hour



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:

Read this session plan several times. Be familiar with the content and how to deliver it.

Make two flipcharts: Label one, “Women” and another, “Men”. Under “Women” draw a line in the middle to make two columns. On top of the left-hand column, write “Biological”. On top of the right-hand column write, Social.

Women	
Biological (Sex)	Social (Gender)

Men	
Biological (Sex)	Social (Gender)

This discussion requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome: Total Time

Welcome the girls to the session and thank them for coming to the session.
Ask participants if they have any questions from the last session



B. Activities: Total Time – 50 minutes

Gender Norms



20 Minutes

Initiate an active discussion about these questions:

How is an ideal girl supposed to look and behave?

How is an ideal boy supposed to look and behave?

Discuss what is the difference between how girls are supposed to behave and boys are supposed to behave?

Ask why are these expectations of girls' and boys' behaviors so different?

Ask what is the difference between biological and gender roles?

Note: Ask several adolescents to see if anyone remembered.

As needed, summarize the following:

Note: Ask several adolescents to see if anyone remembered.

Someone's sex refers to their biological characteristics. A woman has breasts and can give birth. A man has a penis and testes and makes sperm.

Women's biological role is to have children and breastfeed.

Gender roles refer to the social and cultural roles and activities expected of men and women by society.

Gender roles for women would be cleaning the house, taking care of younger siblings, cooking, etc.

For men, gender roles might include taking care of the farm or goats.

Explain that there are also unspoken expectations or norms for how women and men should behave or act in a society. These social expectations of women and men's behavior are called gender norms.

Discuss examples of gender roles and gender norms:

- Cleaning the house, washing clothes, preparing the food are roles that society has given to women.
- Being quiet, timid, dismissive are behaviors (norms) often expected of women by society/culture.
- Earning the money, farming, being a policeman, being strong, decision maker are roles that society has given to men.
- Being assertive, aggressive (sometimes), not showing emotions are behaviors (norms) expected of men by society/culture.

Have a discussion about gender norms:

- Where do we learn how women and men should behave?
- When do we begin learning these behaviors and norms?
- Who teaches us these roles and norms?
- Who has more power or a stronger position in our society, men or women? Why do you think that is?

Summarize the following about gender norms, highlighting what girls have not mentioned:

Gender norms are society's ideas about how men and women should be acting.

We learn these roles from family members, schools, religious organizations, and social institutions.

We learn these "rules" early in life.

These "rules" set up a life cycle of gender socialization and stereotyping.

Gender norms are "rules" that a particular society, culture, and/or community adopts at a certain point in time.

Gender norms can and do change over time. In many cases they should change, to be more fair to everyone.

Remind the girls that because of gender norms, society expects men and women to look and behave in certain ways, and values what they do differently. Men are often seen as stronger and women weaker for example.

Explain that expectations of how women and men are supposed to act leads to inequalities in terms of the roles, responsibilities, respect, value and ability to access opportunities between men and women.

Say: This inequality can stop people from doing what they like, or they are good at, and sometimes can also lead to violence. This is called “gender-based violence” (we will discuss this in the next session).

Gender Roles



30 Minutes

Ask: What are some traits or qualities of a woman?

After each trait mentioned, ask if the trait/quality is biological or social.

Note: Come to an agreement under which category the trait or quality falls. Write the trait/quality under the correct column following these guidelines.

If participants agree that the trait/quality is biological, write it under the Biological (Sex) column.

If the participants agree that the trait/quality is social, write it under the Social (Gender) column.

If participants says that a “Social” trait/quality belongs to the “Biological” column, ask: “If a girl or woman does not have that characteristic, is she still biologically a female?” This will help decide whether it is biological or social.)

If not mentioned, ask about the following common examples of what people associate with “being a woman”.

Note: Be sure to add these to the Biological or Social columns on the “Women” flipchart

A mother	Emotionally sensitive	Practical
A wife	Market seller	Nonviolent
Considerate	Weak	Modest
Quiet	Well organized/good at multi-tasking	Curvaceous
Submissive	A good communicator	Physically weaker than a man
Caring	Emotionally sensitive	

Ask if there is anything else they would like to add. If so, write responses in one of the two columns.

Men

Ask what are the traits or qualities of a man.

After each trait mentioned, ask if the trait/quality is biological or social. (Note: Come to an agreement under with category the trait or quality falls. Write participants' responses under the correct column following these guidelines:



Note: Note: Come to an agreement under with category the trait or quality falls. Write participants' responses under the correct column following these guidelines:

If participants agree that the trait/quality is biological, write it under the Biological (Sex) column.

If participants agree that the trait/quality is social, write it under the Social (Gender) column.

If participants says that a "Social" trait/quality belongs to the "Biological" column, ask: "If a boy or man does not have that characteristic, is he still *biologically* a male?"

Ask participants for as many traits/qualities of a man they can think of.

If not mentioned, ask about the common examples of what people associate with "being a man":



Note: Be sure to add these to the Biological or Social column on the "Men" flipchart.

Physically strong	Controlling	Unafraid of violence or using violence
Emotionally not expressive	Proud	Farmer
Rich	Powerful	Plays sports
In charge of family	Trustworthy	Drinks alcohol
A father		

Ask: Would you like to add anything else to either flipchart list? If so, write responses in one of the columns.

Discussion

Review and summarize the responses on the “Woman” and “Men” flipcharts.

Mention that few traits of men and woman are biological. For example, only males can be a father; only females can give birth or breastfeed.

Explain that as we discussed previously, most traits associated with being a woman or a man are socially determined – not based on biology at all.

Explain that society’s expectations of gender roles for both boys/men and girls/ women can unfairly limit the choices that men and women make in their lives.

Ask these or similar questions:

- What do you feel about gender roles and norms in your society?
- Do you agree with how females are supposed to act and live?
- What do you think about how males are supposed to act?
- Are these roles permanent? Are they fair? Why or why not?

Explain that society changes over time or from region to region, so do attitudes about gender roles.

What gender roles would you like to see changing in the future in your community?



C. Wrap Up

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, using these or similar question:
3. What did you learn from this club’s discussion?
4. How will you share what you learned with family and friends?
5. **Say:** Take a couple of minutes to write what you learned in your notebook.
6. Tell them-to go in group to prevent them from violence/harassment.
7. Close the discussion.



SESSION



Gender - Based Violence



Total Duration
1 hour 10 Minutes



Learning Objectives:

By the end of this session, the girls will:

- Describe gender-based violence and where to seek support.



Total Time:

1 hour 10 mins



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:



Note: *The session covers sensitive issues which may need more professional input than a facilitator can provide.*

Invite a member of anti-Harmful Traditional Practices (HTP) task force, or expert on gender-based violence to co-facilitate this session with you. Ask your supervisor for assistance in identifying the right person to assist with this girls' club discussion. Do not facilitate this session alone.

Read this session plan several times. Be familiar with the content and how to deliver it.

This girls' club meeting requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome

1. Welcome the girls back to the girls' club.
2. **Ask:** Does anyone have a question about the last Girls' Club discussion



B. Activities

Gender-based Violence



40 Minutes

1. **Ask:** What is gender-based violence?
2. **Ask:** Who is the victim? Most frequently? What are the types of gender-based violence?
3. **Ask:** Do you remember gender-based violence occurred in this area?
4. **Say:** Gender-based violence (GBV) is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (woman or man, boy or girl) based on gender role expectations and stereotypes. As we discussed last week, gender roles often have different levels of power and are valued differently. Often GBV is violence where the man or boy hurts the woman or girl because he has more power. However, GBV can also be inflicted on boys by women although this is rarer. It includes **harmful acts directed at an individual based on their gender**. It is rooted in gender inequality, the abuse of power, and norms that dictate how men and women should be and behave. Gender-based violence (GBV) is a serious violation of human rights because it stops people from being free and able to enjoy a healthy life.

There are five types of Gender-based violence (physical, sexual, psychological, economical, and socio-cultural).

5. **Say: Physical Violence:** is using physical force such as hitting, slapping, kicking, burning, or pushing.


Psychological Violence: is often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness (such as controlling decisions and activities). It can also include controlling a person's movements. This form of violence can be verbal or non-verbal.

Sexual Violence: is pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. (Note: When people think of sexual violence, they often think of rape. Clarify that sexual violence can also be unwanted advances, kissing or touching.)

Economic Violence: it occurs when the abuser has complete control over the victim's money and other economic resources. It includes discrimination and /or denial of opportunities, services: Exclusion, denial of access to education, health assistance or remunerated employment, denial of property rights etc.

Socio Cultural Violence: this includes harmful practices grounded in tradition and sometimes attributed to religion, that lead to pain, suffering, humiliation and the marginalization of women and girls. Practices that include forced and child marriage, FGM/C, exchange of girls to settle disputes, exchange marriages, and killing in the name of “honor,” constitute harmful traditional practices.

6. **Say:** Gender norms can create inequalities, which can lead to gender-based violence. Gender-based violence is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. FGM/C and child marriage are both examples of gender-based violence because they usually only happen to girls and are often based on ideas about how a girl should behave. Gender-based violence is most often perpetrated by men and boys against girls and women, but it also affects boys and men. For example, a girl bullying a boy for acting too much “like a girl” or for showing his emotions is an example of gender-based violence.
7. Is gender-based violence like this common in your community?

 **Note:** *The girls do not need to give details or tell stories about the violence. You just want them to explain whether they are conscious of this type of violence.*

Emphasize that violence is never acceptable and that it is also condemned by the law: rape and sexual harassment are illegal in Ethiopia.

Point out that rape and sexual assault are extremely serious forms of violence. They can hurt someone physically, emotionally, and socially. They are not only wrong, they are crimes!

Point out that while sexual violence most often happens to girls and women, it can also happen to boys and men. It is never the fault of the survivor. NO MATTER what they were wearing, who the perpetrator was, or if they went to an unsafe place. It is the responsibility of individual people to avoid harming others. Anyone who suffers any form of violence is called a survivor.

Discuss ways that sexual violence affects the lives of the victims:

People can be physically harmed, become pregnant, or have other health problems such as sexually transmitted infections like HIV.

People can become anxious, depressed, despondent/hopeless, withdrawn, fearful, or distrustful.

People can have shame or guilt, even though the sexual assault was not their fault.

People can face social consequences from family or community members who may blame the victim for the violence.

Ask if anyone has questions.

 **Note:** *Try to have a trusted member of the Anti-HTP task force or a reproductive expert available to help answer questions.*

C. Getting Support

1. **Say:** Even if rape or sexual assault is against the law, many survivors are reluctant to report it to their families or to the police.
2. **Ask:** Why might people not want to report violence and in particular sexual assault?

▶ **Note:** Encourage discussion about this.

3. Discuss reasons why some people may not report any type of violence, including sexual harassment and/or rape:

Fear of stigma and discrimination. The victim may be stigmatized for what has happened to him or her and experience discrimination.

Blame. Society expects girls and women to be able to avoid sex, including sexual violence. If any form of sexual violence occurs, society often blames the woman for the way she behaves and dresses.

Fear of disbelief. Many people do not think anyone will believe them, particularly if they have been abused by someone they know, or if they are a boy or man who has experienced sexual violence.

Fear of revenge. Many people who are sexually assaulted are intimidated by their attacker, who threatens that he and his family and friends will cause her further harm if a police report is made.

Health workers' or police officers' attitudes. These individuals may not be very understanding or supportive. They may be judgmental against the victim.

Perpetrators may not be prosecuted or punished.

4. Emphasize the following:

The most important thing for you to know is that there are places to go and people to talk to if you or someone you know experience any type of violence including sexual violence.

Everyone knows their own situation best and has the right to decide whether or not they would like to tell anyone about the violence or seek help from healthcare workers or police.

Sexual assault and rape are never the survivor's fault. The shame lies with the attacker, not the person who was attacked.

Discuss where can they go for support if they or their friends experience any form of violence:

▶ **Note:** Write these on flipchart.

- A member of the Anti-HTP task force
 - A trusted, supportive adult, such as a parent, auntie, teacher
 - A trusted, youth-friendly health care provider
 - Local officials, such as the kebele officials and women's affairs head of the kebele (for Ethiopia)
 - The police
5. Point out that times are changing! There are laws against harmful traditional practices and gender-based violence. These laws must be enforced.
 6. Explain that this meeting covered some difficult topics. For today, I just want you to be aware of these issues and always seek support.
 7. Point out that in upcoming sessions, we will talk more about how to protect yourself and stay safe.
 8. **Ask** if anyone has questions.



D. Wrap-Up

1. Thank everyone for their participation.
2. Initiate a discussion about today's Session, using these or similar questions:
3. What did you learn from this Girls' Club discussion?
4. **Ask** how you will share what you learned with family and friends.
5. **Say:** Take a couple of minutes to write what you learned in your notebook.
6. Tell them to go in groups to prevent them from violence/harassment.
7. Tell girls you will stay behind after the session and will be available to speak with anyone who would like to confidentially share/reflect on anything that was discussed during the session
8. Close the discussion.

Note: Stay 30 minutes after the end of the session to be available if any of the girls chooses to speak to you.



SESSION



Female Genital Mutilation/Cutting and Child Marriage



Total Duration
1 hour 20 Minutes



Learning Objectives:

By the end of this session, the girls will:

- Describe the meaning, causes & consequences FGM/C.
- Understand the legal frameworks on FGM/C,
- Understand the meaning & consequence of child marriage,



Total Time:

1 hour 20 mins



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:



Note: *The session covers sensitive issues which may need more professional input than a facilitator can provide.*

1. Invite a member of anti-Harmful Traditional Practices (HTP) task force, or expert on gender-based violence to co-facilitate this session with you. Ask your supervisor for assistance in identifying the right person to assist with this girls' club discussion. Do not facilitate this session alone.
2. Read this session plan several times. Be familiar with the content and how to deliver it.
3. This girls' club discussion requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome:

1. Welcome the girls back to the girls' club.
2. **Ask:** Does anyone have a question about the last girls club discussion?
3. Conduct energizer:
 - Stand up and find a partner.
 - One of you will be the “mirror.” The person who is the mirror has to copy the actions of their partner.
 - The person who is not the mirror should act out funny things for the “mirror” to copy.
 - **After some time, say:** Switch roles so that the other person is the mirror.
4. Explain that we often mirror people in our environment, which is where we learn our cultural roles and norms. Mention also that sometimes it is useful to think critically about what we do and the norms we follow.
5. **Say:** Thank you for your enthusiastic participation. You can take a seat now.



B. Activity:

Female Genital Mutilation / Cutting (FGM/C)



50 Minutes

1. **Ask** if girls have heard of female genital mutilation / cutting (FGM/C). If so:
 - What do you know about it?
 - What have you heard about it? (Note: Encourage the girls to share their thoughts and opinions.)
2. Explain that FGM/C is a traditional practice in some countries. This is where parts of a girl's external genitalia are cut off.
3. Is FGM/C something that you think is common in your community?
4. Discuss the harmful effects of FGM/C:
 - This practice is very painful for the girl.
 - FGM/C can happen at different times in girls' lives depending on their background and where they live – sometimes it happens soon after birth and other times it is done when the girl is near puberty.

- It can cause harm to the girl now and in the future, for example:
 - FGM/C can cause heavy bleeding, infections in the vulva, problems with urinating, urinary infections, and difficulty in delivering a baby.
 - FGM/C can cause complications during childbirth which could put the mother and baby's lives at risk.
 - FGM/C violates the Convention on the Rights of the Child. More specifically, it violates the right to be protected from any form of violence.

For these reasons, FGM/C is considered a form of violence against women and girls, a form of gender-based violence (as we discussed last week), and it goes against their right to live a healthy life and have a healthy body. That is why AAE under the TGG-ALM programme has been working to end FGM/C in Amhara region, South Gondar Zone, Guna and Farta Woredas.

5. Explain that FGM/C is a serious form of violence and therefore there are also laws in Ethiopia that require this practice and other forms of GBV to be stopped:
 - First of all, Article 35 of the Ethiopian Constitution issued in 1994 mentions women's rights. The article contains 9 sub articles, and especially number 4, the laws, traditions, and practices that oppress women are clearly prohibited.
 - In order to stop child marriage and FGM/C, a national road map was prepared in 2019 to be implemented from 2019-2023.
 - The amended Federal Criminal Law issued in 1997 clearly shows the severity of FGM/C and the action taken on the body parts of the accomplices.



Article 565. Female Circumcision.

Whoever circumcises a woman of any age, is punishable with simple imprisonment for not less than three months, or fine not less than five hundred Birr.



Article 566. Infibulation of the Female Genitalia.


1. Whoever infibulates the genitalia of a woman, is punishable with rigorous imprisonment from three years to five years.
2. Where injury to body or health has resulted due to the act prescribed in sub-article (1) above, subject to the provision of the Criminal Code which provides for a more severe penalty, the punishment shall be rigorous imprisonment from five years to ten years.

6. There are many myths about FGM/C that differ by community (ask the anti-HTP task force member to share some myths about FGM/C). This can include the following:
 - FGM/C is required for a girl to become a woman
 - FGM/C is required for a girl to marry
 - FGM/C makes women and girls clean
 - FGM/C is required by your community
 - FGM/C is required by your religion
 7. **Ask:** What are some of the reasons that FGM/C is practiced here? Are there other ways that we could reach these goals while keeping girls safe from harm? For example, if FGM/C is a rite of passage, could there be a ceremony that serves the same purpose?
 8. **Say:** Often, FGM/C is practiced for religious reasons, or reasons related to gender and sexuality.
 9. **Say:** Reasons/causes for FGM/C vary from area to area. But includes the following:
 - To prevent women from being promiscuous
 - To prevent young women and women from engaging in sex before marriage
 - As a rite of passage from childhood to adulthood since ancient times
 - To make women loyal and subordinate to husbands
 - To prevent breaking of household utensils and avoid negligence by women
 - To help marry a woman because circumcised women are wanted for marriage
 - It is convenient for beauty, childbirth and intercourse
 - Not to be out from the local culture
 - Because it is a manifestation of femininity
 - To protect women's virginity
 - For good health and preventing infertility
 - It is understood as the God/creators' order and sometimes linked to some religions
 10. **Say** that whatever the reason, FGM/C is never acceptable and cannot be justified. Instead, just as gender roles can change over time, ideas about FGM/C and the practice of FGM/C can change over time and this is what we should support and work towards attaining.
 11. Mention that if you have heard of any arrangement or practice of FGM/C for you, your younger sibling, and/or neighborhood girl, you can seek help from a trusted person, such as a member of Anti-Harmful Traditional Practices (anti-HTP) task force at the Kebele level, a female leader, or a supportive, trusted adult (like a health care worker). Explore any other sources of support available to the girls in the community. You can also talk to one of these adults if you think FGM/C has already happened to you, and you have worries or questions about it.
1. **Ask** if anyone has any questions about getting support.

(Encourage girls to share this information with their friends, peers, and siblings.)




1. Explain that like for FGM/C another form of violence against girls is child marriage. In some communities, girls get married before they turn 18. When you turn 18, this means that you are considered an adult. Prior to age 18, marriage is considered “child marriage.” Oftentimes, girls are forced to marry early for various reasons (family promises, traditional pressure).
2. Explore what girls know about child marriage. Ask these or similar questions:

 **Note:** Encourage a discussion on what they know and have heard of.

- What do you know about child marriage?
 - What are your thoughts about child marriage?
 - Is child marriage something that is common in your community?
3. Emphasize that In Ethiopia, it is illegal for boys and girls to marry before 18 years of age.
 4. Discuss the dangers of child marriage:
 - Once a girl is married, she is often expected to become pregnant right away.
 - Getting pregnant and having children at such a young age is dangerous for the health of the girl and for the child.
 - Young mothers and their newborns can have life-threatening complications.
 - Getting married too early makes it much more difficult for girls to achieve their aspirations and dreams, such as continuing school, saving money, or starting a business.
 5. **Ask**, what can a girl in your community do if she is told she will be married, but does not want to be?
 6. Explain that if girls are aware that they are going to be married early (before the legal age) and do not want to be married, they should seek help from a trusted person, such as a member of the Anti-HTP task force, A trusted leader or one who has openly advocated for an end to FGM/C or child marriage, or girls club facilitator. Ensure to explore any other sources of support accessible to the girls.
 7. **Ask**, what happens in your community when a girl's marriage is cancelled?
 8. Emphasize that girls should not feel alone in this situation. They do not have to do something that is harmful to them and is illegal.
 9. **Ask** if anyone has questions?

C. Wrap-Up:

1. Thank everyone for their participation.
2. Initiate a discussion about today's session, using these or similar questions:
 - What did you learn from this girls' club meeting?
3. **Ask** how you will share what you learned with family and friends.
4. **Say:** Take a couple of minutes to write what you learned in your notebook.
5. In your notebook write of list of people you can talk to if you see or experience gender-based violence.
6. Tell them-to go in group to prevent them from violence/harassment.
7. Tell girls you will stay behind after the session and will be available to speak with anyone who would like to confidentially share/reflect on anything that was discussed during the session.
8. Close the discussion .

 **Note:** Stay 30 minutes after the end of the session to be available if any of the girls chooses to speak to you.





SESSION



Our Changing Bodies



Total Duration
1 hour 30 Minutes



Learning Objectives:

By the end of this session, participants will:

- Describe what is puberty.
- Describe the physical, emotional, and psychosocial changes that come with puberty.



Total Time:

1 hour 30 minutes



Materials Needed:

- Flipchart
- Colored markers



PREPARATION NOTES:

Read this session plan several times. Be familiar with the content and how to deliver it.

This girls club meeting requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome:

Welcome everyone back to the girls' club. Thank them for coming.

Ask if the girls have questions from the last girls club meeting.

B. Activity:**Adolescence and Puberty**

15 Minutes

Write the word “**ADOLESCENCE**” on a flipchart paper.

Ask the girls if they have ever heard of adolescence. If so, what have they heard?

Discuss adolescence:

Between ages 10 to 19 years of age, girls and boys enter a time in life called adolescence. This is a period of transition between childhood and adulthood.

It is a time when both girls and boys go through a lot of physical and emotional changes. This is a natural and normal part of growing up.

It is a time in life that prepares us to become an adult.

Write the word “**PUBERTY**” on flipchart paper.

Ask what they girls know about puberty.

As needed, explain puberty:

During adolescence we go through a stage called puberty. This happens on average between 10 and 14 years of age when hormones cause the body to change.

“Hormones” are chemicals in the body that influence growth.

During puberty, girls and boys reach sexual maturity and become capable of reproduction (having babies). This is a time the body begins to change from childhood to adolescence.

Ask the girls what kind of physical changes happen to girls’ and boys’ bodies during puberty. Gather as much information as possible.

Discuss the physical changes that happen during puberty:

It is a time when a young person’s body changes and they become physically able to reproduce.

Girls begin to grow breasts and produce eggs inside their body.

A boy’s penis grows larger and the testicles begin to produce sperm.

These changes enable us to have children and start our families one day.

Girls usually begin puberty before boys.

Puberty is not a month-long process. It takes several years to complete the changes.

Point out that even if a girl’s body has the ability to have children during puberty, **it does not mean that girls are ready to have sex or children.**

Discuss what happens to emotions during adolescence:

Just like the body, the brain begins to mature too during puberty and adolescence. The emotional part of the brain matures first. This is why you become more emotional during adolescence.

These emotional changes are mostly related to being happy, sad or angry. Often you have quick mood swings. One moment you are happy and the next moment you are angry.

Remind the girls that adolescence:

Is a fun and a scary time. It may feel strange at first. It can also make you feel self-conscious.

Does not mean that you are an adult yet. **And, it does not mean that you are ready for sex and child bearing.**

Explain, however, that adolescence is an exciting time of life. Girls and boys become more interested in new things, develop great friends, grow beyond their childhood interests.

My Changing Body



40 Minutes

Divide the girls into small groups of four to five persons per group.

Give each group two sheets of loose flipchart paper.

 **Note:** Allow about 10 minutes to draw their illustration.

Explain the exercise:

On one of the flipchart papers draw an outline of a girl's body.

On the outline of the body, draw pictures or symbols to show where on your body you are beginning to see physical changes.

Around the outline of the body, write down the emotional changes you are having – those that are different from when you were younger.

Walk around the groups. Check to see if they need assistance or have questions.

When done, ask each group to explain their drawing to the group. Ask them to discuss the physical and the emotional changes that you drew or wrote about.

Once all groups have presented, summarize the following **physical changes** that occur to girls during puberty. Using the flipbook, highlight the changes not already mentioned by the girls.

Grow taller

Body odor may appear

Breasts begin to develop and grow bigger

Hips get wider

Menstruation begins

Hair increases on legs, under arms, and around the vulva

Increased hunger and appetite

Oily skin, pimples and/or acne

Explain that just like the body, the brain begins to mature too. The emotional part of the brain matures first. This is why you become more emotional at this time.

Discuss the **emotional changes** that the girls mentioned in their flipchart illustrations.

Highlighting what the girls already mentioned, discuss the **emotional changes** that happen during puberty and adolescence. Key points include:

Behavior is greatly influenced by feelings.

These emotional changes are mostly related to being happy, sad or angry.

Happy – feeling wonderful

Sad – feeling sad or bad about oneself

Angry – getting upset at things that did not make you angry when you were younger

You have quick mood swings. One moment you are happy and the next moment you are angry.

You feel more independent.

You begin to have romantic feelings.

You feel more sensitive.

You take more risks.

Ask if the girls have any questions.

Mention that in addition to physical and emotional changes, there are social changes that also occur during puberty and adolescence:

More and more you want your friends to like you.

You do not want to be different or weird.

You want to be less with your family and more with your peers and friends.

You are more conscious of your physical appearance.

You are more conscious of what people think about you.

You begin to seek acceptance by fostering relationships.

Ask if the girls have noticed differences in how other girls' bodies are changing compared with themselves.

Initiate a discussion about how girls develop:

Each girl's body is different. You will develop differently than your friends and siblings. This is very natural and normal.

Everyone grows and develops differently and at different rates.

Point out that body shape and height are determined by your parents or grandparents. Body height is also influenced by what you eat.

Remind the girls that adolescence:

- Is a fun and a scary time. It may feel strange at first. It can also make you feel self-conscious.
- Does not mean that you are an adult yet.
- Is a period to learn to take responsibilities, to make decisions for yourself and understand the consequences

Ask if anyone has questions.

His changing body



15 Minutes

Keep the girls in the same small groups.

Explain that during puberty, boys' bodies begin to change at your age or later too.

Explain the exercise:

Draw an outline of a boy's body on the 2nd piece of flipchart paper.

Draw pictures or symbols to show how boy's body physically changes.

When done, ask each group to explain their drawings to the group. (Note: Expect the girls to giggle.)

Summarize the physical changes that happen to boys during puberty:

Hair increases on their arms, legs, face and around the genitals

Body odor appears

Grow taller and begin to develop muscles

Develop broader shoulders

Increased hunger and appetite

Oily skin, pimples and/or acne

The voice gets deeper

Testicles get bigger

Penis grows in size and length

Explain that just like girls begin to make eggs in their ovaries, boys begin to produce sperm in their testicles. Point out that even if a boy's body has the ability to have children during puberty, it does not mean that boys are ready to have sex or children.

Point out that boys also have similar emotional and social changes as the girls with these exceptions:

- Changes happen a year or two later than with girls.
- Boys are sometimes given more freedom and fewer responsibilities, while girls are sometimes expected to stay in the home more which exacerbates existing gender inequality

Ask if anyone has questions.

Support During Adolescence



10 Minutes

Explain that during puberty and adolescence, it is natural to rely on your friends for information. At this age, you feel the closest with your friends and often rely on them for information.

Point out that some adults are good to speak to during this time of change as well. They will have more information and life experience than your peers.

Start a discussion about which adults the girls can turn to for information about their bodies, sexuality, etc.?

After the discussion summarize the list of possible trusted adults:

Mother

An auntie or grandmother

An older sister/cousin/friend

Nurse at a health clinic, if you feel comfortable.

Teacher

Religious institutions or groups

Explain that the purpose of the girls' club is to learn together with their peers. It is a safe place to learn, especially if they do not feel comfortable talking to older adults.



C. Wrap Up:

1. Thank everyone for their participation.
2. Initiate a discussion about today's session, using these or similar questions:
3. What is your take-away from this girls' club meeting?
4. What will you do differently the coming week based on this meeting?
5. **Ask:** How will you share what you learned with family and friends?
6. **Say:** Take a couple of minutes to write what you learned in your notebook.
7. **Ask:** Does anyone have a question?
8. Tell them-to go in group to prevent them from violence/harassment.
9. Close the discussion.



SESSION



Menstruation



Total Duration
1 hour 20 Minutes



Learning Objectives:

By the end of this session, participants will:

- Describe what menstruation is and how it happens.
- Explain how to manage menstruation.



Total Time:

1 hour 20 minutes



Materials Needed:

- Flipchart
- Colored markers



PREPARATION NOTES:

Read this session plan, including Appendix A and B, several times. Be familiar with the content and how to deliver it.



SESSION PLAN:



A. Welcome:

Welcome everyone back to the girls' club. Thank the girls from coming.

Ask if anyone has questions from the last girls' club meeting?

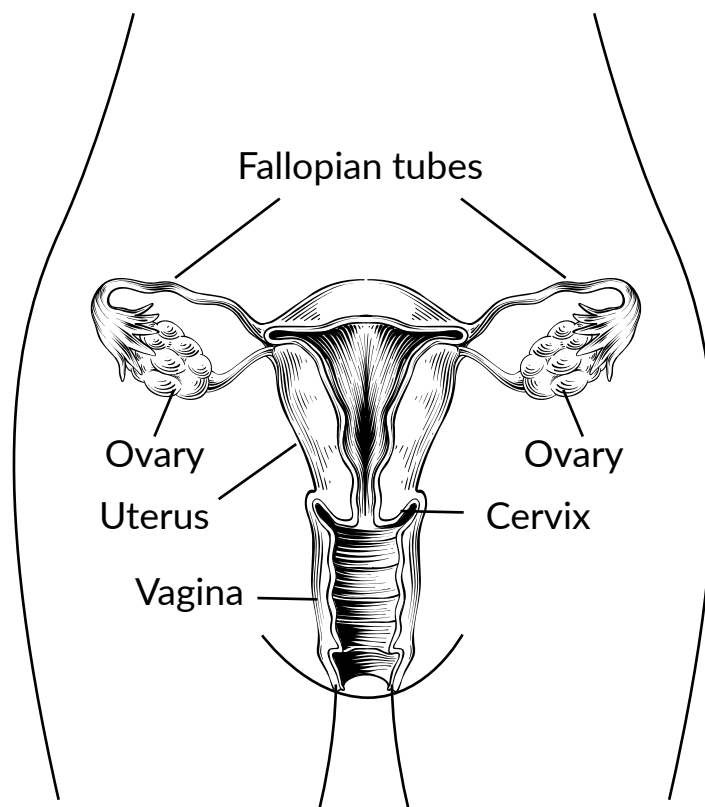
Remind the girls that during puberty, a girl will begin to menstruate.

Explain that you are going to explain more about menstruation today.

B. Activity:**Female Reproductive Organs (about 20 minutes)**

15 Minutes

Using a flipbook with illustrations of the female reproductive organs or a model of a uterus with fallopian tubes and ovaries, explain the female reproductive organs.



Ovaries – The ovaries are two oval-shaped organs that lie to the upper right and left of the uterus. They produce, store, and release eggs into the fallopian tubes in the process called ovulation. Ovulation happens about once a month, although times vary.

Fallopian tubes – There are two fallopian tubes, each attached to a side of the uterus. When an egg pops out of an ovary, it enters the fallopian tube. Once the egg is in the fallopian tube, it travels to the uterus.

Uterus – The uterus is shaped like an upside-down pear. Inside there is a thick lining and muscular walls. Once a month it develops a lining on the walls and fills with blood in preparation for an embryo.

Using the flipchart, discuss the menstrual cycle, making sure to cover these key points:

- During the menstrual cycle the uterus produces a lining inside the uterine walls and fills with blood.
- If after ovulation the egg is not fertilized by sperm as a result of sex, the uterus gets rid of the lining and the blood.
- This process is called menstruation. Menstruation occurs about once a month, but the time can vary with each girl.
- Hormones regulate the menstrual cycle. Hormones are chemicals your body produces to control many body functions.

Ask some of the girls to explain the menstrual cycle to make sure that they understand the key concepts.

Listen to what the girls say. Gently revise any wrong information provided.

Menstruation



20 Minutes

Discuss menstruation, including these key points:

- Most girls have their first menstruation between ages 10 to 14 years of age.
- Menstruation can start as early as 9 years of age or as late as 16 to 17 years of age.
- Menstruation is not something to be scared of. It is normal and natural for girls/women to have.
- Menstruation usually lasts 4 to 7 days (but can last longer). The menstrual period is usually once a month.
- The first day of menstruation – the day you start to bleed – is the first day of the menstrual cycle. The menstrual cycle is usually between 21 to 35 days, but on average 28 days.

Review other key points about menstruation:

- Sometimes girls do not get their menstruation every month. This is normal.
- During adolescence the beginning of the menstrual cycles can be irregular. When you are older they usually become more regular.
- When you first get your menstruation, it can be scary. Tell your elder sister, mother, a close auntie or female teacher. They will help you.
- Explain that as soon as a girl gets her menstruation, she is capable of getting pregnant. But, this does not mean that she is ready to have sex or start a family.
- Emphasize that getting pregnant early in life can have health implications for the girl or the baby and it might make realizing other plans in your life more difficult, such as continuing with education, finding a job, etc.

Ask if anyone has questions.



Ask if anyone has heard of PMS or pre-menstrual syndrome. What have they heard?

Listen to what the girls say.

Summarize key points about PMS. Highlight points not mentioned by the girls.

- Occurs on the day or a couple of days before the first day of the menstrual period.
- Caused by hormones.
- Some girls feel sad, irritable, and/or angry for no reason.
- Sometimes breasts get sore.

Ask if girls know of any PMS symptoms. If so, what have they heard?

Listen to what the girls say.

Summarize these points, if not mentioned by the girls:

- Headaches
- Nausea
- Fatigue (tiredness)
- Irritability
- Cramps
- Bloating
- More spots (pimples) on the face

Discuss cramps during menstruation.

Sometimes girls get cramps during menstruation.

They are caused by the uterus contracting to push out the menstrual lining and blood.

This causes lower back or abdominal pain at the beginning of a menstruation.

If girls have cramping on the first days of their menstruation, they can:

- Take anti-pain.
- Put a hot water bottle or cloth on your lower abdomen.

Explain that having PMS is natural and normal. It is nothing to worry or be ashamed about. But, some girls can have severe PMS symptoms. If this happens,

- Take a pain reliever.
- Put a hot compress on their abdomen.
- Take a nap.
- Try to relax
- If severe, go to the health clinic immediately.

Ask if there are any questions.



Discuss key points about one's first menstrual period:

- It can be scary to see blood on your underwear for the first time.
- Tell your mother, elder sisters, close auntie, grandmother or older female friend.
- If at school, tell a female teacher or fellow female student who can help you.
- Feel proud. This is a sign that you are growing up. You are becoming a young woman.

Ask the girls what they can do when they are menstruating. Gather as much information from the girls as possible, such as:

- Where can you find materials to use during menstruation?
- How can you make pads?
- How often does the cloth or pad need to be changed?
- How should the cloth or pad be disposed of?

Listen to what the girls say. If not mentioned, summarize ways to manage one's menstruation:

- You can use clean clothes that you have at home.
- Pads can also be made from materials at home.
- You place a cloth or a pad on your underwear to catch the blood.
- Change the cloth/pad every 2 to 3 hours or more if your bleeding is heavy.
- When at school, bring an extra cloth or extra pad in a plastic bag for cleaning or disposing of the soiled clothes/pads later.

Discuss how these menstrual materials should be disposed of.

If you use a commercial pad, wrap the soiled material in paper. Drop it in the latrine pit, dustbin, or waste disposal pits.

If using a reusable pad or cloth, put the soiled cloth in a dry bag. Later, rinse it in cold water, then wash it with hot water and soap. Let it dry in the sunshine.



C. Wrap-Up:

Thank everyone for their participation.

Initiate a discussion about today's Session, using these or similar questions:

- What did you learn from this Girls Club meeting?
- Ask: How will you share what you learned with family and friends?
- Say: Take a couple of minutes to write what you learned in your notebook.
- Ask: Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.

SESSION



Stay in School



Total Duration
1 hour



Learning Objectives:

By the end of this session, participants will:

- Describe the challenges to staying in school
- List the advantages of staying in school.



Total Time:

1 hour



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:

Read this session plan, including the Appendix, several times. Be familiar with the content and how to deliver it.

This girls club discussion requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls' club. Thank them for coming.

Ask if anyone has a question from the last girls' club meeting.

Conduct the energizer:

Write your name in the air with your right hand.

Write your name in the air with your left hand.

Now, write your name in the air with both hands.

Which task was the most difficult?

Explain that sometimes doing new things feels difficult. But with practice they become easy to do and common place.

Say: The girls' club is here to help you learn new things and make it easy for you to do.



B. Activities:

Importance of Education



20 Minutes

Discuss how girls staying in school might affect their future? (Note: Encourage an active discussion on this.)

Ask what are the benefits of finishing school? (Note: Write responses on flipchart.)

If not mentioned, discuss these or other benefits to girls staying in school:

It can help girls to achieve their long-term goal.

It can help girls to achieve their aspirations and dreams.

Girls will have more knowledge and skill to do things and make decisions in their lives (about their health, their money, their career, their friends, etc.)

There can be better job opportunities and ability to run a business and to earn money.

Girls will be better able to invest their money in themselves and their families.

Girls will be able to be more independent.

Girls can take better care of their children and become their role models .

Remind girls that they have exactly the same right as boys to be and stay in school!

Acknowledge that girls have many challenges to staying in school. Often these challenges have nothing to do with their desire to go to school or ability in school.

Ask what are the challenges to staying in school? (Note: Encourage a discussion with several girls about this. Write answers on flipchart.)

If not mentioned, ask if any of these challenges exist in your area:

- Menstruation – lack of menstrual supplies and private bathrooms in schools that keep menstruating girls at home.
- Household chores – As girls get older they are given more household chores. This does not allow them time to go to school or study.
- The distance to school is long.
- It is unsafe to walk back and forth to school. Bullying or violence at school or on the way to and from school.

- Early child marriage (before 18) and/or pregnancy.
- Societies preference to educate sons as compared to daughters
- Society's expectation that girls do not need education.

Emphasize that there is nothing to be ashamed of if someone drops out of school. Sometimes they have to drop out because of things that are beyond their control.

Say: Let's talk about ways to overcome barriers to going to or finishing school which a girl can do right now.

Challenges/Solutions to Staying in School



15 Minutes

Ask: What are the major solutions to stay in school?

If not mentioned, discuss the following ideas and add to the flipchart above:

Talk to a trusted adult to support your decision to stay in school.

Tell your family that the skills girls gain in school will help the whole family

Explain to the family how girls can do chores at home and go to school.

Tell your family to encourage sharing of chores at home between boys and girls so that the burden does not remain on girls alone.

Thank the girls for the great ideas.

Goals and Education (about 10 minutes)

Explain that you have been working on your aspiration and goals since the beginning of the girls' club.

Remind the girls that they made one long-term and two short-term goals for reaching their aspiration. One of their short-term goals was an educational one.

Ask how they can achieve their educational short-term goal? Have a realistic discussion about the challenges they face, and how they can reach their educational goal. (Note: Add responses to a new flipchart.)

Ask: How can all of you in the girls club help each other to achieve your educational goals.

 **Note:** Add responses to flipchart.

Ask the girls to find a partner in the group. Talk to each other about the people in your life who can support you to achieve your goals and help you overcome obstacles to reaching your educational goals.

Ask several girls to share who in their life can support them to stay in and finish school.

 **Note:** Encourage as many girls to share as possible.



C. **Wrap-Up:**

Thank everyone for their participation.

- Initiate a discussion about today's lesson, using these or similar questions:
- What did you learn from this girls' club meeting?
- **Ask:** How will you share what you learned with family and friends?
- Say: Take a couple of minutes to write what you learned in your booklet.
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.





SESSION



Good Decision-Making



Total Duration
1 hour 20 Minutes

**Learning Objectives:**

By the end of this session, the girls will:

- Describe how they make decisions.
- Describe how to make better decisions.

**Total Time:**

1 hour 20 mins

**Materials Needed:**

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:

Read this session plan several times. Be familiar with the content and how to deliver it.

Write these four questions on a flipchart paper:

- Have you ever had a conversation that you regret, or that had an emotional or negative outcome, such as someone got angry with you?
- What was your thinking during the conversation?
- How do you think your decision turned out?
- What is one thing that you could have done differently – more positively?

This girls' club discussion requires the use of flipcharts. Find a site with walls so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls' club. Thank them for coming.

Ask if anyone has a question from the last girls club meeting.

Ask everyone to stand up and form a circle.

Explain the energizer:

Think of a word to describe how you are feeling today. The word must begin with the same letter as your name. Give examples:

- I am Arun, and I am Amazing.
- I am Worknesh, and I am Wonderful
- I am Sam, and I am Sad.
- Ask for a volunteer to begin.

Have everyone around the circle say their name and how they feel today.

Thank you everyone for their creative participation.



B. Activities: Total Time – 60 minutes

The Brain and You



20 Minutes

Ask: What kinds of decisions did you make yesterday – from getting up in the morning to going to bed last night? (Note: Encourage girls to discuss all of the decisions they made yesterday.)

If they are having difficulty, ask about these decisions:

What to eat?

How to get to school on time?

To listen to the teacher or talk to your friends?

What time to study?

What clothes to wear?

To argue with your parents or not?

To get mad at your siblings or not?

Ask if you are in control of these decisions?

Explain that actually your emotions control many of these decisions. Emotions also control the kind of decisions you make – emotional ones and/or the logical ones.

Remind the girls that from their age now until they are 19 years old their body is growing and changing.

Point out that their brain is also growing and changing.

Remind the girls that during puberty and adolescence girls and boys have mood swings, with lots of emotions:

Happy

Sad


Anger

Fearful/anxious

Love

Explain that the brain has several parts. Some parts mature faster than others.

Put your hand on the top of your head.

 **Note:** *Demonstrate this as you are speaking.*

Say that this part of the brain is the emotional center. It begins to mature first.

Mention that this is one reason why you can be very emotional at your age. Many decisions are based on feelings or emotions.

With your hand, touch your forehead.


 **Note:** *Demonstrate this as you are speaking.*

Explain that this part of the brain makes decisions based on logic and consequences. It matures later – when you are 18 years or older.

Mention that because the emotional part of the brain matures first, adolescents' decisions are based more on feelings and less on logic.

Point out that this is not a bad thing, it is just the natural process of the brain growing and maturing, just like your body.

Ask why is it important to know this?

 **Note:** *Encourage several girls to explain.*

Discuss these points about the adolescent brain:

During adolescence you will become glad, mad, or sad easily. This will influence your decisions and conversations with friends and family.

If your decisions and conversations are very emotional, you could do or say something you regret, or lose a friendship.

Explain that it is important to know this if you want to be better communicator and better at managing relationships with others.

Good Decision-Making



10 Minutes

Remind everyone that at this time in your life, friends are very important to you.

Ask: If you react emotionally to something, will your friends react emotionally too?

 **Note:** Encourage a discussion on this. Ask for examples of when friends got emotional.

Since you and your peers are more emotional because of your brain, discuss what you can do if you are getting emotional during a conversation?

If not mentioned, explain these tips:

Stop, think, then speak.

Be aware that you are emotional (it is your brain!!!).

Walk away to think about the situation, if necessary.

Ask why this might help? (Note: Challenge the girls to think about this as they answer.)

If not mention, discuss these points:

Waiting for a moment gives you time to think, decide, then react.

This helps reduce the emotion in your conversation.

It may help you to avoid an argument with a sibling, friend and/or family member or making a rushed decision.

Explain that all girls and boys at this age are emotional. It is natural. Nothing is wrong with it. Even though it is natural, you have to learn manage it.

Remind the girls to remember this when they get angry or their friend gets mad at them.

Explain that when you are emotional, remember to manage your conversation by stopping, thinking, then speaking.



Tape the flipchart with three questions on the wall or flipchart stand.

➔ **Note:** *Prepare beforehand - See Preparation Notes.*

Ask the girls to find a partner and pair up together.

Explain the exercise: One person will talk to her partner about the four questions on the flipchart:

Have you ever had a conversation that you regret, or that had an emotional or negative outcome, such as someone got angry with you?

What was your thinking during the conversation?

How do you think your decision turned out?

What is one thing that you could have done differently – more positively.

After about 5 to 7 minutes, **say:** Change roles. Let the other person answer the four questions on the flipchart, and what they could have done differently.

When done, ask several girls to share their story/experience and what they could have done differently? We will all learn from what you share with us.

➔ **Note:** *Encourage several girls to share their story.*

After several girls have shared their story, summarize the following:

Just like your body, your brain is growing and changing now.

This is a time for you and your peers to be emotional. It is normal.

You are emotional because the emotional part of the brain is developing first.

When you make decisions or are in a conversation, remember that your brain influences how you react.

If you notice you are being too emotional, stop, think, then speak.

Point out that when you are emotional, you can also write your feelings in your notebook.

This helps you to process the feeling, which reduces its power on you.

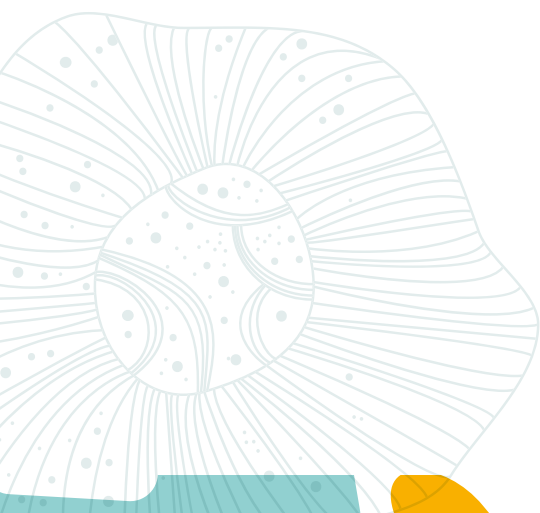
Ask if anyone has questions.

C. Wrap Up:

Thank everyone for their participation.

Initiate a discussion about today's session, using these or similar questions:

- What did you learn from this girls' club meeting?
- **Ask:** How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your booklet.
- Explain the assignment for this week:
 - Write your feelings in your journal
 - Be aware of your emotions during conversations
 - If you can, stop, think, then speak
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.



SESSION



Understanding Power and Violence



Total Duration
1 hour 15 Minutes



Learning Objectives:

By the end of this session, participants will:

- Understand the existence of power in relationships
- Describe the impact of unequal power in different types of relationships
- Define violence and to identify the different types of violence that occur in relationships, families and communities



Total Time:

1hour 15 minutes



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:



Note: *The session covers sensitive issues which may need more professional input than a facilitator can provide.*

1. Invite a member of anti-Harmful Traditional Practices (HTP) task force, or expert on gender-based violence to co-facilitate this session with you. Ask your supervisor for assistance in identifying the right person to assist with this girls' club discussion. Do not facilitate this session alone.
2. Read this session plan several times. Be familiar with the content and how to deliver it.
3. This girls' club discussion requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls' club. Thank them for coming.

Ask if anyone has a question from the last girls club meeting.

Say that today you will all do a fun activity about power.

Tell everyone to close their eyes and take a few deep breaths. What comes to mind when they think about the word "power"? What are the images they see? Give them one minute to think.

Ask participants to open their eyes and request for a few volunteers to share their thoughts.

Divide the participants into two groups and have each group form a line. Each side should have the same number of participants so that everyone has a partner.

Choose one group to be the "Persons" and one group to be the "Things."

Read the following instructions to the group:

Things: You cannot think, feel, or make decisions. You can only move when the Person tells you. If you want to move, you have to ask the Person for permission.

Persons: You can think, feel, and make decisions. You can tell the Thing how or when to move with hand gestures or words. NO physical touch.

Say, for example, if I were a Person, I may tell the thing to tap on their nose with their finger.

Important: Ask two participants to demonstrate how a Person might treat a Thing before starting the role-play. Monitor this activity to make sure that the Persons are not asking the Things to do anything dangerous or inappropriate.

Give the participants about five minutes to role-play.

Have the participants switch roles and let them role-play for another five minutes.

Ask participants to sit back down in the circle and proceed to the group discussion.

B. Activities:

Power Discussion

Say, we will be talking about some sensitive topics today, such as power and violence. There is no need to share your personal experiences with these issues unless you would like to. If someone shares something today, let's remember to keep it private and confidential within the group – don't tell others about it. Finally, if you want to share about someone else's experience with these issues, please say "someone I know," instead of "my cousin" or "my sister" to protect their privacy.

Ask the following questions:

When you were *Things*, how did your Person treat you? How did you feel? Would you like to have been treated differently?

When you were *Persons*, how did you treat your Things? How did it feel to treat them as an object?

Ask these questions to everyone in the group:

Who has power – between people and things? And who does not have power?

What bad things can happen when we treat others like Things and use our power to tell them what to do/impose our choices? (Examples include anger and frustration, violence, depression, and sickness.)

Can this activity help you make changes in how you treat others? How? What can you do to treat others better?

Say, we have all been treated like Things at one time or another. Most of the time, when one person treats another like a Thing, there are negative consequences.

Adults have more power than young people, and, as we've talked about in other sessions, gender norms mean that boys and men often have more power than girls and women. Some people with power take advantage of this to force those with less power to do things they do not want to, and to not say anything nor report any form of abuse. This is not right.

We all have the ability to use our power for good, and to make positive changes in our relationships with family and friends. It is also important to share power and make sure other have the choice to make their own decisions – and we can help them doing so!



Explain that one of the ways “People” treat or control each other as “Things” is by using violence, which is an extreme form of power.


Ask participants what comes to mind when they think of the word “violence”? If they say “physical violence” or “emotional violence,” ask them to give you an example.

Gather a long list of ideas, writing them on a flipchart.

Provide the basic definition of violence: “At its most basic level, violence is a way to have control or power over another person or group.” When people think of violence, they often think of physical violence. But there are many forms of violence.

Explain the five types of violence in your own words:

- **Physical Violence:** Using physical force such as hitting, slapping, kicking, burning, or pushing.
- **Psychological Violence:** Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness (such as controlling decisions and activities). It can also include controlling a person’s movements. This form of violence can be verbal or non-verbal.
- **Sexual Violence:** Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable.

 **Note:** *When people think of sexual violence, they often think of rape. Clarify that sexual violence can also be unwanted kissing or touching.*

- **Economic Violence:** Occurs when the abuser has complete control over the victim’s money and other economic resources. Discrimination and/or denial of opportunities, services, or the exclusion, denial of access to education, health assistance or remunerated employment, denial of property rights etc.
- **Socio-Cultural Violence:** Harmful practices grounded in tradition and sometimes attributed to religion, which lead to pain, suffering, humiliation and the marginalization of millions of women and girls; violating the most basic human rights of half the population.

Practices that include forced and child marriage, FGM/C, exchange of girls to settle disputes, and killing in the name of “honor,” constitute harmful traditional practices.

Say, both boys and girls can experience each type of violence; they can also both deliver it against others.

Pick one type of violence from the flipchart and ask the group what kind of violence it is. Keep picking from the list until you have one example for all five types of violence.

Say, thank you for your participation! There are many negative outcomes for boys, girls, families, and communities when they experience violence. However, there are many ways to protect ourselves from violence, like saying “no” even if you know the person, running away from the violent situation, telling a trusted adult, shouting loudly for help, and tell/report to community members, like healthcare workers, anti-HTP task force members, or other trusted adults if we experience violence.



C. Wrap up:

Thank everyone for their participation.

Initiate a discussion about today's session, using these or similar questions:

- What did you learn from this Girls Club discussion?
- **Ask:** How will you share what you learned with family and friends?
- Say: Take a couple of minutes to write what you learned in your notebook.
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.



SESSION



I Love to Read



Total Duration
1 hour



Learning Objectives:

By the end of this session, participants will:

- Describe the importance of reading well.
- Describe ways to find additional time to practice reading.



Total Time:

1 hour



Materials Needed:

- Flipchart
- Colored markers
- Tape
- A simple, fun child's book for children about 5 to 7 years old.
- 15 to 20 copies of a child's book purchased or borrowed from school. (Note, this will depend on project resources.)



PREPARATION NOTES:

Read this session plan, including the Appendix, several times. Be familiar with the content and how to deliver it.



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls' club. Thank them for coming to the meeting. Ask if anyone has questions from the last girls' club discussion?

B. Activities:

I love to read



20 Minutes

Ask the girls to think of a woman from the village who is successful.

Ask what are some of the skills that made her successful?

Ask if you think that it was important for her to know how to read? Why?

Ask why is it important to read? (Note: Write girls' responses on flipchart.)

If not mentioned, discuss the importance of reading:

- For fun and pleasure
- As part of your education and learning
- You can read instructions, for medicines, tools, and games.
- You can learn how to do new and different life skills.
- You have better job opportunities.
- You can perform better at your work, no matter what the job is.

Say that reading is one of the most important skills you can have. Not everyone knows how to read well. But, you can always learn.

Explain that you are going to read a story.

Note: Choose a fun book for 6 to 8-year-old children, something that most of the girls could read – see Preparation Notes.

After reading for a minute:

Ask for a volunteer – give the book the volunteer and ask her to read the next page.

When done, ask if there are more volunteers to continue to read the book. However, if no one volunteers, do not make the girls feel pressured to read out loud or demonstrate they can read. Also offer the girls the opportunity to look at the book individually. If no one else volunteers, you can continue reading out loud until the entire book has been read.

Reassure anyone who does not read well or did not volunteer. Tell them that they are smart no matter what. Reading is a skill like anything else. Skills can be learned.

Explain that anyone can learn to read better. The best way to learn to read better is to read to others.

Ask if anyone has to take care of a younger sibling or other younger family members?

If so, ask if they would they be willing to read to them a couple of times a week, if books were available?

Explain that you can entertain your brothers and sisters by reading something to them. At the same time, you will learn to read better. And, the child will learn to love reading too.

Emphasize that the best way to improve your reading is to read to others. Everyone learns!!

Finding Time to Read and Study



30 Minutes

Mention that over the course of the girls' club we have talked about girls having more things to do at home than boys. This can be unfair.

Explain: We are going to do an exercise to look at how we spend our time / how we are asked to spend our time.

Tape a flipchart on the wall and write down the following Time Frames:

1. From waking up to arriving in school:
2. During school:
3. Leaving school to arrive home:
4. From arriving home to eating dinner with family:
5. From eating dinner with family to going to bed:

Divide the girls into small groups of 5 people each.

Explain the assignment:

Look at the Time Frames on the flipchart.

In your small group, list everything you all did yesterday under each time frame on the flipchart.



Note: Point to the Time Frame flipchart.

Think of everything you did in each time frame. Just write everything down.

It is really important to be very honest with yourselves. The exercise is for you.

Allow about 10 minutes for the girls to finish the task. Walk around and answer questions, if there are any.

When done, ask one group to report on what they did under each Time frame.

➔ **Note:** Write what the girls say for each Time Frame on the Time Frame flipchart taped on the wall.

Invite the next group to report on what they did under each Time frame.

➔ **Note:** Add to the responses under each Time frame on the Time Frame flipchart.

Continue until all groups have listed everything they did under each Time frame.

Review the activities under each Time frame on the flipchart. Ask if the girls have anything else to add.

Ask these questions about what is on the Time Frame flipchart.

How much time was spent doing chores?

How much time was spent on playing?

How much time was spent on doing homework?

How much time was spent on personal things like walking to school, eating, bathing, etc.

On which activities do you spend the most time?

Was there any extra time? When?

Discuss the exercise:

What surprised you about this exercise?

What did you learn about the way you all spend time?

Did you find where you could have extra time?

Does anyone see opportunities for changing how their time is spent under certain Time frames?

➔ **Note:** Encourage as many girls to respond as possible. Write responses on a new flipchart.

How would we like to change our time? Do we want to spend more time reading?

Say: Get back in your groups. Based on this exercise, discuss how you would change how you spend your time.

➔ **Note:** Allow about 5 minutes for the girls to discuss.

When done, ask the groups:

How would you change how you spend your time to enable more time to study and read?

Under which Time frame?

▶ **Note:** Add responses to flipchart.

Are these suggested solutions doable? What needs to change?

Encourage girls to speak and discuss with their parents about the value of reading and having time to study. Do we need to have less chores and have more time available?

Ask what the girls can do now to become better readers.

▶ **Note:** Encourage many girls to answer.

Ask: Who will you read a book to this week?

▶ **Note:** Encourage many of the girls to answer. If they struggle with an answer, ask the other girls to help her out.

Thank the girls for the creative participation and answers.



C. Wrap Up:

Thank everyone for their participation.

Initiate a discussion about today's session, using these or similar questions:

- What is your take-away from this girls' club discussion?
- **Ask:** How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write your new personal schedule in your notebook.
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.

SESSION



Violence and Strategies to Address It





Learning Objectives:

By the end of this session, the girls will:

- Understand common forms of violence
- Demonstrate at least 5 refusal skills to use in unsafe situations.



Total Time:

1 hour 30 minutes



Materials Needed:

- Flipchart paper (newsprint)
- Colored Markers
- Tape
- Appendix: Violence Scenarios – see the end of this Session Plan



PREPARATION NOTES:



Note: The session covers sensitive issues which may need more professional input than a facilitator can provide.

Invite a member of anti-Harmful Traditional Practices (HTP) task force, or expert on gender-based violence to co-facilitate this session with you. Ask your supervisor for assistance in identifying the right person to assist with this girls' club meeting. Do not facilitate this session alone.

Read this session plan, including the Appendix, several times. Be familiar with the content and how to deliver it.

This girls' club meeting requires the use of flipcharts. Find a site with walls/ tree or a place to post flipcharts on it. Prepare two flipcharts ahead of the session:

1. Label a flipchart, "**Reflection Activity Questions**" and write these questions on it:
 - What do you think the girl is feeling?
 - Does this happen in your community?
 - What can a girl do in this situation?

-
2. Label a second flipchart “**Refusal Skills**” and write the following on it:
 - Be clear on what you will not accept.
 - Say clearly what you want.
 - Create distance between you and the person.
 - Bring a friend or relative with you, if possible.
 - Use a strong tone of voice. If needed, scream for help if you are alone and feel at risk or are in danger.
-



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls’ club. Thank them for coming.

Ask: Does anyone have a question from the last girls’ club discussion?

Say: Today we are going to talk about some sensitive topics. You are going to learn how to protect yourself in different situations. We will be talking about violence, which can be difficult to discuss. There is no need to share your personal experiences with these issues unless you would like to. If someone shares something today, let’s remember to keep it private and confidential within the group – don’t tell others about it. Finally, if you want to share about someone else’s experience with these issues, please say “someone I know,” instead of “my cousin” or “my sister” to protect their privacy.



B. Activities:

Reflection activity



30 Minutes

Say, in a previous session, we learned about the three types of violence. Today we are going to talk about what you can do if you experience violence.

Tape *Reflection Activity Questions* to the wall.

Note: Flipchart should be prepared beforehand – see Preparation Notes.

Explain the exercise:

I will give each small group one of the five violence scenarios.

Read the scenario and answer the three Reflection Activity questions on the flipchart within your group.

Prepare to share the results of your discussion with the group.

Give (tell) each group one of the five violence scenarios to each small group

 **Note:** See Appendix: Violence Scenarios at the end of this Session Plan.

After about 10 minutes, ask a person to share her group's scenario and what was discussed in the group.

Thank the girl for her group's presentation.

One by one, ask someone from each of the remaining four small groups to present their scenario and what was discussed in their group.

Ask: how might the situation be different if it happened to a boy or a young man?

Ask: remember in a previous session we learned about power. How does having power influence these situations? For example, if the boy in a scenario were an adult man or a teacher, how would the situation be different?

Thank the girls for their ideas and for bravely talking about these situations.

Refusal Skills



10 Minutes

Explain that as girls begin to mature, boys and men may begin to harass them or make unwanted sexual advances. These behaviors are never the fault of the girl or woman. Men and boys should not harass or hurt girls or women, but unfortunately it does sometimes happen. We are going to talk about some ways to react if these things happen to you.

Mention that it is everyone's right to refuse something we do not want or that does not make us feel good.

Mention that if girls face any of these situations, it is important to know refusal skills to stay safe from harm.

Explain that girls can also use refusal skills with boys who are trying to hurt their feelings or bully them.

Point out that Refusal Skills depend on them being assertive and making their message clear, very much like Negotiation Skills.

Discuss and demonstrate the Refusal Skills:

Be clear	Be clear on what you will not accept.
Say clearly what you want	Simple “No”: “No, thanks”, or “No”
	Emphatic “No: “No!” “Don’t do that!”
	Repetitive “No”: “No, no, NO!!!”
Use a strong voice	Talk in a loud voice.
	If needed, scream for help if you are alone and feel you are at risk.
Create distance	Walk away from the person or place.
	Leave the scene and go somewhere safe.
Steer clear	If you suspect you will be pressured, don’t go with the person.
Safety in numbers	Keep trusted friends nearby.
Call in support	Threaten to tell somebody with authority or power (parents, counsellors, relatives, and police)(ask the girls to list additional sources of support).

Explain that if someone is harassing you or attempting sexual assault use the Refusal Skills and get away. Then, report the situation to adults you trust, such as parents, facilitators, teachers, police, health worker, or community officials.

Emphasize that if a friend tells you that they have experienced violence, you can encourage him or her to seek help from a trusted adult or authority figure.

Ask seven girls to demonstrate each one of the refusal skills.

Ask if anyone has questions.

Practicing Refusal Skills



30 Minutes

Say: Now, we are going to practice these refusal skills in your small groups. When scary things happen to you, it is natural to freeze and have trouble reacting. This is why it is important to practice our refusal skills. But remember, even if you are not able to refuse or react, the violence is never your fault.

Ask the groups to go back to their small groups from earlier.

Explain the exercise:

Note: Allow the girls about 10 minutes for this exercise.

Based on the violence scenario you were given at the beginning of the session, develop a role play on how to handle it using the Refusal Skills.

Choose two or more people to act out the role play for the rest of the group.

When ready, ask one of the groups to demonstrate their role play.

After the role play, ask the rest of the girls:

- Which refusal skills were used?
- Were they right for the situation? If not, why?
- Do you have any suggestions for the group who conducted the role play?

Congratulate the first group for their role play.

One by one, ask the remaining small groups to conduct their role plays. After each role play ask the questions above to the rest of the group.

When done, ask how can boys in your community, such as brothers or good friends, be your supporters?

 **Note:** Write responses on a blank flipchart.

Thank everyone for their creative work.


Ask if anyone has questions or a comment.



C. Wrap Up:

Thank everyone for their participation.

- Initiate a discussion about today's session, using these or similar questions:
- What did you learn from this girls' club discussion?
- **Ask:** How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your notebook.
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.

 **Note:** Stay 30 minutes after the end of the session to be available if any of the girls chooses to speak to you.

Appendix: Violence Scenarios

Scenario 1: A boy your age is calling you mean names.

Scenario 2: A 14-year-old boy touched you in a way that made you feel uncomfortable.

Scenario 3: A boy your age bullies or seeks to harm you and tells you he is going to hurt you the next day.

Scenario 4: A boy your age is hurting or hitting you.

Scenario 5: An influential man in the community touches your breast.



SESSION



I Love Exercise!



Total Duration
1 hour 15 Minutes



Learning Objectives:

By the end of this session, the girls will:

- * Explain the role of physical activity in health and overall wellbeing.



Total Time:

1 hour 15 mins



Materials Needed:

- Flipchart paper (newsprint)
- Colored Markers



PREPARATION NOTES:

Read this session plan several times. Be familiar with the content and how to deliver it.



SESSION PLAN:



A. Welcome:

Welcome everyone back to the girls' club. Thank everyone for coming.

Ask if anyone has a question from the last girls club discussion?

Conduct the energizer:

Divide girls into small groups of 5 to 6 people each.

Have each group should stand in a circle.

Tell the girls to reach across the circle and take the hands of two different people standing on the other side.

Tell the girls to not hold hands with the person next to you.

Once everyone has grabbed hands, you will now have a human knot.

Do not let go of the hands!

Your job is to untangle the knot without letting go of each other's' hands.

Take your time. Make sure no one gets their arm twisted in a way that hurts.

Once the groups have untangled their human knots, ask: What was the exercise like?

B. Activities: Total Time - 50 minutes

Physical Activity



25 Minutes

Explain that girls their age are physically active all the time - without even thinking of it.

Engage the girls in a discussion about the physical things they do at school. Ask these or similar questions to start the discussion.

Ask about the kinds of games do they play at school, during recess, and after school.

Ask if they play any sports at school or after school.

Congratulate the girls for being so active.

Ask if the girls are physically active at home. If so, how so? What physical activities do you do?

Listen to what the girls tell you. Then, ask about any of the following activities not mentioned by the girls. How many of you do these activities?

- Run outside
- Jump
- Dance
- Herd goats and sheep
- Fetch water
- Clean house
- Collect fire wood
- Going market
- Care for younger siblings
- Play chase and catch
- Rearing cattle
- "Segno Makesegno"

Explain that all this movement and physical activity makes your body stronger.

Ask for a volunteer.

 **Note:** *You will need some space outside to play do this exercise.*

When the volunteer is ready, explain the instructions for the Chase Game.

When I say, “Go” the volunteer will begin chasing all of you

You should try not to get touched by the volunteer.

If the volunteer touches someone, she will say, “Tag, you are it.”

The person who is tagged becomes chaser.

The chaser has to run around and tag someone else in the group.

Say, “Go” and tell the volunteer to chase the girls.

Motivate the girls to run and avoid being caught!

 **Note:** *After about 5 to 10 minutes, stop the game.*

When done ask the girls to sit in a circle.

Discussion



25 Minutes

Say: It was fun to watch how quickly the chasers and the movers were running.

Discuss the game, asking these or similar questions:

- What did it feel like to be the chaser?
- What did it feel like to be chased?
- Who got caught? Who did not get caught?
- Ask who enjoyed playing the game? If so, why?
- What did you enjoy about the game?
- When you were running, how did you feel?
- How can you make sure to play like this every day?

Explain that girls your age need as much physical exercise as boys to be healthy and feel good.

Ask why it is important to exercise and have fun?

Listen to what the girls tell you. Add any of the following, if not mentioned:

Girls your age are growing stronger muscles. These muscles need exercise to grow (as well as Grow foods).

Girls your age need to have fun. It helps with mood swings

Having fun brings blood to the brain and will help you to learn.

Physical exercise and having fun also helps keep you healthy.


Say: Some of you girls look a little tired from the game. Why would you be tired?

Listen to what the girls say. If not mentioned, explain that the body needs energy and food to be active and to run around.

Ask what kind of food does the body need to be active?

 **Note:** *Keep asking until someone says Move foods.*

Ask what are some “Move foods” they could eat to keep moving and staying active and healthy.


 **Note:** *Keep asking until the girls say that starchy foods such as grains, injera, rice, etc. are good “Move foods”.*

Summarize the following: Good “Move foods” for girls to eat are:

- Cereals (and porridge)
- Injera and bread
- Corn
- Fruits (and they are also Shine foods)
- Avocado, oils

Remind the girls that when they are moving around and are active they are exercising their muscles.

Ask what are some “Grow foods” to build muscle?

 **Note:** *Keep asking until the girls say that animal products and/or legumes are good Grow foods.*

Summarize the following: Good “Grow foods” for girls to eat are:

- Liver, chicken, goat, beef, eggs
- Milk, cheese, Fura
- Lentils and beans

Ask if the girls have any questions.



C. **Wrap Up:**

Thank everyone for their participation.

Initiate a discussion about today’s session, using these or similar questions:

- What is your take-away from this girls’ club discussion?
- **Ask:** How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your booklet.
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.





SESSION



Mapping Support Services in Our Community



Total Duration
1 hour 10 Minutes



Learning Objectives:

By the end of this session, the participants will:

- Identify what services are available to them locally
- Create a map to understand visually where services are in location to each other



Total Time:

1 hour 10 mins



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:

Read this session plan several times. Be familiar with the content and how to deliver it.

This discussion requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.

Participants will also need a flat space to draw their maps. It is best to hold the meeting where there is some type of flat floor.

Prior to the discussion, you and your co-Facilitator should walk around the community and identify services (such as religious institution, bank, school, health center, market, police station, etc.) and know their location.



SESSION PLAN:



A. Welcome:

Welcome the girls back to the Girls Club meeting.

Ask if anyone has a question from the last Girls Club discussion?



B. Activities:

Brainstorm on Available Services



20 Minutes

Explain first what a service is: a place where you can get something you need, which may be information or support or care.

Explain that over the next couple sessions, we will be talking about and exploring our community.

It's important to understand what services are available to adolescents and how and when to use them. Services are a place where you can get something you need, information or support.

Ask the girls to think about their community and the types of services available. Remind them of places we have already visited/discussed and encourage them to think of others. If they do not mention the following, remind them:

Health center
Police Station
Bank

Market
Religious Institution
School

Write down what they say on a flipchart.

Tell the girls today we will be making a map that shows where services are in their community.



Divide girls up into groups of 4

In their groups, they should create a map of their community drawing it on a piece of paper or flipchart, indicating where services are located.

Give the girls between 15-25 minutes to create their maps.

Invite the girls to share their maps with the other groups, noting if any of the groups are missing any important services.

Ask the girls to explain why they indicated services on their map. What services are available? Can they get support there? Who can support them if they need help or safety?

Go through the different institutions and why they would reach out to them for support:

- Police?
- Health centre?
- Religious institution?
- School?

Tell the girls they should share what they did today with their families when they get home.

This way, they can seek input on if any other important services have been missed.

Thank everyone for their participation.

Ask if anyone has questions.



C. Wrap Up:

Thank everyone for their participation.

- **Ask** the girls to reflect on what they learned today. Remind them that we have been exploring our community and how we can create maps to help us visualize where things are located.
- How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your notebook.
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.



SESSION



Community Mapping and Safety



Total Duration
1 hour 30 Minutes



Learning Objectives:

By the end of this session, the participants will:

- Describe how gender affects mobility, safety, and access to public spaces.
- Identify areas that are risky for girls in the village.
- Describe ways to avoid risky areas in the village.



Total Time:

1 hour 30 mins



Materials Needed:

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:

Read this session plan several times. Be familiar with the content and how to deliver it.

This discussion requires the use of flipcharts. Find a site with walls so that you can write on and post flipchart papers.

Participants will also need a flat space to draw their maps. It is best to hold the meeting where there is some type of flat floor.

Prepare a flipchart labeled “**Common Village Locations**” and add the list of locations:



Note: : You may need to make two flipcharts to get capture all of these.

Food markets	Health post	“Tela or Areke bet”	Wells/boreholes
Church/mosque	Village streets	Streams/river	Big trees
Schools	Tea shops	Road/paths	Communal Latrines/toilets
Kebele office	Grazing land	Hand pump	Center of main road



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls' club meeting.

Ask if anyone has a question from the last girls club discussion?



B. Activities:

The Gendered Space



50 Minutes

Explain that we are going to study your village today.

Tape the flipchart(s) of the Common Village Locations on a wall.

▶ **Note:** Prepare flipchart beforehand – See Preparation notes.

Refer to the flipchart and review the list of places on the flipchart.

Ask if participants would like to add or delete locations based on the discussion.

▶ **Note:** Add any new establishments, stores, rivers, community buildings, etc. to the list of Common Village Locations on the flipchart.

Ask participants to organize into small groups so that those who live in the same neighborhood are together

▶ **Note:** if more than 8 live in the same neighborhood, divide them up to smaller groups.

Give each small group a sheet of flipchart paper and different colored markers.

Explain: On your flipchart paper, draw a map of your neighborhood. Add the locations listed on the Common Village Locations flipchart(s) to your map, including roads and paths.

Note: Allow about 15 to 20 minutes for the groups to finish drawing their maps.

When participants are done, ask them to look at their map and add the following:

For locations where:	Do This:
Men and boys usually go to meet, play, or engage in other activities	Circle the place or write "Boys" on the name of the place
Women and girls usually go to meet, play, or engage in other activities	Circle the place with a different color marker or write "Girls" on the place(s).
Both girls/women and boys/men go to meet, place, or engage in other activities	Circle the place with yet a different color marker or write "Both" on the place(s).

Walk among the groups while they complete their maps. Facilitate discussions and answer questions as needed.

Note: Allow about 10 minutes to complete their mapping.

When participants are done, ask each small group to present their map.

Summarize the findings from all the maps:

- Locations where men/boys tend to go and/or congregate
- Locations where women/girls tend to go and/or congregate
- Locations where both men/boys and women/girls tend to go and/or congregate

Discuss the following about what the maps are showing:

- How freely are boys/men allowed to move from location to location without any risk of bullying or harassment?
- How freely are girls/women allowed to move from location to location (or in certain areas) without risk of harassment or harm?
- What is access to public spaces like for boys/men? For girls/women?

Continue the discussion by asking these or similar questions:

- Do girls have as much freedom to move around as boys?
- How do girls and boys compare in terms of their ability to use public spaces?
- Is the risk level in public spaces the same for boys as for girls? Why? Why not?
- Do these conditions change when boys grow older? When girls grow older?
- How do you feel about the gendered nature of public space?

Mapping Risky Places



30 Minutes

Ask participants to return to their group and identify four things on your map:

1. Places, paths and walking routes where it is risky for girls to go safely. Are there paths from one place to another that are risky? (For example, walking home past a bar at night, walking home from school to home, walking through the woods to the river to wash clothes, etc.)
2. Places where it is risky for boys to go safely.
3. Times of day that these places risky for girls?
4. Times of day that these places are risky for boys?

Explain how to mark the risky/unsafe spots in the following way:

For girls or women, put an X on the location

For boys or men, put a square around the location.

Give the groups about 10 minutes to mark their maps.

When done, ask each group to present the results of their exercise.

After all of the presentations ask:

- Where are the riskiest areas for girls?
- Why are girls at risk in these locations?
- How does this affect their freedom of movement?

Summarize the risky places where girls do not feel safe or welcome.

Continue the discussion but around boy's risks.

Ask:

- Where the riskiest areas for boys?
- Why are boys at risk in these locations?
- How does this affect their freedom of movement?

Discuss the following questions:

- How does girls' limited access to safe spaces affect them?
- Are boys affected in the same way? Why or why not?
- What needs to change for public spaces to be safe for girls and/or boys to use?

Discuss ways for girls to be safe while walking to, from, or past risky places or paths.

 **Note:** Write responses on a new flipchart.

If not mentioned, discuss some of these safety tips:

- Walk together in groups
- Avoid risky places at night.
- Ask parents or family members to accompany you to and from risky places.

Ask: If something bad should happen who could you talk to that will help and/or support you?

 **Note:** Write responses on a new flipchart.

Thank everyone for their participation.

Ask if anyone has questions.



C. Wrap Up:

Thank everyone for their participation.

- Initiate a discussion about today's Session, using these or similar questions:
- What did you learn from this girls' club discussion?
- How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your notebook.
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.



SESSION



Managing Stress and Anger



Total Duration
1 hour



Learning Objectives:

By the end of this session, participants will:

- Learn what stress is and how to manage it.
- Distinguish between appropriate and inappropriate responses to anger.



Total Time:

1 hour



Materials Needed

- Flipchart
- Colored markers
- Tape



PREPARATION NOTES:



Note: *The session covers sensitive issues which may need more professional input than a facilitator can provide.*

Read this session plan several times. Be familiar with the content and how to deliver it.

This girls club meeting requires the use of flipcharts. Find a site with walls/tree so that you can write on and post flipchart papers.

Prepare a flip chart by dividing a sheet into 4 sections. At the top of each section, write the words “feelings”, “thoughts”, “behaviors”, and “physical”



SESSION PLAN:



A. Welcome:

Welcome the girls back to the girls' club. Thank them for coming.

Ask if anyone has a question from the last girls club discussion.



B. Activities:

Managing Stress



30 Minutes

Remind the girls that in session 11 we learned about making good decisions. It can be hard to make a good decision when we are stressed out or angry, so today we will learn some ways to help cope with those feelings.

Ask the girls what the word "stress" means. If they don't say the following points, read them to the group:

Stress is a state of mental or emotional strain resulting from hard or bad circumstances.

Stress can be thought of as the body's reaction to a change that requires physical, mental or emotional adjustment or response.

It is commonly experienced as a feeling of tension, anxiety, or pressure.

Ask the girls to list symptoms of stress. Refer to the flipchart you prepared that had four categories of symptoms of stress. Write down at least some of the responses that the girls list, so that each of the four categories have at least a few answers.

If they don't list any of the following, you can read them to the group

Feelings:	Thoughts:	Physical:
Anxiety Irritability Fear Moodiness Embarrassment	Self-criticism Difficulty concentrating or making decisions Forgetfulness Preoccupation with the future Repetitive thoughts Fear of failure	Tight muscles Cold or sweaty hands Headaches Back or neck problems Trouble sleeping Stomach aches Feeling very tired Rapid breathing Pounding heart Shaking hands Dry mouth
Behaviors: Stuttering or difficulty speaking Crying Acting impulsively Laughing nervously Yelling at friends/family Grinding teeth or clenching jaw Increased or decreased appetite		

Ask the girls to share a recent experience when they felt under stress. Did they have any of those symptoms?

Divide the girls into groups of 5 and ask them to brainstorm on ways to manage stress for a few minutes. Then in a few minutes, have them come together as one group again and each group can share what they discussed.

If the techniques for managing stress listed below were not named, be sure to share them with the girls.

Take a Deep Breath!: Stress often causes us to breathe shallowly, and this almost always causes more stress! Try taking a minute to slow down and breathe deeply.

Talk It Out: Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher, or religious leader can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid serious problems later. Writing down thoughts and feelings can also help clarify the situation and give you a new perspective.

Take a “Minute” Vacation: You cannot always run away, but you can dream. 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 pleasant sounds, smells and temperature.

Pay Attention to Physical Comfort: Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, go somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.

Get Physical: When you feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. This can be anything from playing a game with friends to doing some regular physical work that you like doing. Running, walking or dancing can be done anywhere. Working in the garden, cleaning, or playing with younger children can relieve stress, relax you, and energize you! Remember, your body and mind work together.

Take Care of Your Body: Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress, so eat well.

Laugh: Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!

Manage Your Time: Plan ahead. Make a realistic schedule for yourself and include time for stress reduction. Trying to take care of everything at once can seem overwhelming. Instead, make a list of what you have to do, then do one thing at a time, checking them off as they're completed. Do the most important or unpleasant ones first, and then the rest of your day will be less stressful. Recognize when you are most stressed and allow yourself some reasonable breaks, like taking a walk or otherwise changing your scenery.

Know Your Limits: A major source of stress is people's efforts to control things over which they have little or no power. When in a stressful situation, ask yourself: is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control.

Must You Always Be Right?: Do you get upset when things don't go your way? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

Have a Good Cry: Big boys and girls do cry. A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.

Look for the Good Things Around You: It is easy to see only the negative when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing little light or joy into your life. Commit yourself to actively noticing five good things around you, like positive or enjoyable moments or interactions.

Seek help: Either professional counselling or talking it out with a trusted adult.

Explain that there are many different ways to manage unhealthy stress, and everyone needs to find ways that work for them!



Explain that anger, like stress, is a completely normal, usually healthy human emotion. It can range from mild irritation to intense rage.

When it gets out of control and turns destructive, it can lead to problems.

Like other emotions, it causes physical changes such as causing your heart to beat faster, or making you feel hot.

However, we cannot physically attack every person or object that irritates, annoys, or angers us. Laws, social norms, and common-sense place limits on how far our anger can take us.

Ask the girls to list some examples of inappropriate expressions of anger. If the actions below are not listed, you can add them to discussion.

- Yelling
- Hitting
- Humiliating someone
- Name-calling
- Damaging property
- Throwing things
- Refusing to help someone in need

Now, **ask** the girls to list appropriate expressions of anger. If the actions below are not listed, you can read them aloud.

- Calmly expressing an opinion
- Leaving the situation
- Counting to 10 before responding

Explain that anger can be managed. The goal of managing your anger is to reduce both your emotional feelings and the physical response that anger causes. You cannot get rid of or avoid the things or people that make you angry, nor can you change them, but you can learn to control your reactions.



C. Wrap Up:

Thank everyone for their participation.

Initiate a discussion about today's lesson, using these or similar questions:

- What did you learn from this Girls Club meeting?
- **Say:** Take a couple of minutes to write what you learned in your notebook.
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.





SESSION



Staying Safe from Unwanted Touches



Total Duration
1 hour 10 minutes



Learning Objectives:

By the end of this session, the girls will:

- Describe different kinds of touches and how they can make you feel.
- Describe ways to stay safe from uncomfortable/ unwanted touches.



Total Time:

1 hour 10 mins



Materials Needed:

- Flipchart
- Colored Markers
- Tape
- Blank paper – 30 to 40 sheets (about twice as many as the number of participants)
- Appendix: Unwanted Touches Scenarios (at the end of this Session Plan)



PREPARATION NOTES:

Read this session plan, including the Appendix, several times. Be familiar with the content and how to deliver it.

Draw a black square on the back side of 20 – 25 sheets of paper (or enough papers for all participants).



SESSION PLAN:



A. Welcome:

Welcome the girls back to the Girls' Club. Thank everyone for coming.

Ask if anyone has questions from the last Girls' Club meeting.

Say: We will be talking about some sensitive topics. There is no need to share your personal experiences with these issues unless you would like to. If someone shares something today, let's remember to keep it private and confidential within the group – don't tell others about it. Finally, if you want to share about someone else's experience with these issues, please say "someone I know," instead of "my cousin" or "my sister" to protect their privacy.



B. Activities:

How do I Feel About that?



20 Minutes

Remind everyone that people may treat girls differently when they reach puberty and beyond. We talked about this in a previous Girls' Club meeting.

Explain that friends and relatives often show affection and care by touching. But, when a touch makes you feel uncomfortable or bad or is done by people outside your family, it is important to know what to do and how to stay safe.

Give each girl a sheet of paper that is blank on one side and has a black square on the other side (Note: Prepared beforehand – see Preparation notes).

Note: Prepared beforehand – see Preparation notes.

Explain the exercise:

I am going to read a sentence.

If you think it is a good touch, hold up the plain side of the paper.

If you think it is a bad (uncomfortable) touch, hold up the side with the black square.

If you are not sure, do not hold up the paper.

One by one, read the following statements. After each statement say: Hold up the side of the paper that describes how they feel about the touch.

- A hug from your mother.
- A hug from your male teacher
- A hug from a male class mate
- A teacher pats you on your back for doing a good job.
- A hug from your father.
- A teacher touches you on your bottom/buttocks
- A friend walks to school with you and holds your hand
- Your uncle gives you a hug
- Someone touches your breast
- A boy walks to school with you and tries to touch your private parts
- A boy makes you touch his private part
- A girlfriend holds your hand walking home from school
- A relative or family member touches your breast or your private parts
- Your auntie hugs you goodbye.
- Someone touches you in a way that makes you feel uneasy.

If girls hold up different cards ask why they choose their answer.

Explain that there are different kinds of touches; good touches, bad touches, or confusing touches (not quite good or bad).

Point out that you can tell what kind of touch it is by the way it makes you feel. **Trust your own feelings!**

Say: Remember, your body belongs to you. You decide who touches you and when. No matter who the person is, you have the right to be safe from unwanted touches.

Emphasize that if anyone touches you in a way that makes you feel uneasy, uncomfortable or bad, tell a supportive, trusted adult or someone you feel safe with.


Remind the girls: It is NEVER your fault if someone touches you in a way that makes you feel uncomfortable.

Refusal Skills



10 Minutes

Ask the girls to explain the Refusal Skills which they learned and practiced in previous Girls' Club meetings.

 **Note:** Encourage the girls to state as many as they can remember. Write these on flipchart.

Explain that the Refusal Skills should be used when you are feeling harassed, bullied, at risk of sexual assault and as part of your safety plan when you are walking through risky places. You need to know ahead of time what you will do in uncomfortable situations.

Remind the girls that when scary things happen to you, it is natural to freeze and have trouble reacting. This is why it is important to practice our refusal skills. But remember, even if you are not able to refuse or react, the violence is never your fault.

Review and demonstrate the Refusal skills:

Trust your instincts!	If it feels uncomfortable, stay clear.
Be clear	Be clear on what you will not accept.
Say clearly what you want	Simple "No": "No, thanks", or "No"
	Emphatic "No": "No!" "Don't do that!"
	Repetitive "No": "No, no, NO!!!"
Use a strong voice	Talk in a loud voice.
	If needed, scream for help if you are alone and feel you are at risk.
Create distance	Walk away from the person or place.
	Leave the scene and go somewhere safe.
Steer clear.	If you suspect you will be pressured, don't go with the person.
Safety in numbers.	Keep trusted friends nearby.
Call in support.	Threaten to tell somebody with authority or power (parents, counsellors, relatives, and police).

Review the flipchart and add any refusal skills not mentioned by the girls at the beginning of this exercise.

Ask the girls to demonstrate the refusal skills.

Emphasize that the most important thing you can do is to plan for these situations. Know what you will do if someone touches you in a way that makes you feel uncomfortable.

Unwanted Touches Exercise (about 30 minutes)



20 Minutes

Emphasize that it is alright to say, "No" to anything that makes you feel uncomfortable, bad or confused. You do not have to do anything you do not want to do.

Divide the girls into 5 small groups.

Explain the exercise:

I will give each group a different scenario.

Within your small group, discuss what you will do in the situation you are given.

Tell each group what is their scenario and ask them to discuss how they would handle the situation.

▶ **Note:** See Appendix: *Unwanted Touches Scenarios at the end of this Session Plan.*

After about 6 to 7 minutes, invite one of the small groups to describe their scenario and what they could do in the situation.

When done, thank for their good work.

Discuss who are supportive, trusted adults can you talk to about safety.

Discuss places where girls can go to find safety when they feel uncomfortable.

If not mentioned, ask about these potential safe places:

- Any public place where there are people; like a market
- The home of a trusted relative or family close by,
- Church
- School

Ask: Does anyone have a question?



C. **Wrap Up:**

Thank everyone for their participation. Initiate a discussion about today's Session, using these or similar questions:

- What did you learn from this Girls' Club meeting?
- **Ask:** How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your notebook.
- **Ask:** Does anyone have a question?
- Tell them to go in group to prevent them from violence/harassment.
- Close the discussion.

Appendix: Unwanted Touches Scenarios

Scenario 1: You are walking home with some boys. One of them turns around and touches your private parts. You do not want this. What do you do?

Scenario 2: While talking to a male teacher, he reaches over and touches your breasts. This makes you feel uncomfortable. What do you do?

Scenario 3: An uncle asks you to sit on his lap. Then he begins to stare at your breasts and private parts. This makes you feel very uncomfortable. What do you do?

Scenario 4: A man watches you as you walk to school or the market. One day he offers to give you a phone in exchange for a “favor”. What do you say and do?

Scenario 5: You are walking home from school and a boy comes up to you and walks past and touches you on your buttocks.



SESSION



Staying Safe from Unwanted Touches



Total Duration
1 hour



Learning Objectives:

By the end of this session, participants will:

- Describe the positive qualities that are important to them in a good friend
- Understand what peer pressure is
- Know common ways to respond to peer pressure



Total Time:

1 hour



Materials Needed

- None



PREPARATION NOTES:

Read this Session Plan. Be familiar with the content and how to deliver it.



SESSION PLAN:



A. Coming Together:

Welcome the girls to the Girls' Club session. Thank them for coming.

Ask if anyone has a question from the last Girls' Club session?

Thank the girls for their participation.



B. Activities: Total Time – 50 minutes

Friend Wanted



10 Minutes

Explain that today we will be talking about qualities that make a good friend.

To start, each girl will create a 30 second radio advertisement as if they were looking for a new friend. Instruct the girls to include what positive qualities, interests, and hobbies they are looking for in this new friend, why friends are important, and why it is important to be able to be a good friend. They can think about a good friend they already have to get some ideas for their advertisement.

Give the girls 5 minutes to prepare their advertisement.

Break them into 5 groups, and have each girl share her advertisement with her group.

After all the girls have shared, invite them to come back together to discuss the following questions:

- Was everyone in your group looking for the same qualities?
- Do you think girls and boys want the same qualities in a friend? Why or why not?
- What qualities do you offer to a friend or friendship?

Peer Pressure



30 Minutes

Explain that you just discussed all the positive qualities we would like in a good friend. However, sometimes our good friends have negative qualities too. These might lead them to try and influence us to do things we do not want to do or that are not good for us. This is called peer pressure. Can anyone give an example of peer pressure?

Let the girls give examples. Then explain that we are going to work on how we can resist peer pressure by looking at some common peer pressure situations.

Divide the girls into 5 groups and give each group an example from the list below. Tell them they will have 10 minutes to think of a skit that acts out the problem and the solution. Then they will present their skit to the entire group.

1. A group of girls are sitting together talking about the latest fashions. They start to make fun of one girl who has not been able to buy any new clothes lately. Another girl feels bad for the one they are making fun of, but isn't sure if she should speak up. Create a skit that shows how the girl who feels bad could handle the situation assertively.
2. A group of boys are hanging out watching a football match. They are joking around and having a really good time together. One of the boys in the group takes some alcohol out of his backpack. He starts drinking and tries to get the others to drink, too. He says there is more to drink outside and tries to pressure his friends to join him in drinking. Some of his friends agree. Create a skit showing how the friends who do not agree could handle this situation.

3. A group of friends is chatting about how much they hate doing homework. Each of them is bragging about how little time she spends studying. One of the friends tells the others the importance of education and of spending time studying. Create a skit showing how the girl uses her persuasion skills and assertiveness to influence her friends positively.
4. A group of friends are hanging around the market, talking about how bored they are. They really wish they had something to do. One of them suggests they go into the market store and steal some chocolate. Some of the friends agree—excited to do something on this boring day! As the group walks to the market, one of them is not comfortable with the idea and suggests they go to her house instead. To convince her friends not to steal, she explains to them the dangers of stealing. She also explains how exciting and fun it will be for all the friends to spend time together at her house. Create a skit showing negative and positive peer pressure and the benefits of avoiding negative peer pressure.
5. Two friends are playing a game, and they accidentally break a dish. The girl who broke the dish is afraid to tell her mother what happened, as she may get into trouble. Her friend tells her to lie to her mom and say her little brother was the one who broke the dish. The girl doesn't want to lie, but she also wants her friend to like her and not think she is a baby. Create a skit where the girl is able to do what she feels is right, even if her friend disagrees.

Thank all the girls for their participation. Initiate a discussion to review the following key points. Ask them the following questions and give them time to respond. If they miss any of the main ideas, be sure to read them to the group.

What is peer pressure? Answer: social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted.

What types of peer pressure do you face? Answer: pressure to wear certain clothes, like certain things, do certain activities, try alcohol, etc.

Where does peer pressure come from? Answer: it may be found at school, home, or in the community

How can one avoid peer pressure? Answer: spend time with people who have the same interests and values as you, say "no" using assertive techniques, stand up for someone to help feel ok with making the choice they want to, try not to judge others.

Where can someone go for help if they face too much peer pressure? Answer: older siblings, close friends, parents, teachers, community leaders, people from our club, etc.

To close, go around and ask each girl to name one specific strategy they would be comfortable using to resist peer pressure.

C. Wrap Up: Total Time –5 minutes

Thank everyone for their participation.

Initiate a discussion about today's Session, using these or similar questions:

- What did you learn from this Girls Club meeting?
- Ask the girls to practice these skills with friends first until they feel comfortable with the technique.
- Ask: Does anyone have a question?
- Instruct the girls to write down a few of their favorite strategies to resist peer pressure in their notebook.
- Tell them to go in a group to prevent them from violence/harassment.
- Close the discussion.





SESSION



Positive Conflict Management



Total Duration
1 hour 10 minutes



Learning Objectives:

By the end of this session, participants will:

- Describe ways to manage conflict.
- Demonstrate ways to positively managing conflict without violence.



Total Time:

1 hour 10 mins



Materials Needed:

- Flipchart
- Colored Markers
- Tape
- Appendix: Positive Communication Stories (see the end of this Session Plan)



PREPARATION NOTES:

Read this Session Plan, including the Appendix, several times. Be familiar with the content and how to deliver it.

Investigate resources and places where girls can go if there is violence in the home. Ask your supervisor, health care providers, kebele leaders, etc. for their advice.



A. Coming Together:

Welcome the girls to the Girls' Club session. Thank them for coming.

Ask if anyone has a question from the last Girls' Club session?

Conduct an exercise:

Ask a volunteer to act out an emotion she might have during an argument?

Ask who can guess what she is feeling?

After someone guesses the correct emotion, ask someone else to act out a different emotion during an argument?

Ask who can guess what she is feeling?

When someone guesses the correct emotion, ask someone else to act out a different emotion during an argument.

Continue until a total of five participants have acted out different emotions.

Explain that during conversations with people we can get emotional and do not use the best communication skills. Sometimes the conversation can become hurtful.

Remind everyone that our emotions come from the part of the brain that matures first, which is why you are more emotional at this time.

Ask what you should do if you are feeling emotional during a conversation?

Remind the girls of what to do during good decision making.

If not mentioned, say: Stop, think, then speak.



B. Activities:

Non-violent communication



15 Minutes

Mention that you have learned and practiced good communication and negotiation skills.

Explain that there is one skill we have not discussed. That is, how to show understanding and respect for the other person's point of view, and how to support others by listening to them.

Discuss the importance of showing understanding and empathy during difficult conversations:

- Sometimes the person you are talking to does not know how to express themselves well. If they become emotional, they may get mad.
- When you try to understand the other person, it helps them to keep calm.
- When you express understanding by acknowledging the other person's point of view, it does not mean that you agree with them.
- When people feel that you "heard" them, they are more likely to communicate with you and open up.

Give examples of ways to express understanding or empathy even when someone is angry at you so that you do not generate a conflict:


"I understand that you are angry because I did not arrive on time."

"I understand that you are upset because I did not finish my chores."

"Sorry that you are upset with me because I would not play with you."

"I understand that you are angry because I will not help you with your homework."

Ask the girls to think of a difficult conversation they had recently and ways they could have expressed more understanding.

 **Note:** Encourage several girls to share the situation and how they could have expressed more understanding during a conversation.)

Explain that when you acknowledge another person's feelings, it does not mean you agree with them. But, it does make a person feel that you heard them.

Point out that this takes practice, it does not come naturally. Normally, our first reaction is to raise our voice or yell back or be angry.

Review 4 steps for communicating in a difficult conversation:

Step 1: Stay calm. Remember the ground rules you made for yourself. (Negotiation skill #1)

Step 2: Acknowledge the other person's feelings or emotions.

Step 3: Acknowledge what you think you heard the person say.

Step 4: State your point of view/argument, even if different, in a calm and respectful way.

Discuss some examples:

I understand that you are upset with me because I did not do my chores.

I see that you are angry because I failed my math class.

I know that you are disappointed that I did not cook dinner.

I see that you were worried because I came home late.

Ask the girls if they can give some examples of how to express understanding. (Note: Encourage several girls to give some examples, even if they are not perfect.)

Ask if anyone has questions.

Exercise



45 Minutes

Read Story #1 from the Appendix: Positive Communication Stories.

Ask the girls how "Miriam" can diffuse the situation? (Note: Encourage a lively discussion about ways that Miriam can respond to her mother, first by diffusing the emotion.)

After the discussion, ask these questions:

- What do you think of the solutions proposed?
- Did the conversation follow the 4 steps (stay calm, acknowledge the person's feelings, and express understanding of the other's viewpoint)?
- What positive verbal and body language could Miriam use during the conversation with her mother?
- Any suggestions for improvement?

Read Story #2 and ask how Almaz can respond to her mom?

 **Note:** Encourage a lively discussion about ways that Almaz can respond to her mother.

After the discussion, ask these questions:

- What did you think of the solutions you proposed?
- Did they conversation follow the three steps (stay calm, acknowledge the person's feelings and express understanding of the other's viewpoint)?
- What positive verbal and body language could Almaz use during the conversation with her mother?
- Any suggestions for improvement?

One-by-one, continue reading and discussing the remaining two stories in the Appendix.

After each story, ask the girls the following questions:

- What did you think of the solutions you proposed?
- Did they conversation follow the three steps (stay calm, acknowledge the person's feelings and express understanding of the other's viewpoint)?
- What positive verbal and body language could the girl use during the conversation with her family member?
- Any suggestions for improvement?

Thank the participants for a great job.

Ask: What are the 4 steps for difficult conversations?

If not mentioned, repeat:

Stay calm. Remember the ground rules you have made for yourself. (Stop, count to 10, then speak)

Affirm the other person's feelings or emotions.

Repeat what you think you heard the person say, but in your own words.

State your position in a calm and respectful way

Ask: How you use these steps when having conflicts with your friends or family members?

Give examples.



Note: Encourage a discussion on how the girls can use the three steps with friends and at home. Probe for examples.

Ask why it is important to find non-hurtful ways to communicate and solve problems?

Explain that the communication techniques you are learning help to diffuse difficult conversations which may lead to heated arguments or possible violence.

Point out that it is important to know how to stay safe in difficult conversations.

Ask: If violence does occur during conversations, where can you go for help.



Note: Encourage girls to discuss where they can seek the help of a trusted adult if violence occurs in the home.

Ask if anyone has questions.



C. **Wrap Up:**

Thank everyone for their participation.

Initiate a discussion about today's Session, using these or similar questions:

- What did you learn from this Girls' Club discussion?
- **Say:** Take a couple of minutes to write what you learned in your booklet.
- Invite them to review the goals they listed in the Session on Goals and Aspirations, and to write new goals if they have already achieved their earlier ones
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.

Appendix: Unwanted Touches Scenarios

Story # 1: Miriam's mother comes home with a new dress for her. Her younger sister, who is one-year younger, becomes jealous and starts arguing with Miriam. How does Miriam diffuse the situation?

Story # 2: Almaz's mother comes home and starts yelling at her for not finishing cleaning the house. But Almaz has a test tomorrow. Her goal is to pass to the next class. How does Almaz respond to her mom?

Story # 3: Lily is talking with some boys from the Boys Club. Lily's brother gets upset for seeing her standing with boys.

Story # 4: Tigris is home when her father returns from work. The father is annoyed that she is not helping her mother to cook dinner. Tigris was helping her brother study for his test tomorrow. How can she respond to her father?

SESSION



School Song and Dance



Total Duration
1 hour 10 minutes



Learning Objectives:

By the end of this session, participants will:

- Describe ways to stay in school by use of songs, dance or drama.



Total Time:

1 hour 10 mins



Materials Needed:

- Flipchart
- Colored Markers
- Tape
- Music, if possible



PREPARATION NOTES:

Read this Session Plan several times. Be familiar with the content and how to deliver it.

Have flipchart paper and markers available in case you want to capture comments on paper.

SESSION PLAN:



A. Welcome:

Welcome the girls back to the Girls' Club. Thank them for coming.

Ask if anyone has questions from the last Girls' Club discussion



B. Activities: Total Time – 75 minutes

Introduction



15 Minutes

Say: Stand up and form a circle.

Ask the girls to think of their peers (girls and boys) in the village.

Ask what are some reasons they are not able to attend school regularly? Encourage girls to share their thoughts.

 **Note:** Write their responses on flipchart.

If not mentioned, **ask:**

- Do their chores keep them from completing homework or going to school?
- Do they have to take care of siblings or younger children at home?
- Do they have to go to work with a parent?
- Is menstruation keeping them at home?
- Are they being bullied?
- Do they live far from school?

Explain that we are going to think of ways to help your friends to stay in school because as we all know school is good for us. It is a fun place where we can learn a lot and meet new friends. School is important to allow us to have more opportunities in the future and follow our dreams.

School Drama and Song Exercise



45 Minutes

Say: You are going to work in two teams for this exercise.

Divide the girls into two teams: Team A and Team B.

Say: Team A's assignment is to make up a song and/or dance about why it is important for girls and boys to stay in school.

Say: The song can be anything, but you should include something about:

Why stay in school

How to stay in school

Say: Team B's task is to make up a drama about a girl who has a challenge to go to school for some reason. The drama should include:

Challenges that a girl faces going to school

Some solutions to the challenge(s) that the girl can implement.

Ways that her friends, peers, and family can help her to stay in or go back to school.

Give the teams 20 minutes to develop their drama, song and dance.

When done, **ask** Team A to come to the front and perform their song and/or dance.

Applaud Team A. **Say:** Thank them for your wonderful song and/or dance.

Ask Team B to come to the front and perform their drama.

Applaud Team B. **Say:** Thank them for their wonderful drama.

Ask: How do you think your song, dance and/or drama might help other girls stay in school?

 **Note:** Encourage many girls to provide input.

Ask: Would you like to perform your drama, song and dance in the community? If so, where?

Ask: Does anyone have questions?



C. Wrap Up:

Thank everyone for their creative participation today. Initiate a discussion about today's Session, using these or similar questions:

- What did you learn from this Girls Club meeting?
- **Ask:** How will you share what you learned with family and friends?
- **Say:** Take a couple of minutes to write what you learned in your notebook.
- **Ask:** Does anyone have a question?
- Tell them-to go in group to prevent them from violence/harassment.
- Close the discussion.

SESSION



Wrap – Up and Next Steps



Total Duration
2 hours



Learning Objectives:

By the end of this session, the girls and boys will:

- Describe one to two accomplishments as a result of attending the Girls' Club.
- Provide certificates for all actors participated in the session.



Total Time:

2 hour



Materials Needed:

- Flipchart
- Colored Markers
- Tape
- Signed certificates of achievement for each girls' club participant.
- Signed certificates of achievement for girls' club Facilitators
- Refreshments



PREPARATION NOTES:

Read this Session Plan several times. Be familiar with the content and how to deliver it. Adapt this session per local customs and project guidelines and resources.

Plan a closing ceremony for local community members to recognize the girls' efforts, and to thank families, community members, and local officials for their support of the program.

Arrange a space for the closing ceremony. This may be a different space than where the Girls' Clubs usually take place.

Invite the girls' club facilitators to co-facilitate the activity and participate in the closing ceremony.

Enlist volunteers from the Girls' Clubs to help set up the closing ceremony. Invite the girls' parents or guardians, as appropriate.

Invite community members, local community officials, dignitaries, and project staff to closing the ceremony.

Invite someone to give the final comments at the closing ceremony and guests of honor to hand out certificates.

Plan for and prepare any refreshments that will be served.

SESSION PLAN:



A. Welcome:

Welcome everyone for coming to the closing ceremony. Thank them for coming.

Thank everyone for coming to support the Girls who have attended the Club meetings over the past year. Say we are proud of what the girls have achieved, what they have shared and learnt.

Say: They could not have done it without the support from their family and community.

Thank the girls for their time and efforts. Thank everyone for helping their girls accomplish their goals.

Girls' Accomplishments



Have the girls stand up and say one to two accomplishments they have achieved during the Girls' Club over the past year, and one or two things they have learned that they feel proud about.

Congratulate the girls on their commitments and hard work over the past year.

Ask parents and/or members of the community to provide remarks about the results they have seen from the girls' participation in the club discussions.

Thank the parents and community members for supporting their children in the learning process.

Point out that they have demonstrated their commitment to learning how to make good choices, treat everyone with respect, work toward achieving their hopes and dreams, and live a healthy and productive life free from violence.

Hence, to achieve the girls' dream remind them that everyone, parents, kebele partners should have a responsibility.

Provide entertainment program (music, drama, poem).

Next, invite the guests of the day and give them a chance to speak.

Awarding certificate/certificate by the guest of honor. This can be District Administrators, representatives from the Women's Watch Groups, members of the school such as the Director or teachers. They hand out certificates to the participants who attended the girls' club discussions on completion.

Then awarding certificate/certificate by invited guest to the facilitators who conducted the discussion tirelessly.



Closing Remarks

1. Project Manager, etc. invite one or two guests of honor (leaders of sector or kebele) to give closing speech.
2. Wrap up the meeting by inviting everyone to join in the fun. Wrap up.





WHO WE ARE


ActionAid Ethiopia is a Gender Justice, Good Governance, and Poverty Eradication Organization. We work to achieve Gender Justice, Good Governance, and Poverty Eradication by working with women, girls, young people, and people living in poverty and their agencies.

OUR VISION

A just, equitable and sustainable Ethiopia in which every person enjoys the right to a life of dignity and, freedom from poverty.

OUR MISSION

To achieve gender equality and poverty eradication, by working with women and girls, people living in poverty and exclusion, their organizations, and supporters.





-  thegirlgeneration.org
-  info@thegirlgeneration.org
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