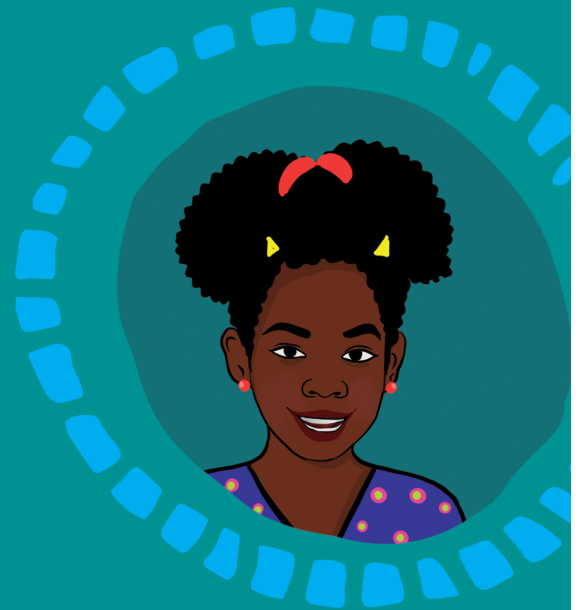
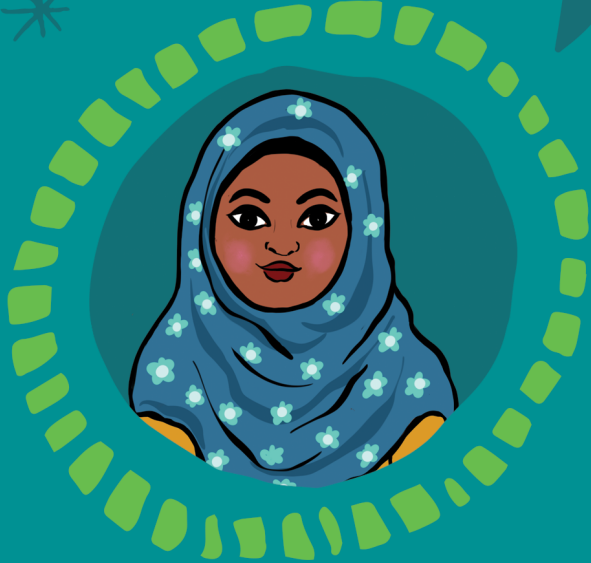


PART 2A

The Girl Shine Early Marriage Curriculum for Adolescent Girls

Girl Shine



Funding Provided
by the United States
Government



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The Early Marriage Curriculum

Introduction to the Girl Shine Early Marriage Curriculum

The Early Marriage Curriculum’s main focus is on delaying marriage and responding to the needs of married girls. This curriculum also incorporates other forms of gender-based violence (GBV), but it goes much deeper into the subject of early marriage than the Girl Shine Life Skills Curriculum does.



In terms of **delaying marriage**, the content of the curriculum aims to: (1) unpack the drivers of early marriage; (2) raise awareness of the risks of early marriage; (3) support girls and caregivers to find alternatives to marriage; (4) support girls and caregivers to strengthen relationships with each other; and (5) build social support and solidarity amongst girls.





In terms of **responding to the needs of married girls**, the content of the curriculum aims to support young mothers, married, divorced, and widowed girls to understand and claim their rights. This is accomplished by (1) providing them with information about their bodies; (2) providing them with information on how to influence decisions; and (3) encouraging girls and caregivers to strengthen their relationships with each other and build social support and solidarity amongst girls.



A summary of each session and how to implement it is offered below, and each session’s materials—which can be found within the curriculum—will provide more detailed instructions on how to prepare in advance.

Scope & Sequence

Topic	Implementation Guidance
Pre-Session	<ul style="list-style-type: none">* NOTE: The pre-questionnaire should be completed with participants, either before the sessions start or at the end of the first session. It must be completed before Session 2 commences.
Session 1: Introduction to Group	<ul style="list-style-type: none">• Girls will get to know each other and their mentor, and establish their group culture (e.g., “Group Agreements” and rituals).• As the first session with girls, it’s important to make it fun, interactive, and welcoming so girls want to come back.
Session 2: What Is Power?	<ul style="list-style-type: none">• Girls start exploring the concept of power, who holds power in the community compared to others.• The facilitator/mentor should have a good understanding of concepts of power. This session requires some sweets or biscuits for girls, which should be organized in advance.
Session 3: Women and Girls Are Stronger Together	<ul style="list-style-type: none">• The session is intended to be very empowering for the girls—to help build their solidarity and value they hold for themselves and others.• The session requires an external guest, an activist or role model from the community who can speak about girls’ and women’s rights and initiatives taking place.
Session 4: What Is Gender?	<ul style="list-style-type: none">• This session unpacks gender, continues with unpacking power, and aims to continue supporting the way girls value themselves.• The facilitator/mentor should have a good understanding of concepts of sex and gender and read and prepare for this session in advance due to the potential sensitive nature.

<p>Session 5: Our Relationships Part 1</p> <p>(different sessions for married and unmarried girls)</p>	<p>Unmarried Girls:</p> <ul style="list-style-type: none"> • Unmarried girls will learn communication skills, specifically with the intention of strengthening family relationships and influencing decisions that affect their future. • Girls will also return to the idea of a trusted person and explore whether they could turn to this person if they were being forced to marry. <p>Married and Divorced Girls:</p> <ul style="list-style-type: none"> • This session can be done with married, divorced, widowed, and separated girls. The session follows the same format as the unmarried girls’ session but walks girls through different scenarios and steps due to their different lived experiences. • For both sessions it may be helpful to have a caseworker present for all or the last part of the session.
<p>Session 6: Our Relationships Part 2</p>	<ul style="list-style-type: none"> • The session explores intimate relationships as well as friendships. • The session covers sexual consent. It is important facilitators feel comfortable addressing this topic and are prepared in advance. • When talking about sexual consent with married girls it is important to take a sensitive approach, ensuring that girls know about case management services.
<p>Session 7: Decision Making and Decision Makers</p>	<ul style="list-style-type: none"> • Girls will explore who is making decisions for and on behalf of them as well as what decisions are within their own capacity to make and how to develop communication skills to positively challenge decision makers. • Girls may raise many barriers they face; it is important facilitators are prepared for this session and seek support in advance if they need it.
<p>Session 8: Marriage and Unions for Unmarried Girls</p>	<p>Unmarried Girls:</p> <ul style="list-style-type: none"> • The session opens with a story circle and there are two options for facilitators to choose from depending on which one is more realistic in your context. In this session girls will explore the age of marriage and responsibilities that come with marriage. The final activity will focus on how girls can support each other if one of their friends is being forced to marry. <p> NOTE: For this session it may be helpful to have a caseworker present for all or the last part of the session.</p>
<p>Session 8: Managing Stress During Marriage and Unions for Married Girls</p>	<p>Married Girls:</p> <ul style="list-style-type: none"> • This session focuses on how stress impacts married girls and how they can support one another. The reason this session is entirely different to the unmarried girls’ session is that providing information on consequences for married girls can be demoralizing; instead, we focus on the response to marriage. <p> NOTE: For this session it may be helpful to have a caseworker present for all or the last part of the session.</p>
<p>Session 9: Our Rights</p>	<ul style="list-style-type: none"> • This session is unpacking girls’ rights and will cover the topic of marriage rights as well as legality/illegality of marriage. It is important that facilitators are familiar with the formal and informal legal framework in the country and how it applies to diverse girls. It is also helpful to have information about the laws as they apply in the countries where refugees have come from. • You could invite a guest speaker, e.g., a paralegal or lawyer to support with this session.

<p>Session 10: Our Health Part 1</p> <p>(different sessions for married and unmarried girls)</p>	<p>Unmarried Girls:</p> <ul style="list-style-type: none"> • The session covers physical and emotional changes, as well as reproductive organs. • Facilitators should read the content ahead of the session as well as any related resources, so they are fully prepared. <p>Married Girls:</p> <ul style="list-style-type: none"> • The session is very similar for married girls, but goes into more depth, which unmarried girls will cover in the next session. <p> NOTE: These sessions may take some time to implement depending on the number of questions girls have and the pace at which they learn. You can split this session into two sessions if necessary. In contexts where it is safe to mention, facilitators should talk about sexual orientation and gender identity to normalize this.</p>
<p>Session 11: Our Health Part 2</p> <p>(different sessions for married and unmarried girls)</p>	<p>Unmarried Girls:</p> <ul style="list-style-type: none"> • Girls will explore menstruation in more depth as well as how to manage menstruation and also learn about the methods used to delay pregnancy. <p>Married Girls:</p> <ul style="list-style-type: none"> • Girls will explore menstruation, pregnancy and STI's. • Facilitators should be sensitive in how they approach this topic and prepare in advance of the session so that they feel fully comfortable with the information they are giving. <p> NOTE: These sessions may lead to girls having more questions and wanting to cover more SRH topics. You can supplement with additional sessions from the Girl Shine Life Skills Curriculum.</p>
<p>Session 12: Violence Against Women and Girls</p>	<ul style="list-style-type: none"> • This session may be triggering for some girls as the content is sensitive and may be upsetting which is why it is important to ensure the facilitation is done sensitively and compassionately. • It is very important for the facilitator to check in with girls at the end of the session to see whether they are feeling comfortable and safe. <p> NOTE: It is advisable to have a caseworker be present throughout the session to help girls get familiar with her but also to have a caseworker be able to share information with girls and answer any questions that come up.</p>
<p>Session 13: Sexual Decision Making for Unmarried Girls</p>	<p>Unmarried Girls:</p> <ul style="list-style-type: none"> • This session goes in depth into decisions around sex and relationships, which may be very sensitive to approach with unmarried girls. There are options provided within the stories and scenarios for sensitive contexts where the first story option is not possible to implement. • It is suggested that you outline the session to the girls at the start so they can decide on their participation. • Facilitators should ask themselves whether it is safe to implement the session instead of whether they are comfortable with implementing the session. <p> NOTE: It is advisable to have a caseworker be present throughout the session.</p>

<p>Session 13: The Changing Nature of Our Sexual Lives for Married Girls</p>	<p>Married Girls:</p> <ul style="list-style-type: none"> • This session has a different format to others due to the sensitive nature. It opens with a Focus Group Discussion (FGD) to dig into the topic of sexual wellbeing for married girls. • It's important that facilitators are very careful in the way they approach this topic. For married girls, many of their sexual experiences may be forced given the nature of their relationships, and these girls should not be left feeling helpless about their situation. Therefore, practical strategies that girls can act on are crucial. <p> NOTE: It is advisable to have a caseworker be present throughout the session.</p>
<p>Session 14: Mapping Our Community</p>	<ul style="list-style-type: none"> • This session on safety mapping helps girls map out the risks in their home and the community. As it is a group activity it may be difficult to dig into the details of every single girl, but the facilitator should pay attention to the presentations the girls do and follow up with any individual who may need referring to case management services to do an individual safety plan. • After the risks are identified, the girls will then start to develop strategies to address these risks. It is important that the facilitator helps the girls to think about realistic strategies that girls can actually do so that their plans are grounded in reality. <p> NOTE: It is advisable to have a caseworker be present throughout the session</p>
<p>Session 15: Our Community Support</p>	<ul style="list-style-type: none"> • Now the girls will start to prepare for the end of the sessions; they will think about how to continue meeting as a group and what they want to do moving forward. • Girls will start thinking about the changes they want to see for themselves in the community and which changes they can influence or not. • This session is linked to Session 15 for female and male caregivers, so it is important that this session happens before the female and male caregiver sessions.
<p>Session 16: Time for Action</p>	<ul style="list-style-type: none"> • This is the last session with girls that will be fully implemented by the facilitator. Girls will have the opportunity to finalize their action plan and decide how they will meet moving forward. • It may be difficult for girls to start meeting on their own without the facilitator at first, and the facilitator may need to support girls the first 2-3 times until it becomes normal for them. • Facilitators should help make the process as smooth as possible; if girls are able to meet at the safe space at the same time and day as they were usually meeting, this may encourage them to continue. • Girls will complete a post-assessment either on the same day or within a week of completing the sessions, and girls should be invited to a graduation, or the graduation can be held during the same session. The facilitator should follow up with the girls to see if they continue to meet, and if not, the facilitator should see how she can support them to do so.

Facilitator Guidance on Sensitive Topics

There is a lot of guidance included in [the Girl Shine Life Skills Curriculum](#)¹ on how to handle sensitive topics with girls. It is important to refer to that information as the same guidance applies to handling sensitive topics related to all forms of GBV, including early marriage. Some of the key considerations for implementing sensitive content is safety, comfort and relevance. Given that control of sexuality plays such a pivotal role in early marriage, there is a lot of content on sexual reproductive health in the early marriage curriculum, both for girls at risk of marriage and those already married. Guidance on handling those topics can also be found in the [Girl Shine Life Skills Curriculum](#).

Consideration for Separated, Divorced, Young Mothers, and Widowed Girls

There may be additional sensitivity in delivering content to these girls as they are neither considered unmarried or married and their access to these topics might be restricted. In addition to providing them with critical information, facilitators should ensure the information is not stigmatizing or triggering for these girls. For example, when discussing relationships, it is important to acknowledge that some girls may not want to discuss healthy relationships with partners given their experiences.

Talking About Intimate Partner Violence (IPV) With Married and Unmarried Adolescent Girls

IPV is rooted in social norms, gender roles and expectations. It may not even be recognized as a type of violence by those experiencing it because it may be acceptable within communities for men to control, punish or beat their wives or partners. When talking about IPV to married girls or girls in relationships, it's important to be mindful that you may be bringing this to their attention for the first time and while it is important girls have information about what IPV is, you also may be raising their consciousness to it and them finding themselves trapped in a situation they no longer want to be in. Ensuring a sensitive approach and going at the pace of girls as well as supporting them to connect with GBV case workers is essential. If there is any doubt about their ability to access GBV case management, this topic should be reconsidered as it could cause girls further harm.

Invite Caseworkers to Specific Sessions

For sensitive content, it could also help to embed caseworkers within some sessions in the lead-up to and during sessions that are covering sensitive content. By including caseworkers in sessions earlier on in the curriculum, you are creating an environment of trust and familiarity with girls, so they feel comfortable discussing the sensitive topics with a caseworker present. You should consider including them in the following sessions:

- Session 5:** Our Relationships Part 1 (both groups)
- Session 6:** Our Relationships Part 2 (both groups)
- Session 8:** Marriage and Unions (unmarried girls)
- Session 8:** Managing Stress During Marriage and Unions
- Session 12:** Violence Against Women and Girls
- Session 13:** The Changing Nature of Our Sexual Lives (married girls)
- Session 14:** Mapping Our Community

When implementing sessions related to safety and violence, there are also specific considerations to take into account. You can find guidance in [Girl Shine](#) that will help support the facilitation of safety and violence related topics.

1 <https://gbvresponders.org/wp-content/uploads/2019/09/IRC-Girl-Shine-Part-2-Digital.pdf>

Closing Out the Early Marriage Groups

The girls may be wondering what comes next as the sessions near an end. It is important not to abruptly end the sessions if girls are not ready, and to plan ahead for this. Some things to consider:

- Have the girls developed a plan? The last two sessions help set the girls up for group closure and what they want to focus on. Girls are encouraged to develop an action plan for the change they would like to see in the community.
- Does the facilitator think the girls are ready to carry out their action plan without the facilitator's guidance? If not, the facilitator can continue to meet with the girls on the same day and time, until girls are ready to continue without the facilitator's support. The facilitator does not need to be fully involved in the session but just be there to support if the girls need guidance. She can gradually pull back once the girls feel more confident.
- Will the girls experience any barriers to gathering without the facilitator present? Pay particular attention to diverse girls and the additional barriers they face.
- Have the girls expressed worry or concern about meeting without the facilitator?
- Are there any young women's centers you can link the girls to where they can learn new skills and continue participating in activities?

Girls' Graduation

Girls should have the opportunity to celebrate their participation in and completion of the sessions. A few key considerations:

- Will the graduation take place during the last session or at a separate date?
- Will anyone else be invited to the graduation—female and male caregivers, community members? If yes, have safety risks been identified and managed?
- Will girls be expected to prepare anything in advance of the graduation? E.g., Will they be expected to give a speech or wear a specific outfit (robe/hat)?
- Has the team organized certificates for the girls' group in advance?
- Is the event accessible for girls with disabilities and other diverse girls?

SESSION I:

INTRODUCTION TO GIRL SHINE

Session Aims:

By the end of the session, girls will:

1. Learn about the program and decide to join the group.
2. Mentors/facilitators: Explain the program, define “mentor,” take note of the personalities of the girls/group, and actively encourage girls’ continued participation in the program.

Materials:

- “Services” handout (ask member of staff to provide this in advance. If it is not adolescent-girl-friendly, you can explain it in detail to girls during the activity outlined below),
- art box
- comments box
- Resource 1.1.: “Who Am I?” handouts printed for each girl

Terminology: Refer to the Glossary, Appendix A24, in Girl Shine Part 1 for the type of words to familiarize yourself with for all sessions.


Duration: 2 hours

Welcome and Review (10 minutes)


- DO:** Provide an introduction of the program, the mentors, and the girls. Offer snacks and beverages to open the session. As this is the first session, start with the icebreaker “Name Game” to help girls learn each other’s names.

Form a circle with everyone standing up. The first person says her name and makes a motion or symbol to represent herself. The next person repeats the name and symbol of the person before them, then says her own name and adds her own motion or symbol. The next person repeats the name and symbol of everyone before them and then adds her own. Repeat until everyone in the circle has gone. This game supports the girls in getting to know each other and learning everyone’s names.

Story Circle (5 minutes)

-  **SAY:** I want to introduce you to a girl called Sara. She is about your age. Sara recently moved from her home to a new location. She heard that there was a group of girls that support each other, learn new information and share their experiences. Sara wanted to join the group, but first she wanted to learn more about the group and what they do.


Let's Explore: What is Girl Shine? (25 minutes)

 **EXPLAIN:** Today is the first day of our Girl Shine group. This is a safe and fun learning place where we can create friendships, share ideas, and support and value each other; we will see our strengths, and learn new skills and information, especially concerning our safety.


 **ASK:** What do you already know about Girl Shine?


 **EXPLAIN:**


- Girl Shine is a group just for girls. We will learn new information, discuss our experiences of being adolescent girls, and talk about how these experiences influence us.
- We will go through a number of topics, covering issues on safety, trust, our bodies, and early marriage, but more importantly this is a space to hear your ideas and experiences. The group will meet at the same time on the same day every week.
- We want all girls participating to feel safe and comfortable in the space. To help achieve this, we want all group members to attend all sessions.
- We will also be running sessions with your female and male caregivers (including mother-in-laws) or trusted female adults. By engaging caregivers, this will allow you to practice the information and skills you learn in a safe way. It will also allow caregivers to have deeper understanding of the experience of girls, which can help support positive relationships. We propose to meet _____ (add in a group meeting schedule and check this works for girls).

 **ASK:** What do you want to call our Girl Group?

 **NOTE:** It doesn't need to be called Girl Shine.


 **ASK:** What is a mentor/facilitator?


 **EXPLAIN:** A mentor/facilitator is someone who listens to you, gives you information, and guides you when you need support. I will be your mentor/facilitator during Girl Shine. As a mentor/facilitator, I promise to be kind to you, encourage you, prioritize your safety, and connect you with other support you might need. I promise to treat you all equally, not to judge you and to value your ideas and experiences.

 **ASK:** What are some things about our world and ourselves that every girl should learn about? **(ADD the topics that have been chosen for the program.)**

 **DO:** Briefly summarize each topic that will be covered in Girl Shine.

- Answer any questions there might be about each topic.
- Ask if there are any additional topics the girls would like to cover during Girl Shine.

 **NOTE:** It is important to ask girls what additional topics they would like **throughout the duration of Girl Shine implementation**, as they may not feel comfortable discussing this during the first session.


 **ASK:** Everyone needs help at some time in their lives. Do you know where to go if you need help with something like your health or safety?

 **DO:**

- Pass out the safety services handout to the girls.
- Use a version that has symbols instead of words if more appropriate.
- Show everyone a map of the area, where the group is currently located, and where the services are available.
- Tell the group that they can come to you directly for help with accessing what they need.

Activities (1 hour 15 minutes)

Activity 1: Who Am I? (40 minutes)


 **SAY:** We are going to do an activity where we will get to know ourselves, as well as each other.

Step 1: Me


- Girls should write their name or choose a symbol and draw it above the figure on the “Who Am I?” handout. Point out that they will use this name/symbol at the end of the program, so they need to remember it.
- Using colored pens, girls can draw a figure that represents them. They can draw facial expressions to show how they feel. They can use their favorite colors for their clothes.


Step 2: People I Trust


- Around the figure, girls will draw the people who they can trust—their closest friends, family, relatives, any people they usually disclose their personal issues to, etc. If they are able to write, they can choose to write who these people are. If not, they can just draw them.


 **SAY:** All of us have people and things that can help us. Let’s put these people around our figure. They can be your closest friends, your trusted family members or relatives, or any person you usually disclose your personal issues to.

Step 3: What I Can Do?


 **SAY:** Draw or write down the things you are good at—your skills, talents, and qualities. These can be things that you are proud of or things that people have told you that you do well. These can also be related to the way you treat other people.

 **DO:** Have the girls share one piece of what they wrote or drew with the group and put their figures up on the wall.

 **NOTE:** Mentors/facilitators should collect the figures so they can be compared with figures at the end of the life skills curriculum to assess any change in girls’ social networks and skills.


 **EXPLAIN:** Through this activity, you have identified your trusted people. Whenever you feel uncomfortable or need to talk to someone, you can go to your trusted person. Whenever you feel unsure of yourself, your strengths should make you remember how great you are! During the sessions, you might need to remind yourself of your strengths or reach out to your trusted person. That is okay.


Activity 2: Group Agreements (15 minutes)

 **NOTE:** Girls will now create “Group Agreements” that will last for the rest of the sessions. “Group Agreements” are **guidelines** that will be created by the girls. The aim of this is to establish a sense of safety and respect.

 **DO:** Have the girls think of some general group agreements. Propose the following ideas to the group:


1. Have fun and be creative.
2. There is never a wrong or silly question/answer.
3. **Keep the discussions from the sessions inside the group; no one should share these discussions with people outside the group.**
4. Be respectful and be a good listener.
5. Treat everyone equally.
6. Keep an open mind.
7. Don’t judge other girls for things they share.
8. **Do not share personal information about girls in this group to other people.**
9. Agree to meet on the days/times set. No new members will join this group after Session 3.


 **NOTE:** Remind the girls that if they want to talk about personal experiences related to safety, they can do it in private with the mentor/facilitator outside of the session in a private space.


 **DO:** Write the “Group Agreements” on flip chart paper in a fun and creative way. Put them up in the room for the girls to see during the Girl Shine sessions.


 **DO:** Choose another icebreaker to do with the girls.

Activity 3: Opening & Closing Ritual (20 minutes)

 **DO:** Invite the girls to think of a way they can open and close their Girl Shine meetings. It could be a song, a dance, a poem, or any other ritual they would like to do.

 **ASK:** Who would like to come back to Girl Shine?

 **ASK:** What are some of the barriers that could stop you from attending, and how can we support you in being able to attend?

 **NOTE:** Some of the barriers may be sensitive for example being beaten by her caregiver or spouse if she came to the sessions. If a girl brings one of these up, make time to talk to her at the end of the session.

 **DO:** Congratulate the girls on great teamwork!

Key Message:


Girl Shine is a group just for girls. We will learn new information, discuss our experiences of being adolescent girls, and talk about how these experiences influence us. We want all girls participating to feel safe and comfortable in the space. To help achieve this, we want all group members to attend all sessions. As a mentor/facilitator, I promise to be kind to you, encourage you, prioritize your safety, and connect you with other support you might need.


Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Thank you for coming today. I'm so glad that you will be part of Girl Shine (or insert name girls chose for the group). Each week, we will end the sessions with a Takeaway Activity. This is a small task that you will do on your own, or with a caregiver participating in Girl Shine or with a trusted female adult. The Takeaways are optional and there is not pressure to do it if you are unable to.

 **SAY:** Today's takeaway is, before we meet again, think of any other questions you might have about Girl Shine. We will invite you to share your thoughts at the next session.

NOTE FOR FACILITATORS, FOR THE NEXT SESSION :

Please check the preparation notes for next session as there are some items that need to be procured in advance, including sweets or biscuits.

SESSION 2:

WHAT IS POWER?

Session Aims:

By the end of the session, girls will:

1. Begin to or continue to value themselves and their peers—especially, value diverse girls.
2. Continue to build friendships.
3. Have a space where they can meet with other girls.
4. Understand four types of power: “power to,” “power over,” “power with,” and “power within.”

Materials:

- Colored tape or chalk
- Comments box
- Flip chart
- Markers
- Resource 2.1: Character Cards
- Sweets or biscuits

Preparation:

- For Activity 1, there will need to be enough space for the group to move around freely, preferably a space that is at least 4 by 5 meters.
- Adaptation for Activity 1 will require the following: large quantity of small pebbles, stones, twigs, or other small object; and small boxes or bags or pieces of fabric in which people can hold the small objects.
- If you choose to, you can place tape or chalk across the designated “finish line” for Activity 1 in advance.
- Print and cut up Resource 2.1: Character Cards.
- Procure sweets or biscuits—enough for at least 2 per girl, plus 5 extra.
- Review the “Types of Power” box.

Terminology: It may be difficult for girls to understand the concept of “power” at the beginning of the session; however, this definition will be demonstrated through the activities. By the end of Activity 2, the concept of power should be more understandable to girls.

Duration: 2 hours

Welcome & Review (10 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



ASK: Were there any questions or clarifications you have from the last time we met?

Story Circle (10 minutes)

Unmarried Girls	Married/Divorced Girls
Sara meets a girl at the safe space called Tasmin. They become good friends and whenever they are at the safe space, they always spend time together. Sara always goes to Tasmin if she needs any help or advice on something important.	Sara meets a young woman at the safe space called Tasmin. They become good friends, sharing stories about their children and their dreams about the future. Whenever Sara has a problem, she knows she can rely on Tasmin for good advice.
One day, Sara asks Tasmin if she wants to go to the market together. Tasmin, who is in a wheelchair, wants to go with Sara but tells her that the market can be difficult for the wheelchair to move comfortably in. Tasmin suggests another place for them to go where the path is smooth and she can move the wheelchair easily. Sara never thought about how some places might be more difficult to access if you are in a wheelchair or have a different disability but since her talk with Tasmin, she is more aware of it.	

Let's Explore (20 minutes)

SAY: Today we are going to talk about power and respect. I would like each of you to please close your eyes for a few moments. I will ask you to imagine some things in your mind.

Once everyone's eyes are closed,

- SAY:**
- Now in your own mind, try to imagine "power." (pause)
 - What does power look like to you? (pause)
 - What images come into your mind?(pause)
 - Now, please open your eyes.

ASK: What was it that you imagined? What images did you see? (Encourage girls to describe or even act out the images they saw of power, e.g., a fist, money, a man with a car, a police officer, a doctor, a chief, etc.)

*** NOTE:** at this stage, the concept of power might not be very clear to the girls, and that is okay; there is no need to correct them. It will become clearer as the activities progress.

After several girls have described or acted out their images of power,

- EXPLAIN:**
- Power is being able to have access and control over decision making and resources. It is the ability to communicate an idea or influence people.
 - What power did Sara have in the story of Sara and Tasmin? (Sara has the power to move freely, meaning she doesn't need to worry if the place where she is visiting only has stairs or if the path to or through that place is bumpy or narrow).

Definition of Power

Power is the ability to influence and control, e.g., control decision making and resources.

Types of Power

Power TO is the belief, energy, and actions that individuals and groups use to create positive change.


Power WITH means the power felt when two or more people come together to do something that they could not do alone, so it is when we use our power in collaboration with others.

Power WITHIN is the power we have in us, even if at times we don't realize it. Everyone has this power, ultimately it is the power of self-confidence and self-esteem.

Power OVER means the power that one person or group uses to control another person or group. This control might come from direct violence or more indirectly, from the community beliefs and practices that position men as superior to women.

Gender-based violence is about abuse of power.

- What power did Tasmin have? (Tasmin has a wheelchair that gives her power to move to some places. She also has information about the places that are friendly to people with a disability, e.g., where there is a ramp).
- In society, people’s experiences can sometimes lead to unequal power, meaning some groups have more power while other groups have less power.
- We all deserve to be treated with respect and to be treated equally no matter if we are rich or poor, have a disability or not, if we are refugees or a citizens of this county, or if we are women or men.
- Every person deserves to be treated with respect and dignity. And every single person deserves certain basic protections and rights. These rights are called “human rights.” They refer to how we treat each other as individuals and as members of a society—just because we are human beings. It does not matter which group you do or do not belong to; we should all receive the same rights. One of these rights is that when children are born, they are free, and each should be treated in the same way (equally).


 **NOTE:** It is important to stop here to check that girls understand the information that has been shared. You can make some clarifications at this point, but the concept will also become clearer after the activities.


Activities (1 hour)

Activity 1: Power Walk ³(30 minutes)


 **DO:**

- Move the group to a place where there is a lot of space where they can all line up across the room or space, and line them up in one row next to each other. On the opposite side, put down some tape or draw a line with some chalk to show where the finish line is.
- Give each participant a character card (Resource 2.1). If they cannot read, explain what is written on the character card.
- If possible, ask participants to attach the character card where others can see it.

 **SAY:** We are going to play a game which will highlight for us how some people hold power in society based on their identity. I will read out a series of statements. If that statement is true **for the character on your card**, you may take one step forward. If it is not true, remain where you are. If you are unsure, ask the group what they think.

 **DO:** Encourage the group to respectfully challenge others if they believe someone has not stepped forward when they should (or vice versa). This will help everyone have a better understanding of the experiences of people with different identities. For example, if a person with the character “male adult doctor” doesn’t step forward when the statement “I can decide who I marry and when I want to marry” is read out, someone in the group can ask him why he didn’t step forward and explain why they think he should have.



 **NOTE:** If participants struggle to walk or move freely, adapt the activity so everyone can participate. You can ask participants to sit down and give them all a small bag/box to hold their pebbles in. Every time the statement is true to their character, they should raise their hand and you should go around a drop a pebble in their bag. When the activity is over, they can spill out the contents of their bag so we can see how much power they have.

Statements:

1. I can express my needs and wants with my family & friends.
2. I can travel around the camp/settlement/community easily.
3. I do not fear for my safety if I move around after dark.


³ <https://gbvresponders.org/response/gbv-case-management/#InteragencyGender-basedViolenceCaseManagementTrainingMaterials>

4. I am not generally afraid of experiencing sexual harassment.
5. People do not make unwanted comments about my appearance.
6. Powerful people in the community are the same gender as me (woman or man).
7. I can decide who I marry and when I want to marry.
8. I can determine when and how many children I have.
9. I can spend time with my friends whenever I want.

When the participants have finished and are in their final positions, have a discussion.

 **ASK:**


- Who is in front? Who is behind?
- What did it feel like to move forward?
- What did it feel like to stay behind?
- What differences did you notice between women and between men?
- What about difference between characters based on age, their ability, education etc.?

 **EXPLAIN:** This exercise shows us that some groups have unequal power compared to others (remind participants of the definition of power⁴ if they have forgotten). For example, men have more power than women in general. We can also see that when you are a woman or girl, you may have more power than other women and girls who belong to different groups. But as we already mentioned, our human rights say that we are born free and should all be treated in the same way (equally). When we are treated unequally, we have the right to secure our human rights, and we should also support other girls and women in accessing their rights, meaning we should treat other people equally.


Activity 2: Girl Power (30 minutes)


 **DO:**

- Have the girls make a circle.
- Distribute a sweet or a biscuit to each girl and ask them to save it for the game they are about to play; explain that they will play a game about power.
- Ask girls to recall the definition of power from the last activity.

 **SAY:** We talked about what power is, and I also mentioned that there are many different types of power. We will now learn about four different types of power.


1. Power Within


 **SAY:** Each of you has a sweet/biscuits in her hand. What is your reaction to having that sweet/biscuit in your hand—are you happy, excited, neutral, etc.? Can you change how you react to that sweet/biscuit? For example, if you were happy and smiling before, can you react in a way that shows you are not interested in the sweet/biscuit? Can you show us?

 **EXPLAIN:** This is an example of your power within. Power within is the strength that arises from inside ourselves. We all have some power within, regardless of whether we are girls, boys, rich, poor, etc. We may not always recognize it or have the chance to exercise it, but we all have it. For example, we have it when choosing emotions and reactions, choosing what to think and feel, developing skills and confidence, and focusing how we value ourselves. In the story of Sara and Tasnim, Tasmin may have faced many hardships due to her disability, but she is still a strong and capable woman. Can you think of other examples of power within?


⁴ Power is the ability to make decisions, the ability to communicate an idea or influence people and to have access to and control over money, education, materials, legal rights, support networks, information, spaces etc.


2. Power To

 **SAY:** With your sweet/biscuit, you can decide whether you want to eat it or not. But if you eat it now, you will not reach the next round of the game, and maybe in the next round, you will get more sweets/biscuits! Ask the girls to decide whether to eat the sweet/biscuit or not. For the girls that don't eat the sweets/biscuit, give them an additional sweet/biscuit (do not give any sweets/biscuits to the girls who ate theirs).


 **EXPLAIN:** This is your power to. "Power to" is your ability to act, even if it's limited. It can be to decide what time to go to sleep, what to wear, whether to eat the chocolate or not, how to treat other people. In the case of Sara, she may use her "power to" to talk to friends about some of the barriers girls with disabilities face. Can you think of other examples of "power to"?


3. Power Over

 **SAY:** For the girls that have two sweets/biscuits, you can decide whether you share one sweet/biscuit with a girl that does not have any or keep it to yourself. (If all girls held on to their sweets/biscuits, you can ask all girls to choose whether they want to share a sweet/biscuit with another girl or not).


 **EXPLAIN:** This is your power over. "Power over" is the ability to control others, impose views, needs, or desires over them or over a situation, such as deciding if you want to share your sweets/biscuits or not. Usually, "power over" is used in a negative way, for example when a more powerful individual or group uses their power to be violent towards another individual or group. Can you think of other examples of "power over"?

4. Power With

 **DO:** Choose one girl who represents a person who holds power, and give her a handful of sweets/biscuits—use the 5 leftover sweets/biscuits for this. And the rest of the group will work together as one group to convince this girl to share the sweets/biscuits with them. Ask them to take a few minutes to think about how they will convince her and what they will say.

 **EXPLAIN:** This is your power with. "Power with" means the power felt when two or more people come together to do something that they could not do alone; it also includes joining our power with individuals as well as groups to respond to something we feel is unfair. In this case we came together to request the sweets/biscuits were shared. And even if we didn't get what we requested this time, coming together to use our power can be more effective than trying to do it on our own. In the story of Sara and Tasmin, they can use their "power with" to challenge stereotypes about girls with disabilities in the women and girls' safe space. Can you think of other examples of power with?

Key Message


 **SAY:** Knowing about the different types of power will help us understand who holds power around us, but also will help us know how we can be supported by our "power within," "power to," and "power with." Over time, we will use this understanding to see how we can positively and safely influence the people around us who are responsible for making decisions. We will also use the power we have to treat our peers with fairness and dignity no matter what the differences are between us.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Think of at least one way we can use our power to make sure that all girls, regardless of our differences, feel safe and valued in this space. You can share your ideas with us next week.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Please identify a woman activist to meet with the girls during the session. Please read the preparation notes for more information.

SESSION 3:

WOMEN AND GIRLS ARE STRONGER TOGETHER

Session Aims:

By the end of the sessions, girls will:

1. See the strength women and girls have.
2. Explore the potential collective power they have (“power to”).

Materials:

- ❑ Comments box
- ❑ Resource 3.1: Women and Girls Networks

Preparation:

- Ahead of the session, identify an activist/ally from the community. This may be a woman working on ending violence against women and girls. Or a woman in the community you admire for her commitment to advocating for rights of others. If possible, identify someone who comes from a diverse background (someone who experiences multiple barriers and risks based on their gender, ability, age, ethnic or religious group etc.) and is empowered.
- **TIP:** Reach out to local women’s organizations who may be willing to attend or direct you to potential activists/allies. If you struggle to identify someone, you may also ask a girl who has graduated from Girl Shine to speak, or a woman who works in your organization from the community.
- Meet with the activist ahead of the session to ensure she is aware of the Safeguarding policy of your organization. Also discuss with the activist what their key messages are to ensure they align with program principles and check their comfort level around talking to girls to understand what support they may need.
- Explain what the guiding principles are for the GBV practitioner, so that she understands that girls should be treated with respect, dignity, and without discrimination. They have the right to confidentiality and safety.
- Prepare contextual case study examples.

For Unmarried Girls: You might identify someone working to delay marriage.

For Married Girls: You might find someone who is/was married and has found strength and success outside of marriage.

Facilitator Note:


- Facilitators of Girl Shine should facilitate the activity **together with** the activist/ally from the community.
- Please check in with girls (discreetly if possible) about how they are feeling about their female and male caregiver participation in the caregiver sessions. If they are not comfortable, talk to them about how to safely manage the situation.
- Talk to the girls to see if there are any other topics they want to cover in the curriculum.

Duration: 2 hours

Welcome & Review: (10 minutes)


✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls and overview of what was discussed.


 **ASK:** What were your ideas on how we can use our power to make sure that **all** girls, regardless of our differences, feel safe and valued in this space?

Story Circle (10 minutes)

Unmarried Girls	Married/Divorced Girls
At the safe space, Sara noticed that there is a group, made up of older girls. They meet together to organize awareness-raising activities in the center. The awareness raising includes keeping the environment clean and building a safer community for women and girls. Sara hopes one day she can belong to a group like this herself to talk about things important to her.	At the safe space, Sara noticed there is a group made up of young women. They meet together to organize awareness-raising activities in the center. The awareness raising includes discussing building a safer community for women and girls and the importance of supporting divorced and widowed young women.


 **ASK:** What are the things that are important to you? (Take a few answers and note them down.)

Let's Explore: Influential Women and Girls (15 minutes)

 **SAY:** Today, we are going to talk about influential women and girls who have dared to be brave about the things that are important to them. It could be something they did for themselves, for their family, or for the community to make a positive change. We can call them "influential women and girls" because they have taken action on issues that are difficult to challenge but are important to them and despite the barriers, they found a way. Sometimes the change is big, other times it is small, but all of the actions they take make a positive difference in the lives of women and girls and the rest of the community.


 **ASK:**

- Do you have examples of influential women and girls?
- Do you have an example of when you have felt strong or influential that you want to share?


 **NOTE:** Give an example of your own if girls are having difficulty naming someone or understanding the concept. You can refer to Girl Shine Part 2, "We are Role Models" session, for a selection of role models and small biographies that include Malala Yousafzai, Memory Banda, Yusra Mardini, Nancy Tomee, etc.


Activities (1 hour)

Activity 1: A Movement of Women and Girls (10 minutes)


 **DO:** Split the girls into a mixed-size groups, e.g. a pair, a group of 4, a group of 6. Ask the girls to gather around in a circle, with their group members. As the facilitator, you will start clapping, and after a few claps, you will point to the group you want to go next; they will clap, then point to the group they want to go next etc. The objective is for everyone to clap as loudly as they can. Keep on going until each group has had a chance to clap about 3-4 times, including the facilitator. Then get everyone to clap at the same time. Have some fun!


When you are finished;

 **ASK:** What did you notice about the different groups clapping? (Point out that there is a difference in how loud the claps are depending on how many people are in the group.)

 **EXPLAIN:** When women and girls come together, their voices are stronger; they can be heard louder; they get strength and confidence from each other; and by coming together, the influence they have can be even bigger.

Activity 2: Girl-Led Movements (25 minutes)


 **SAY:** We are going to look at examples of girl- and young-women-led movements across the world and see the positive change they made for other girls and young women. What kinds of power do you think girl and women groups have? Yes; power with.

 **DO:** Put the photos of the different case studies around the room. (Select 3–4 from the ones provided and/or from your own context), on the walls or place them on the floor and do a walking gallery to explain what the different movements are working on.


 **DO:** Once finished, gather in a circle and get the girls' reflections on the movements presented. If they need encouragement for discussion,

 **ASK:**

- What are the different issues the groups are trying to work on?
- What groups sparked your interest the most or least and why? (Take note of these.)
- Do you know of similar groups here or in the countries/places you're from?

 **SAY:** These groups show us how together, we are stronger and more influential; together, we can make a difference in our lives and the lives of other women and girls.


Activity 3: Q&A With a Female Change-Maker (25 minutes)

 **DO:** Invite the female change-maker to share her story with the girls. This activity should be facilitated by the Girl Shine facilitator. Before starting the Q&A, remind girls and the activist of the "Group Agreements" and especially the importance of confidentiality, both in terms of what the woman shares and also what the girls share back.

Below are some guiding questions:

- Tell us about yourself—where are you from, how old are you?
- What is your role in the community/society?
- What was the thing that was most important to you that you wanted to change or work on?
- What challenges did you face and how did you overcome them?
- What have your achievements been?
- What advice would you like to share with girls?
- Which women or girls inspired you as you were growing up?
- What is the world you wish to see for women and girls?

Key Message


 **SAY:** In the last session we learned that some people have unequal power compared to others and in this session we saw that even if some groups have less power, they can be influential and powerful when they come together. When we come together, our voice is stronger and we get strength and confidence from each other and we can have influence. Our group can be our support when we need advice or someone to talk to. It can also be a place where we think about the change we want to make for ourselves, each other, our families and the community.


Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** If you have a trusted adult in your life, you can talk to them about who inspired them when they were growing up and why. A trusted adult can be a female or male caregiver who is participating in the Girl Shine Caregiver Sessions, or it can be any woman you trust who is not participating, e.g., an older sister, aunt, cousin, etc. You can share what they told you in the next session.

 **NOTE:** Not all girls will have identified a trusted adult in their life, and that's okay. Do not force them to identify one with which to carry out the takeaway activities. You can remind girls that these activities are optional.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Prepare illustrations in advance.
- Become familiar with gender concepts and terminology.
- Check preparation notes for more information.

SESSION 4:

WHAT IS GENDER?

Session Aims:

By the end of the session, girls will:

1. Continue valuing themselves and their peers (especially value diverse girls).
2. Understand gender and sex and the link to power.
3. Have more awareness about gender stereotypes and recognize the labels we put on others.

Materials:

- comments box
- facilitator-prepared illustrations for the story circle
- Resource 4.1: Maya's Children Activity 1
- Resource 4.2: 24-Hour Timeline if doing Activity 2 adaptation
- Resource 10.1 and 10.2: Internal and External Organs Diagrams from Health Resources

Facilitator Note:

- Gender is a sensitive issue; discussion of such an issue can often be deeply personal, and approaching these issues can trigger memories and feelings about past or current experiences. **Before engaging in discussions such as these with adolescents girls/youth groups, facilitators need to think carefully about how to conduct them with sensitivity and responsibility.**
- Discussions around gender often become heated and are likely to raise cultural issues where there are strong disagreements—often based on different ideological, religious, or other firmly held beliefs. **Facilitating such discussions is challenging; it involves being acutely aware of our own attitudes and beliefs and understanding how to support others to discuss these issues in a meaningful way.**

Duration: 2 hours

Welcome & Review (10 minutes)


DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.




ASK: Did anyone manage to speak to a trusted adult about the takeaway activity from last week? Would one or two of you like to share who the people were that inspired your trusted person when they were growing up and why?


Story Circle (15 minutes)


 **SAY:** Today we are going to hear a story about Sara’s sister, Fatima, and her partner, Salim. As I tell the story, I will ask you some questions.

Requires **CONTEXTUALIZATION:** Change names of people and food as appropriate.


 **SAY:** Fatima and Salim have been married for a few years now and Fatima is pregnant.


 **ASK:** Can Salim also get pregnant? Why not? (Because he does not have the organs to carry a baby in his body.)


 **SAY:** Salim and Fatima also have a baby boy who is one year old. Fatima gives their son milk from her breast some days.

 **ASK:** Can Salim also give their son milk from his breast? Why not? (Because Salim does not have the necessary body parts to produce milk.)

 **SAY:** Salim goes to work every day and comes home at 7 p.m.

 **ASK:** Can Fatima also go to work? (Ask why yes or why no.)


 **SAY:** Fatima does go to work, two days a week. When she goes to work, a family member looks after the baby.

 **ASK:** Is the family member male or female? (Either can look after a baby as there is no reason biologically why a male family member cannot look after the baby. However, if men have not been socialized to look after a baby, Fatima and Salim may prefer a female family member who may have more experience to look after their baby. This can change over time, if men learn how to take care of children.)


 **SAY:** Fatima cooks dinner for the family; their favorite thing to eat is eggs and tea or beans and posho.

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

 **SAY:** Salim does cook, especially on the days that Fatima goes to work. Salim prepares dinner because Fatima cooks dinner on the other days.

 **SAY:** With a small child at home and with two parents working, the household chores are sometimes forgotten. Fatima likes to make sure the home is organized.

 **ASK:** Who can take care of chores in the house? (Ask why Fatima, or why Salim, or why both.)

 **SAY:** Fatima and Salim split the chores between them. This way, it takes less time to do, and it is a fairer division of the labor.



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



EXPLAIN: The things that only males and females can do are related to their sex, but the things they can both do are related to their gender. Society and the community often say what women can do and what men can do because of their gender. These can change over time.



DO: Stop for clarifications and questions before moving to the next step.

Let's Explore (15 minutes)



NOTE: Use Health Resources 10.1 and 10.2 if you need support in explaining this information.

- **"Sex"** refers to the physical body and the biological differences commonly found between females and males (what we are born with). Most females are born with female body parts and functions; they have breasts, a vagina, uterus, the cycle of menstruation, etc. Most males are born with male body parts and functions; they have a penis, they ejaculate, they have sperm, etc.
- **"Gender"** refers to family, social, or community expectations of females and males. Most of the time, gender has nothing to do with the body parts we have; instead, it is related to the roles and behaviors society thinks is appropriate for females and males. For example, women can give birth because of their sex, but the expectation that it is a woman's role to raise children and clean the house is about gender.⁵ I use the word expectation because many women and girls will enjoy raising children and doing chores, but if they decide they do not want to do those things, there is still the expectation that they will do them, and if they don't or can't they will be judged by society. So, their choice about which roles they perform is decided by society.
- There are some people who may be mocked or shamed especially when they don't behave in ways society expects them to behave according to their perceived gender. For example, if a man cries, his community might say he is acting like a woman, since the society has decided that being emotional is something only women can be, even though it is very normal for a man to cry.



***Intersex:** There are babies that are born with bodies that are different from the common "female" or "male" body. They might have a combination of male and female genitals as one example. We call these people "intersex."

***Transgender:** There are also some people who do not fit into society's ideas of a man or woman. They may have mixed features from both sexes, e.g., a person may have breasts as well as a beard. She may wear women's clothes and have a man's voice. They are referred to as transgender persons. Transgender people are also those persons who may be given the gender identity of a girl or boy since birth but do not feel comfortable with it. A boy may feel she would be more comfortable as a girl and the other way around. Or they may decide they don't want to be labelled a girl or a boy. They are as human as any man or woman and need to be equally accepted in society.



DO: Stop for clarifications and questions before moving to the next step.


5 https://www.alignplatform.org/sites/default/files/2018-09/2-GCOE_GEN_Module_FA.pdf

Activities (1 hour 10 minutes)

Activity 1: Maya's Children⁶ (30 minutes)

This is a story about Maya's children.


- The children love to play games.
- One morning, the two children are playing together. Child B wants to go play with the other children, but Child A prefers playing just the two of them.
- They have a bit of a fight and Child A starts to cry. Finally, Child B agrees, and the two children stay together and don't go to play with the other children.
- When they are going home after playing outside, a huge dog approaches them and starts to bark. The dog won't let them pass. Child A and Child B both start thinking of ways to escape.
- They somehow manage to escape and run back home!
- Just then they hear the dog barking at the entrance. Child A hides and Child B decides to go to the entrance and deal with the dog.

 **ASK:** Which of the children is a boy and which one is a girl? (Offer the following options as answers:)

- Option 1: A is a Boy & B is a Girl
- Option 2: A is a Girl & B is a Boy


 **DO:**

- Ask the girls to raise their hands if they chose Option 1.
- Then ask them to raise their hands if they chose Option 2.
- Finally, ask two or three girls that chose Option 1 to explain their position. Repeat for Option 2.

 **ASK:** Which characteristics that we typically associate with being female or male were portrayed in this story?

 **DO:**

- On a flip chart, make a column for "Girl" and "Boy" and write down the characteristics the group mentions.
- When they finish listing the ones from the story, ask them if they have any more to add from their own experiences. (This could include: friendly, aggressive, loud, quiet, polite, manly, pretty etc.)

 **EXPLAIN:** This story shows how we try to put labels on girls and boys—we call these gender stereotypes. Gender stereotypes are beliefs about women, girls, boys, and men that are seen as true and un-changeable. Through this activity we were able to see how they work and how we are all influenced by them, even when we are not aware of it.

 **ASK:** What impact can gender stereotypes have on girls and boys? (Take notes on the flip chart.)

6 Adapted from https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC_GEN_Module_FA.pdf

ADD if not mentioned by the group:

- They are a big part of society because we learn them in our families, schools, and communities.
- They shape women’s, girls’, boys’, and men’s attitudes, behaviors, decisions, and roles.
- They are used as a way of controlling people’s behaviors, but especially women and girls’.
- They lock girls and women in particular into roles that prevent us from realizing our rights.
- These stereotypes lead to expectations on the age girls should get married, when they should have children, and the role they should play in the household.
- And when someone doesn’t fit the labels and stereotypes, it can lead them to being excluded from certain groups in the community. For example, if a girl is not married by a certain age, she may be seen as unmarriageable, even though boys and men can get married well after the age that girls are expected to marry.

Activity 2: Gender Roles (25 minutes)


✓ DO:

- Split the girls into two groups and ask them to make a line opposite each other. One will represent girls and the other, boys. Or it can be men/women if working with married/divorced girls.
- Explain to the girls that you will say a time of the day and each group will take turns to show the other group what they would usually be doing at that time depending on whether they are girls or boys.
- Clarify if it is a weekday or a weekend. Walk the groups through different times of the day from morning until night. If they are struggling to think of things, ask them to think about the time they spend studying, working, doing household chores, taking care of children, sleeping, resting, socializing, or playing games.
- At the end of the “day,” ask the group to say what they spent most of their day doing.


*** NOTE:** If the group is married/in a union, you can split them by husband/wife, male or female partner etc.

ADAPTATION: If girls have limited mobility, you can replace the line with a 24-hour timeline. Split girls into two groups, one female and one male. Ask them to draw a timeline on a piece of paper and then mark out/draw what girls/boys are doing at that specific time. They can then come back as one group to discuss the questions below. See example timeline in Resource 4.2.

Unmarried Girls	Married/Divorced Girls
<ul style="list-style-type: none">• Did they notice that girl and boy groups were all doing the same thing? Different things? Write their answers on a flip chart.• Do girls have less time for rest and play than boys do? Why is this?• Do girls do more domestic and care work than boys? Why is this?• Do boys spend more time outside than girls do? Why is this?• Do the differences in what girls and boys do reflect differences in the value and power between them? How so?	<ul style="list-style-type: none">• Did they notice that the women and men groups were all doing the same thing? Different things? Write their answers on a flip chart.• Do women have less time for rest and relaxing than men do? Why is this?• Do women have more domestic work and care work than men do? Why is this?• Do men spend more time working outside the home than women do? Why is this?• Do the differences in what women and men do reflect differences in the value and power between them? How so?


 **SAY:** This activity showed us how girls and boys or women and men are often told that they should do certain things because of their “gender”⁷. These expectations impact girls and boys throughout their lives and lead to unequal power between women and men. We can see this by looking at the different roles girls/women and boys/men have throughout the day. And unequal power means not having the ability to make decisions for yourself, and in some cases, different access to rights. Being different, i.e., being female, male, married, divorced, with or without a disability shouldn’t have to mean difference in rights or the way someone is treated or valued in the community.

Activity 3: Change Starts With Me!⁸ (15 minutes)


 **ASK:** Why do people accept the gender labels given to girls and boys?

 **DO:** Take a few comments from participants and relate them to the following statements:

- Gender stereotypes become so much a part of how we perceive ourselves and others that we stop thinking about them, or about how they have shaped our attitudes and opinions about males and females.
- Even if we can see that they are causing harm, we mistakenly believe that there is nothing we can do to avoid them.
- We are all likely to do things that support gender stereotypes because society has told us how to behave.
- Many of us may like doing things that are stereotypically assigned to being a girl or women. For example, some of us might enjoy cooking or looking after our siblings, and this is great! But we can ask ourselves, are we doing those things because we want to do them or are we doing them because it is expected that women and girls will do these roles. And what would happen if we didn’t do them?

 **NOTE:** It’s important to give the group some time to reflect on the information provided and check to see what their opinions or thoughts are. Change is gradual and girls may not be fully accepting of all these points yet. That is okay.

Key Message

 **SAY:** Some labels and gender stereotypes contribute to unequal power between groups, and the people that have more power don’t want to challenge stereotypes because they might lose the power that they have, for example, consider the power balance between men and women. But we also have power to work together with other girls/women to raise awareness of the things we want to change, and also to work on ourselves by thinking about the labels we place on others that are different to us, for example how we think about a woman who may be divorced or who has a disability.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it’s not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

7 Ibid.

8 https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC_GEN_Module_FA.pdf

Takeaway (5 minutes)



SAY: Tell us next week about any gender stereotypes you noticed against women or girls or even boys and men or other stereotypes about people different to you. Maybe it is something you saw or something that you experienced yourself.



NOTE FOR FACILITATORS, FOR THE NEXT SESSION :

- Invite a caseworker to join the session to provide information on case management and for girls to familiarize themselves with the caseworker.

SESSION 5:

OUR RELATIONSHIPS - PART I (Unmarried Girls)

Session Aims:

By the end of the session, girls will:

1. Identify their trusted person.
2. Understand the different types of relationships we have in our lives.
3. Explore communication techniques that can be used with decision makers.
4. Learn strategies to safely influence decisions, including decisions related to early marriage.

Materials:

- art box
- comments box
- Resource 5.1 - Our Relationships Tips

Preparation:

- Invite caseworker to join for session and introduce caseworker and have them explain their role and how they can help girls at the end of the session.

Facilitator Note:

- There are many different ways to communicate—verbal, physical, visual, etc. While this session only covers a few forms of communication, it may be helpful to include other forms of communication, especially if the group is diverse. You can weave this into the session by asking girls themselves what other forms of communication they use which are not covered in the session and ask how these can be applied to the situation.

Duration: 2 hours

Welcome & Review (10 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



ASK: Did you come across any gender stereotypes since we last met? (Leave space for a discussion if they have questions or are unsure if something was a stereotype or not.)



SAY: Today we are talking about relationships with caregivers. We understand that discussions about communication with caregivers can be difficult and may lead to difficult emotions. The stories in today's session might also be sensitive. So, we will ensure a safe space, remembering the "Group Agreements" we have set.



DO: Ask girls to recap the "Group Agreements" (Session 1).


Story Circle (10 minutes)


Sara's mother told her that it's time they start looking for a husband for Sara. She tells Sara that the house is becoming crowded, and the family is struggling to financially support themselves. Sara's mom tells Sara that she wants to do what is best for Sara, and she thinks that getting married is the best option for Sara's future. But Sara does not want to get married, so she yells at her mom and leaves the room.


ASK:


- Have you heard similar stories of girls being told they should marry even if they don't want to?
- Are there any examples of girls who manage to convince their parents to delay their marriage?

Let's Explore (15 minutes)

 **SAY:** Today we are going to talk about family relationships and how we can communicate with our family about the things we want for our future.


 **ASK:** Does anyone want to share examples of how they communicate their wants and needs with their family?

 **NOTE:** If girls mention harmful examples, ask what the pros and cons are.

 **EXPLAIN:** As girls grow and change, their relationships with their caregivers can also change. We see that Sara's mom wants her to get married, while other girls may be expected to take on more responsibilities, or they may notice that their movements are more restricted than before. Each situation is different; however, as girls grow and have their own ideas about their future, they may find themselves sometimes disagreeing with their caregivers. Learning skills that improve communication can help girls to discuss their wants and needs with their caregivers, especially when faced with a specific challenge, like Sara is. There are steps that can be taken to improve the communication with your family, especially when you are facing a specific challenge.


 **DO:** Use Resource 5.1 to explain the following:

- **Be prepared.** Know what you are asking for and think through the consequences of your request.
- **Pick the right time.** When the situation at home is relaxed, check the body language of your parents/caregivers to see that they are ready to talk.
- **Be calm.** Present your topic calmly and with facts. If you find yourself beginning to feel less calm to continue, it is okay to ask your caregivers to take a break from the discussion and talk about the issue again later.
- **Listen to what your caregivers have to say.** Consider their point of view and whether they might be right.
- **Use "I statements."** These are statements that show how you feel or what you think, and that don't blame the other person. These sentences are about our own experience and feelings. This means you might say, "I feel upset by what you said," instead of saying, "You are a bad person for saying what you said."

 **ASK:** Are there other tips you use that you want to share?

Activities (1 hour 15 minutes)

Activity 1: Telephone (15 minutes)

 **EXPLAIN:** Before we look more closely at the story of Sara, we will play a warmup game to help us understand communication in a bit more detail. This game will help us practice both our focusing and listening skills.


 **DO:**

- Invite the girls to stand in a straight line.
- Choose one girl to be the first “phone call,” and one girl to be the last.
- Whisper a sentence to the first girl. Have the first girl whisper what she heard to the next girl, and so on and so on until the message gets to the last girl.


 **NOTE:** If social distancing measures are in place, girls can try to lip read rather than whisper.


- Invite the last girl to share what she heard/saw.
- Was it the same thing that was said by the first girl?
- Was it different, how so, and why?
- Invite other girls to be the first or last girl in the line.

 **ASK:** What made listening in this activity difficult?

 **EXPLAIN:** Even though we knew the task of the game was just to listen carefully, we still managed to hear things that were not in the original message. Everyone has their own experiences and filters that influence what we hear and how we interpret things. This is why communication and understanding what the other person means is so important. It also helps us to reflect on how we might communicate our own wants and needs in a way that is better understood by others.


Activity 2: Negotiation Skills (45 minutes)

 **SAY:** Now we are going to practice some of the skills that we discussed.

 **ASK:** When we say “be prepared” what do you think we mean by this? (Ask a few girls to volunteer their answers.)

 **EXPLAIN:** Being prepared can include thinking through the following questions:

- What do you want the result to be?
- What does the other person want the result to be?
- What are you willing to compromise on? (For example, what are you comfortable in giving up or doing/not doing?)
- Are there any alternatives if a compromise is not possible? (Are there any other solutions you can think of to the problem?)
- What will happen if you do or do not get what you are requesting?

 **SAY:** Let’s take the story of Sara and her mother. When Sara’s mother said she wants Sara to get married, how could Sara respond to her mother so that her mother would listen?

► Step 1

✓ DO:

- Split the girls into four groups and give them time to discuss and think through the questions and how Sara can be more prepared with what she wants to say to her mother.
- Ask the groups to prepare a role play.
- Select one group to present their role play, and the other groups can add their own suggestions that haven't been mentioned by the role-playing group.

*** NOTE:** In the case of early marriage girls should be encouraged to think of suggestions and compromises that do not include getting married. Remind them that it is their right to wait until after 18 to marry or they may not want to marry at all.

? ASK: Now that Sara is prepared, how does she know when it is the right time to discuss this with her mother?

... EXPLAIN: When thinking about choosing the right time to talk, some of the questions Sara might ask herself are:

- How is the situation in the home or the place where she will start the conversation?
- Is her mother calm and relaxed, or is she busy doing something else, or talking to someone else?
- How is her body language? Does she look happy, angry, distracted, etc.?
- She may find it helpful to ask her mother, "I have something I want to talk about, is now okay?" or "Do you have a few minutes to talk about something with me?"

► Step 2

✓ DO:

- In the same groups, ask the girls to discuss the ideal environment in which the conversation should take place. They can use the questions to help guide their discussion.
- Ask one group to share back their discussion with the group, explaining why the environment is ideal and not ideal. The other groups can add their own suggestions that haven't been mentioned by the group.

... EXPLAIN:

- We discussed how it was important to make sure caregivers are relaxed and ready to talk, but it's also important for the girl to check how she is feeling. Is she ready to have the conversation? If she is not feeling calm, maybe it is not the right time. It's important to speak calmly, without shouting, because when we shout, the other person is less likely to listen.
- It is important to express what you want so that the other person understands what you are asking for. This can include sentences like "I would really like X to happen," "This is something that is important to me," or "I would like your support with X."

► Step 3

= SAY: In your groups you will do a role-play about how Sara can talk calmly and clearly to her mother.

✓ DO: Ask one group to share their role-play with the group. The other groups can add their own suggestions that haven't been mentioned by the group.

? ASK: So now Sara has spoken to her mother, but her mother still doesn't agree. What should Sara do now?



EXPLAIN:

- In the story, Sara got upset and shouted at her mom and left the room. It's ok that Sara didn't want to talk about it then, the news may have been shocking for her. Now that Sara is ready to talk, one thing she can do is listen and ask questions. Her mom said that getting married was the best thing for Sara given their situation. Sara can ask her mom why she thinks this is the best thing and if there are alternatives. She could say "I understand what you are saying, but do you think we can find another way around this?" or "Is there a way to make us all happy?" What is important is to communicate calmly so you can fully understand what is happening and why.
- Providing some factual information can also help Sara when she is discussing with her mother. She may say, "Girls who marry before they are 18 are at increased risk of HIV infection."⁹ or girls who marry and get pregnant before 18 face higher risks of death during child birth."¹⁰

▶ Step 4



ASK: If Sara's mom does not listen to Sara's wishes and is insisting she gets married and the tips did not work, what else can Sara do?



DO:

- In their groups, ask the girls to think through what else Sara can do to prevent her marriage.
- Ask one group to share back their ideas. The other groups can add their own suggestions that haven't been mentioned by the group.



SAY: Here are a few suggestions Sara can do.

- She can talk to someone else in her family whom she trusts—her father, aunt, or older sister or brother—someone who can convince her mother.
- She can talk to a caseworker at the safe space who can help her think through a strategy that might help to prevent her marriage.

Activity 3: My Trusted Person (15 minutes)



DO: Remind girls of the first session where they indicated who their trusted people were. Ask them to think about their trusted people and if they would turn to these people about issues specifically related to marriage or other sensitive issues. If they wouldn't turn to these people, who would they turn to? If girls can't think of anyone within their friends and family circle, ask them to think about people at the safe space who they could turn to. Ask them to remember this person as they move forward with the sessions.



EXPLAIN: When girls have some concerns or challenges, like Sara did, they may want to talk to someone. At the safe space someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up about anything bothering her. We call this person a case/social worker. Girls can talk to a caseworker about their big problems and small problems. Girls can see them more than once with different kinds of problems.




DO: If a caseworker is present, ask her to introduce herself and ask her to explain how she can offer support to girls.

9 Girls Not Brides <https://www.girlsnotbrides.org/>

10 Ibid.

Key Message


 **SAY:** Using good communication skills can help girls talk to adults so that they can better understand girls' opinions. This can sometimes lead to results that both the girl and the adult are satisfied with, but sometimes it doesn't. It depends on the situation and also on how open the parents are to negotiation. When girls are facing some concerns—especially related to unwanted or forced marriage—and need some support, they can speak to someone at the safe space.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Practice using the communication skills we learned today. Even if it is to communicate a small request, want, or need you have. If you don't want to practice on your caregivers or trusted person, you can do this with a friend or sibling. Let us know how it goes in the next session.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Invite a caseworker to join the session to provide information on case management and for girls to familiarize themselves with the caseworker.

SESSION 5:

OUR RELATIONSHIPS - PART I (Married and Divorced Girls)

Session Aims:

By the end of the session, girls will:

1. Identify their trusted person.
2. Explore communication techniques that can be used with decision makers.
3. Learn strategies to safely influence decisions, including decisions related to married life.

Materials:

- art box
- comments box
- Resource 5.1 - Our Relationships Tips

Preparation:

- Invite caseworker to join for session and introduce caseworker and have them explain their role and how they can help girls at the end of the session.

Facilitator Note:

- There are many different ways to communicate—verbal, physical, visual, etc. While this session only covers a few forms of communication, it may be helpful to include other forms of communication, especially if the group is diverse. You can weave this into the session by asking girls themselves what other forms of communication they use which are not covered in the session and ask how these can be applied to the situation.

Duration: 2 hours

Welcome & Review (10 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



ASK: Did you discover, hear about, or experience any gender stereotypes against women or girls or even boys or men or other stereotypes about people different to you? (Leave space for a discussion of they have questions or are unsure if something was a stereotype or not.)





SAY: Today we are going to discuss relationships with decision makers in our lives. We understand that discussions about communication with decision makers can be difficult and may lead to difficult emotions. The stories in today's session might also be sensitive. So, we will ensure a safe space, remembering the "Group Agreements" we have set.





DO: Ask girls to recap the "Group Agreements" (Session 1).

Story Circle (10 minutes)

Married Girls:	Divorced Girls:
<p>This session we will meet Sara’s cousin Reem, who recently got married and lives with her husband and in-laws. Reem’s mother-in-law complains that Reem doesn’t do enough housework . One day Reem’s mother-in-law tells her to go to the shops. On the way, Reem bumps into Sara and they start to chat. When Reem returns to the house her mother-in-law is very angry because Reem took so long. Reem is upset and wants to tell her mother-in-law that she needs more support and she wants to have time to see her friends and family. But she doesn’t say this to her mother-in-law, and instead, Reem leaves the room.</p>	<p>This session we will meet Sara’s cousin Reem, who recently got divorced. The situation at home is difficult because she also has a small child now and her parents are struggling to manage. Reem tries to do as much as possible to support her family, but sometimes she feels overwhelmed. This leads to tensions with her parents. One day Reem’s mother tells her to go to the shops. On the way there, Reem bumps into Sara and they start to chat, and by the time she returns to the house her mother is very angry. Reem is upset and wishes her mother would be more supportive.</p>
<p> ASK:</p> <ul style="list-style-type: none">• Have you heard similar stories where girls don’t feel able to communicate their wants or needs to their caregivers/in-laws?• Are there any examples of girls who manage to overcome this? How did they manage to do this?• Is it normal for Reem to feel upset? <p> EXPLAIN: Reem has the right to be upset; she isn’t receiving the support she needs and is being spoken to harshly.</p>	

Let’s Explore (15 minutes)

 **SAY:** Today we are going to talk about family relationships, especially relationships with our in-laws and caregivers, and how we can communicate with them about the things we want. We’ll also discuss how to handle disagreements that arise.

 **ASK:** Does anyone want to share examples of how they communicate their wants with their in-laws and caregivers and how they handle disagreements?

 **NOTE:** If girls mention harmful examples, ask what the pros & cons are.

 **SAY:** As we heard in the story of Reem, some people, especially adults, make decisions on behalf of girls that girls don’t agree with, and they are not supportive of girls’ needs. In this session, we will see how we can use the power we have to handle such situations.

Married Girls:



EXPLAIN:

- When girls get married, many will move out of their family home and in with their husband and the husband's family.
- Sometimes they continue seeing their biological family regularly, and other times they move far away.
- Sometimes they marry other members of their extended family or people known to the family, and other times, especially in situations where families have been displaced, they may marry someone who is not well known to the family.
- In some situations, girls are happy with the decision and adjust to the new environment, but for many girls, it is not so easy.
- So, today we are going to explore what girls can do in situations where things are challenging in their new family environment.

Divorced Girls:



EXPLAIN:

- Sometimes, when girls get married, especially at a young age, they might find themselves experiencing difficulties in their relationship.
- Sometimes this is because girls are not given the same power or the necessary support to make decisions and to say what they want and need, compared to older women.
- There may be many expectations on girls which are unrealistic.
- Because of these and other reasons, some girls may end up getting divorced, and may end up going back to the family house.
- There are many reasons for divorce, and girls should not be punished for this; they have the right to decide what to do with their lives. They also have the right to choose whether or not to stay married.



EXPLAIN: Learning skills that improve communication can help girls to discuss their wants and needs and deal with disagreements when faced with a specific challenge. And while girls like Reem should not be burdened with having to resolve these issues, sometimes we must use our "power to" (like we discussed a few sessions ago) to try and resolve some of these challenges as safely as we can, as it will lead to a better result for us. There are specific steps that we can take to improve the communication with family members, whether these are in-laws, biological family, husbands, or even friends.



DO: Use Resource 5.1 to explain the following:


- **Be prepared.** Know what you are asking for and think through the consequences of your request.
- Pick the right time. When the situation at home is relaxed, check the body language of your family member to see that they are ready to talk.
- **Be calm.** Present your topic calmly and with facts. If you find yourself beginning to feel less calm to continue, it is okay to ask your family members to take a break from the discussion and talk about the issue again later.
- **Listen to what your family members have to say.** Consider their point of view and whether they might be right.
- **Use "I statements."** These are statements that show how you feel or what you think, and that don't blame the other person. These sentences are about our own experience and feelings. This means you might say, "I feel upset by what you said," instead of saying, "You are a bad person for saying what you said."



ASK: Are there other tips you use that you want to share?

Activities (1 hour 15 minutes)

Activity 1: Telephone (15 minutes)

 **EXPLAIN:** Before we look more closely at the story of Reem, we will play a warmup game to help us understand communication in a bit more detail. This game will help us practice both our focusing and listening skills.


 **DO:**

- Invite the girls to stand in a straight line.
- Choose one girl to be the first “phone call,” and one girl to be the last.
- Whisper a sentence to the first girl. Have the first girl whisper what she heard to the next girl, and so on and so on until the message gets to the last girl.

 **NOTE:** If social distancing measures are in place, girls can try to lip read rather than whisper.


- Invite the last girl to share what she heard/saw.
- Was it the same thing that was said by the first girl?
- Was it different, how so, and why?
- Invite other girls to be the first or last girl in the line.

 **ASK:** What made listening in this activity difficult?

 **EXPLAIN:** Even though we knew the task of the game was just to listen carefully, we still managed to hear things that were not in the original message. Everyone has their own experiences and filters that influence what we hear and how we interpret things. This is why communication and understanding what the other person means is so important. It also helps us to reflect on how we might communicate our own wants and needs in a way that is better understood by others.

Activity 2: Negotiation Skills (45 minutes)

 **SAY:** Now we are going to practice some of the skills that we discussed.

 **ASK:** When we say “be prepared,” what do you think we mean by this? (Ask a few girls to volunteer their answers.)

 **EXPLAIN:** Being prepared can include thinking through the following questions:

- What do you want the result to be?
- What does the other person want the result to be?
- What are you willing to compromise on? (For example, what are you comfortable in giving up or doing/not doing?)
- Are there any alternatives if a compromise is not possible? (Are there any other solutions you can think of to the problem?)
- What will happen if you do or do not get what you are requesting?

 **SAY:** Let’s take the story of Reem and her mother/mother-in-law. When Reem’s mother/mother-in-law said the hurtful words to Reem, Reem...

- (Married Girls) wanted to say something but wasn't sure what to say and if it was the right time.
- (Divorced Girls) got angry and shouted at her mom.

 **ASK:** How could Reem respond to her mother/mother-in-law so that her mother/mother-in-law might listen?

► Step 1


 **DO:**


- Split the girls into four groups and give them time to discuss and think through the questions and how Reem can be more prepared with what she wants to say to her mother/mother-in-law.
- Ask the groups to prepare a role play.

Select one group to present their role play, and the other groups can add their own suggestions that haven't been mentioned by the role-playing group.

 **ASK:**

- Now that Reem is prepared, how does she know when it is the right time to discuss this with her mother/mother-in-law?
- What if she cannot talk to her mother/mother-in-law, is there someone she can approach who can communicate this to her mother/mother-in-law on her behalf?

 **ADAPTATION:** For married girls who may not feel comfortable approaching their mother-in-laws directly, they can think about who may be able to talk to their mother-in-law on their behalf. They can go through the same steps in the activity but think of a trusted person they can approach instead of the mother-in-law.


 **EXPLAIN:** When thinking about choosing the right time, some of the questions Reem might ask herself are:

- How is the situation in the home or place where she will start the conversation?
- Is her mother/mother-in-law calm and relaxed, or is she busy doing something else, or talking to someone else?
- How is her body language? Does she look happy, angry, distracted, etc.?
- She may find it helpful to ask her mother/mother-in-law, "I have something I want to talk about, is now okay?" or "Do you have a few minutes to talk about something with me?"

► Step 2

 **DO:**

- In the same groups, ask the girls to discuss the ideal environment in which the conversation should take place. They can use the questions to help guide their discussion.
- Ask one group to share back their discussion with the group, explaining why the environment is ideal and not ideal. The other groups can add their own suggestions that haven't been mentioned by the group.


 **ASK:** So now that Reem knows what she wants to say to her mother/mother-in-law and now that she has decided when a good time to approach her is, how can she now make sure she communicates clearly and calmly? What are some of the things she can say?


 **EXPLAIN:**



- We discussed how it was important to make sure the family member is relaxed and ready to talk, but it's also important for the girl to check how she is feeling. Is she ready to have the conversation? Is she feeling calm or upset? If she is not feeling calm, maybe it is not the right time.

- It's important to speak calmly and it is important to express what you want clearly so that the other person understands what you are asking for. This can include sentences like "I would really like X," and "This is something that is important to me."

▶ Step 3


 **SAY:** In your groups you will do a role-play about how Reem can talk calmly and clearly to her mother/in-law or her trusted person.


 **DO:** Ask one group to present their role-play to the group. The other groups can add their own suggestions that haven't been mentioned by the group.

Married Girls:	Divorced Girls:
<p> EXPLAIN:</p> <ul style="list-style-type: none"> • In the story, Reem didn't say anything to her mother-in-law. It's okay that Reem didn't want to talk about it then; she was hurt and wouldn't have responded well at that time. • Now that Reem is ready to talk, one thing she can do is listen and ask questions. • Her mother-in-law says that Reem doesn't do enough work around the house and that she needs to do more, and Reem feels she needs more support. Reem might consider asking her mother-in-law for more help with specific tasks. She might say, "I understand what you are saying, but I need some more help if I am to achieve all of these tasks," or "Is there a way to complete the tasks and also have time for myself?" • What is important is to communicate calmly so the other person can fully understand what is happening and why. 	<p> EXPLAIN:</p> <ul style="list-style-type: none"> • Reem gets angry at her mother and shouts at her. It is normal that Reem felt upset or angry. • But now that Reem has calmed down and is ready to talk more, one thing she can do is listen and ask questions. • Reem wants her family to be more understanding and supportive. Reem can ask her mother to be more understanding of her situation. She could say, "I know this is a difficult time for us, but if things are going to improve, I need support," or "Is there a way to complete the things you need me to do and still have time for myself?" • What is important is to communicate calmly so the other person can fully understand what is happening and why.

▶ Step 4

 **ASK:** If Reem's mother/mother-in-law does not listen to Reem, what else can Reem do?

 **DO:** In their groups, ask the girls to think through what else Reem can do to communicate with her mother/mother-in-law.

 **EXPLAIN:** There are a few things Reem can do:

- She can talk to someone else in her family who she trusts. **CONTEXTUALIZE** She can talk to her husband, sister-in-law, father, mother, aunt, sister, etc.—someone who can convince her mother/mother-in-law.
- She can talk to a caseworker at the safe space who can help Reem to think this through further.

Activity 3: My Trusted Person (15 minutes)

✓ **DO:** Remind girls of the first session where they indicated who their trusted people were. Ask them to think about their trusted people and if they would turn to these people about issues specifically related to marriage/divorce or other similar issues. If they wouldn't turn to these people, who would they turn to? If girls can't think of anyone within their friends and family circle, ask them to think about people at the safe space who they could turn to. Ask them to remember this person as they move forward with the sessions.

💬 **EXPLAIN:** When girls have some concerns or challenges, like Reem did, they may want to talk to someone. At the safe space someone is trained to listen to the concerns of girls in a very confidential safe space, where any girl can freely express and open up about anything that is bothering her. We call this person a case/social worker. Girls can talk to a caseworker about their big problems and small problems. Girls can see them more than once with different kinds of problems. If a girl wants to talk to a case/social worker, she can ask me for more information at the end of the session.

✓ **DO:** If a caseworker is present, ask her to introduce herself and ask her to explain how she can offer support to girls.

Key Message

💬 **SAY:** Using good communication skills can help girls talk to adults so that they can better understand girls' opinions. This can sometimes lead to results that both the girl and the adult are satisfied with, but sometimes it doesn't. It depends on the situation and also on how open their caregivers/in-laws are to negotiation. When girls are facing some concerns, especially related to challenges with their husbands, in-laws or caregivers and need some support, they can speak to someone at the safe space confidentially.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMINDE girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

💬 **SAY:** Practice using the communication skills (steps) we learned today with your trusted person or friend and let us know how it goes in the next session. Once you get comfortable and feel your skills are improved, you can consider using the skills with your caregivers or in-laws when the time is right. If you don't have a trusted person to practice with, that's okay. We can practice together.

* **NOTE TO FACILITATORS, FOR THE NEXT SESSION :**

- Invite a caseworker to join the session to provide information on case management and for girls to familiarize themselves with the caseworker.

SESSION 6:

OUR RELATIONSHIPS PART 2

Session Aims:

By the end of the session, girls will:

1. Know the difference between a healthy and unhealthy relationship.
2. Explore ways to push back against peer pressure.
3. Learn strategies to safely communicate their choices.

Materials:

- ❑ 2–3 large cooking pots (or similar)
- ❑ 2–3 large wooden spoons (or similar)
- ❑ blank paper for each girl
- ❑ colored card/paper
- ❑ colored pens
- ❑ comments box
- ❑ Resource 6.1: Healthy Relationship Stew
- ❑ Resource 6.2: Relationships Key Messages

Preparation:

- Prepare the cut outs of symbols or words that represent positive components of a relationship (see Resource 6.1 Healthy Relationship Stew)
- Invite caseworker to join for session and introduce caseworker and have them explain their role and how they can help girls at the end of the session.
- Print Resource 6.2: Relationships Key Messages

Facilitator Note:

- When covering relationships for girls with disabilities, a few things to keep in mind¹⁰:
 - » People with disabilities who are of marriageable age have the right to marry and to found a family on the basis of free and full consent of the intending spouses is recognized;
 - » People with disabilities have the right to decide freely and responsibly on the number and spacing of their children and to have access to age-appropriate information, reproductive and family planning education, and the means necessary to enable them to exercise these rights are provided.
 - » States Parties are responsible for ensuring that children with disabilities have equal rights with respect to family life. With a view to realizing these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities.
- Please check in with girls (discreetly if possible) about how they are feeling about their female and male caregiver participation in the caregiver sessions. If they are not comfortable, talk to them about how to safely manage the situation.

Duration: 2 hours

11 Adapted from the Convention on the Rights of Persons with Disabilities <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

Welcome & Review (10 minutes)



DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

ASK:






- Did you use the communications techniques we learned in the last session? (Ask one or two girls to share who they used these skills with and what the outcome was.)
- Do you feel confident to use these with your trusted person or friend?
- Did you find new techniques that work better?

Story Circle (5 minutes)

Unmarried Girls	Married/Divorced Girls
<p>Sara's friend Maria is involved with a young man called Ghaleb who used to make Maria feel special. Eventually, they got married, and then Ghaleb started to change. He became more controlling. One day, Maria told Ghaleb that she wanted to resume her education, and Ghaleb said no. When Maria told Sara what happened, Maria said that it is Ghaleb's right to decide what happens to Maria. Sara is not sure that this is normal, but Sara is confused because she thinks that her friend must know better as she is more experienced in relationships than Sara is.</p> <p> ASK: Is it ok for Ghaleb to deny Maria education? (Although it may happen, it does not mean it's ok, it is her right to get an education).</p>	<p>Sara's friend Maria comes over for tea one day, and as they are talking, Maria starts discussing her marriage to Ghaleb. Maria tells Sara that Ghaleb has recently changed. Their relationship started very sweetly, and he always did everything to please Maria. But recently he started to treat Maria unkindly. He tells her what she can and cannot do and shouts at her. Maria asks Sara for advice.</p> <p> ASK: What would you tell Maria if she asked you for advice?</p>

Let's Explore: (15 minutes)

✓ **DO:** Use Resource 6.2 to explain the following:

Unmarried Girls	Married/Divorced Girls
<p> EXPLAIN:</p> <p>Friendships: As we get older, girls and boys start to place more importance on friendships. Having friends and being a good friend becomes quite important. Friends can have a big influence on us, including on what we say, like, and how we behave, and we can also influence our friends in the same way. Sometimes this influence may be positive and sometimes it can be negative. When the influence is negative we call this negative peer pressure.</p> <p> ASK: Does anyone have any examples of negative influence?</p> <p> SAY: When this influence is positive, we can call this positive peer pressure.</p> <p> ASK: Does anyone have any examples of positive influence?</p>	<p> EXPLAIN:</p> <ul style="list-style-type: none">• When we enter relationships at a young age, we sometimes don't have all the information about what healthy and unhealthy relationships look like. In some communities, it may not be acceptable for girls or boys to be in relationships with other people, so girls may find that their first experience of a relationship is once they are married, or in a short time leading up to the marriage.• While many relationships are healthy, there are some situations where girls may find themselves in unhealthy relationships. This usually happens when men take a lot more power in the relationship than the women.• So, it is important that girls are able to surround themselves with non-judgmental, trustworthy, and supportive friends they can turn to when they need to talk about something bothering them and if they are unsure if something is healthy or unhealthy. We can also be those friends to other girls.• Girls may also get divorced for many reasons, and this can also include leaving an unhealthy relationship. The information presented in this session will help divorced girls to have more knowledge about healthy and unhealthy relationships if they decide to partner with someone else. It can also help girls understand the types of qualities they are also looking for in their friendships and other relationships in their lives.



SAY:

Romantic Relationships:

- During this time of change, girls and boys can also become interested in more romantic relationships. They may start to develop romantic feelings for another person, want to spend more time with that person, and consider this relationship “special.” Sometimes, girls and boys may see their friends having relationships and become curious.
- It is important that girls are able to surround themselves with non-judgmental, trustworthy, and supportive friends they can turn to when they need to talk about something bothering them and if they are unsure if something is healthy or unhealthy. We can also be those friends to other girls.
- In some communities, it may not be acceptable for girls or boys to be in relationships with other people, so girls may find that their first experience of a relationship is once they are married, or a short time leading up to the marriage. Other times, they may have relationships and keep them secret; they might feel they cannot talk about the problems they may be experiencing because they are fearful of people knowing about the relationship.
- It’s very important for girls and young women to know the difference between a healthy and unhealthy romantic relationship so that when they do find themselves in one, they can identify when they are being treated unfairly and harmfully and when they are not because it is our right to be treated equally and with kindness and respect.

Activities (1 hour 20 minutes)

Activity 1: Healthy Relationship Stew (30 minutes)




SAY: We are going to cook up a healthy relationship stew! To be able to do this, we need to have all of the healthy relationship ingredients to help us.

 **DO:**

- Split the girls into 2–3 groups and give each group a large cooking pot, wooden spoon, blank paper/card, and pens, as well as the cut-outs from the resource sheet.

In their groups, they are going to add all the ingredients to the pot that they think make a healthy relationship. They can choose ones from the cutouts that they think make a healthy relationship.

 **NOTE:** Some of the ingredients may not be “healthy,” and this is to help girls to differentiate between healthy and unhealthy.

- They also have blank card/paper to write and draw their own.
- Once they have finished cooking their stew, they will feed back to the group what ingredients they put in it.

 **EXPLAIN:**


- There are a number of different things people expect from a romantic relationship; there is not one right way. This sometimes involves friendship, laughter, supporting each other, or just enjoying spending time together, as well as many other things you listed.
- Remember that no matter the reasons for entering these relationships, it is important that this relationship benefits you and the person you are with equally and that you share power in the relationship (so that one person does not hold power over another person). This also applies to our friendships.
- When girls don’t have the choice about who their partner is, they should try and express to their decision maker the types of qualities that they believe are important.
- Sometimes, girls can find themselves in relationships where the other person does not have some of the qualities that they are looking for. Nobody is perfect, but there is a difference between relationships that make us feel good and relationships that don’t make us feel good, for example, when we love someone, but the love is not returned. There is also a difference between the things we can compromise on and the things we cannot accept, such as being treated poorly, or being forced to do things without consent.
- In relationships that don’t make us feel good, girls might feel that they are not able to talk to anyone about this, but it’s important that they can identify people/places they can turn to for advice—like the safe space.

Activity 2: Communicating in Friendships and Relationships (15 minutes)


 **ASK:** Who can remind us of some of the techniques we can use when communicating with others?

 **SAY:**


- Be prepared.
- Pick the right time.
- Be calm.
- Listen to what your caregivers have to say.
- Use “I statements.”


 **SAY:** Now we are going to learn a new technique—Saying “No.” We can use this with our friends and also in relationships if we feel like someone is crossing a boundary that we are not comfortable with. It may be friends trying to negatively pressure us into something, or it can be like the experience of Maria and Ghaleb, where he made her feel uncomfortable.


Saying “No”


 **NOTE:** In locations where there isn’t much privacy, it may not be possible to shout. You can adapt the activity so girls can still practice saying “no,” but without shouting loudly.


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


 **SAY:** After I count to three, we will all shout “NO!” as loudly as we can.

 **DO:** When the girls have finished, ask them to each individually say “no” using different tones, volume, shouting, quietly, firmly etc.

 **ASK:** How did it feel to say the word “no”?


 **ASK:** When is it a good idea to say “no,” when is it a bad idea to say “no”?


 **EXPLAIN:** If we are feeling threatened by someone, we might yell, “NO!” if we want to alert others around us of the situation. But yelling “NO!” to our parents could get us into more trouble, yelling “NO!” at our friends could make them feel upset, so we need to think about how to use the word “no.”

 **ASK:** How can we say “no” in a way that is safe but powerful?

 **SAY:** You can:










- Communicate your choice clearly by saying “No.”
- Say, “No thanks.” Sometimes it’s just that easy.
- Repeat yourself if needed.
- Be firm in your position and continue to repeat your response: “No thanks.”
- Give a reason why. Try saying, “No thanks; I have to be up early tomorrow,” for example.


 **DO:** Have the girls practice doing this in pairs and then ask a few girls to share their practice with the entire group.

 **NOTE:** Saying “no” is an important skill. Girls need to practice communicating their needs and wants, as well as asserting themselves if someone is trying to cross boundaries that girls are not comfortable with. For women and girls, saying “no” can be difficult, particularly in cultures where it’s not acceptable for girls to disagree. If this is the case, girls can think of more acceptable ways to state their choice in the next activity.

Activity 3: The Story of Maria and Ghaleb (35 minutes)

 **SAY:** We are going to continue the story of Maria and Ghaleb to learn more about their relationship.

Unmarried Girls:	Married/Divorced Girls:
<p>One day Maria tells Sara that Ghaleb has been making her feel uncomfortable. When they are out in public, Ghaleb tries to get close to Maria to hold her hand or touch her. This makes Maria uncomfortable. When she tells him to stop, he doesn't listen.</p> <p> ASK: Is it ok that Ghaleb tries to touch Maria when she doesn't feel comfortable? (If Maria is not comfortable, Ghaleb should respect her boundaries.)</p> <p> ASK: What do you understand by the word "consent?"</p> <p> EXPLAIN: Consent is when you decide for yourself to give permission for something to happen or agree to do something, after knowing the consequences and the information you need to know, without feeling forced or pressured to do it. It is not a one-time thing. You may consent to something the first time, but not the second or third. It can also be withdrawn at any time.</p> <p> ASK:</p> <ul style="list-style-type: none">• Did Ghaleb get consent from Maria to get close to her?• What are some of the challenges Maria might face when trying to explain this idea to Ghaleb? Will he accept?• What can Maria do in this situation?	<p>One day, Maria returns from shopping, and Ghaleb is home. He tells Maria that he wants to have sex. Maria has many things to do, and she doesn't want to. He tells her that she has to.</p> <p> ASK: Is it ok that Ghaleb is demanding sex from Maria? (If Maria does not want to have sex, Ghaleb does not have the right to force her.)</p> <p> SAY: Sex is a normal and natural act that both men and women experience when they are ready. It is not something to be ashamed of. Yet it is a private and intimate act that requires the consent of both persons involved.</p> <p> ASK: What do you understand by the word "consent?"</p> <p> EXPLAIN: Consent is when you decide for yourself to give permission for something to happen or agree to do something, after knowing the consequences and the information you need to know, without feeling forced or pressured to do it. It is not a one-time thing. You may consent to something the first time but not the second or third. It can also be withdrawn at any time.</p> <p> ASK:</p> <ul style="list-style-type: none">• Did Ghaleb ask for Maria's consent?• What are some of the challenges Maria might face when trying to explain this idea to Ghaleb? Will he accept?• What can Maria do in this situation?

 **DO:** Split the girls into small groups and ask them to discuss the best way to deal with the situation with Ghaleb. Ask them to share their feedback with the group. They can use some of the tips and techniques from other activities.

EXPLAIN: While it is not Maria’s responsibility to manage the situation because the problem is with Ghaleb’s behavior, Maria can use the power she has to express to Ghaleb that she does not feel comfortable; she can tell him to stop and to respect her wishes, and if this doesn’t work, she can try to remove herself from this situation and talk to a trusted person to get help or advice.

Unmarried Girls:	Married/Divorced Girls:
<p>ASK: If Ghaleb tries to get close to Maria and she lets him, but then after a while she doesn’t feel comfortable anymore, does she have the right to stop him?</p>	<p>ASK: If Maria decides she wants to have sex with Ghaleb, but then after a while she changes her mind, does she have the right to stop him?</p>

DO: In the same groups, ask girls to discuss and share back their answers with the wider group.

EXPLAIN: She can stop him at any time she feels uncomfortable, even if she was ok with it in the beginning.

ASK: How can Maria express to Ghaleb that she doesn’t feel comfortable? (They can use some of the tips and techniques from other activities.)


DO: In the same groups, give girls some time to think about their answers and to share back with the wider group.

NOTE: Challenge them to think about whether their ideas/suggestions will work in real life.

EXPLAIN:

Unmarried Girls:	Married/Divorced Girls:
<ul style="list-style-type: none"> • When girls wait until they are older, their chances of having more power in a relationship increases and they can have a better chance of having a relationship that makes them feel good. • If girls feel they are being pressured into doing things they are not comfortable with or things they feel confused by, they should identify people/places they can turn to for advice—like the safe space. There are people trained at the women and girls’ safe space who can support girls if they find themselves in a similar situation to Maria. 	<ul style="list-style-type: none"> • Sexual intercourse requires both people to consent. If a woman says she wants to have sex and then changes her mind, she has the right to stop the intercourse. However, because of the expectations that the society has on women when they are in a relationship (that women should respond to their husbands’ needs), women feel sometimes that they have to have sex with their partners even when they are tired and when they don’t feel like it. • Girls have the right to feel frustrated when their partners do not respect their wishes. Men have the responsibility to ensure that their partners feel comfortable during intercourse and that they agree to having sex. • If girls feel they are being pressured into doing things they are not comfortable with or things they feel confused by, they should identify people/places they can turn to for advice—like the women and girls’ safe space (WGSS). There are women trained at the WGSS who can support girls if they find themselves in a similar situation to Maria.

Key Message


 **SAY:** Healthy relationships make us feel good and unhealthy relationships can make us feel bad. If a girl thinks she may be experiencing an unhealthy relationship or is feeling pressure from friends or family to enter into a relationship, she can turn to a case/social worker who would be able to help her think this through more and support her in deciding how to deal with the situation.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Please practice some of the techniques you learned today to communicate your choices, either with a friend, or a family member participating in Girl Shine, if it is safe to do so. If you don't have anyone to practice with, you can practice being a supportive and non-judgmental friend to another girl in need of support.

SESSION 7:

DECISION MAKING AND DECISION MAKERS

Session Aims:

By the end of the session, girls will:

1. Understand what decision making is and how to take decisions.
2. Learn strategies to safely influence decisions.

Materials:

- ball
- comments box
- Resource 7.1: Decision Making Graph
- Resource 7.2: Yes/No Line

Preparation:

- Print Resource 7.1: Decision Making Graph.
- Review Resource 7.2: Yes/No Line to understand Activity 2.

Facilitator Note:

- When covering relationships for girls with disabilities, a few things to keep in mind¹¹:
 - » People with disabilities who are of marriageable age have the right to marry and to find a family on the basis of free and full consent of the intending spouses is recognized.
 - » People with disabilities have the right to decide freely and responsibly on the number and spacing of their children, to have access to age-appropriate information, reproductive and family planning education, and to be provided with the means necessary to enable them to exercise these rights.
 - » States Parties are responsible for ensuring that children with disabilities have equal rights with respect to family life—with a view to realizing these rights, and preventing concealment, abandonment, neglect and segregation of children with disabilities.
- Talk to the girls to see if there are any other topics they want to cover in the curriculum.

Duration: 2 hours

Welcome & Review (10 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

12 Adapted from the Convention on the Rights of Persons with Disabilities <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

 **ASK:**

- Did you use any of the techniques to safely communicate your choices either to peers, family or decision makers?
- Did you practice being a supportive friend to another girl, how did that feel?

 **DO:** Ask one or two girls to share, and if appropriate, follow-up with some probing questions:


- Which strategies did you use and with whom?
- What was the result?

Story Circle (10 minutes)


Unmarried Girls:	Married/Divorced Girls:
<p>One of Sara’s friends has been enrolled in a vocational skills center; she is learning some basic computer skills/ or tailoring skills and is hoping to find some work once she is qualified.</p> <p>Sara really loves this idea and also wants to join the course. However, she needs to get permission from her caregivers to do this. When she asks them, they tell her she can’t go.</p>	<p>A few weeks back we heard the story of Reem and the issues she was having with her mother/mother-in-law. Reem was reprimanded after she returned late from buying bread. Reem was able to use the techniques we discussed in the session to express her feelings and things have started to improve.</p> <p>Reem has decided that she wants to go to a training center to learn some new skills to help her earn some money. However, she has to get permission to do this. She needs to get permission from her husband/ caregivers. When she asks them, they tell her she can’t go.</p>

 **ASK:**


- Why can’t Sara/Reem make this decision on her own?
- Who influences decisions in the lives of girls?
- What about for girls with disabilities?

 **NOTE:** We shouldn’t assume that girls with disabilities cannot make decisions for themselves; there are many ways to engage girls with disabilities in decision making by communicating with them in ways that are accessible to their needs.

- What are the decisions that girls can make on their own?


 **SAY:** Sometimes people make decisions on behalf of girls that girls don’t agree with. These people sometimes do this because they believe it is in the best interest of girls. Sometimes these decisions are made because of gender stereotypes that we discussed a few sessions back and the expectations placed on girls. Sometimes it means that people limit the opportunities for girls, and so girls are not able to do some of the things that boys are allowed to do. Different girls may also face different barriers; for example, if a girl has a disability, decisions may be made on her behalf that deny her opportunities even though she can be as capable as a girl without a disability. Other times, girls are given the opportunity to make decisions, but they may not have all the information they need to make the best decision for themselves.

Let's Explore (15 minutes)

 **SAY:** In order to understand how to make decisions and influence decision makers, we will start exploring the types of decisions that girls make, and the decisions made for them.

 **ASK:**

- What are some of the decisions that girls have to make every day? (For example: what clothes to wear, whether to go to activities, what food to eat, etc.)
- Who usually makes decisions on behalf of the girls? Please give us one example of a decision made by this person.
- How could people making decisions on behalf of girls—without involving them—make girls feel, especially when girls don't agree with the decisions made?

 **EXPLAIN:** Girls have to make many decisions on a daily basis. Some decisions are easy to make, and some are difficult. Sometimes, girls might not have control over the decisions related to their lives because other people in their lives might make decisions on their behalf. As you mentioned, mothers, fathers, husbands, mothers-in-law, brothers, carers, or other family and community members may make decisions for girls, even though sometimes girls don't agree with those decisions. This can sometimes leave girls feeling upset or frustrated, and it is their right to feel these emotions. So, let's see how we can use the power we have to safely influence decisions, as well as learn how we can make smart decisions for ourselves.


Activities (1 hour 15 minutes)

Activity 1: Decision Making Graph (20 minutes)

 **DO:** Show the girls the diagram of the Decision-Making Graph. And walk them through the steps:

 **SAY:** When trying to influence a decision maker, there are a few things to consider:

1. Are decision makers ready to talk (and how do you know whether they are or not)?
2. Are you ready to talk (that is, are you feeling comfortable and ready to enter this discussion)?
3. If yes, how can you start the discussion? Have you prepared what you will say?
4. If not, wait for a better time to discuss the situation or identify someone else you can turn to.
5. If the result of the discussion is what you wanted, that's great!
6. If the result isn't what you wanted, or it wasn't the right time, when is the right time?
7. If the result isn't what you wanted, think about other options or perspectives—is there someone else you can turn to for advice? Is there someone else who can negotiate on your behalf?

 **DO:** Explain how Reem/Sara can use the decision making graph to influence the decisions that are being made for them.

ADAPTATION: If girls cannot read, explain each step in detail and draw images if needed.

Asking girls to recall activities on "I Statements," and communication (Saying "No") from previous sessions could be helpful for this activity.

Activity 2: Responding to “No” (25 minutes)

- ✓ **DO:** Have the girls make two lines, facing each other; they will be paired with the person opposite them.

... **EXPLAIN:** This line (point to line) is the “Ask Line,” and the other group is the “No Line.”

= **SAY to the “Ask Line”:** You are Sara/Reem. Imagine your partner in the “No Line” is the person saying “No” to Sara/Reem. You are going to ask the decision maker if you can join the course/training college.

- ✓ **DO:** If the girls need more guidance, you can explain to the girls that they can say things like, “Please, can I join the course/training college,” “It’s really important to me,” or “I would really love to go to this course, it would be so helpful for me.”

= **SAY to the “No Line”:** You are the “No Line,” and it is your job to say “no” to Sara’s/Reem’s request.

✓ **DO:**


- Have one pair practice this once for everyone to see how it should go, then ask all the girls to go off and practice in pairs. They do not need to share back with the group.
- After they have practiced once, tell the “Ask Line” that when the person opposite them says “No,” they must ask a “what,” “how,” or “why” question, which will make their partner explain their reasons.
- If the girls need more guidance, you can say for example “What would convince you to let me go?” or “How can we compromise?” or “Why don’t you think it’s a good idea that I attend?”
- Explain that the “Ask Line” will then ask their questions again with the new information given from the “No Line.” The person in the “No Line” can then decide if they accept the request of the person in the “Ask Line.”
- Have two pairs share their practice with the group to see whether the communication they were using was assertive.


... **EXPLAIN:**

- It’s important we say what we want clearly. If a girl wants to do something like spend time with friends or go for a walk, these are also valid things to request, and girls can also express these wants.
- It could be more helpful for girls to give caregivers a reason for their request—even if it is small—because without giving a reason, decision makers might be less likely to listen to girls’ requests.
- Girls could also try to come up with solutions by trying to negotiate the division of tasks or asking caregivers if it’s possible to change the days or times when she is expected to do her family tasks if that is the reason why she cannot go. For example, she could say, “I’d like to go for a walk now, but I will come home and finish my homework/chores,” or “I’d like to go to this training; maybe (family member) can help support me by taking my chores that day, and I will take their chores on another day.”

... **ADAPTATION:** If girls have limited mobility, this activity can be adapted so girls can sit down instead of standing up. They can also use specific signs to indicate “No,” “Why?” and “What?” and so on.

... **Married Girls:** For married girls, it’s important to remember that husbands aren’t engaged in the curriculum, so we should be careful about expecting them to be able to use these techniques with husbands as the same messages are not being passed on to them. They can explore other decision makers in their lives (i.e., mothers-in-law) or explore their comfort levels around responding to “no” with husbands and what the limitations are.


 **ASK:** What did we learn from this activity?

 **EXPLAIN:** Girls have the right to go to school, participate in activities and other learning opportunities, the same as boys. But sometimes girls are not able to access their rights. There may be many reasons for this; some of the reasons are not in the control of our decision makers, for example, they may say “no” because there are limited opportunities that exist in the community, or because certain services do not exist at all. Other times, the reason they say “no” could be because society often tries to lock girls into behaviors and roles that prevent them from developing to their full potential and realizing their rights. This activity helps us to be more confident in expressing what we want when someone says “No,” and teaches us how to ask probing questions and re-stating what we asked for in a respectful way.




Activity 3: Making Smart Decisions (30 minutes)

 **DO:**


- Read the following story to the girls and have them think about what the girl in the story should decide.
- Ask one or two girls to share their thoughts with the group.


 **NOTE:** Please select the story most appropriate to the group you are working with, i.e., if all girls are unmarried, please use the “Unmarried Girls” story; if girls are married/divorced you can use the “Married Girls” story. If groups are mixed you can use both stories but do not separate girls into groups by marital status.

Anne’s Story


Unmarried Girls:	Married/Divorced Girls:
<p>Anne’s best friend got married last month. Since moving to this new settlement, many of the girls Anne’s age are married. Now Anne wants to get married because she thinks that if she gets married, she will have more freedom to do the things she wants. Anne tells her father she wants to get married. Her father tells her to think carefully about her decision; if she does want this, they will organize her marriage, so she must be sure of her decision.</p> <p> ASK: What do you think Anne should do?</p>	<p>Married Girls: Anne recently got married and is living with her husband in a cramped space with many other people. Her husband is not working. But Anne is feeling the pressure to have a baby. She isn’t sure now is the right time to have a baby but also feels that she has to.</p> <p> ASK: What do you think Anne should do?</p> <p>Divorced Girls: Anne is divorced (or widowed) and there is a man that has recently proposed to her. He is much older than Anne and wants to take Anne as his second wife. Anne doesn’t really like the idea of getting married to him, but she is feeling pressured to consider it by her family.</p> <p> ASK: What do you think Anne should do?</p>

 **ASK:** Can you think of any ideas on how to make a smart decision?


 **EXPLAIN:** We all make decisions, and sometimes these can be the right decision for us, but sometimes we can get it wrong. Although there is no way to always know if we are making the right or wrong decision, we can at least think about how to make smart decisions. Also, even if we think we have made a decision that is wrong for us, we can still learn from this if we are willing to and see how we can resolve this.

 **SAY:** There are three simple steps to making a smart decision. These are:



1. List all the options.
2. Think about the “pros and cons.”
3. Ask others for advice.

 **EXPLAIN:** “pro” means good things and “con” means bad things. That is, think about all the good things and all the bad things that could happen as a result of the decision.


 **SAY:** Using these steps, let’s take the story of Anne and help her as a group to make a smart decision.

 **DO:** Go through each step with the girls and ask them to give their ideas and suggestions. They can do this in one large group or discuss in pairs/small groups and feedback.

ADD the following cons if not mentioned:

Unmarried Girls:	Married/Divorced Girls:
<ul style="list-style-type: none">• Girls who get married at a young age may find it difficult to adjust to the new responsibilities that can come with being married.• They may find it more difficult to influence decisions with husbands and in-laws.• They may find that the relationship is not always a healthy one.• They may find that they are more restricted and have less freedom than they did when they were unmarried.• They may not see their family or friends as much as they did before and may not be able to access school or other opportunities.• They may experience serious health risks related to early pregnancy.	<ul style="list-style-type: none">• There can be long-term impacts of their decisions. (Have the girls list a few.)• Consider if there are community pressures involved. How might someone handle these pressures and who can they turn to for support? <p> NOTE: Social pressures and stigma might be listed as a con and it is important to remind girls that they shouldn’t feel responsible for other people’s opinions. If there is a need to address this with the girls,</p> <p> SAY: “Girls in particular face a lot of social pressure and stigma and sometimes this can influence their decisions. We don’t judge girls for making a decision because they fear stigma or face social pressures, but we would also never judge them if they decide to go against those pressures in a way that is safe and comfortable for them.”</p>

Key Message

 **SAY:** Whether the power to make a decision is with a girl’s decision maker or not, it is still good for girls to practice these skills because decision makers might change their minds, or in the case where they themselves don’t have power to influence decisions, they might use this as an opportunity to identify and influence those who do make decisions.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)



SAY: Practice using the decision-making skills, either to make a smart decision for yourself or if you have a caregiver or decision maker participating in Girl Shine, you can try to influence them. It doesn't have to be something big, it could even be about what you will eat for lunch or what time you will do your chores/homework—anything you feel safe to try. You can always practice on a trusted person if you prefer and if there is nobody to practice with, we can practice together. We can share our experiences in the next session.



NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Know the laws related to early marriage in your context and in contexts where refugees are coming from.
- Invite a caseworker to join part or all of the session.
- Read the facilitator notes ahead of the session.

SESSION 8:

MARRIAGE AND UNIONS (Unmarried Girls)

Session Aims:

By the end of the session, girls will:

1. Understand more about relationships and that being comfortable with our individual choices/decisions for ourselves is what matters.
2. Understand why early marriage happens.
3. Understand the consequences of early marriage.

Materials:

- art box
- comments box

Preparation:

- Please Review the Facilitator Guidance for Sensitive Topics in Annex B before facilitating this session.
- Know the local laws and policies on married and pregnant girls attending education facilities (also, whether these apply to refugees and IDPs,) and identify alternative options where girls are welcome, if laws are prohibitive.
- Invite a caseworker to join the session and introduce the caseworker. At the end of the session, have them explain their role and how they can help girls.

Facilitator Note:

- In countries where it is illegal to marry under the age of 18, some girls may hide their marriages, or they may insist that the marriage has already been reported to the authorities. It is important as a facilitator not to pass judgement on girls who are already married to allow for an honest conversation about the situation; this will allow the facilitator to better support the girls.
- Additionally, when considering reporting a case of early marriage to authorities in settings where it is illegal, especially if the girl requests this, it is important to refer the case to a caseworker as the first step. The caseworker should take a survivor-centered approach, asking the girl what the best course of action is for her, drawing on the principle of “do no harm,” and assessing the risks to the girl. This means determining if the girl is at imminent risk that would require mandatory reporting, or if reporting the case would create further risks for the girl. The caseworker should determine, for example:
 - » if the girl is at risk of being arrested or detained for a sexual relationship if the age of sexual consent is 18
 - » if the girl is at risk of backlash from reporting a forced marriage
 - » if the authorities are following the laws on early marriage or if they are lenient with perpetrators, meaning that girls or their caregivers don't report cases as they are not taken seriously by the justice system.
- Even in contexts where marriage is legal under 18, some girls may be reluctant to admit they married under 18 because they're often afraid of the reaction of society, NGOs, and humanitarian workers. It's therefore important to not pass judgments as this might place barriers between facilitators and girls' access to services.

Duration: 2 hours

Welcome & Review (10 minutes)

✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



? **ASK:** Since we last met, have you had the chance to make a smart decision for yourself or try to influence a decision maker? (Ask one or two girls to share.)


Story Circle (15 minutes)

✓ **DO:** Please select a story that is more relevant to your context:

Option A	Option B
<p>Sara's neighbor, Jihan, got married a few months ago and is back visiting her family. Sara goes over to greet Jihan. Jihan tells Sara that her husband has a brother who is looking for a wife and Sara should meet him. Jihan tells Sara that her life will be much better if she is married, and she would have lots of freedom. Sara didn't want to get married before because she is still young, but now she is feeling confused.</p> <p>? ASK:</p> <ul style="list-style-type: none">• What is marriage?• What are some of the reasons why a girl might marry?• What are some of the things that happen to girls when they marry? <p>? ASK: Should Sara get married? Why/why not? (If girls say yes, ask them to think about and discuss what they think some of the negative consequences are of marrying young.)</p>	<p>Sara's neighbor, Jihan, was recently forced into a union with a man she was seen talking to at a social gathering. Her parents feared she was having a relationship with this man, so they said she should be in a union with him to prevent pregnancy outside of a union. Although her parents believed they were doing the best thing for Jihan's future, Jihan is very unhappy, as she didn't want to be with this man, and she wanted to stay in school.</p> <p>? ASK:</p> <ul style="list-style-type: none">• What is a union/marriage?• What are some of the reasons why a girl might marry/join a union?• What are some of the things that happen to girls when they marry/join a union? <p>? ASK: Should Jihan's parents have forced Jihan to enter a union against her will? Why? Why not? (If girls say yes, explain that Jihan has the right to participate in decisions that affect her future. She also has the right to continue going to school.)</p>


Let's Explore (10 minutes)


Story A	Story B
<p> EXPLAIN: Sara, like all of us, can be influenced by what others think. Girls, like everyone, can feel pressure from friends, family, and the community. Because of the gender labels and expectations that people place on girls, it means that girls are sometimes only seen as successful if they fulfilled the roles of being married and having children. While many girls and women want to get married and have children, not all of them do. For those that do want to, there are many other things they can do before they get married, which will also make them more ready for marriage in the future (e.g., finishing school).</p> <p>Sometimes it is difficult to see all the options we have because of the labels and expectations placed on us.</p>	<p> EXPLAIN: Jihan was forced into a union because of her parent's fear of her becoming pregnant outside of marriage. Jihan's parents, like all of us, were influenced by what others think. And because of the gender labels and expectations that people place on girls, they are often told to be well-behaved, stay at home, and not to be sexually active. This is different to the way boys are treated.</p> <p>Sometimes girls might hide things from their families because of fear of punishment. Girls often lack important information about sexual and reproductive health because some decision makers think this information is not appropriate for girls before they marry.</p>


 **SAY:** Today we are going to explore in more detail what the causes of marriage are and also what the consequences could be. In particular we will be discussing early marriage. Early marriage is a formal marriage or informal union before the age of 18.

Activities (1 hour 15 minutes)

Activity 1: Responsibilities of Marriage (20 minutes)


-  **DO:** Split the girls into small groups. Half of the groups will draw/write a story about a day in the life of a recently married girl. The other half will draw/write a story about a day in the life of an unmarried girl of a similar age. Ask them to think about the following:
 - How does she spend her day?
 - What chores does she have?
 - Does she have free time for herself?
 - Who does she have to take care of?

-  **DO:** Give them 10 minutes to do this in their groups and then ask the group if they have any reflections to share from the exercise.

-  **EXPLAIN:** There are very important things for girls to do before they get married. Marriage and building a family can be difficult, and in order for it to be a good marriage, there is a lot of information to know.
 - When a girl marries young (below 18), she may not be able to have as much decision making power as older women to decide when she sees her family and friends. This can make girls feel sad and lonely.
 - Girls might have difficulty raising children as they themselves are still growing up, and there may be many things girls still need to learn about themselves.


- Getting married means learning how to adapt to a new family environment (and the new family learning how to adapt to them), learning about relationships, and dealing with new responsibilities.
- Girls might also experience health problems because of pregnancy. Physically, younger girls (below age 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis, which needs to be fully grown to be able to deliver a healthy baby.

Activity 2: Marry If and When I'm Ready Discussion (20 minutes)

 **DO:** Have a discussion with the girls based on the following questions. Give girls enough time to provide their own answers before you add anything.

ASK:

- When does a girl know if she **wants** to get married? And, what do you think if she decides never to get married?
- When does a girl know if she is **ready** to get married? (Possible answers include: When her body is fully developed, when she is 18 or older, when she has completed highest level of education possible, and/or when she's thought of the consequences of marriage, etc.)
- What things does she need to know about to be better prepared for marriage? (Possible answers include: Roles and responsibilities in a marriage, how to transition into a new environment, strategies for raising children, how to have good relationships with in-laws.)
- What kind of person will make a good partner for a girl? (Encourage the girls to think of healthy relationships, equal decision making power, preferable traits, etc.)


 **NOTE:** It is important to understand local laws and policies on girls who are pregnant or married attending educational facilities. If there are laws against girls' participation, provide alternative suggestions of where these girls are welcome to participate so that they know their options and rights.


EXPLAIN:

- Girls can use the skills we learned to make smart decisions as well as negotiation skills that they can use with decision makers.
- They can also think about the positive and negative impacts of early marriage both in the short term but also in the long term.
- They can also seek advice from girls who were married young. While not all girls will be willing to share their stories and some may have had good experiences, you may also find girls who will give you a better idea of the harmful impacts. Having all the information will help girls make a more informed decision.
- If girls want to talk through their options in more detail or are being forced to marry, they can talk to a caseworker at the women and girl safe space.

Activity 3: Girls Supporting Each Other (35 minutes)


CONTEXTUALIZATION Required:

 **DO:** Read the following scenarios to the girls. Ask them to think about what advice they would give to the girl in that situation. Give them a few minutes to discuss in groups if they prefer.

 **SAY:** I'm going to read you a few stories or scenarios; a few are in the words of girls themselves, and one is a story about a girl. We girls are a support to each other and together we have more power! Let's use our power to see how we can help these girls make decisions about marriage and how we can best support married girls.

Scenario 1: Aliya's Story

I'm Aliya. I'm 15 years old and recently started menstruating. My mother told me that I am a woman now and she should start looking for a husband for me. I don't want to get married because I am not ready yet, and I want to finish school and become a teacher. But a man I don't know came to ask for permission to marry me, and my mom said yes! She didn't consult me and when I told her that I am not interested, she said I should marry him because I have a visual impairment and it will be difficult for me to find a husband.


 **ASK:** Imagine you are Aliya's friend and she tells you what happened. What advice would you give her? (Allow time for discussion.)


 **EXPLAIN:**

- Aliya's impairment shouldn't determine her value. She has hopes and dreams for her future that she can achieve with the right support.
- Caregivers might prioritize education of their male children because they believe it is their sons who will look after the family when they grow up. Girls are also capable of taking care of their families when they grow up, like boys are expected to.
- Aliya's mother should respect Aliya's choice; Aliya has the right to refuse to get married, especially as she is still a child.
- Aliya does not have to marry just any man that proposes to her; she can choose someone who she believes will be a good match for her and she can also take her time to make this decision.
- If Aliya can find a way to convince her mother to wait until she is a few years older and has finished school before she marries, this will be better for Aliya's future. She will also be in a better position to choose who she marries.
- Aliya's friend can suggest that Aliya talks to a caseworker or they can find information at the safe space about disability organizations who may be able to support Aliya in this situation.

Scenario 2: Sophie's Story

When my parents asked me if I wanted to get married, I was 14, and I said yes! I wanted to have a nice wedding dress and have a celebration. I thought that I would have more freedom once I was married and I also thought that marriage is destined for all girls. But when we married, I was told to cook and clean all the time. I had children and did not have time to do anything else. I was tired, and I missed my old life.

 **NOTE:** Girls may blame Sophie in this scenario. Try to encourage the girls to think about how they would feel if they were in Sophie's shoes and to say that the most important thing for Sophie is to have access to a friend she can talk to if she is at risk of harm.

 **ASK:** Imagine you are Sophie's friends, and she told you about how married life is for her. How can you show Sophie you are there to support her? (Allow time for discussion.)

 **EXPLAIN:**

- Girls might want to get married because they think this will mean a better life for them, especially when things at home are difficult.
- While this may be a solution in the short term, in the long term it can be even more difficult for girls.
- Girls often struggle after marriage, especially when they are young. They take on more responsibilities and have less time than they did when they were unmarried.
- It is important not to blame Sophie for her decision in this scenario. As a friend, it is important to be non-judgmental and help Sophie to access information and services if she needs them.
- You can explain the consequences of marriage to Sophie in a non-judgmental way, so she has all the information she needs to make a decision.
- You can also tell Sophie about case management services.

Scenario 3: Farah's Story

SAY: Now I am going to tell you the story of Farah. Farah is 22 years old and finished her education, she had a job in a local organization and felt she wanted to meet someone to marry. Her mother helped to find three or four suitable matches for Farah, and Farah decided who she wanted to marry. She chose someone close in age to her. Farah told him that she wanted to continue working after the marriage and that she wanted to wait a little while before having a child, and he agreed. After a few years of marriage, they had a little girl. Farah was sure that her daughter will go to school and have all the opportunities that Farah and her husband could offer her.

ASK:

- Why did Farah wait to get married?
- What things happened in her life that allowed her to marry later?
- What can we do to encourage more girls and their caregivers to wait to marry girls later? (Think about decision making and negotiation skills we can use with caregivers, long-term consequences for early marriage, etc.)

EXPLAIN: Sometimes caregivers might help a girl find a good match or girls may find someone on their own. However, if a caregiver insists that a girl marries someone that she doesn't want to marry or tries to convince her to marry someone they believe to be a good match, this is called forced marriage.

ASK: If a girl is in a situation where she is being forced to get married or be in a union, who can she ask for help? (After taking some answers, **ADD:** Girls can meet with a caseworker.)

Key Message

SAY: A girl should be able to marry when she feels she is ready. Usually this will be once her body is fully developed, she completed as much school as she can and she has decision making power to influence decisions in a relationship. She should know all of the consequences of marriage and the responsibilities that come with it. She should do it because she wants to, not because of community or family pressure – which is hard, but it is the girl who is getting married so she needs to make sure it is the right decision for herself and her future.

DO: If a caseworker is present, ask her to introduce herself and ask her to explain how she can offer support to girls.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMINDE girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)



SAY: Ask your female family members (who are participating in Girl Shine) or a female trusted adult what it was like for them when they first got married. You can ask them questions about how old they were when they married, what they struggled with the most, what the best part was, and what information they wished they had before they got married. If you don't have someone you can ask, that's okay. We will hear back from some girls in the next session.



NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Know who the legal actors are in your contexts.
- Familiarize yourself with any conventions the country you are delivering sessions in has signed up to that protect the rights of girls.
- For during and after the next session, consider inviting a legal team representative, who can answer any questions and provide contextualized information to the legal framework.

SESSION 8:

MANAGING STRESS IN MARRIAGE AND UNIONS (Married and Divorced Girls)

Session Aims

By the end of the session, girls will:

1. Explore how stress impacts them.
2. Learn tips on how to manage stress and support each other.

Materials:

- art box
- comments box
- Resource 8.1: Gift Template
- Resource 8.2: Coloring Page
- enough colored pencils for everyone to use on the Coloring Page

Preparation:

- Please Review the Facilitator Guidance for Sensitive Topics (Annex B) before facilitating this session.
- Print a few copies of Resource 8.1.
- Print enough copies of 8.2—enough for each girl/pair/group.
- Invite a caseworker to join the session. Introduce the caseworker and, at the end of the session, have them explain their role and how they can help girls.

Duration: 2 hours

Welcome & Review (10 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.




ASK: Since we last met, have you had the chance to make a smart decision for yourself or try to influence a decision maker?

Story Circle (5 minutes)

Let's hear a story about Batoul. Batoul got married about six months ago. She's been getting to know her new family. She is learning about the area she's moved to and the things she can access around her. She's also taken on a lot of responsibility in the house and tries as much as she can to help her mother-in-law. While some of this is new and exciting, Batoul has found that sometimes she feels stressed. And because she is so busy, she doesn't have time to herself or to visit with her family and friends.


 **ASK:** Does this sound similar to other stories you know?

Let's Explore (15 minutes)

 **SAY:** We understand that girls who are married and divorced are very resilient and strong, yet at the same time they may also experience a lot of stress. So today we are going to talk about stress and the challenges girls might face and how we can be prepared with techniques that might help us manage this.


 **EXPLAIN:**

- When we are stressed, we can feel tension or pressure. When faced with situations where we feel pressure, people's bodies sometimes behave in a way that is different from how the body normally behaves. People might feel, think, or behave differently than they normally do. Everyone has the right to feel stressed, and sometimes stress is not a bad thing.
 - There are several different types of stress, the two I want to introduce you to are: positive stress and tolerable stress. These types of stress are experienced by children and adults.
1. **Positive stress** is when a stressful situation may lead to a positive outcome or is seen as an opportunity. Examples of positive stress may be planning for something important or taking children to be vaccinated. When you are experiencing positive stress, you may experience brief increases in your heart rate and mild increase in hormone levels (short bursts of energy).
 2. **Tolerable stress** is caused by more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a serious injury. But we can cope and recover from tolerable stress with appropriate support and skills.

 **ASK:** Can you think of examples of positive stress or tolerable stress?


Activities (1 hour 20 minutes)

Activity 1: Managing Stress Discussion (20 minutes)

 **SAY:** Let's continue to think about the story of Batoul.

 **ASK:**

- Do you think Batoul has the right to feel stressed?
- What are the other things around Batoul that could make her feel stressed?
- What could she be experiencing or feeling when she is stressed? (For example: sadness, sickness, aggressiveness, tiredness/exhaustion, anger/hatred, depression, irregular menstruation cycles, headaches, stomach aches, skin irritation, etc.)
- Are there any tips we can share with Batoul on how to manage her stress?

 **NOTE:** if there are divorced girls in the group, you can add questions to make it more relevant to their experience. For example, you might ask:

What if Batoul was divorced, would the stress be similar or different?

- ✓ **DO:** When girls name some of the ways they manage stress, repeat each answer to acknowledge their answers. Focus on the techniques that are healthy.

For those who identify negative techniques,


 **ASK:**

- What could be the consequences of these actions on the health or wellbeing of the person or another individual (e.g., if they take their stress out on someone else)?
- In your opinion, which of these techniques are healthier and lead to more positive and harmless results?


 **EXPLAIN:**


- Girls have different ways of managing stress. Some of these ways are healthy and some others could be harmful for girls and those around them. If you know girls who might resort to harmful ways of handling stress, be there for them. Tell them that you are here to listen to them and encourage them to speak to a trusted adult who can provide them with the necessary support.
- When it comes to children (or younger siblings), no matter how we feel or what type of stress we face, it is important to realize that dealing with our stress in a violent or aggressive way, towards them or others, is not the best way to handle how we are feeling. We may have experienced aggression and violence in our own families, and we might think this is normal, but children have the right to live in a safe environment where they do not experience violence.


Activity 2: Strategies for Stress Management (40 minutes)

-  **SAY:** Now that we have understood what stress is, let's think about some of the things we can do to manage this. You mentioned many techniques already and now we will look at some that might be new for you. Let's practice some skills!

Relaxation Techniques to Cope with Stress (approx. 10 minutes)

-  **SAY:** Research shows that relaxing our bodies and our minds is one effective way to reduce feelings of sadness and anger. It is also a way to reduce worry and general stress.

-  **SAY:** One way to relax our bodies is to breathe very deeply and slowly. We want to inhale through our nose and then breathe out through the mouth. When we breathe in, we want our stomach to go out. This is a different kind of breathing, so it will feel strange at first. Let's try it together (if girls feel comfortable):
- Close your eyes and put your hand on your stomach. (Pause.)
 - Breathe in very slowly and try to pull the air all the way into your stomach so that your stomach pokes out. (Pause.)
 - Now breathe out VERY slowly through your mouth. Feel your stomach go back down. And while you breathe out, also try to relax all of the muscles in your body. (Pause.)
 - It might help to count to three slowly while you are breathing in, and then again while you are breathing out.
 - Now repeat that five times. (Give them time. Wait until everyone is finished.)
 - Now open your eyes. How do you feel? (Get their feedback.)

-  **SAY:** If you practice this just a few minutes every day, you should feel more relaxed. You can stop to do this just for a couple of minutes when you feel stressed, to help calm your body and mind. You may even want to practice this with your children or other members of your family!

Think Positive Thoughts: Positive Self-Talk¹³ (approx. 20 minutes)



EXPLAIN:

- Sometimes people say things to us, or something happens that makes us feel angry, sad, nervous, or worried. We might feel hopeless or bad about ourselves, and then we may start thinking negative thoughts about ourselves, and this can make us feel even worse.
- This kind of negative thinking can really have an impact on the way we feel about ourselves; it can cause us to have lower self-esteem or less appreciation for ourselves.



ASK:

- Does anyone have any examples of negative thinking patterns that they (or someone they know) experienced that they would like to share?
- How did this affect you/others?
- How did you (or they) manage this?



DO: Share the following steps with the girls (use pictures if possible):

1. Acknowledge your thoughts.

- Learn to identify your thoughts as they occur to you. Say them out loud or write them down or simply pause and consider them carefully. The goal here is not to try and eliminate them, but simply to see them for what they are—just thoughts.



DO: Give participants a few moments to identify some negative thoughts they may have individually, and to say to themselves, “These are just thoughts; it does not mean it is true.”

2. Challenge your thoughts.

- When you identify a negative thought that occurs to you frequently and that is harming you, argue with it. Challenge the accuracy of your thoughts. Each time you challenge a negative thought (“Everything I do is wrong”) with facts (“I helped my daughter today” or “My neighbor thanked me for my good advice”), your negative thoughts lose more of their power.
- You could also replace your negative thoughts with more helpful ones. For example: “I may not have got a perfect score on that assignment, but I still did well and learned a lot,” or “Just because I had trouble the last time I went to the market doesn’t mean it will happen again.”



DO: Give participants a few moments to try this out individually.

3. Interrupt your thoughts.

Use your imagination to create something to help you stop your negative thoughts as soon as you recognize them. Some people visualize a red light or stop sign or imagine hearing the word “stop” or the sound of a bell.



DO: Get participants to decide what their interruption device will be.

4. Walk away from your thoughts.

Sometimes the best approach is to change the subject or create a distraction. Take a walk, speak to a friend, listen to music, or tackle a chore. Whatever provides you with some relief—even temporarily—will allow your brain to break the cycle of negative thinking.



ASK: Do you think this is a realistic technique you can use? Why or why not?


13 University of Michigan Depression Center (2013) Positive Self Talk http://www.depressiontoolkit.org/takecare/positive_self_talk.asp

5. Learn how to control your body's responses to stress.

Some studies suggest that coloring can help to relax the part of the brain that is activated in situations where you feel stressed¹⁴. It may also help with replacing negative thinking patterns with positive thoughts. And not to mention that it can be fun and relaxing!

- ✓ **DO:** Distribute Resource 2: Coloring Page, and tell girls they can fill this in in their own time if they want to try this technique.

Self-Massage (approx. 10 minutes)


 **SAY:** We are going to learn how to do a self-massage. While not everyone experiences the same benefits of massage, some people find that massage can be helpful in reducing stress, pain, and muscle tension.

- ✓ **DO:** Have the girls stand in a circle and tell them that you will guide them to do a self-massage. As you guide them keep demonstrating the movements on yourself.


 **SAY:**

1. Start by tapping your finger like rain drops on your head from front to back, then do it on your face.
2. Massage your face with the palm of your hands.
3. Grab your nose and shake it up and down while breathing from your nose.
4. Take your ears between two fingers and move them up and down, then pull your ears.
5. Open your right arm, breathe in, and as you breathe out, bring your right fist to lightly tap your left chest and release the sound of "Ahhhhh," then repeat, but this time opening/stretching your arm further, then tapping your chest strongly and releasing a louder sound. Repeat a third time, doing everything even bigger. Do the same with your left fist and the right side of your chest.
6. Massage your chest and your belly with your hand until it becomes soft.
7. Bend your back forward and tap on your lower back and the middle of your back with the back of your hand.
8. Tap on your left leg with both of your hands, from the top downward, till you reach your foot. Do the same with the right leg.
9. Stand straight and shake your whole body, releasing whatever sound you like.

 **ASK:** How did that feel? Is it something you think you could use when feeling stressed?

 **SAY:** These exercises are some of the ways to relax and manage our stress. However, each one of us may have our own techniques that can make us feel comfortable or make us feel better. As long as what we do makes us comfortable and does not cause any harm to ourselves or others, we should use the techniques that work best for us personally.


Activity 3: Our Supportive Gifts (20 minutes)


 **SAY:** As girls who share similar experiences, we know how challenging things can be sometimes. We have discussed so many great ways of managing the stress that we individually experience. Now we are going to think of how we can support our friends/sisters in this group who might be experiencing stress. We are giving the group the gifts of our tips and our support.

 **DO:**

- Ask everyone to sit in a circle.
- In small groups, pairs or individually if they prefer, they are going to think about one way they can support girls when girls are experiencing stressful times, i.e., the gift they are offering the group. For example, they may say, “I give the group the gift of no judgment so that people can feel comfortable,” “I give the group the gift of my time, if they need to talk,” or “I give the group the gift of singing a song to them when they are feeling sad.”
- The girls can take a few minutes to think about this alone or decide in groups. Once decided, they can write down their “gift” on to the printed gift template. If they cannot write, they can put their initials or decorate the template to indicate that it is theirs.
- Each girl/group will take a turn to share their gift. After each gift, the rest of the group can say “Thank you!” or show appreciation for the gift however they wish.
- Once finished, the “gifts” can be put up on the wall as a reminder of all the support that exists in the room.

Key Message

 **SAY:** If we are in a situation where we are unable to express ourselves to our husbands or other male members of the family, or if their stress is directed towards us, we may then in turn express our stress and frustration towards other female members of the family or younger children. However, there are more positive ways for us to work through our stress in a way which is beneficial to ourselves and does not cause harm to others; we can use some of the techniques we learned today.

 **DO:** If a caseworker is present, ask her to introduce herself and ask her to explain how she can offer support to the girls. If not, explain to the girls that there are case/social workers available if girls want to discuss the stress they are experiencing, the causes of it, and what support may be available in more detail; tell girls where they can access this resource.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it’s not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)



SAY: Practice one of the stress management techniques before the next session. If you are not feeling stressed, perhaps suggest these techniques to someone you trust who is feeling stressed and might benefit from these techniques. You can share how this experience goes in the next session.



NOTE FOR FACILITATORS, FOR THE NEXT SESSION :

- Know who the legal actors are in your contexts.
- Familiarize yourself with any conventions the country you are delivering sessions in has signed up to that protect the rights of girls.
- For during and after the next session, consider inviting a legal team representative, who can answer any questions and provide contextualized information to the legal framework.

SESSION 9:

OUR RIGHTS

Session Aims:

By the end of the session, girls will:

1. Be aware of their rights (marriage, birth registration, inheritance and human/child rights).

Materials:

- art box
- comments box
- Resource 9.1: Rights Cards
- Resource 9.2: Rights for Girls
- box/bag to put "rights cards" in
- Resource 9.3: Rights Cards - Key Messages

Preparation:

- Print Resource 9.1: Rights for Girls and cut them out.
- Print Resource 9.2 and 9.3
- Know who the legal actors are in your area (including considering internal resources) and reach out to them in advance to check if they have guidance on birth, marriage or divorce. registration.
- Get information on the legal framework on marriage for girls e.g. if it is illegal under 18, you can add this information to the session, if girls have the right to register their marriage under 18, this can also be added to the session (Specifically Activity 2).
- Know whether the country you operate in have signed up to specific international conventions or declarations that afford girls their rights.
- If possible, have a woman from a legal team (e.g. lawyer, paralegal) be present for Activity 2 to support in taking questions. It is important that they have information about the legal framework for refugees within the host country. If a legal representative cannot present the session, the facilitator can give basic information included in the session. It is very important that the facilitator does not give any information she is not 100% sure of.
- Finally make sure to have the contact details of the legal team, should girls want to contact them.
- If possible, ensure a case/social worker is present and introduced towards the end of the session so girls become familiar with her and can also talk to her at the end of the session, should they want to be referred.

Facilitator Note:



Please check in with girls (discreetly if possible) about how they are feeling about their female and male caregiver participation in the caregiver sessions. If they are not comfortable talk to them about how to safely manage the situation.

Duration: 2 hours




Welcome & Review (5 minutes)

✓ DO:


- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

Unmarried Girls	Married/Divorced Girls
<p> ASK: Since we last met, did you ask your female family members what it was like for them when they first got married? How did the discussion go?</p>	<p> ASK: Since we last met, did you practice one of the stress management techniques? How was that experience for you?</p>

Story Circle (10 minutes)

Unmarried Girls	Married/Divorced Girls
<p>Sara is in a biology class. Today they are talking about the female body parts. One of the girls in the class asks, "What about the male body parts?" Everyone in the class starts to laugh. Sara asks, "How do women get pregnant?" and everyone laughs again. The teacher gets really annoyed and she shouts at the girls and tells them, "It's none of your business."</p> <p> ASK:</p> <ul style="list-style-type: none">• What happened in this story?• Do you think Sara and her classmates should be allowed (have the right) to have this information?	<p>Julie is married and lives with her husband's family. One day, Julie is about to leave the house when her sister-in-law, Beatrice, asks her where she is going. Julie tells Beatrice that she is going to the women's center. Beatrice tells Julie that she should stop going to the center. She is married now, and her responsibilities should be at home.</p> <p> ASK:</p> <ul style="list-style-type: none">• What do you think about the interaction between Julie and Beatrice?• Does Julie have the right to participate in activities? <p> EXPLAIN: Although Julie does have the right to participate, sometimes it can be difficult to claim your rights when others with more power control what you can and cannot do.</p>

Let's Explore (15 minutes)

-  **ASK:** What do we mean by "our rights" or "human rights"?
- (Before giving the answer, give girls the opportunity to share their definitions. They can also discuss in pairs if they prefer.)



EXPLAIN: “Rights” are things every girl should have or be able to do. Girls and boys have the same rights. These rights are listed in the UN Convention on the Rights of the Child and apply to all children who are 18 and under. There are also other rights that apply to children and adults, e.g., the Universal Declaration of Human Rights, and some rights are for specific groups, such as women and girls (CEDAW¹⁵) or people with disabilities (CRPD¹⁶). Many countries have signed up to these rights (including countries we are from or hosted in). All the rights are connected to each other, and all are equally important. As you grow, you have more responsibility to make choices and use your rights.



ASK: Why is it important to know which rights you have?
(Before giving the answer, give girls the opportunity to share their definitions. They can also discuss in pairs if they prefer.)



EXPLAIN: If we do not know what our rights are, we are less able to make use of them. If we know about them, we might be able to access them. Sometimes people may prevent us from accessing our rights. We can use the information we have about our rights to try to access them or to seek support if we are being prevented from accessing them.



ASK:

- **Unmarried Girls:** Going back to the story of Sara, Sara and her classmates have the right to having this information. What can they do in this situation?

ADD the following possibilities if not mentioned:

- They can inform the teacher that it is important for them to have this information as it is their right to learn about their bodies.
- Sara can ask a trusted adult to advocate on their behalf.
- Sara can ask someone at the women and girls’ safe space to provide that information.

- **Married Girls:** Going back to the story of Julie, Julie has the right to participate in activities. What can Julie do in this situation?

ADD the following possibilities if not mentioned:

- Julie can tell Beatrice that going to the safe space is very important to her and something that she gains a lot from.
- Julie could talk to someone else in the family who is supportive of the idea of Julie attending the safe space and ask them to support her if she needs it.
- If these options don’t work, Julie could talk to someone at the safe space who can help her think about how to best handle the situation.



SAY:

- When we think about how to respond to people who are preventing us from accessing certain rights, we should think about the pros and cons of our response. Some responses may cause further harm or conflict for us. For example, people may try to control our movements, or they may shout at us or even become violent towards us.
- Our emotional and physical safety is very important. We can think about ways to talk about our rights in a way that is safe according to our situation. There may be situations where we can’t find a safe way to talk about our rights. We can try to understand what those situations are and be careful about talking about our rights in those cases.

15 The Convention on the Elimination of all Forms of Discrimination Against Women <https://www.un.org/womenwatch/daw/cedaw/>

16 Convention on the Rights of Persons with Disabilities <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

- We can always ask someone at the safe space or a trusted adult to support us in thinking through our options.

Activities (80 minutes)

Activity 1: New Planet^{17/18} (35 minutes)



SAY:

- We are going to play an imaginary game! In this game, we will all become citizens of a New Planet. On this planet we do one thing all the time—greet each other! We also listen to and seriously follow the law of the land.
- Participants will walk around the room and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g., where you live, your favorite food, your best friend, etc.).



DO:

- Ask participants to stand and to begin moving around and greeting each other. While they are doing so, put out the piles of “Rights Cards.”
- After 2 minutes of participants introducing themselves, call “Stop!” Get participants’ undivided attention and ensure participants remain standing.



SAY: On this New Planet people do whatever the law says. I will now read the law on the New Planet.

READ the following to participants:

Welcome to all noble citizens of our New Planet! You are on a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this new planet, each citizen has four rights:

- **First**, you have a right to **physical safety**, which protects you from being physically hurt. You will each get this card that represents your right to physical safety. (Show the card for “Physical Safety” to the group.)
- **Second**, you have a right to **respect from others**, which protects you from people treating you unkindly or discriminating against you. You will each get this card that represents your right to respect from others. (Show the card for “Respect From Others” to the group.)
- **Third**, you have a right to the **opportunity to make your own decisions**, which protects you from people who prevent you from having money or property or access to information. You will each get this card that represents your right to the opportunity to make your own decisions. (Show the card for “Opportunity To Make Your Own Decisions” to the group.)
- **Fourth**, you have a right to **control over your body**, which protects you from people forcing you into marriage, sexual relations, or any type of unwanted touching. (Show the card for “Control Over Your Body” to the group.)




SAY: As this is a new planet, you also have the opportunity to create your own laws and give citizens some rights. As you think about these rights, you should think about how these rights can be accessible to people considering their gender, their age, their ability, sexuality and other things like their marital status.

17 Adapted from SAFE @ Home

18 Adapted from It’s All One Curriculum https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

✓ **DO:**

- Split the girls into small groups and get them to think through some additional rights. Give them 10 minutes to do a quick brainstorm.
- Have each group present its list, and compile a unified “Group List” that includes all of the rights mentioned.
- If girls have not listed rights related to disability, sexuality, minority groups, etc., you can ask the girls if these groups should have access to the same rights as everyone else. If there is resistance, you can explain that all girls, regardless of their ability, sexuality, ethnicity, or culture should be afforded the same respect, safety, opportunities, and control over their own bodies as all other girls.
- Once they finish, introduce them to the list of rights (taken from various conventions).

 **SAY:** There are many things our “New Planet” can learn from the rights we already have on this planet.


✓ **DO:** Place the cutout rights in a small bag/box (Resource 9.1). Ask each girl to pull one out of the box/bag and ask her if she wants to read it out loud or if she would like to ask the facilitator to read it out.

Once finished,


 **ASK:**

- What are some of the similarities between our list and the list I read?
- Which rights from the list we read did we not include in the list we developed?
- Do we want to add any more rights to our list?
- Were any rights on the group list not included in the list we read?

* **NOTE:** The remainder of the activity requires **CONTEXTUALIZATION**.

 **SAY:** On our actual planet, there are many other rights that you have, and if you want more information, you can ask. It’s important to know that girls and boys have the same rights and the law is responsible for protecting these rights.

✓ **DO:** Explain any local laws that exist for the protection of girls.


 **ASK:** What can we do if someone denies us our rights?



✓ **DO:** Remind them to think about the pros and cons of their response and to seek support from a trusted adult or someone at the safe space.

Activity 2: Our Rights and Marriage/Unions (25 minutes)

* **NOTE:** The following activity requires **CONTEXTUALIZATION**. It is important to know the legal framework of the country you work in. This is especially important for married girls on the issue of marriage, birth, and divorce registration. Please include relevant information into the boxes below.

You can invite a legal team representative for this activity, who can answer any questions and provide contextualized information to the legal framework.

 **ASK:** Why is it important to know our rights specifically related to marriage?

Unmarried Girls	Married/Divorced Girls
 SAY: Knowing our rights can help to provide us with protection. For example, if we are being forced to marry and it is against the law to marry under 18, we can use this information to help prevent our marriage.	 SAY: Knowing our rights can help to provide us with protection. For example, if a girl is married, registering her marriage can give her protection and rights as a married girl which she would not have access to if not registered.

 **EXPLAIN:** Use Resource 9.3 to explain the following.

Unmarried Girls	Married/Divorced Girls
<ul style="list-style-type: none">• Waiting until age 18 to marry gives you the best opportunity to grow into successful adults.• You have the right to finish school. Finishing your education will provide you with better opportunities to become a successful adult.• Marriage is an important step. Waiting to get married until you know the person better and are older helps you to make sure that this is the right decision for you and your family.• Even if your parents and grandparents got married early, this does not mean this is the right choice for you.• You should be involved in the decision to marry. If you have any doubts about the marriage or are being pressured to get married before you feel ready, you should discuss this with your family. If you wish, you can also get advice and support at the women and girls' safe space or a child protection agency.• Delaying a first pregnancy until a girl is at least 18 years of age helps to ensure a safer pregnancy and childbirth. For children under 15 years of age these health risks for girls and their babies increase substantially.• If you are planning to get married, get information on family planning and safe pregnancy. It will help you to protect yourself and your baby.• If you are thinking of getting married, you may think that this will bring you more independence and freedom. A lot of responsibilities come with marriage—both financial and social; it is important to enjoy the years you have as a girl to have fun with your friends before you take on the responsibilities of marriage.	<ul style="list-style-type: none">• You have the right to continue your schooling, access health services, and participate in community life even when you're married or divorced. It can be difficult for married and divorced girls to access their rights due to limitations placed on them by others. If you find yourself in this situation, you can talk to a trusted adult or someone at the safe space.• Delaying the first pregnancy until a girl is at least 18 years of age helps to ensure a safer pregnancy and childbirth.• If someone does not respect your right to wait until your body is fully grown to get pregnant, you can talk to a trusted adult who can help you to think about safe options for you. A caseworker at the safe space can also talk you through this.• Information on family planning and safe pregnancy can be very helpful for married and divorced girls and will help to protect you (and your baby). Make sure this information comes from a trusted source, e.g., a confidential medical doctor. The safe space can give you more information on where to get this information.• If you have a baby, they should be registered immediately after birth so they can acquire a nationality and be recognized by the State. This will help them to secure their rights. <p>Where early marriage is legal:</p> <ul style="list-style-type: none">• You have the right to receive legal counselling on why it is important to register your marriage and what are the steps to do so. You can talk to a caseworker at the safe space who can help you contact the legal partner closest to you at any time for support and assistance on this matter.• Without a proof of marriage, you may face difficulties in obtaining custody of your children, divorce, and alimony. You and your children may also face difficulties in matters of inheritance. Having a marriage certification is protection for you and your children.

*** NOTE:** Where marriage is illegal under 18 and girls are married/in unions, it is important that facilitators do not report the marriage to the police as this may put girls at more risk. If a facilitator is concerned about a situation of a married girl, and if they are mandated to report these cases, they should speak to their supervisor to determine next steps. If the girl wants to report the marriage or if she wants help to get out of a marriage/union, refer her to a caseworker who can support her in understanding her options.

✓ **DO:** Give time for girls to ask questions to the legal representative. It may be necessary to provide extra time here if girls have many questions. Ensure the legal representatives are also available after the session to follow up with any 1:1 questions that the girls have that they may not be comfortable asking in the group. Let the girls know this option is available.

Activity 3: Supporting Each Other to Secure Our Rights (20 minutes)

✓ **DO:** Have the girls make a circle.

☞ **SAY:** Now that we know what rights we have, we also know that sometimes it is difficult for us to access our rights because other people may try to limit us. But one thing that is within our control is whether we are limiting or supporting other girls in accessing their rights.

❓ **ASK:** Why is it important that we don't limit other girls' access to their rights?

☞ **EXPLAIN:** We now know that rights can help to protect us. While we may not have control over how others behave, we do have control over our own behavior. We can make a positive change and ensure our behaviors and actions don't limit other girls' access to rights.


❓ **ASK:** What are some of the things girls might do that prevent other girls from accessing their rights? (Examples could include: bullying other girls, being violent towards other girls or younger siblings, denying girls the opportunity to be involved in games or discussions, telling lies about girls, sharing girls' secrets).

❓ **ASK:** What can we do individually and as a group to make sure girls can access their rights? (Girls in the circle can volunteer to give a suggestion.)

ADD—If they need some more guidance on thinking about this you can give them a few examples from below:

- I should respect the ideas of other girls even if their ideas are different from mine.
- I should respect the privacy of my friends.
- I should treat other girls equally, even if they are different from me.
- I should welcome girls who are from a different culture or background.
- I could share information with girls on where they can learn about their rights and how they can seek support from a safe space if they need to (and if it is safe to do so).

Key Message

 **SAY:** Knowing our rights is the first step in understanding how to access our rights. If we don't know what our rights are, we won't know that we have access to them. And even though rights may exist, it doesn't mean we will always be able to access them as some people may try to limit or prevent us from accessing them. If we find ourselves in this situation, we can talk to a trusted adult or a caseworker at the women and girls' safe space who can support us through the process. We can also make sure that we support our friends by not limiting their access to their rights – together we are stronger!

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** In the next week, if possible, talk to a female friend about the rights girls have. If you want to, you can also talk to a caregiver (who is participating in Girl Shine) or a trusted female adult about the rights we discussed to see which ones they knew and didn't know.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Familiarize yourself with the content in advance and read the preparation notes in advance.
- If you want to invite a health worker, ensure they are familiar with the GBV core concepts **and clinical care for sexual assault survivors.**
- Procure dignity/hygiene kits or obtain dignity/hygiene kits from existing stock as part of session preparation and then have dignity kits available to give to each girl in the session.
- If you have funds available consider procuring/purchasing a medical model of the female reproductive system to aid demonstration.

SESSION 10:

OUR HEALTH PART I⁹ (Unmarried Girls)

Session Aims:

By the end of the session, girls will:

1. Understand and feel comfortable with the changes of puberty.
2. Gain information on the physical and emotional changes girls go through during adolescence.

Materials:

- art box
- comments box
- Resources 10.1 to 10.4
- a medical model of the female reproductive system to aid demonstration (if funds available)
- dignity/hygiene kits (to offer to girls after the session)

Preparation:

- Get familiar with the information in advance. It is important that the facilitator feels comfortable giving this session. If the facilitator is uncomfortable, girls will also be uncomfortable.
- Alternatively, you could consider inviting a female health practitioner who has been trained in GBV core concepts and clinical care for sexual assault survivors, both to support the facilitation of these sessions and to clearly explain adolescent development, including terminologies.
- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.

Facilitator Note:

- As this is a sensitive topic, it is important to remind girls of the “Group Agreements” (from Session 1) and ask if they would like to have any additional agreements specifically for this session.
- It is okay for the facilitator not to have all the answers; what’s more important is providing a non-judgmental space where girls can learn important information and ask questions. If they ask a question the facilitator doesn’t know the answer to, the facilitator should tell girls they will get back to them in the following session.


Duration: This session will require 2.5 hours to implement fully. It is important to check in advance if girls will be available for an extended session; alternatively, the content of this session can be divided into two sessions.

Welcome & Review (5 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.


 **ASK:** Were you able to talk another girl or trusted female adult about the information on girls' rights? How did it go?

 **SAY:** Today we are going to talk about a really important topic, we are going to talk about our health and our bodies.

Story Circle (10 minutes)

Nora is 15 years old. She has already started menstruation, but she was curious to know more about her body. She went to her sisters and asked them: "Why do girls get their period and not boys?" Her sisters started laughing. Nora was confused and went and asked her mother "How do women get pregnant?" Her mother got annoyed and yelled at her, "It's none of your business. You shouldn't know these things at your age."

 **ASK:** What happened in this story? Do you think Nora has the right to get answers to her questions? Why?

 **SAY:** The questions asked by Nora might not be publicly asked in the community we live in because of the way the society perceives these questions as shameful or taboo, but Nora and girls her age have the right to access this information. Today, we will accompany Nora to discover what questions she has around her body and try to help her find answers to them.

Let's Explore (10 minutes)

 **EXPLAIN:**

- Today we are going to talk about the social, emotional, and physical changes girls go through between the ages of 10–19. We call this stage of life "adolescence." It is the time in everyone's life when they transition from child to adult.
- This doesn't mean that girls are adults yet; the time it takes for girls to fully develop emotionally and physically can go well into their adult years. Even if girls think that on the outside they look like the older women to girls they know, there are still many changes taking place that they don't see, including changes in the brain. Life experiences also play a role in the adolescent development of girls.
- The physical changes that girls and boys go through is called "puberty," and it happens during the stage of adolescence. Today we are going to learn about the changes girls go through (and boys, if you want to know) during adolescence—the changes we will talk about include those girls can see, but also feel. Many girls here may have already experienced some changes, so you will already have plenty of information for the next activity.

Activities (1 hour 45 minutes)

Activity 1: Changes That We Feel and See (30 minutes)

 **DO:**

- Divide girls into two groups. Give each group flip chart paper and colored markers.
- Say that Group A will focus on girls' physical changes (changes we see) and Group B will focus on emotional changes (changes we feel).
- For Group A, ask the girls to draw a girl and to highlight on the drawing where girls experience physical changes.
- For Group B, ask the group to draw pictures to describe the emotional changes.

- After 15 minutes, ask two girls from each group to share their drawings and ideas.
- Ask if the girls from other groups have any changes to add to the list.
- Point out any other changes that were not mentioned (see Changes During Adolescence Chart), and help them understand the difference between physical and emotional changes.

Changes During Adolescence

Physical Changes in Girls	Emotional Changes
<ul style="list-style-type: none"> • Begin ovulation and menstruation • Grow in size • Gain weight • Develop breasts • Develop pubic and underarm hair • Begin to have vaginal discharge • Develop acne • Genitals enlarge • Hips widen 	<ul style="list-style-type: none"> • Start liking someone • Develop changes in mood • Feel embarrassed easily • Feel closer to friends than family • Become more self-conscious • Are better able to solve problems than when they were children • Want to be independent; may rebel against parents • Want to “fit in” with friends/peers • Start experimenting with ways of being and ways of doing things



EXPLAIN:

Physical Changes

- Breasts grow in size and girls may gain weight. It’s normal for breasts to feel uncomfortable and painful at times. Breast pain can be anything from a mild ache to a sharp, stabbing, burning sensation during the growth period. For some people, breast pain is affected by changing hormone levels; the pain is at its worst just before menstruation, settling down again afterwards. For others, the pain can happen at any time. Again, this is nothing to worry about when breasts are growing.
- Girls will notice that they sweat more and the skin becomes greasy, pelvic bones and hips will grow, pubic and underarm hair grows.
- Girls will experience some secretions from the vagina which are clear, white, or off-white in color. The thickness of the discharge may vary according to the cycle phase and from one body to another. This is normal and helps to keep the vagina healthy.
- Girls will start menstruating usually about two years after the first signs of puberty appear. In girls, the first signs tend to be breasts beginning to develop and pubic hair starting to grow. If girls haven’t developed any signs of puberty by age 14 and haven’t started menstruating by age 16, it is a good idea to see a health professional. It is likely girls will be told to wait and see as in many cases, periods will start naturally by the time a girl is 18.

*Sexual Orientation and Gender Identity:


At this stage of life adolescents start to explore their identities and this covers many different aspects of their lives, it can also include understanding who they are attracted to. Whether it is people of the same sex, opposite sex, both (or neither).

As adolescents are exploring their identity in general, this may also include exploring their gender identity. This means that their gender identity may be the same as the sex they were assigned at birth (i.e. females who identify as women or girls) or it might be different (e.g. males who identify as women or vice versa such as transgender people)

Emotional Changes

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

- Struggling with your sense of identity—asking “Who Am I?”
- Having different emotions, such as changes in mood, anger, or frustration
- Wanting to be more independent
- Experimenting and taking some risks
- Having concerns about your body and appearance
- Feeling curious about love
- Experiencing pressure from friends to act or behave in a certain way

 **SAY:** In adolescence, it is normal to experience some, most, or all of these physical and emotional changes. Everyone develops at their own pace, some earlier and some later, and not all these changes happen to everyone at the same time.

Activity 2: Our Reproductive Organs (30 minutes)

EXPLAIN:

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

SAY:


- When we say “private parts” we mean our reproductive system, which is made up of our reproductive organs.
- Both females and males have reproductive organs.
- One of the female reproductive organs that we may have heard of is the vagina, and the one for males that we may have heard of is the penis.
- But there are also reproductive organs that we don’t ever see because they are on the inside of our bodies.
- I am going to show you some drawings/a model of our organs. These drawings/This model may look funny, but all girls have these parts. It’s completely normal and it’s very important for us to learn about them and learn how to protect them and keep them healthy.

 **NOTE:** Before showing the images/model, describe it to the girls, so they are prepared.

DO:


- Show the resource for the female external organs or the model if you have it.
- If girls agree and it is safe to do so, show girls the male organs diagram or model. If there are some girls who are not comfortable with receiving information on male body parts, do not force girls to receive this information.
- Tell girls that they can talk to someone individually if they want more information. Or the facilitator can organize to hold a separate session on this for those who are interested.

✓ **DO:** Show the girls Resource 10.1.

 **EXPLAIN:** The female organs that are not hidden on the inside of the body are **the external organs**. This is called the vulva. This includes the two folds of skin called the labia, the clitoris, the urethra, and the opening of the vagina.

- The labia have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
- Near the top of the lips, inside the folds, is a small tube-shaped part called the clitoris. The clitoris is very sensitive and is the part that gives pleasure to women when they are intimate with their partner. This part of the organ is covered by a hood that protects the clitoris, as it is very sensitive.
- The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small and can be hard to find by touch or sight. It is right above the opening to the vagina.
- The vagina opening allows the menstrual blood and babies to come out of our bodies.
- External organs all look different. They come in many different shapes, sizes, even colors. This is normal. If you are experiencing any discomfort, then you should seek advice from a doctor, but there is no need to worry about your body not looking exactly like the diagrams.

✓ **DO:** Show the girls Resource 10.2 on internal organs and talk them through the following points.

 **EXPLAIN:** As we said, there are parts of our reproductive system that we can't see because they are inside of us, and these are called our **internal organs**. In females, the internal organs include the uterus, the ovaries, the egg cells, and the vagina.

- The uterus is in the lower part of the abdomen (belly). Along with the uterus there are other organs that are involved in making a baby.
- There is also a small almond-shaped gland called the ovary. In our body, there are two ovaries, one on each side of the uterus.
- Each of these ovaries contain lots of tiny egg cells. Do you know why these egg cells are so important? They are the cells that could become babies. Just like tiny egg cells in a female body, males have tiny sperm cells in their bodies.
- When an egg cell meets a sperm cell, then the cells combine and eventually grow into a baby inside the uterus. The combined cell is called an embryo. That is when we say a woman is pregnant.
- The vagina can stretch wide enough to allow a baby to pass through. It is a tube that connects the uterus to the outside of the body. This is also the part of the reproductive organ that meets the male reproductive organ.

 **SAY:** This is a lot of information about our reproductive system, but it is important.

 **ASK:** Why is it important to get information about reproductive health?

*** NOTE:** If **all** girls consent to have information on male reproductive organs, show them Resource 10.3, and **EXPLAIN:**

In males, the reproductive organs include:

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

? ASK:

- Do you have any question related to what we discussed?
- What do you think about the information presented?

= SAY:

We first started the session with learning about the female and male reproductive organs because this will help us and Nora understand how girls get their period and get pregnant. Knowing about our reproductive organs is the first step to understanding how our body functions and how to maintain a healthy body.

Activity 3: Menstruation (45 minutes)

... EXPLAIN:

- Girls and boys have different reproductive organs. Boys don't have egg cells that become babies or are shed out of the body in the form of blood. Hence, boys don't get their period.
- A girl/woman knows that she has her period when blood comes out of her vagina. It usually lasts between 3 and 7 days. Some days you may have more blood than others.
- The blood from periods does not mean there is something wrong with a girl, like when you have a wound from a fall. The blood that is coming out of the vagina is normal.
- This normal cycle is also called menstruation.

= SAY:

- We are going to play a game now about some common menstruation myths. I'm going to read some statements, please stand up if you think the statement is true. Remain seated if you think the statement is a myth; meaning, remain seated if you think it is not true.


✓ DO:

- Read the statements below one by one or invite girls to share their own beliefs about menstruation.
- Wait for the girls to stand up or sit down, or in the case of adaptation, wait for them to hold up their signs.
- Take a few responses from the girls about their reasons for taking that position, and then explain the correct answer after each statement.
- Allow discussion after each as needed:

ADAPTATION: If girls are not able/ don't feel comfortable doing stand up/sit down, give girls two signs: a cross sign "✗" and a tick sign "✓". Ask them to hold up the sign that reflects their opinion.

CONTEXTUALIZATION required: Update with locally relevant myths and review these together with your technical advisors/specialists before usage

- The bleeding during periods is the discharge of “bad and dirty blood” from the body. **(False.)**
- When menstruating, girls can continue with their daily activities as normal. **(True.)**
- Once girls start to menstruate, they are capable of getting pregnant. **(True.)**
- Just because it’s possible to get pregnant doesn’t mean girls’ bodies are ready for pregnancy. **(True.)**
- Once a girl starts menstruating, she should get married. **(False.)**

 **SAY:** We’ve talked about myths (and some facts) about menstruation, and now, we’re going to learn some more facts about this natural cycle.

 **DO:** Show the girls Resource 10.4.

 **SAY:**

- This diagram shows some of our internal reproductive organs.
- Every month, one of the eggs leaves one of the ovaries and travels through the fallopian tube. When the egg leaves the ovary, this is called ovulation.
- At the same time, changes in our body’s hormones (natural chemicals that our body makes) prepare the uterus (the part where babies grow inside our body) for pregnancy. A soft spongy lining gets formed in the uterus.
- If an egg and male’s sperm meet to form a baby, the lining will provide nutrition. If an egg isn’t fertilized by a male’s sperm (from sexual intercourse), the uterine lining will begin to shed away, and the egg and the lining will pass through the uterus out of the body.
- The blood that is released from the shedding lining flows out through the vagina. This bleeding is the menstrual period and this whole cycle is called menstruation.
- Different people have different days when they bleed depending on whether their cycle is long or short.


 **DO:**

- Check to see if girls have any questions.
- If they have questions you don’t feel you are able to answer then please say, “I will take a note of that, check it, and get back to you next time. Okay?” And, then please follow up and seek relevant support to be able to answer the girl’s question or to be able to refer them to someone who can.

 **EXPLAIN:**

- Menstruation is the normal, healthy shedding of blood and tissue. This blood and tissue exits the body from the uterus and passes through the vagina. The blood and tissue that is shed is not dirty, but a normal and healthy process that women and girls experience.
- It is true that girls can get pregnant when they start menstruating. However, girls’ bodies are still in the process of developing and are not fully developed until they reach the age of 18. Even after the age of 18, some organs continue developing. Getting pregnant when a girl’s body is not fully developed increases the risks of health complications during pregnancy and delivery, not only for the girl but also for the baby.
- Also, considering girls are going through emotional and brain growth, girls should wait until they are ready to take care of themselves as well as their newborn in order to ensure a safe, healthy, and happy life for her and her family²⁰.

Key Message


 **SAY:** Going through puberty is a healthy and normal part of being an adolescent girl. While it may be uncomfortable or uncommon to talk about these topics, it is important for girls to know about their bodies and the changes they are experiencing. Girls should talk to their trusted person about this and get information from factual and trusted sources such as professionals at the WGSS or official health workers.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Talk to a female caregiver who is participating in Girl Shine, or a trusted female adult, about the information we discussed today. If you don't feel comfortable, that's okay; there is no need to talk to anyone. Just think about what might make you feel more comfortable discussing this or think about who you might be able to discuss this with in the future.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Familiarize yourself with the content in advance and read the preparation notes in advance.
- If you want to invite a health worker, ensure they are familiar with the GBV core concepts **and clinical care for sexual assault survivors**.
- Procure dignity/hygiene kits or obtain dignity/hygiene kits from existing stock as part of session preparation and then have dignity kits available to give to each girl in the session.
- If you have funds available consider procuring/purchasing a medical model of the female reproductive system to aid demonstration.

SESSION 10

OUR HEALTH PART I²¹ (Married Girls)

Session Aims:

By the end of the session, girls will:

1. Gain information on reproductive organs and menstruation.
2. Understand how pregnancy happens.

Materials:

- ❑ art box
- ❑ comments box
- ❑ Resources 10.1 to 10.5
- ❑ a medical model of the female reproductive system to aid demonstration (if funds are available)
- ❑ dignity/hygiene kits (to offer girls after the session)
- ❑ Resource 10.6: Menstrual Calendar printouts/booklet for all girls who want to log their cycle
- ❑ period tracker app—for example, Flo ²¹ (for settings where girls have access to phones and technology; may require demonstration)

Preparation:

- Get familiar with the information in advance. It is important that the facilitator feels comfortable giving this session. If the facilitator is uncomfortable, girls will also be uncomfortable.
- Alternatively, you could consider inviting a female health practitioner who has been trained in GBV core concepts and clinical care for sexual assault survivors, to support the facilitation of this session to clearly explain the adolescent development including terminologies.
- Please review the Facilitator Guidance for Sensitive Topics before facilitating this session.

Facilitator Note:

- As this is a sensitive topic, it is important to remind girls of the “Group Agreements” (from Session 1) and ask if they would like to have any additional agreements specifically for this session.
- It is okay for the facilitator not to have all the answers; what’s more important is providing a non-judgmental space where girls can learn important information and ask questions. If they ask a question the facilitator doesn’t know the answer to, the facilitator should tell girls they will get back to them in the following session.

Duration: This session will require 2.5 hours to implement fully. It is important to check in advance if girls will be available for an extended session; alternatively, the content can be divided into two sessions.

21 Adapted from Child Marriage Toolkit- UNICEF & IRC Lebanon

22 <https://flo.health/>

Welcome & Review (5 minutes)

✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

? **ASK:** Were you able to talk to another girl or trusted female adult about the information on girls' rights? How did it go?

= **SAY:** Today we are going to talk about a really important topic; we are going to talk about our health and our bodies.

Story Circle (5 minutes)

Nora recently got married and she has many questions around pregnancy, menstruation, and babies. She wants more information but doesn't know who she can talk to as it is not something commonly discussed in her community.

? **ASK:** Is what Nora's going through common? What could she do in this situation?

= **SAY:** Talking about pregnancy and menstruation might not be common in the community we live in. This may be because society perceives discussion around menstruation as shameful or taboo. But menstruating is a very normal thing for women and girls to experience, and Nora has the right to access information and support, and she has the right to manage her menstruation with dignity.

Let's Explore (15 minutes)


- Girls go through many changes between the ages of 10–19; these can be physical and also emotional. We call this stage of life "adolescence." While many of you here will have gone through a number of the physical changes such as experiencing changes to breasts, hips, and pelvic bones, and developing pubic and underarm hair. Some girls will notice they sweat more, or their skin has become more greasy. These are the physical changes called "puberty," and they happen during the stage of adolescence. This is all very normal.
- In addition, girls will experience some secretions from the vagina which are clear, white, or off-white in color. The thickness of the discharge may vary according to the cycle phase and from one body to another. This is normal and helps to keep the vagina healthy.
- Girls will start menstruating during this time, but if girls haven't started menstruating by age 16, they should also get advice from a health professional. It is likely girls will be told to wait and see, as in many cases periods will start naturally by the time a girl is 18.


*Sexual Orientation and Gender Identity:

At this stage of life adolescents start to explore their identities, and this covers many different aspects of their lives. It can also include understanding who they are attracted to, whether this is people of the opposite sex, same sex, or both.

As adolescents are exploring their identity in general, this may also include exploring their gender identity. This means that their gender identity might be the same as the sex assigned at birth, e.g., females who identify as women, or it might be different, like it is for transgender people.


- Along with these physical changes, girls may also experience emotional changes; they may struggle with their identity—asking “Who am I?”—or they may experience a wide range of emotions including changes in mood, anger, or frustration. This is normal as their hormones are changing.
- Some girls may want more independence and may want to spend more time with friends. They may also start to experiment or take some risks. With the changes in their bodies, they might become more self-conscious or aware of their body and appearance. Girls may also begin to feel curious about love, and they may be influenced by friends to behave in a certain way.

 **ASK:** What do you think about the information I shared?

 **SAY:** All of these physical and emotional changes are normal. Everyone develops at their own pace, some earlier and some later.

Activities (1 hour 50 minutes)

Activity 1: Our Reproductive Organs (30 minutes)

 **SAY:** We are now going to talk about the body parts that women have.

 **EXPLAIN:**

- For us to understand women’s cycle of menstruation, first we need to understand how babies are made. This is important because once a girl starts getting her period, it means that her body is capable of getting pregnant.
- It is important to remember also that reproductive health is health. And we must make sure we take care of all parts of our health, including physical health, emotional health, and reproductive health. For this, we need to understand our reproductive organs.

 **SAY:**


- When we talk about our “private parts,” we mean our reproductive system, which is made up of our reproductive organs.
- Both females and males have reproductive organs.
- One of the female reproductive organs that we may have heard of is the vagina, and the one for males that we may have heard of is the penis.
- But there are also reproductive organs that we don’t ever see because they are on the inside of our bodies.
- I am going to show you some drawings/a model of our organs. These drawings/This model may look funny, but all girls have these parts. It’s completely normal and it’s very important for us to learn about them, how to protect them and keep them healthy.

 **NOTE:** Before showing the images/model, describe it to the girls, so they are prepared.

 **DO:**


- Show the resource for the female external organs or the model if you have it.
- If girls agree and it is safe to do so, show girls the male organs diagram or model. If there are some girls who are not comfortable with receiving information on male body parts, do not force girls to receive this information.
- Tell girls that they can talk to someone individually if they want more information. Or the facilitator can organize to hold a separate session on this for those who are interested.

✓ **DO:** Show the girls Resource 10.1.

 **EXPLAIN:** The female organs that are not hidden on the inside of the body are the **external organs**. This is called the vulva. This includes the two folds of skin called the labia, the clitoris, the urethra, and the opening of the vagina.

- The labia have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
- Near the top of the lips, inside the folds, is a small tube-shaped part called the clitoris. The clitoris is very sensitive and is the part that gives pleasure to women when they are intimate with their partner. This part of the organ is covered by a hood that protects the clitoris, as it is very sensitive.
- The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small and can be hard to find by touch or sight. It is right above the opening to the vagina.
- The vagina opening allows the menstrual blood and babies to come out of our bodies.
- External organs all look different. They come in many different shapes, sizes, even colors. This is normal. If you are experiencing any discomfort, then you should seek advice from a doctor, but there is no need to worry about your body not looking exactly like the diagrams.

✓ **DO:** Show the girls Resource 10.2 on internal organs and talk them through the following points.

 **EXPLAIN:** As we said, there are parts of our reproductive system that we can't see because they are inside of us, and these are called our **internal organs**. In females, the internal organs include the uterus, the ovaries, the egg cells, and the vagina.

- The uterus is in the lower part of the abdomen (belly). Along with the uterus there are other organs that are involved in making a baby.
- There is also a small almond-shaped gland called the ovary. In our body, there are two ovaries, one on each side of the uterus.
- Each of these ovaries contain lots of tiny egg cells. Do you know why these egg cells are so important? They are the cells that could become babies. Just like tiny egg cells in a female body, males have tiny sperm cells in their bodies.
- When an egg cell meets a sperm cell, then the cells combine and eventually grow into a baby inside the uterus. The combined cell is called an embryo. That is when we say a woman is pregnant.
- The vagina can stretch wide enough to allow a baby to pass through. It is a tube that connects the uterus to the outside of the body. This is also the part of the reproductive organ that meets the male reproductive organ.

 **SAY:** This is a lot of information about our reproductive system, but it is important.

 **ASK:** Why is it important to get information about reproductive health?

* **NOTE:** If **all** girls consent to have information on male reproductive organs, show them Resource 10.3, and **EXPLAIN:**

In males, the reproductive organs include:

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

? **ASK:**

- Do you have any question related to what we discussed?
- What do you think about the information presented?

= **SAY:**

We first started the session with learning about the female and male reproductive organs because this will help us and Nora understand how girls get their period and get pregnant. Knowing about our reproductive organs is our right and it is also the first step to understand how our body functions, and how to maintain a healthy body.

Activity 2: Menstruation (40 minutes)

... **EXPLAIN:**

- Girls and boys have different reproductive organs. Boys don't have egg cells that become babies or are shed out of the body in the form of blood. Hence, boys don't get their period.
- A girl/woman knows that she has her period when blood comes out of her vagina. It usually lasts between 3 and 7 days. Some days you may have more blood than others.
- The blood from periods does not mean there is something wrong with a girl, like when you have a wound from a fall. The blood that is coming out of the vagina is normal.
- This normal cycle is also called menstruation.

= **SAY:**

- We are going to play a game now about some common menstruation myths. I'm going to read some statements, please stand up if you think the statement is true. Remain seated if you think the statement is a myth; meaning, remain seated if you think it is not true.


✓ **DO:**

- Read the statements below one by one or invite girls to share their own beliefs about menstruation.
- Wait for the girls to stand up or sit down, or in the case of adaptation, wait for them to hold up their signs.
- Take a few responses from the girls about their reasons for taking that position, and then explain the correct answer after each statement.
- Allow discussion after each as needed:

... **ADAPTATION:** If girls are not able/don't feel comfortable doing stand up/sit down, give girls two signs: a cross sign "x" and a tick sign "✓". Ask them to hold up the sign that reflects their opinion.

CONTEXTUALIZATION required: Update with locally relevant myths and review these together with your technical advisors/specialists before usage


- The bleeding during periods is the discharge of “bad and dirty blood” from the body. **(False.)**
- When menstruating, girls can continue with their daily activities as normal. **(True.)**
- Once girls start to menstruate, they are capable of getting pregnant. **(True.)**
- Just because it’s possible to get pregnant doesn’t means girls bodies are ready for pregnancy. **(True.)**
- Once a girl starts menstruating, she should get married. **(False.)**


 **SAY:** We’ve talked about myths (and some facts) about menstruation, and now, we’re going to learn some more facts about this natural cycle.

 **DO:** Show the girls Resource 10.4.

 **SAY:**

- This diagram shows some of our internal reproductive organs.
- Every month, one of the eggs leaves one of the ovaries and travels through the fallopian tube. When the egg leaves the ovary, this is called ovulation.
- At the same time, changes in our body’s hormones (natural chemicals that our body makes) prepare the uterus (the part where babies grow inside our body) for pregnancy. A soft spongy lining gets formed in the uterus.
- If an egg and male’s sperm meet to form a baby, the lining will provide nutrition. If an egg isn’t fertilized by a male’s sperm (from sexual intercourse), the uterine lining will begin to shed away, and the egg and the lining will pass through the uterus out of the body.
- The blood that is released from the shedding lining flows out through the vagina. This bleeding is the menstrual period and this whole cycle is called menstruation.
- Different people have different days when they bleed depending on whether their cycle is long or short.

 **NOTE:** Girls might ask about marriage from the same bloodline.

 **EXPLAIN:** Marriages between blood relations might lead to health issues for the child, meaning there is an increased chance of heart, lung, and other issues that may arise.

 **DO:**

- Check to see if girls have any questions.
- If they have questions you don’t feel you are able to answer then please say, “I will take a note of that, check it, and get back to you next time. Okay?” And, then please follow up and seek relevant support to be able to answer the girl’s question or to be able to refer them to someone who can.


 **EXPLAIN:**


- Menstruation is the normal, healthy shedding of blood and tissue. This blood and tissue exits the body from the uterus and passes through the vagina. The blood and tissue that is shed is not dirty, but a normal and healthy process that women and girls experience.
- It is true that girls can get pregnant when they start menstruating. However, girls’ bodies are still in the process of developing and are not fully developed until they reach the age of 18. Even after the age of 18, some organs continue developing. Getting pregnant when a girl’s body is not fully developed increases the risks of health complications during pregnancy and delivery, not only for the girl but also for the baby.

- There may be girls who have babies before they are 18, and both mother and baby are fine. But because of the potential health risks, it is still better to wait until after 18 when considering more children, to help ensure the safety of the mother and the baby.
- As girls are going through emotional and brain growth, married girls should try to find a trusted person they can turn to for support during this time, as many things will be new and unknown.

Activity 3: Menstrual Cycle (40 minutes)

 **SAY:** Now that we know about menstruation, let's learn about how often we menstruate.

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

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

 **DO:** Show the girls Resource 10.5.

 **EXPLAIN:**

- This is a diagram about the menstrual cycle.
- The blood coming out of the vagina is called the menstrual blood. The blood coming out might not always be bright red. It can start off bright red but may become brown in color towards the end of menstruation.
- If a girl's menstrual cycle is short, her menstruation will come again more quickly than if her cycle is long.
- This whole process repeats itself roughly once a month and is called the menstrual cycle. The cycle is usually between 28–30 days. It could be a little bit shorter, or a little bit longer. The menstrual blood is just a small part of the cycle, the part that we see.
- Menstruation does not last your whole life. It generally stops somewhere between your mid-40's and early 50's and may vary depending on each female body.
- Once girls start menstruating, they are capable of getting pregnant, but this does not mean their body is ready to. Girls' bodies will continue to grow well into adult years, so it is recommended that girls don't get pregnant until after they are 18; if they already have children, they might consider waiting until after 18 before having more, just to lessen the risks that girls face during pregnancy.


 **DO:**

- Stop to check if girls have any questions and if they are feeling comfortable before moving on to the next part.
- Then, show the girls Resource 10.6: Menstrual Calendar and hand out.

 **EXPLAIN:**

- The length of a girl's cycle is the number of days counted from the first day of the last period up until the day before the next period.
- For example, if a girl's period started on January 10 and her next period started on February 7, then the length of her menstrual cycle is counted from 10 January–6 February, which is 28 days. This means she will get her period approximately every 28 days.
- For some girls, their menstrual cycle can be as short as 21 days, while for some it can be as long as 35 days. This is normal.

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

 **SAY:** Let's practice counting the days in our menstrual cycles.


 **DO:**

- Split the girls into small groups and tell them that you will read some examples. Explain that the team that finds the answer first should say it out loud, and they will win!
- When the teams are ready, read the following examples and identify the team with the fastest correct answer:


1. Susan started her period on March 26 and her last period was on March 4.


 **ASK:** How long is her cycle? (21 days)


2. Roshna's period started on September 30 and her next period is due on November 1.

 **ASK:** How long is her cycle? (31 days)

3. Noora's period started on July 12 and her last period was on June 16.


 **ASK:** How long is her cycle? (26 days)

 **EXPLAIN:** Knowing our cycle will help us better prepare for when our period is coming; it might not be accurate sometimes, but it can help us to know when to start preparing for it—sourcing sanitary products and keeping them with us when we leave the house.

 **SAY:** If any girls want to track their cycle, we can give you handouts/booklet for you to fill in and log the days. This can help girls like Nora know when to expect her period.

ADD (in contexts where girls have their own smartphones that are not monitored or restricted by others): You can use a period tracker app; there are many different apps to choose from, and some have multiple language settings, for example, Flo²³ app.

Key Message

 **SAY:** It's a girl's right to have factual information about her body. Once girls start menstruating, they are capable of getting pregnant, but this does not mean their body is ready to do so. Girls' bodies will continue to grow well into adult years, so it is recommended that girls don't get pregnant until after they are 18. If girls already have children, they might consider waiting until after 18 before having more, just to lessen the risks that girls face during pregnancy. If girls have questions or need more information, they can speak to a trusted female adult or someone at the WGSS.

23 Flo is currently available in Arabic, English, Danish, Finnish, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Norwegian Bokmål, Polish, Portuguese, Russian, Simplified Chinese, Spanish, Swedish, Thai, Traditional Chinese, Turkish, Vietnamese. <https://flo.health/>

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)



SAY: Talk to a female caregiver participating in Girl Shine or a trusted female adult about the information we discussed today, if you don't feel comfortable or don't know who you can talk to, that's ok. You can think about what might make you feel more comfortable to discuss this or identify potential people you can approach in the future.

■ NOTE FOR FACILITATORS, FOR THE NEXT SESSION :

- Familiarize yourself with the content in advance and read the preparation notes in advance.
- If you want to invite a health worker, ensure they are familiar with the GBV core concepts **and clinical care for sexual assault survivors.**
- Procure dignity/hygiene kits or obtain dignity/hygiene kits from existing stock as part of session preparation and then have dignity kits available to give to each girl in the session.
- If you have funds available consider procuring/purchasing a medical model of the female reproductive system to aid demonstration.

SESSION II:

OUR HEALTH PART 2²⁴ (Unmarried Girls)

Session Aims:

By the end of the session, girls will:

1. Understand and feel comfortable with the changes of puberty.
2. Gain information on the physical and emotional changes girls go through during adolescence.

Materials:

- art box
- comments box
- (if available/procurable) a medical model of the female reproductive system (genital and pelvic model) to aid demonstration
- dignity/hygiene kits available to give to each girl in the session, if not already distributed
- Resource 10.5 printout
- Resource 10.6: Menstrual Calendar printouts/booklet for all girls who want to log their cycle
- period tracker app—for example, Flo²⁴ (for settings where girls have access to phones and technology; may require demonstration)
- Resource 11.1, 11.2, and 11.3 (STIs information sheets)
- Resource 11.5 for reference

Preparation:

- Get familiar with the information in advance. It is important that the facilitator feels comfortable giving this session. If the facilitator is uncomfortable, girls will also be uncomfortable.
- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.
- If there were questions asked by girls during the last session that you were not able to answer immediately, do some follow up with your Manager/relevant colleagues so that you are ready to provide a response to them in this session.
- If there are girls with disabilities, be prepared with information relevant for them; speak to local disability partner organizations to see if you are able to make any referrals. Information related to disabilities is included in boxes throughout the session.
- Know what the most accessible types of pregnancy tests are.

Facilitator Note:

- As this is a sensitive topic, it is important to remind girls of the “Group Agreements” (from Session 1) and ask if they would like to have any additional agreements specifically for this session.
- It is okay for the facilitator not to have all the answers; what’s more important is providing a non-judgmental space where girls can learn important information and ask questions. If they ask a question the facilitator doesn’t know the answer to, the facilitator should tell girls they will get back to them in the following session.

Duration: This session will require 2.5 hours to implement fully. It is important to check in advance if girls will be available for an extended session; alternatively, the content can be divided into two sessions.

24 Adapted from Child Marriage Toolkit- UNICEF & IRC Lebanon

25 <https://flo.health/>


Welcome & Review (5 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

ASK:

- Did you talk to a trusted female adult about the information we discussed during the last session?
- If not, did you think about what might make you feel more comfortable to be able to discuss this at a later stage?
- Is there anything you'd like to share with us?

 **SAY:** Today we'll continue on the same topic of our reproductive health.

Story Circle (5 minutes)

Now Nora knows why girls menstruate and not boys. She also knows the basics of menstruation. But there are still many things Nora doesn't know, such as how often her period comes, and how to stay clean during this time. Sometimes she will get her period when she is at school, and she might not be prepared to deal with this. She wants to learn more about managing menstruation and staying clean during this time.

 **ASK:** Is what Nora is experiencing common? Why yes/why no?

Let's Explore (5 minutes)

SAY:


- Menstruation is a normal and healthy part of being a girl. But it can be challenging sometimes because we may not have enough information about what is happening to us, or it may be difficult to manage our symptoms or try to stay clean during menstruation; this could be related to how the community supports (or doesn't support) girls who are menstruating. For example, maybe schools don't have facilities in place that support girls when they are menstruating, or maybe girls are not allowed to do certain things during menstruation due to community beliefs around menstruation.
- We should try to remember that even if it is not common to discuss these issues, it is a natural part of being female. Today we will discuss this in more detail so we can feel more comfortable and familiar with our bodily processes.


 **DO:** Check that girls are feeling comfortable and are ready to proceed into the activities.

Activities (1 hour 55 minutes)

Activity 1: Menstrual Cycle (30 minutes)

 **SAY:** Now that we know about menstruation, let's learn about how often we menstruate.

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

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

 **DO:** Show the girls Resource 10.5.

 **EXPLAIN:**


- This is a diagram about the menstrual cycle.
- The blood coming out of the vagina is called the menstrual blood. The blood coming out might not always be bright red. It can start off bright red but may become brown in color towards the end of menstruation.
- If a girl's menstrual cycle is short, her menstruation will come again more quickly than if her cycle is long.
- This whole process repeats itself roughly once a month and is called the menstrual cycle. The cycle is usually between 28–30 days. It could be a little bit shorter, or a little bit longer. The menstrual blood is just a small part of the cycle, the part that we see.
- Menstruation does not last your whole life. It generally stops somewhere between your mid-40's and early 50's and may vary depending on each female body.
- Once girls start menstruating, they are capable of getting pregnant, but this does not mean their body is ready to. Girls' bodies will continue to grow well into adult years, so it is recommended that girls don't get pregnant until after they are 18; if they already have children, they might consider waiting until after 18 before having more, just to lessen the risks that girls face during pregnancy.

 **DO:**

- Stop to check if girls have any questions and if they are feeling comfortable before moving on to the next part.
- Then, show the girls Resource 10.6: Menstrual Calendar and hand out.

 **EXPLAIN:**

- The length of a girl's cycle is the number of days counted from the first day of the last period up until the day before the next period.
- For example, if a girl's period started on January 10 and her next period started on February 7, then the length of her menstrual cycle is counted from 10 January–6 February, which is 28 days. This means she will get her period approximately every 28 days.
- For some girls, their menstrual cycle can be as short as 21 days, while for some it can be as long as 35 days. This is normal.
- BUT if a girl's period suddenly stops for more than 90 days after being regular, this could be because of certain body complications, and she should visit a doctor as soon as possible.

 **SAY:** Let's practice counting the days in our menstrual cycles.

✓ **DO:**

- Split the girls into small groups and tell them that you will read some examples. Explain that the team that finds the answer first should say it out loud, and they will win!
- When the teams are ready, read the following examples and identify the team with the fastest correct answer:

1. Susan started her period on March 26 and her last period was on March 4.

? **ASK:** How long is her cycle? (21 days)

2. Roshna's period started on September 30 and her next period is due on November 1.

? **ASK:** How long is her cycle? (31 days)

3. Noora's period started on July 12 and her last period was on June 16.

? **ASK:** How long is her cycle? (26 days)

... **EXPLAIN:** Knowing our cycle will help us better prepare for when our period is coming; it might not be accurate sometimes, but it can help us to know when to start preparing for it—sourcing sanitary products and keeping them with us when we leave the house.

= **SAY:** If any girls want to track their cycle, we can give you handouts/booklet for you to fill in and log the days. This can help girls like Nora know when to expect her period.

ADD (in contexts where girls have their own smartphones that are not monitored or restricted by others): You can use a period tracker app; there are many different apps to choose from, and some have multiple language settings, for example, Flo app²⁶.

Activity 2: Managing Menstruation (35 minutes)

= **SAY:** Let's discuss how to manage some of the symptoms of menstruation that girls experience. Let's also think about how we can support each other during this time.

? **ASK:** What are some of the things that girls experience when they are menstruating?
(For example, being tired, having cramps, having no symptoms, being isolated, not having privacy, not having adequate means to stay clean, etc.)


... **EXPLAIN:** Some girls may experience the following:


- Abdominal pain from light to severe. The shedding of the uterine wall, which is the source of monthly bleeding, can cause this.
- Emotional changes. Individual women and girls respond differently and can experience a range of emotions during menstruation and their menstrual cycle.
- Not having the proper sanitary products to keep clothes clean. Many girls and women do not have access to sanitary napkins or pads (or any other product) that can keep blood from staining their clothes. This is often a primary reason that girls do not leave the house, including missing school or work, during their time of the month.

²⁶ Flo is currently available in Arabic, English, Danish, Finnish, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Norwegian Bokmål, Polish, Portuguese, Russian, Simplified Chinese, Spanish, Swedish, Thai, Traditional Chinese, Turkish, Vietnamese. <https://flo.health/>

CONTEXTUALIZATION:


- In this environment, we may find that women and girls are expected to queue for long hours for food and non-food items, during menstruation, without access to sanitary materials can prevent them from queuing and resulting in them not getting the things they need.
- Men may be responsible for collecting these items and may not bring sanitary materials for women and girls and conversations around this may not happen due to taboo or stigma attached to menstruation.
- Taboo and stigma may mean that girls and women cannot wash themselves or fetch water during the day and have to go at night which affects their safety. The water and sanitation infrastructure may not be suitable for the needs of women and girls, girls may not feel comfortable using them, especially during menstruation. And for girls with disabilities, they may not even be able to access them due to lack of ramps or unsuitable toilets and washing facilities.

 **SAY:** There may be other impacts on girls; we are all unique. The important thing is to be patient with your body and try to understand what the “new normal” is for your body as it goes through these changes.

 **ASK:** What are some of the strategies you use to manage these things in this current environment?

 **DO:** Have the participants split into groups, each group focusing on one point below.

- **Group 1:** What can they currently do to manage the situation when menstruating (individually and collectively)?
- **Group 2:** What can female and male caregivers do to improve the situation for girls when they are menstruating?
- **Group 3:** What can the community, local authorities, or NGOs do to improve the situation for women and girls when they are menstruating?
- When girls feedback also probe for each group how girls with disabilities and other “diverse girls” are reflected in their plans.

 **NOTE:** Write down their recommendations for community and local authorities. NGOs should be fed back through appropriate channels, WASH partners, allies in the community, and coordination groups. **Tell** the girls what you will do with this information they have provided. For example, share with your manager for advocacy, or keep it for them to raise with the GBV sub-cluster, etc. **Be sure to follow through with the action you committed to.**

ADD the following to what the groups have suggested if contextually relevant:


Pain and Discomfort:

- Girls do not need to stay at home during menstruation unless they choose to. They may choose to do this, for example, if they are experiencing a lot of pain.
- To help ease the pain, you can use a warm water bottle or warm cloth and place it on the abdomen. Light exercise can also help.
- Girls know what they can or cannot manage during menstruation; if you have sisters, female relatives, or other girls in your life who are menstruating, you can check how they are feeling and whether they can or cannot continue with specific tasks.
- This also includes checking with girls who have disabilities, as it may be harder for some girls with disabilities to communicate their pain and discomfort.

Sanitary Materials:

There are different materials girls can use during menstruation. Some things are easier to access than others .

- **Clean pieces of cloth or reusable pad:** These are cut to fit in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean. The used cloth should be washed separately with water and soap, then dried in the sun.
- **Pads or sanitary towels:** These are designed to fit the panty area close to the body. They have strips of tape that keep them attached to the underwear. Pads are disposable and should be discarded after being used once. They must be disposed of in a pit latrine, buried, or burned after use. They should not be left in the garbage pile or flushed down the toilet.
- **Other sanitary materials:** The market for new sanitary materials is growing, and so you may be aware of other types of products. Does anyone want to share what other sanitary products they are aware of/have seen?

 **NOTE:** If relevant, you can bring sanitary materials to the session if they are locally available and accessible and do a demonstration on how to prepare sanitary products. For example, how to place a sanitary napkin or cloth inside underwear. How to remove and where to dispose. See illustration in Resource 11.5.

- Girls with disabilities may need additional support with applying sanitary materials depending on the type of disability they have. If they do need support, it is important that the girl has a trusted person she can talk to (and communicate in her way) about the type of support she needs.

For girls with disabilities,



SAY: Menstruating girls with disabilities may have different needs. Those with mobility limitations with their upper body and arms may have difficulties placing their sanitary protection materials in the correct position, and washing themselves, their clothes, and the material.

Those with vision impairments (blind or low vision) may face challenges knowing if they have fully cleaned themselves and how much they have leaked, while those with intellectual and developmental impairments may need tailored support to manage menstruation.

If we have a disability or if there is a girl with a disability in our family, it is important to find a way to communicate effectively, to understand or express how her/our physical and emotional safety, comfort, and health is taken care of.

Staying Clean:

(Show Resource 11.5)

During menstruation it is important to stay clean and healthy. Poor hygiene management can lead to infections. These are some things you can do:

DO:

- Try to clean yourself with soap and water whenever it's safe and possible to do so. It's also important to dry yourself well to avoid infection.
- Wash your underpants with soap and water to avoid stains, again, whenever it's safe and possible to do so.
- Change the pad or cloth regularly to avoid soiling clothes and bad odor, ideally every 4 hours. Again, it may not always be possible to do this, but try to when you can. Wash hands after changing sanitary pads or cloth if possible.
- Again, girls with AND without disabilities, should identify a trusted person they can talk to, to let them know the type of support needed.



ASK: Was any of this information new to you? Was it relevant to your situation?

Activity 3: STIs–Things You Can See and Feel (30 minutes)

SAY: We are going to talk about infections that are passed from one person to another. It is important to have this information because it can have an effect on a person’s health. We know this can be a sensitive topic as some of us will have experienced this or know someone who has. In this session, we do not expect anyone to share their personal experiences, and if you are worried or concerned about anything we have discussed, please come and talk to me after the session.

ASK: Have you heard of any infections that are passed from one person to another?

ASK: Do you know how infections are passed from one person to another?

EXPLAIN: Here are some of the things you can “catch”:

- The Common Cold: The cold virus spreads in the air through a sick person sneezing, coughing, or blowing their nose near you.
- Food Poisoning: Someone handling your food without cleaning their hands is one of the ways you can get food poisoning.
- Measles/Chicken Pox: These can be caught by touching someone’s blisters. They can also be spread through the air through a sick person sneezing, coughing, or blowing their nose near you.
- Warts: These can be caught by coming into contact with someone who has a wart, such as shaking hands or, over an extended period of time, using the same clothing/towels as someone who has warts.

SAY: These are the things (viruses/infections) that people can catch in general, but there are some things related to “intimate interactions” that can be passed from one person to another during these interactions or through coming into contact with someone’s blood.

ASK: Do you know what these might be? (Syphilis, Herpes, Gonorrhea, Chlamydia, Hepatitis B, Hepatitis C, HIV/AIDS).

SAY: These infections are called STIs. Sometimes a person with an infection might not see or feel anything different. But sometimes there are changes.

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


Things You Can See and Feel	
See: <ul style="list-style-type: none">• A sore on a penis, vagina, or opening of vagina• Pus coming from the penis or end of penis being red• Heavy and smelly discharge on a girl’s underwear• Small cauliflower-like growths on or near the genitals• Small brown insects moving in pubic hair and small white eggs on pubic hair	Feel: <ul style="list-style-type: none">• Itchiness inside the vagina or itchy pubic hair• Burning pain when passing urine, feeling like you have to urinate frequently• Pain in the uterus and fever• Pain during intimate interaction

 **ASK:** How can someone reduce the risk of passing on these infections to someone else?

 **EXPLAIN:**

- Getting treated is prevention! If you had unprotected sex, get tested and treated as soon as possible. Timely treatment helps prevent health complications and reduces transmission to others.
- If available, protect yourself against HPV and Hepatitis B by getting vaccinated at your nearest health clinic.
- Choose to abstain from intimate interactions or use a condom during intimate interactions. (Explain that condoms do not protect against all STIs, but that condoms are the most effective method after abstinence).
- Don't share needles with other people for example, for ear piercing.
- Make sure when you get any type of injection that the needle is new (in the packaging) and clean.
- Don't share razor blades with other people.
- When coming in contact with blood, don't touch it directly, but rather use rubber gloves or a plastic sheet to clean or deal with a wound or cut.
- For some girls, maybe they didn't have this information before and maybe didn't realize that they should see if they need treatment; it is never too late to see a doctor even if a lot of time has passed since contracting something.

HIV & AIDS

 **EXPLAIN:** Everyone has an immune system; it is our body's way to keep us healthy and strong. HIV is a virus found in humans that makes the immune system not work properly. With a weaker immune system, the body is more at risk to get infections and diseases. If you are infected with HIV, you become HIV-positive. But if HIV is caught in time, there are now effective drug treatments available in the world and new developments and advancements are being developed all the time by scientists. Sometimes HIV can develop into AIDS, but when it is caught early and treated, it may not develop into AIDS.

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

 **EXPLAIN:**

- AIDS is passed from one person to another. It does not just develop on its own. It is passed from contact with an infected person's blood, sexual fluids, or breast milk. AIDS is a condition where the body's immune system deteriorates because of HIV. There is no cure for AIDS, which is why it's important for someone to get tested early if they suspect something; this way the HIV virus can be managed before it develops into AIDS.
- HIV is transmitted through sexual fluids and blood and transmitted from a mother to child through pregnancy/breast feeding. One way to prevent HIV is by using a condom, which is especially necessary when girls are unsure of a partner's HIV status. Another thing girls could do is abstain from sex with a partner until that person is tested. It's also important to not share needles with other people and always check that the needles used on you in healthcare settings are new. For women who are HIV-positive and pregnant or planning to get pregnant, they should discuss how to prevent transmission to the child with a healthcare provider, as there are options available for them.
- If a girl thinks she has recently been exposed to HIV during sex or through sharing needles, she should talk to a health provider right away about medication that can help her prevent becoming infected. This medication is most effective when taken within 72 hours of exposure.

SAY: Even if a long time has passed and someone thinks they may have contracted HIV, it is still important to seek medical advice, as it is possible that there is treatment available to help with this virus.

ASK: When should someone go to a health facility for treatment for an STI?

EXPLAIN: As soon as they think they have an STI, if a partner tells them that they have an STI, or if they suspect the person they were intimate with might have an STI, for example, because they notice the symptoms of the STIs discussed. They can also go at any time; for example, they may not have had this information before and with the new information may think they have a STI. Then, they should go.

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

EXPLAIN:

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

ASK: What happens when an STI is not treated?

EXPLAIN: It can have many consequences; for example, certain untreated STIs can lead to miscarriage during pregnancy, infertility, or the STI being transmitted to the baby during pregnancy, which is why it is important to get medical advice as soon as you realize you may be experiencing a STI.

SAY: If girls have any trouble in accessing health care services, they can inform someone at the WGSS who can make sure this information is fed back through the health sector. All girls should be able to access information and access healthcare and service providers, and healthcare providers have a duty to treat girls, not turn them away.

Activity 4: Delaying Pregnancy (20 minutes)


SAY: We explained in the last session that once girls start menstruating, they are capable of getting pregnant, but this does not mean girls' bodies are ready to do so. Let's discuss how girls can delay pregnancy until after they are 18.

ASK: If we enter an intimate relationship/marriage, what can we do to delay pregnancy until our bodies are fully developed and we are ready?


 **DO:**


- Split girls into two or three small groups to discuss.
- Ask them to think about their options, e.g., family planning methods, talking to their partner to explain why it is important to wait, identifying a trusted person who can advocate on their behalf, etc.
- Once finished, ask girls to share back to the wider group.

ADD if appropriate and if not mentioned by group:

 **NOTE:** For some contexts, it may not be accepted to give unmarried girls this type of information, you can **CONTEXTUALIZE** it by talking about girls in unions or married if it allows you to give this information.


- A person who intends to have sex but does not want a pregnancy can use a contraceptive; this helps to prevent a pregnancy from happening.
- This can also be used to plan when to have babies and how many (family planning).
- Most contraceptive methods are for use by women and girls, but there are also methods that can be used by men (e.g., condoms). There are many methods to choose from, (condoms, pills, injectables, implants, IUDs and permanent methods). Using contraceptives allows many people to enjoy their intimacy without having to worry about unwanted pregnancy. Male and female condoms in particular allow people to enjoy intimacy with less worry about Sexually Transmitted Infections.
- No contraceptive method is perfect, and every method has its own characteristics. Some methods vary in their effectiveness at preventing pregnancy. Some methods have side effects, and some require a visit to a health clinic.
- If girls experience being turned away from health providers or they experience a negative or inappropriate response from a health facility staff member, they should inform someone at the safe space who can raise this with the relevant people.
- Girls have the right to access health services whether they are married, divorced, unmarried, have a disability, etc.
- Girls have the right to decide if and when to get pregnant. However, the society in general and close family members in particular can put pressure on married women and girls to get pregnant and tend to blame them if they don't get pregnant straight after marriage.
- Girls have the right to feel frustrated by the pressures of their situations, and girls have the right to make their own decisions without pressure and interference from any external factor.

 **ASK:** How do girls know if they are pregnant?


 **EXPLAIN:** The best way for a girl to know if she is pregnant is by doing a pregnancy test. (Insert most accessible pregnancy test methods in your context.) There may be other signs of pregnancy too, but without a test, it is difficult to know if these signs indicate pregnancy.

 **SAY:** Signs of pregnancy include:

- | | |
|--|--|
| <ul style="list-style-type: none">• Menstrual blood is late/doesn't come• Extreme tiredness• Tender, bigger breasts• Nipples might also grow bigger and darker• Upset stomach with or without throwing up (morning sickness)• Cravings or distaste for certain foods• Change in mood | <ul style="list-style-type: none">• Constipation (changes in bowel movements)• Need to pass urine more often• Headache• Heartburn• Weight gain or loss |
|--|--|

 **SAY:** If girls want more information about family planning, they can come to discuss with me privately or if there is enough interest, we can hold a dedicated session on this. (Refer to Girl Shine Contraception Session on page 213.)

Key Message


 **SAY:** Girls have the right to make decisions about their bodies, if they enter an intimate relationship with someone who tries to encourage or push them into being intimate or having babies, girls have the right to say “no.” If someone is forcing a girl to be intimate, or forcing her to get pregnant, girls can talk to someone at the safe space who will be able to work through this with them. That applies to all girls, including married girls.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it’s not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Discuss with a female caregiver participating in Girl Shine or trusted female friend how you can support one another during menstruation.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Invite a caseworker to the session.
- Familiarize yourself with the content in advance.

SESSION II:

OUR HEALTH PART 2²⁷ (Married Girls)

Session Aims:

By the end of the session, girls will:

1. Gain information on the physical and emotional changes girls go through during adolescence
2. Gain information on menstruation and menstrual hygiene management

Materials:

- art box
- comments box
- (if available/procurable) a medical model of the female reproductive system (genital and pelvic model) to aid demonstration
- dignity/hygiene kits available to give to each girl in the session, if not already distributed
- Resource 10.5 printout
- Resource 10.6: Menstrual Calendar printouts/booklet for all girls who want to log their cycle
- period tracker app—for example, Flo ²⁷ (for settings where girls have access to phones and technology; may require demonstration)
- Resource 11.1, 11.2, and 11.3 (STIs information sheets)

Preparation:

- Get familiar with the information in advance. It is important that the facilitator feels comfortable giving this session. If the facilitator is uncomfortable, girls will also be uncomfortable.
- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.
- If there were questions asked by girls during the last session that you were not able to answer immediately, do some follow up with your Manager/relevant colleagues so that you are ready to provide a response to them in this session.
- Read through the Resources 11.1 to 11.6; if there is anything that is unclear, check in with your supervisor.
- Know what the most accessible types of pregnancy tests are.

Facilitator Note:

- As this is a sensitive topic, it is important to remind girls of the “Group Agreements” (from Session 1) and ask if they would like to have any additional agreements specifically for this session.
- It is okay for the facilitator not to have all the answers; what’s more important is providing a non-judgmental space where girls can learn important information and ask questions. If they ask a question the facilitator doesn’t know the answer to, the facilitator should tell girls they will get back to them in the following session.

Duration: This session will require 2.5 hours to implement fully. It is important to check in advance if girls will be available for an extended session; alternatively, the content can be divided into two or even three sessions.

27 Adapted from Child Marriage Toolkit- UNICEF & IRC Lebanon

28 <https://flo.health/>

Welcome & Review (5 minutes)

DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

ASK:

- Did you talk to someone you trust about the information we discussed during the last session?
- If not, did you think about what might make you feel more comfortable to be able to discuss this at a later stage?
- Is there anything you'd like to share with us?

 **SAY:** Today we'll continue on the same topic.

Story Circle (5 minutes)

In the last session, we met Nora, who recently got married. She is about to get her period for the first time since moving in with her husband. She is not sure who to talk to about where to get sanitary supplies, where to dispose of sanitary waste, and where to access more water to stay clean during this time. She is wondering who she can talk to. She is feeling embarrassed about talking to her mother-in-law or husband about this.

 **ASK:** Is what Nora is experiencing common? Why yes/why no?


Let's Explore (5 minutes)


- Menstruation is a normal and healthy part of being a girl. But it can be challenging sometimes because we may not have enough information about what is happening to us, or it may be difficult to manage our symptoms or try to stay clean during menstruation; this could be related to how the community supports (or doesn't support) girls who are menstruating. For girls who are married, adjusting to menstruating in a new environment can sometimes be challenging without the right support.
- We should try to remember that even if it is not common to discuss these issues, it is a natural part of being female. Today we will discuss this in more detail so we can feel more comfortable and familiar with our bodily processes.


 **DO:** Check girls are feeling comfortable and are ready to proceed into the activities.

Activities (1 hour 45 minutes)

Activity 1: Managing Menstruation (35 minutes)

 **SAY:** Let's discuss how to manage some of the symptoms of menstruation that girls experience. Let's also think about how we can support each other during this time.


 **ASK:** What are some of the things that girls experience when they are menstruating?
(For example, being tired, having cramps, having no symptoms, being isolated, not having privacy, not having adequate means to stay clean, etc.)

 **EXPLAIN:** Some girls may experience the following:

- **Abdominal pain from light to severe.** The shedding of the uterine wall, which is the source of monthly bleeding, can cause this.
- **Emotional changes.** Individual women and girls respond differently and can experience a range of emotions during menstruation and their menstrual cycle.
- **Not having the proper sanitary products to keep clothes clean.** Many girls and women do not have access to sanitary napkins or pads (or any other product) that can keep blood from staining their clothes. This is often a primary reason that girls do not leave the house, including missing school or work, during their time of the month.

CONTEXTUALIZATION:


- In this environment, we may find that women and girls are expected to queue for long hours for food and non-food items, during menstruation, without access to sanitary materials can prevent them from queueing and resulting in them not getting the things they need.
- Men may be responsible for collecting these items and may not bring sanitary materials for women and girls and conversations around this may not happen due to taboo or stigma attached to menstruation.
- Taboo and stigma may mean that girls and women cannot wash themselves or fetch water during the day and have to go at night which affects their safety. The water and sanitation infrastructure may not be suitable for the needs of women and girls, girls may not feel comfortable using them, especially during menstruation. And for girls with disabilities, they may not even be able to access them due to lack of ramps or unsuitable toilets and washing facilities.

 **SAY:** There may be other impacts on girls; we are all unique. The important thing is to be patient with your body and try to understand what the “new normal” is for your body as it goes through these changes.

 **ASK:** What are some of the strategies you use to manage these things in this current environment?

 **DO:** Have the participants split into groups, each group focusing on one point below.

- **Group 1:** What can they currently do to manage the situation when menstruating (individually and collectively)?
- **Group 2:** What can female and male caregivers do to improve the situation for girls when they are menstruating?
- **Group 3:** What can the community, local authorities, or NGOs do to improve the situation for women and girls when they are menstruating?
- When girls feedback also probe for each group how girls with disabilities and other “diverse girls” are reflected in their plans.

 **NOTE:** Write down their recommendations for community and local authorities. NGOs should be fed back through appropriate channels, WASH partners, allies in the community, and coordination groups. **Tell** the girls what you will do with this information they have provided. For example, share with your manager for advocacy, or keep it for them to raise with the GBV sub-cluster, etc. **Be sure to follow through with the action you committed to.**

ADD the following to what the groups have suggested if contextually relevant:


Pain and Discomfort:

- Girls do not need to stay at home during menstruation unless they choose to. They may choose to do this, for example, if they are experiencing a lot of pain.
- To help ease the pain, you can use a warm water bottle or warm cloth and place it on the abdomen. Light exercise can also help.
- Girls know what they can or cannot manage during menstruation; if you have sisters, female relatives, or other girls in your life who are menstruating, you can check how they are feeling and whether they can or cannot continue with specific tasks.
- This also includes checking with girls who have disabilities, as it may be harder for some girls with disabilities to communicate their pain and discomfort.

Sanitary Materials:

There are different materials girls can use during menstruation. Some things are easier to access than others .

- **Clean pieces of cloth or reusable pad:** These are cut to fit in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean. The used cloth should be washed separately with water and soap, then dried in the sun.
- **Pads or sanitary towels:** These are designed to fit the panty area close to the body. They have strips of tape that keep them attached to the underwear. Pads are disposable and should be discarded after being used once. They must be disposed of in a pit latrine, buried, or burned after use. They should not be left in the garbage pile or flushed down the toilet.
- **Other sanitary materials:** The market for new sanitary materials is growing, and so you may be aware of other types of products. Does anyone want to share what other sanitary products they are aware of/have seen?

 **NOTE:** If relevant, you can bring sanitary materials to the session **if they are locally available and accessible** and do a demonstration on how to prepare sanitary products. For example, how to place a sanitary napkin or cloth inside underwear. How to remove and where to dispose. See illustration in Resource 11.5.

- **Girls with disabilities** may need additional support with applying sanitary materials depending on the type of disability they have. If they do need support, it is important that the girl has a trusted person she can talk to (and communicate in her way) about the type of support she needs.

Staying Clean:

(Show Resource 11.5)

During menstruation it is important to stay clean and healthy. Poor hygiene management can lead to infections. These are some things you can do:

 **DO:**

- Try to clean yourself with soap and water whenever it's safe and possible to do so. It's also important to dry yourself well to avoid infection.
- Wash your underpants with soap and water to avoid stains, again, whenever it's safe and possible to do so.

For girls with disabilities,




SAY: Menstruating girls with disabilities may have different needs. Those with mobility limitations with their upper body and arms may have difficulties placing their sanitary protection materials in the correct position, and washing themselves, their clothes, and the material.


Those with vision impairments (blind or low vision) may face challenges knowing if they have fully cleaned themselves and how much they have leaked, while those with intellectual and developmental impairments may need tailored support to manage menstruation.

If we have a disability or if there is a girl with a disability in our family, it is important to find a way to communicate effectively, to understand or express how her/our physical and emotional safety, comfort, and health is taken care of.

- Change the pad or cloth regularly to avoid soiling clothes and bad odor, ideally every 4 hours. Again, it may not always be possible to do this, but try to when you can. Wash hands after changing sanitary pads or cloth if possible.
- Again, girls with AND without disabilities, should identify a trusted person they can talk to, to let them know the type of support needed.

 **ASK:** Was any of this information new to you? Was it relevant to your situation?


Activity 2: Delaying Pregnancy (30 minutes)


 **SAY:** We explained in the first activity that once girls start menstruating, they are capable of getting pregnant, but this does not mean girls' bodies are ready to do so. Let's discuss how pregnancy happens and how girls can delay pregnancy until after they are 18.


 **DO:** Show the girls Resource 11.6.

 **EXPLAIN:**

- As we mentioned before, pregnancy happens due to a union between the egg and the sperm. The union happens in the fallopian tubes, and the fertilized egg goes to the uterus to develop into a baby.
- When the male reproductive organ enters in to the female reproductive organ—that is, a male's penis enters a female's vagina—this is usually called sexual intercourse.
- For pregnancy to happen, the girl needs to be in the ovulation phase, and the male needs to eject a fluid from his penis into the female's vagina—this is what we call ejaculation. This fluid is called the semen and it contains millions of tiny sperm. The sperm move at a very fast speed to reach the female egg. When a sperm or multiple sperm enter the egg, this is the first moment of pregnancy.
- Pregnancy continues for nine months. The monthly cycle (including menstrual blood) stops during this time, and then returns after childbirth.
- The child descends from the uterus of their mother through the vaginal entrance, which expands during childbirth to permit the child to come out. After the childbirth, it returns to its normal size.
- It's important to know that not every intimate meeting leads to pregnancy. For pregnancy to happen, the girl needs to be passing through the ovulation period—the time when an egg is released from her ovaries.

 **NOTE:** Girls might ask about marriage from the same bloodline.

 **EXPLAIN:** Marriages between blood relations might lead to health issues for the child, meaning there is an increased chance of heart, lung, and other issues that may arise.


 **ASK:** If we enter an intimate relationship/marriage, what can we do to delay pregnancy until our bodies are fully developed and we are ready?


 **DO:**

- Split girls into two or three small groups to discuss.
- Ask them to think about their options, e.g., family planning methods, talking to their partner to explain why it is important to wait, identifying a trusted person who can advocate on their behalf, etc.
- Once finished, ask girls to share back to the wider group.

ADD if appropriate and if not mentioned by group:


- A person who intends to have sex but does not want a pregnancy can use a contraceptive; this helps prevent pregnancy from happening.
- This can also be used to plan if and when to have babies and how many (family planning) .
- Most contraceptive methods are for use by women and girls, but there are also methods that can be used by men (e.g., condoms). There are many methods to choose from, (condoms, pills, injectables, implants, IUDs and permanent methods). Using contraceptives allows many people to enjoy their intimacy without having to worry about unwanted pregnancy. Male and female condoms in particular allow people to enjoy intimacy with less worry about Sexually Transmitted Infections, or STIs.
- No contraceptive method is perfect, and every method has its own characteristics. Some methods vary in their effectiveness at preventing pregnancy. Some methods have side effects, and some require a visit to a health clinic.
- Pregnancy before girls are fully matured can be really harmful. Complications in pregnancy and childbirth are the leading cause of death in girls 15–19 globally. When a mother is under the age of 20, her child is more likely to be stillborn or die in the first weeks of life than a baby born to an older mother²⁹.
- If girls experience being turned away from health providers or they experience a negative or inappropriate response from a health facility staff member, they should inform someone at the safe space who can raise this with the relevant people. Girls have the right to access health services whether they are married, divorced, unmarried, have a disability, etc.
- It is important for girls to wait until they are physically and emotionally ready before they get pregnant. A girl's body needs to be well-developed and healthy and she needs to feel like she can care for herself and someone else.
- Girls have the right to decide if and when to get pregnant. However, the society in general and close family members in particular can put pressure on married women and girls to get pregnant and tend to blame them if they don't get pregnant straight after marriage.
- Girls have the right to feel frustrated by the pressures of their situations, and girls have the right to make their own decisions without pressure and interference from any external factor.

 **ASK:** How do girls know if they are pregnant?


 **EXPLAIN:** The best way for a girl to know if she is pregnant is by doing a pregnancy test. (Insert most accessible pregnancy test methods in your context.) There may be other signs of pregnancy too, but without a test, it is difficult to know if these signs indicate pregnancy.


 **SAY: Signs of pregnancy include:**


<ul style="list-style-type: none">• Menstrual blood is late/doesn't come• Extreme tiredness• Tender, bigger breasts• Nipples might also grow bigger and darker• Upset stomach with or without throwing up (morning sickness)• Cravings or distaste for certain foods• Change in mood	<ul style="list-style-type: none">• Constipation (changes in bowel movements)• Need to pass urine more often• Headache• Heartburn• Weight gain or loss
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 **SAY:** If girls want more information about family planning, they can come to discuss with me privately or if there is enough interest, we can hold a dedicated session on this. (Refer to Girl Shine Contraception Session on page 213.)

Activity 3: STIs–Things You Can See and Feel (40 minutes)


 **SAY:** We are going to talk about infections that are passed from one person to another. It is important to have this information because it can have an effect on a person's health. We know this can be a sensitive topic as some of us will have experienced this or know someone who has. In this session, we do not expect anyone to share their personal experiences, and if you are worried or concerned about anything we have discussed, please come and talk to me after the session.


 **ASK:** Have you heard of any infections that are passed from one person to another?


 **ASK:** Do you know how infections are passed from one person to another?


 **EXPLAIN:** Here are some of the things you can “catch”:

- The Common Cold: The cold virus spreads in the air through a sick person sneezing, coughing, or blowing their nose near you.
- Food Poisoning: Someone handling your food without cleaning their hands is one of the ways you can get food poisoning.
- Measles/Chicken Pox: These can be caught by touching someone's blisters. They can also be spread through the air through a sick person sneezing, coughing, or blowing their nose near you.
- Warts: These can be caught by coming into contact with someone who has a wart, such as shaking hands or, over an extended period of time, using the same clothing/towels as someone who has warts.

 **SAY:** These are the things (viruses/infections) that people can catch in general, but there are some things related to “intimate interactions” that can be passed from one person to another during these interactions or through coming into contact with someone's blood.

 **ASK:** Do you know what these might be? (Syphilis, Herpes, Gonorrhea, Chlamydia, Hepatitis B, Hepatitis C, HIV/AIDS).

 **SAY:** These infections are called STIs. Sometimes a person with an infection might not see or feel anything different. But sometimes there are changes.

 **ASK:** What are some of the things a person could see or feel in our reproductive body parts that will alert them to visit a doctor?

Things You Can See and Feel

See:

- A sore on a penis, vagina, or opening of vagina
- Pus coming from the penis or end of penis being red
- Heavy and smelly discharge on a girl's underwear
- Small cauliflower-like growths on or near the genitals
- Small brown insects moving in pubic hair and small white eggs on pubic hair

Feel:

- Itchiness inside the vagina or itchy pubic hair
- Burning pain when passing urine, feeling like you have to urinate frequently
- Pain in the uterus and fever
- Pain during intimate interaction



ASK: How can someone reduce the risk of passing on these infections to someone else?



EXPLAIN:

- Getting treated is prevention! If you had unprotected sex, get tested and treated as soon as possible. Timely treatment helps prevent health complications and reduces transmission to others.
- If available, protect yourself against HPV and Hepatitis B by getting vaccinated at your nearest health clinic.
- Choose to abstain from intimate interactions or use a condom during intimate interactions. (Explain that condoms do not protect against all STIs, but that condoms are the most effective method after abstinence).
- Don't share needles with other people for example, for ear piercing.
- Make sure when you get any type of injection that the needle is new (in the packaging) and clean.
- Don't share razor blades with other people.
- When coming in contact with blood, don't touch it directly, but rather use rubber gloves or a plastic sheet to clean or deal with a wound or cut.
- For some girls, maybe they didn't have this information before and maybe didn't realize that they should see if they need treatment; it is never too late to see a doctor even if a lot of time has passed since contracting something.

HIV & AIDS

EXPLAIN: Everyone has an immune system; it is our body's way to keep us healthy and strong. HIV is a virus found in humans that makes the immune system not work properly. With a weaker immune system, the body is more at risk to get infections and diseases. If you are infected with HIV, you become HIV-positive. But if HIV is caught in time, there are now effective drug treatments available in the world and new developments and advancements are being developed all the time by scientists. Sometimes HIV can develop into AIDS, but when it is caught early and treated, it may not develop into AIDS.

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

EXPLAIN:

- AIDS is passed from one person to another. It does not just develop on its own. It is passed from contact with an infected person's blood, sexual fluids, or breast milk. AIDS is a condition where the body's immune system deteriorates because of HIV. There is no cure for AIDS, which is why it's important for someone to get tested early if they suspect something; this way the HIV virus can be managed before it develops into AIDS.
- HIV is transmitted through sexual fluids and blood and transmitted from a mother to child through pregnancy/breast feeding. One way to prevent HIV is by using a condom, which is especially necessary when girls are unsure of a partner's HIV status. Another thing girls could do is abstain from sex with a partner until that person is tested. It's also important to not share needles with other people and always check that the needles used on you in healthcare settings are new. For women who are HIV-positive and pregnant or planning to get pregnant, they should discuss how to prevent transmission to the child with a healthcare provider, as there are options available for them.
- If a girl thinks she has recently been exposed to HIV during sex or through sharing needles, she should talk to a health provider right away about medication that can help her prevent becoming infected. This medication is most effective when taken within 72 hours of exposure.

SAY: Even if a long time has passed and someone thinks they may have contracted HIV, it is still important to seek medical advice, as it is possible that there is treatment available to help with this virus.

ASK: When should someone go to a health facility for treatment for an STI?

EXPLAIN: As soon as they think they have an STI, if a partner tells them that they have an STI, or if they suspect the person they were intimate with might have an STI, for example, because they notice the symptoms of the STIs discussed. They can also go at any time; for example, they may not have had this information before and with the new information may think they have a STI. Then, they should go.

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

**EXPLAIN:**

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



ASK: What happens when an STI is not treated?



EXPLAIN: It can have many consequences; for example, certain untreated STIs can lead to miscarriage during pregnancy, infertility, or the STI being transmitted to the baby during pregnancy, which is why it is important to get medical advice as soon as you realize you may be experiencing a STI.



SAY: If girls have any trouble in accessing health care services, they can inform someone at the WGSS who can make sure this information is fed back through the health sector. All girls should be able to access information and access healthcare and service providers, and healthcare providers have a duty to treat girls, not turn them away.

Key Message



SAY: All girls (including married girls, unmarried girls, divorced girls, and girls with disabilities, etc.) have the right to make decisions about their bodies; if they enter an intimate relationship with someone who tries to encourage or push them into being intimate or having babies, girls have the right to say "no." They also have the right to access treatment if they suspect they have an STI and have the right to be safe from receiving an STI from someone else. If girls face any of these issues, they can talk to someone at the safe space who will be able to work through this with them.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)



SAY: Discuss with a female caregiver who is participating in Girl Shine or a trusted female friend or female adult how you can support one another during menstruation and how to access health services when in need of information or treatment.

**NOTE FOR FACILITATORS, FOR THE NEXT SESSION :**

- Invite a caseworker to the session.
- Familiarize yourself with the content in advance.

SESSION 12:

VIOLENCE AGAINST WOMEN AND GIRLS

Session Aims:

By the end of the session, girls will:

1. Understand the role of gender and power in gender-based violence (GBV).
2. Know what the different forms of GBV are.
3. Understand that women and girls are never to blame for the violence that happens to them.

Materials:

- art box
- comments box
- drawings of types of violence (similar to those in Resource 12.1: Sample Illustrations for Activity 1)
- GBV response IEC materials and/or service contact details

Preparation:

- It is really important that a caseworker joins for this session to introduce herself and to have her explain the role of a caseworker and how they can help girls at the end of the session. They will also be able to address any harmful attitudes raised in relation to girls blaming themselves for the violence that is inflicted on them.
- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.
- Review Resource 12.2: GBV Tree ahead of the session as a reminder on GBV root causes and consequences
- Think about how to explain and define sensitive terms, such as rape, exploitation, and harassment in ways that neither minimize that this is abuse, condone it nor leave girls terrified.
- For unmarried girls, check the comments box to see if girls had any questions from the last session and prepare some answers.
- Prepare images to show types of violence. Some image examples are highlighted in Resource 12.1: Sample Illustrations for Activity 1. You may get a designer to produce contextually relevant ones or you may draw them with a flip chart paper/pen. They do not need to be accurate.
- Ensure you have information about case management services prepared, including contact details and focal point. You could prepare leaflets, IEC materials or flyers that can be left in the room for girls to collect (should they want to) or give them the opportunity to memorize the details.

Facilitator Note:

- Understand the international and national landscape of VAWG laws. International laws that address violence against women and girls include Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Universal Declaration of Human Rights and Convention on the Rights of the Child. You should check if the country you are working in has signed up to it. A number of countries will also have national laws in place that criminalize domestic violence—it is important to know the status in your country.
- Please check in with girls (discreetly if possible) how they are feeling about their female and male caregiver participation in the caregiver sessions. If they are not comfortable, talk to them about how to safely manage the situation.
- Also talk to the girls to see if there are any other topics they want to cover in the curriculum.

Duration: This session could take more than 2 hours to implement fully. If it is not possible to complete within that time, the content can be divided into two sessions.

Welcome & Review (5 minutes)

✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.
- If a caseworker is present, ask her to introduce herself to the girls.

? **ASK:** Did you discuss with a female trusted adult or friend how you can support each other during menstruation?

Story Circle (5 minutes)

Unmarried Girls

Sara is getting to know the place she is living and was beginning to feel more comfortable with her surroundings. She walks to and from her girls' group with her friend, Tasnim. However, one day there was a group of boys sitting outside the center as the girls passed by. They were saying rude things to Sara and Tasnim, and started to follow them. One of them threw a bottle at Tasnim because she didn't respond to his demand that she come talk with him. Sara knew this was wrong.

? ASK:

- What would we call this behavior from this group of boys? (Violence.)
- Who is responsible/at fault in this situation?
- What could Tasnim and Sara do?

* **NOTE:** Girls might be able to immediately relate this behavior with violence or harassment. However, some girls may not recognize that someone making them feel uncomfortable by teasing or saying things like "You are so cute, my sweetheart," or winking or blowing kisses as violence or harassment. A way to explain this is by letting girls know that anything that makes them feel uncomfortable and is unwanted can be a form of violence/harassment.


Married/Divorced Girls


Betty's husband, Adam, expects Betty to do many things. She manages the house, and she works. When Betty wants to visit friends, Adam refuses to let her. Adam is very controlling, and when Betty challenges his behavior, he responds by hitting her or by stopping her from seeing her family. Betty's family tell her that she shouldn't challenge Adam, and she should just listen to what he says. They say his behavior is normal. Betty doesn't believe this is true.


? ASK:


- What do we call this behavior from Adam? (Violence.)
- Who is responsible/at fault in this situation?
- What can Betty do?


Let's Explore (15 minutes)


 **NOTE:** This session will cover the topic of violence, including forced, unwanted, and nonconsensual sexual interactions. It is advisable to inform girls that there will be some topics we will discuss that might be uncomfortable. Let them know that they shouldn't feel pressured to contribute to the conversation if they don't want to, and they are also free to take a break any time they want. As the facilitator, if you get the sense that this topic is distressing girls, do not push the conversation. Girl's comfort levels are of the utmost importance at all times.

 **ASK:** What do you think the word "safety" means?

 **SAY:** When we talk about "safety," we mean being free from harm, danger, threats, or risks, both inside and outside the home. Harm, danger, threats, and risks can be related to a number of things—for example, the environment can make people unsafe if there is an earthquake or storm.

 **ASK:** Can anyone think of other types of harm, danger, threats, or risks that make people unsafe? (For example, war, conflict, lack of money, being homeless, violence, etc.)


 **SAY:** For the purpose of this session, we are going to focus on the issue of violence, and the types of violence that people inflict on women and girls to make women and girls unsafe. It is important to remember that violence is not something that "just happens" to someone because they are a woman or girl. It is a choice that other people make to be violent towards women and girls. Violence against women and girls is a violation of their human rights and is written in many international laws (add national laws too, if applicable).


 **ASK:** What do you think are some specific safety risks and threats that women and girls are exposed to in the community and at home?


 **DO:** Write their answers on a flip chart.

 **EXPLAIN:**

- Other people sometimes inflict harm, pose a risk, or threaten women, girls, boys, and men, but there are some types of harm, dangers, threats, or risks that are mainly inflicted on women and girls. These safety issues are types of violence that mainly men, but also other adults, inflict on women and girls because of women and girls' gender. (Remind them of the gender roles and stereotypes we discussed in one of the earlier sessions.)
- This type of violence is done to women and girls because some men choose to abuse their "**power over**" women and girls. Sometimes women may use violence towards a girl because of their power as an adult over a girl.
- Sometimes, women and girls accept this violence because they may not realize that it is actually a type of violence. It may be something very common in the community, and therefore it is perceived as normal and acceptable for this to happen.
- Sometimes, girls may be violent towards other girls they might have more power than them. For example, a girl's sister-in-law may be violent toward her, or a girl with a disability may experience violence from girls without a disability.


 **ASK:** Do you think that women and girls deserve to have less power and safety than men and boys? (Women and girls deserve to have the same power and safety that men and boys have. Women and girls are as capable, smart, and important as men and boys and deserve to be treated equally).


 **EXPLAIN:** Violence against women and girls is any threat or act (physical, emotional, sexual, economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the control of others.

 **SAY:** This is a safe space, and if anyone is feeling uncomfortable at any point during the session, it is okay to voice this. There is also a caseworker available to talk to, and I can give you more information about this at the end of the session, or you can come and see me afterwards.

Activities (1 hour 25 minutes)


Activity 1: Types of Violence (35 minutes)

 **DO:** Prepare images in advance to present to girls. They do not need to be accurate representations; the idea is to get girls to discuss what is happening in the image. You can look at Resource 12.1 for examples. Show the images to the girls.

 **ASK:** Can you describe this image? (Repeat with each image, giving the girls an opportunity to explain each image.)

 **DO:** After the images have been discussed, present the following scenario/scenarios.

CONTEXTUALIZATION: The following scenarios have been broken up into married and unmarried categories. However unmarried girls can still benefit from the married girl scenarios and vice versa. Choose the scenarios most relevant to your context.

 **NOTE:** Some girls may have had similar experiences to the scenario and not realize or believe it is violence. It is important to explain how it is a type of violence sensitively. You can use “harm” or “threat” or another word that will make girls feel comfortable but that still conveys the message. It’s also important to monitor girls’ reactions closely and offer breaks if needed as the content can be difficult for some girls

Unmarried Girls

Married/Divorced Girls

Image 1

SAY: Rose is walking down the street and she sees a group of boys standing outside a shop. They start shouting at her, saying things about the way she is walking, the way she is dressed, and the way she looks.

ASK: Is this a type of violence/harm? If yes, what kind? If no, why not?

Image 1

SAY: Ghada wants to spend time with her friends, but her husband/boyfriend tells her if she does that means she doesn't love him. He threatens to divorce her/break up with her if she doesn't listen to what he says.

ASK: Is this a type of violence/harm? If yes, what kind? If no, why not?

SAY: This is a type of violence called "emotional violence," violence that can hurt feelings or cause low self-esteem. This is when someone makes another person feel fear to gain control over them. Examples include threatening to hit someone; yelling or shouting; saying hurtful things; stopping someone from seeing their family, parents, or friends; making comments about a girl's appearance or anything related to her body; staring, winking, or persistently asking for her name; taking photos of her without her consent; or saying words that make her uncomfortable (e.g., "Hey, beautiful," "My love," or "My sweetheart," etc.).

Image 2

SAY: Mandy's parents stopped her from going to school because they didn't think school was important for girls. One day, Mandy tried talking to her parents about going back to school. Her mother told her that only her brothers were allowed to go to school.

ASK: Is this a type of violence/harm? If yes, what kind? If no, why not?

Image 2


SAY: Maha's husband and in-laws do not allow Maha to go to the safe space for women and girls. They tell her that a married girl has many responsibilities, and her role is to stay at home and take care of the house.

ASK: Is this a type of violence/harm? If yes, what kind? If no, why not?

SAY:

- This is a type of violence called "denial of opportunities and resources." Examples of this include when someone is stopped from attending school because she is a girl or because she is married or has a disability; when someone is not given their basic needs, such as water, food, and shelter because she is a girl; when someone is not able to go to the doctor because she is a girl; when girls are not permitted to do sports, or other physical activities; or when girls are not allowed to participate in public activities.
- Not being allowed something because of other reasons, such as lack of money or safety issues is different than being denied something because of being a girl. There is also a difference between things you want and need. Being denied the things you want, like new shoes, is different to being denied the things you need, like food.

Image 3

 **SAY:** Anna's mom and dad argue a lot at home. One day, she heard her parents shouting. She went to see what was happening, and she saw her father hit her mother.




 **ASK:** Is this a type of violence/harm? If yes, what kind? If no, why not?

Image 3

 **SAY:** Anam and her husband argue a lot. One day, when they were having an argument, Anam shouted at her husband, and he hit her and then left the house. Anam was shocked; this is the first time he had ever hit her.

 **ASK:** Is this a type of violence/harm? If yes, what kind? If no, why not?



 **SAY:** This is a type of "physical violence," violence that hurts the body. Examples include hitting, pushing, or using force to hurt or hold someone; or using any kind of material, for example, hands, a stick, or harmful tools to harm someone.

Image 4

 **SAY:** Nancy always goes to the same store to buy bread. One day, when Nancy tried to pay for the bread, the shopkeeper said she didn't need to pay. A week later, the same thing happened. Nancy was happy because she saved some money. But the third time she went, the shopkeeper asked Nancy if she would be his girlfriend. When she said no, he said to her that she cannot say "no" because of all free bread he gave her.





 **ASK:** Is this a type of violence/harm? If yes, what kind, if not, why not?

Image 4

 **SAY:** Neema was in a relationship with a young man called Paul, whom she recently broke up with. But Paul didn't want Neema to break up with him. He is threatening to share their text messages and photos of Neema with everyone if she does not get back together and do sexual acts with Paul.

 **ASK:** Is this a type of violence/harm? If yes, what kind, if not, why not?

 **SAY:** This is a type of violence called "sexual violence," violence that controls sexuality. Examples of sexual violence include rape, sexual favors in exchange for assistance, and unwanted kissing or touching (including touching of private parts). It also includes someone requesting or forcing another person to touch their private parts. This can also include sexual violence online, such as editing photos using a girls' face and threatening to share with others, sending unwanted sexualized messages, pictures, etc.





 **NOTE:** We haven't introduced female genital mutilation (FGM) as a type of violence yet, but it falls in this category and can be added if relevant to your context.


Image 5

 **SAY:** Samira is 15 years old. One day when she came home from her friend's house, her mother told her that she has to get married next week to a man who requested to marry her. Samira doesn't want to marry this man, but her parents told her that she has no choice.

 **ASK:** Is this a type of violence? If yes, what kind? If no, why not?

 **SAY:** This is a type of violence/harm called "forced marriage." This is when someone has to get married when they don't want to get married, and they have no choice in the decision. Forced marriage usually leads to other forms of violence which we have already discussed.


 **ASK:** Was there anything we mentioned that you didn't think was a type of violence? (Allow time for discussion.)

 **SAY:** A person's body and mind belongs to them, and no one has the right to hurt someone's body or mind. If a girl is subjected to any type of violence, it's important she tells someone she trusts and that she knows it is not her fault. Physical violence is not the only kind of violence. Physical violence is more visible, but all types of violence are harmful. Violence is a choice, and there are many different ways people can deal with a situation without using violence. Sadly, we know that many people do hurt each other, and in the types of violence we have spoken about, it is usually men hurting women and girls.

 **ASK:** Why do you think violence against girls is linked to gender, power, and control?

 **EXPLAIN:**

- Violence is linked to gender, power, and control because as a society we expect men to demonstrate that they are in control over their partners, daughters, or sisters.
- As a community, it is seen by many as normal for men to control women and girls. It is thought that without external control, women and girls are unable to manage themselves, and this is of course incorrect.
- All violence is abuse of power.
- Violence is used to control another person through fear.
- Violence against women and girls is a violation of their rights and is outlined in many international laws and domestic laws.

 **ASK:** How is the violence men experience different than that experienced by women? (Give them a few minutes to discuss and share answers.)



EXPLAIN:

- Men do experience acts of violence, but generally, violence is not used as a way of controlling men as it is for women.
- Men as a group do not live in fear of violence from women as a group. The majority of women live in fear of violence from other men (partners or strangers). Women have this fear because society accepts men's power over them and violence against them.
- Most often, when a man experiences violence from his partner, the woman is defending herself from the violence he has used against her.

Activity 2: Consequences of Violence–Brainstorm (25 minutes)



DO: Draw a picture of a girl. Each time a girl responds to the question below, write that consequence around the image of the girl.



ASK: When a girl experiences the different types of violence we discussed, what do you think can happen to her physically and emotionally (the way she feels)? If the girls prefer, they can discuss this in pairs, then share back.



DO: When the girls have finished responding, use the following list to fill in what they may have missed.



SAY: There are physical consequences and emotional consequences to violence.

Physical:

- Bruises, burns, cuts, bites, broken bones, bleeding
- Unwanted pregnancy
- STIs/HIV
- Other infections

Emotional:

- She might feel anxious, sad, or lonely.
- She may feel like she wants to run away.
- She might not be able to eat, sleep, or study properly.
- She might feel like hurting herself in different ways.
- She might feel “numb,” shocked, or even calm about what happened.
- She might be worried about what people will think and if she should tell them.
- She might think that it was her fault—even though this isn't true.
- She might be scared about what happened; this is a natural reaction.
- She might want to hurt the person responsible.
- She might not want to see friends and may withdraw from activities.
- She may have low self-esteem/self-value.
- She might have nightmares about what happened to her.



SAY: She might feel different things that we didn't mention. There is no right or wrong way to feel after experiencing violence. But talking to someone can help. There are case/social workers available to speak to girls who may have experienced violence. The girl should always know that it is not her fault. She is not to blame.

EXPLAIN: If a woman/girl experiences physical or sexual violence, it's important she tells someone she trusts to help her seek medical attention, if required. To prevent an STI, it's better if a girl seeks help within three days/72 hours. To prevent pregnancy, girls have up to 5 days/ 120 hours to seek help.

Activity 3: Who Is To Blame? (25 minutes)

ASK: From the scenarios we discussed, did you think the girl was ever to blame for the violence inflicted on her? Why, why not?

EXPLAIN: People sometimes fully or partly blame the person who experiences violence, telling them that it is their fault, or they could have done something to stop it from happening. It is never the fault of the person who experiences violence—the survivor. Instead of focusing on the person who is committing the violence, society often blames women and girls and tries to control their behavior, without looking at the behavior of those being violent. For example, we always say “a woman was beaten” or “a girl was raped” or “a girl was forced to marry” instead of saying “a man beat a woman,” “a man raped a girl,” or “the parents forced the girl to marry.”

ASK: Sometimes, when a girl experiences the types of violence we discussed, they might not want to discuss it with anyone. Why do you think this is?

SAY: She might not know who to trust; she might be scared of the news spreading or scared of judgement from people; she might think she is to blame, or she might be scared that others will blame her.

ASK: What could be some of the reasons why it's helpful to share this information with a trusted person?

SAY: If a survivor of violence shares her experience with a trusted person, she may feel less alone; that person may be able to help her find solutions and develop a plan.

ASK: What can we do as girls to support other girls?

SAY: We can make a difference by believing and supporting other girls. We can create a nonjudgmental space where girls feel comfortable to express themselves and get help when they need it.


ASK: If girls feel they will be blamed for the violence they experience, what will happen?


SAY: They may feel they did something wrong, and they may not try to get help, as they might be scared of being judged by others. They might keep it a secret, and if something happens, they won't feel able to tell anyone.

DO: Tell the girls you are going to read some scenarios. For each scenario, you will ask a question. When the girls have decided on the answer to the question, they will raise their hands. Once a number of girls have raised their hands, ask one or two to give their answer.


Alternative Activity: Ask girls to sit comfortably and close their eyes. For each scenario you will ask a question. When the girls have decided on an answer, they can open their eyes. Once all the girls have opened their eyes, ask a few girls to give their answer and reason for their answer.


Scenario 1: A girl is talking to a boy in the market who she thinks is cute. When she bumps into him later, he tries to kiss her but she doesn't want to but he keeps trying so she pushes him away.

 **ASK:** Who is to blame?


 **EXPLAIN:** The boy is to blame; just because he got the impression the girl liked him, does not mean he can try to kiss her without her agreement.


Scenario 2: A girl is walking home late at night after spending time at her friend's house. She is wearing tight trousers. A man comes and tries to grab her; she manages to run away.

 **ASK:** Who is to blame?


 **EXPLAIN:** Some may say that the girl shouldn't be walking at night or wearing those clothes. But it is the man that made the decision to approach her, and he is responsible for his actions, not the girl. No matter what time of day it is, whether or not she is alone, and regardless of what she is wearing, it was his decision, and he was the one who perpetrated harm.


Scenario 3: A husband and wife are arguing because the wife did not cook dinner. The husband pushes the wife, and she knocks her arm.

 **ASK:** Who is to blame?

 **SAY:** Some may say that the woman is responsible, as she should have completed her chores. But under no circumstances is she to blame for her husband's act of physical assault. There are different ways to solve problems—ways that don't involve violence—and chores such as cooking can be done by both men and women.


 **ASK:** What can a girl do if she is subjected to violence?

 **SAY:** It's important she knows it is never her fault. A girl is encouraged to tell a person she trusts that she is experiencing violence and that she might need help to stop it. If a girl does not know who to tell, a case/social worker at the safe space can help. They will help girls come up with a plan to try and keep them safe.

 **DO:** Remind girls of the availability of case management services and if a caseworker is present, ask her to share more information about how to access the service with girls.

Inform girls that there are leaflets, IEC materials or flyers available. Remind them to take them home with them only if safe to do so. And if not, give them a few minutes to memorize the information.

Key Message


 **SAY:** Sometimes, society treats women and girls differently than men and boys, and so we believe that some types of violence are actually normal, or we are unable to see it as violence. For example, a husband telling his wife she is useless might be something common, and so we think it's normal, but it is still a type of violence. Girls and women have the right to be treated with respect and live lives free from all forms of violence. We need to understand the different types of violence so that we are able to recognize them if they happen to us or women and girls around us.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** Let's practice solidarity with other girls. Think about how you can show other female friends and family members that you are nonjudgmental, open, and supportive of them. If you have the opportunity, try to show this to female friends and family members through your actions and your words. We can discuss how this went in the next session.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Familiarize yourself with the content in advance as it may be sensitive.

SESSION 13:

SEXUAL DECISION MAKING³⁰ (Unmarried Girls)

Session Aims:

By the end of the session, girls will:

1. Understand that they have the right to make decisions related to sex and pregnancy.
2. Practice decision making skills related to sex.

Materials:

- art box
- comments box

Preparation:

- Get familiar with the information in advance. It is important that the facilitator feels comfortable giving this session. If the facilitator is uncomfortable, girls will also be uncomfortable.
- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.
- If there were questions asked by girls during the last session that you were not able to answer, do some follow up with your Manager/relevant colleagues so that you are ready to provide a response to them in this session.
- Read through the session in advance, if there is anything that is unclear, check in with your supervisor.
- Have the most up-to-date information about services that are available in the community; girls can refer to this for SRH information and other services and care.

Facilitator Note:

- This session will cover forced, unwanted, and nonconsensual sexual interactions. It is advisable to inform girls that this will be discussed as it could be a trauma trigger for girls who have or are having distressing experiences. You could outline for the girls which activities you will be discussing this content in so that they can decide if they want to participate or not.
- This session covers topics of sex and relationships. In some contexts, it may be uncommon or unacceptable for girls who are unmarried to talk about these issues. It is important to frame this information in a way that highlights its usefulness in the future when girls are ready to enter into sexual relationships. Where possible, you may **CONTEXTUALIZE** the content by talking about “when married,” if that is helpful to safely delivering this information; it is essential girls receive this information. Oftentimes, caregivers may be uncomfortable with information on sexuality being discussed with young girls, but girls have often already been exposed to this information (usually misinformation) and these experiences. The information you provide is vital in ensuring that girls can access accurate information.
- As this is a sensitive topic, it is important to remind girls of the “Group Agreements” (from Session 1) and ask if they would like to have any additional agreements specifically for this session.
- It is okay for the facilitator not to have all the answers; what’s more important is providing a non-judgmental space where girls can learn important information and ask questions. If they ask a question the facilitator doesn’t know the answer to, the facilitator should tell girls they will get back to them in the following session.

Duration: 2 hours

Welcome & Review (5 minutes)

 **DO:**

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.




ASK: Did you practice solidarity with other girls? How did it go?



SAY: Today we are going to discuss decision making and what this means when taking very personal decisions related to our bodies.

Story Circle (5 minutes)

 **DO:** Please choose the story that works best in your context:

Option A	Option B (for sensitive contexts)
<p>Nora has a friend called Anna who is in a relationship with someone she really likes. Anna is wondering whether it is the right time to have sex with this person. He really wants to and asks Anna about it all the time. Anna is not sure if she is ready and feels under pressure. She feels like it's a very difficult decision and she wants Nora's advice.</p>	<p>Sahar is married but lately, she hasn't been feeling like having sex with her husband. She told her friend, who said that it is her duty to have sex with her husband. Sahar's husband also comments on her lack of interest in sex, telling Sahar that a wife shouldn't refuse sex to her husband. But Sahar doesn't want to have sex at the moment.</p>



ASK:

- Do we hear stories like Anna's/Sahar's?
- What can girls do if they don't feel ready to have sex with their partner/husband?

Let's Explore (20 minutes)



EXPLAIN:


- The topic we will cover today is sexual decision making. There will be some sensitive topics discussed, such as violence in an intimate relationship, including sexual violence. We understand that it is a sensitive topic and some of you may feel uncomfortable discussing it. If you find this content uncomfortable, you can take a break any time you want to; we can also stop at any time if girls prefer.
- This is a safe and supportive space for learning and discussion, and no one should feel that they must speak if they are not comfortable. It is your choice.



EXPLAIN: Many different circumstances and feelings influence people's decisions about whether to have sex or be physically intimate with someone. Sometimes people can have mixed feelings. They may feel pressure from others to have sex (i.e., from a partner, peer pressure, or family pressure in situations when girls are married). Today we will discuss how to navigate these pressures and how we can make decisions that we are comfortable with about sex and other physical contact.


 **ASK:**


- Which of our “Group Agreements” should we remember for this type of session to help us feel comfortable and safe participating?
- Are there any new agreements that you would like to add to our list for this session?

 **DO:** Remind the girls that if they want to talk to someone about any of the issues they are facing, there are trained female staff available who can listen to them and offer support.


 **EXPLAIN:**


- When we talk about dating or courtship, we mean social interactions with others who become romantic or sexual partners.
- Sometimes people who are in a relationship, union or marriage find that they are physically attracted to each other and both may desire sexual contact, which may include holding hands, kissing, caressing, or other intimate activity. When there is trust, respect, and care between two people, these experiences can be wonderful and exciting.
- Sometimes girls may be in a romantic relationship but not in a sexual relationship. That is normal. Or girls might not feel ready or interested to be involved in romantic or sexual relationships. That’s completely natural too. Relationships take many different forms and we think this is important information for girls to have even when they are not currently in a relationship as it can be helpful information for the future if and when they are ready.


 **ASK:** Can anyone tell me what sexual intercourse is?


 **SAY:** As we mentioned in a previous session, pregnancy happens when an egg from a woman, and a sperm from a man, meet together inside a woman’s body. This can happen when a man and woman have sexual intercourse and the man’s penis goes inside the woman’s vagina.

 **ASK:** When there is no consent, what do we call this?

 **EXPLAIN:** When there is no consent to participate in sexual intercourse, we call this rape. Any other unconsented sexual contact—e.g., kissing, touching, groping, rubbing, etc.—is sexual assault.


 **NOTE:** Girls may not realize that this is a form of violence or may be uncomfortable describing it using these terms. That’s okay. Let them use the terms they feel most comfortable with as long as they understand that sexual interactions do require consent and that without consent, a sexual interaction is a form of violence.


 **EXPLAIN:** Today, we will discuss ways for couples to communicate about sex, how girls can exercise their right to say “no” to sex, and where to access more information or support on issues related to sex and pregnancy.


 **NOTE:** In some contexts, you may need to adjust the language of the following activities to make this information more acceptable, for example adding “sex within a marriage/partnership” etc.

Activities

Activity 1: Why We Do or Don't Have Sex/Intimate Contact (25 minutes)


 **SAY:** To explore this topic, I will read a few statements. For each statement, if you agree, go stand by the side that says "Agree." If you disagree, go to the side that says "Disagree." Make yourself choose one side or the other, even if your view is somewhere in between the two sides.


 **DO:** Read each statement. After each statement, allow time for girls to move to their "side." Allow two comments from each side. Then go on to the next statement, even if the conversation has not come to an end.

 **ADAPTATION:** If girls are unable/uncomfortable in moving across the room, you can do the activity seated, having girls raise their hands or clap loudly for agree or disagree.

Statements:


1. If a girl loves her boyfriend/husband, she should show it by having sex with him.
2. If a girl is married, she cannot refuse to have sex with her husband.
3. Pressuring someone to have sex against her will, either through words or physical force, is rape.
4. A lot of girls have sex because they are expected to do so.
5. Most girls talk thoroughly with their partner about whether they both feel comfortable and want to have sex.


 **ASK:** Why is it important for a young person to think clearly about the reasons for their choice to have or not have sex?

 **EXPLAIN:** There are many different reasons for people to choose to have or not to have sex, including a sense of comfort, safety, for pleasure, and to protect one's health. Here are some questions girls should think about when deciding whether to or not to have sex:

- How does she feel about sex? When does she think it would be right for her?
- Does she trust her partner completely?
- Is she comfortable with her partner?
- What extra pressure might she feel once she has had sex?
- What will she do to prevent STIs and/or pregnancy?
- What would she do if a pregnancy resulted from having sex?

 **ASK:** What kind of problems or misunderstandings can result from these differences in reasons?

 **EXPLAIN:** Sometimes people are not aware of all their motivations and feelings or have not taken time to think about their situation and what they want to happen.

 **ASK:** What are some ways that we can become more aware of what is going on, how we feel, and what we want and do not want?

ADD if not mentioned:

- Talk privately to someone trusted.
- Think honestly about what we want and why.

 **ASK:** What can we do if we don't feel ready or don't want to have sex with our partner but are feeling pressured into it?


ADD if not mentioned:

- Communicate our choice to our partner and ask them to respect our wishes.
- Communicate our choice to other people putting pressure on us.
- Talk to a trusted person.
- Speak to someone at the women and girls' safe space to seek advice.

 **EXPLAIN:**

- It is important to remember that a girl can say "no" to sex whenever she does not feel like it. Even if she has begun with foreplay (activities done before sex, such as kissing and touching) or sex and then changes her mind, it is her right to stop. All girls including girls in relationships, girls who are married and girls with disabilities also have the same right to say "no" to sex. No one should make a girl have sex against her will.
- As we have discussed, it is always a good idea to get advice from a trusted adult or trusted organization when you have questions or concerns.
- Friends and peers may have some information because they are often experiencing similar challenges, but sometimes it may not be accurate, or it may be based on rumors or individual experiences.
- There are a lot of myths and misinformation about sex. If you are unsure about information you have heard, seek out more information from a trusted source.


Activity 2: How We Communicate Our Choices (20 minutes)


 **SAY:** It is important to remember that people can say "no" to sex or any other sexual behavior whenever they do not feel like it.


 **EXPLAIN:**

- Sexual consent means agreeing to participate in a particular sexual behavior. This could be anything from touching, hugging, and kissing, to sex.
- Both individuals must agree to do something, and if one person does not want to, they are not giving their consent. This is extremely important because any sexual act without consent is considered sexual violence and may be against the law.
- Girls and boys in relationships and even in marriage have the right to say "no" to any sexual behavior. No one should make a person do any sexual behavior against their will.
- Being comfortable communicating what you want or do not want during sex is important to creating a mutually respectful and responsible sexual relationship.

 **ASK:** What can sometimes make communicating/talking about sex difficult?

 **EXPLAIN:** That many of these reasons might apply, if not mentioned: It can be embarrassing; they don't want to upset the other person by talking about any issues; they are nervous that their partner will break up with them if they say something; their partner may not be open to talking about it; they are afraid to talk about it; it might be because of worry that others might think she is not a good/well-behaved girl.


 **SAY:** When girls are in a relationship where the communication is good and girls have some power to influence decisions, girls can develop their confidence and comfort levels in order to talk about sex with their partners. Where girls are in relationships where this is not possible, they may need to develop other strategies that can help them to assert their rights over their body.

 **ASK:** If a girl does not want to have sex with her partner, what are some of the ways she might respond?


Take a few answers and

 **EXPLAIN:** There are three communication techniques that people often use:


- **Assertive:** When we say what we want or what we mean without being hurtful to the other person.
- **Passive:** When we do not express what we want, think, or feel.
- **Aggressive:** When we do not take into consideration other people's feelings. Sometimes this is necessary if a person is not respecting a girls' choice to say "no."


 **SAY:** Let's talk about ways a girl could say "no" to sex.

 **ASK:** What are some examples of how she could express this **assertively?** (Take answers.)


 **SAY:** She could say "I don't feel like it right now."


 **ASK:** What would it look like if a girl responded in **a passive way?** (Take answers.)


 **SAY:** She might say, "I don't mind," or "If you want."

 **ASK:** What could happen if a girl responds passively?


 **SAY:** It may be difficult for her to express her needs and wants if she responds in a passive way.

 **ASK:** What are some examples of how she might express this **aggressively?**

 **SAY:** She might say, "No way!" or "Get away from me!"

 **EXPLAIN:** Girls may also use a number of these techniques if someone doesn't respond to one communication style.

Activity 3: Sexual Decision Making (40 minutes)


 **ASK:** Can you remember the steps to making a smart decision (that we covered in Session 7)?

 **SAY:**

- **Step 1:** Consider all of the options.
- **Step 2:** Identify the benefits & disadvantages of each option carefully.
- **Step 3:** Where appropriate, seek information or advice from people you trust.
- **Step 4:** Make a tentative decision.
- **Step 5:** Reconsider the decision if necessary.

 **SAY:**

- Now we are going to think about a few scenarios that might arise between a couple when talking about sex.
- We are going to try to help the girls in the scenarios to think of assertive ways to address the issues that arise. This means that we want them to say what they want or mean in a way that is safe and comfortable for them.
- Please note that while the communication strategies we practice focus on assertive techniques, there may be times when girls have to use aggressive styles (when safe to do so), if they are being forced into something they are not comfortable with.

 **EXPLAIN:** In all these scenarios, Person 1 (the husband/boyfriend) wants something from Person 2 (the girl), but Person 2 does not want the same thing.

 **DO:**

- Ask the girls to work with the person sitting next to them for this activity.
- Read the statements aloud one at a time. Each time, give the pairs a couple of minutes to discuss the scenario.
- After each discussion, ask 2 or 3 pairs to share their responses.
- Share the examples of assertive responses listed below each scenario if you feel they have not been covered by the girls.

 **NOTE:** Choose the scenarios that are most relevant to your context:

SCENARIO 1

Option A

Person 1 says, "I want to have sex/kiss with you because I love you so much. If you refuse, you don't really love me, and we should break up."

Option B:

Person 1 says, "I know we said that we would wait to kiss, but my friends are asking if we have kissed yet. We are engaged now, and I think it is ok for us to."

Possible assertive responses:

- “I don’t feel ready yet. I hope that is okay, because I really enjoy what we have, but I need more time.”
- “I still feel the same. And I think for this relationship to work, my feelings need to matter more to you than what other people are doing.”

SCENARIO 2

Option A:

Person 1 says, “If you’re not willing to have sex with me, then I’ll just go find someone else who will.”

Option B:

Person 1 says, “If you’re not willing to have sex with me, then I’ll just go find another wife.”

Possible assertive responses:

- “I really like you, so this is hard for me to say, but I am not ready for our relationship to become more physical just yet.”
- “Please do not pressure me to do something that you know I do not want to do. That is not fair, and it will not change my mind.”

SCENARIO 3

Person 1 says, “I don’t want to use condoms when we have sex. It’s like you’re saying I’m dirty or something!”

Possible assertive responses:

- “Using condoms is very important to me. I don’t think you are dirty. I just want to protect myself from getting pregnant and getting a sexually transmitted infection.”
- “I want to have sex with you, but I won’t do it without a condom.”
- “I prefer we don’t have sex.”



ASK:


- Are these scenarios realistic?
- What are some other challenging conversations related to sex that girls face? (Take some examples and write them down.)
- How can we respond to these assertively?



EXPLAIN:

- Being in a relationship does not mean that a girl must give up who they are or their own needs.
- Girls and women have the right to say “no” to sex.
- In a healthy situation, people should be able to express themselves openly and be able to listen to, appreciate, and accept the other person’s needs.
- It is important to stick to what you believe in and the decisions you make, even if they’re different from what people around you are saying.

Key Message

 **SAY:** Girls shouldn't be forced to do anything sexual in a relationship that they do not feel completely ready to do. Girls can take their time to decide when they are ready, and if someone tries to pressure a girl into sex, this could be a sign of an unhealthy relationship. If girls do decide to have sex, they can still change their mind at any time—before and even during sex. There are trained staff at the WGSS who can help girls if they need to talk about this in more detail.


 **DO:** Share information with girls on information, services, and support they can access.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** There is no practice this week; just think about any questions you might have about this topic. You can share those questions with us next week (or put them in the comments box). Remember, we are a girls' group, so let's support each other and other girls if they have questions about this topic; we can support them by giving them the information we learned and being a friend they can practice with if they need to talk about these things with their partner.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Read the preparation notes in advance.
- You may need to prepare some illustrations ahead of the session.
- Invite a caseworker to join part of the session to answer any questions related to safety that may be raised by the girls.

SESSION 13:

THE CHANGING NATURE OF OUR SEXUAL LIVES³¹ (Married Girls)

Session Aims:

By the end of the session, girls will:

1. Have the opportunity to discuss issues related to their sexual wellbeing.
2. Learn how to assess risk when faced with a challenging situation related to sexual wellbeing.

Materials:

- art box
- comments box
- pens
- post it notes
- bag/box
- Resource 13.1: Key Messages

Preparation:

- Get familiar with the information in advance. It is important that the facilitator feels comfortable giving this session.
- If you feel uncomfortable facilitating this session, speak to your supervisor so you can discuss options for ensuring girls receive this information in alternative ways.
- If you feel uncomfortable facilitating this session in a group or feel it may be too sensitive to give to girls in a group setting (e.g., they are not ready to receive this information), you can also do this group on a 1:1 basis for girls who need it most.
- Have a caseworker present for the full session. It's preferable that the caseworker is already familiar with the girls, i.e., she has attended a previous session.
- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.
- Have the most up-to-date information about services that are available in the community; girls can refer to this for SRH information and other services and care.
- If there were questions asked by girls during the last session that you were not able to answer immediately, do some follow up with your Manager/relevant colleagues so that you are ready to provide a response to them in this session.

Facilitator Note:

- This session will cover forced, unwanted, and nonconsensual sexual interactions and some girls may be experiencing intimate partner violence at home. It is important to inform girls that this will be discussed as it could be a trauma trigger for girls who have or are having distressing experiences. You should outline which activities you will be discussing this content in so that they can decide if they want to participate or not. You could say, “In the next activity, we will be discussing forced sexual interactions, are you comfortable to move forward with the activity?” If they are not, do not force them.
- The format of this session is different to other sessions, given the nature of the topic. It’s important to be flexible during the session and assess comfort level of girls.
- Give space to the conversations and topics that girls come up with. You may not have all the answers, but there is a list of key messages in the resource you can refer to that in case it is helpful for the discussion.
- As this is a sensitive topic, it is important to remind girls of the “Group Agreements” (from Session 1) and ask if they would like to have any additional agreements specifically for this session.
- It is okay for the facilitator not to have all the answers; what’s more important is providing a non-judgmental space where girls can learn important information and ask questions. If they ask a question the facilitator doesn’t know the answer to, the facilitator should tell girls they will get back to them in the following session.

Duration: 2 hours

Welcome & Review (5 minutes)

✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



ASK: Did you practice solidarity with other girls? How did it go?

✓ DO:

Introduce the caseworker—her role, why she is attending the session, and if she is participating in the full session.



SAY: The session today is a little different from our usual sessions; we won’t be starting with a story today, but will end with one instead.

Let’s Explore (60 minutes)




NOTE: Approach the “Let’s Explore” section like a focus group discussion. Use it as an opportunity to let girls express themselves by asking them open ended questions. You can probe if girls are quiet, but do not force them to engage in the conversation. You can also introduce an energizer (e.g., a song) to help the group feel relaxed.


✓ DO:

Ask the girls to sit in a circle.




SAY: We have already discussed our health and also issues related to sexual health in previous sessions. Today we are going to talk about our sexual wellbeing.


 **ASK:** What do you think we mean by “sexual wellbeing”? (Take a few answers.)

 **SAY:** When we talk about “sexual wellbeing,” we are talking about how comfortable, healthy, or happy we are with our sexual experiences.

 **ASK:**

- Which of our “Group Agreements” should we remember for this type of session to help us feel comfortable and safe participating?
- Are there any new agreements that you would like to add to our list for this session?


 **DO:** Remind the girls that if they want to talk to someone about any of the issues they are facing, there are trained female staff available who can listen to them and offer support. If the caseworker is present for the full session, she can also be available to the girls during the session.

 **SAY:** We are going to go deeper into this topic by using some guiding questions. These questions are only a guide; we can answer them, or there may be other things we want to discuss and explore instead. We are flexible. This is a safe and supportive space for learning and discussion, and no one should feel that they must speak if they are not comfortable. It is your choice. You also have the option of writing down your answers if you prefer, or just thinking about your answers on your own. There is no pressure to discuss if you don’t want to.

 **NOTE:** Girls can write these down anonymously if they feel more comfortable.

Questions:

- What is and isn’t acceptable to talk about in terms of sex in our community for girls who are married/in a union?
- What are some of the things that we would like to talk about but are considered taboo or unacceptable?
- What happens if girls have different sexual needs than their partner has?
- What happens if girls don’t want to have sex when their partner wants to?
 - » What are the risks of girls refusing sex when married (e.g. paying back bride price)
 - » Can girls say “no” to their partners in these instances?
 - » If yes, how can they do that?

 **DO:** Stop here to see the kind of responses girls suggest; give them a moment to write down or think about their answers.

- If verbally shared, **ASK:** What do we think about this approach?
- For girls who didn’t share, **ASK:** What do think about the approach you thought of?
- Could it create any safety issues? If yes, what would those safety issues look like?
- What can girls do if they are facing this safety issue?


 **EXPLAIN:**

- Talking about sexual wellbeing is a taboo subject in many places around the world, especially if you are a woman or a girl. By opening the conversation, sharing challenges, experiences, or questions, we will be able to learn more about how sexual wellbeing impacts us and how we can take steps to change the things that impact our wellbeing.

- Despite the pressures and expectations placed on sexual relationships within marriage, girls may not feel interested in sexual relations at all or at specific times or could even have a stronger desire for sexual relations than their partners. All of this is completely natural, and there is no right or wrong answer.
- Sex requires consent from the people who are engaging in it. Remember when we discussed “Our Rights” a few sessions ago? Similarly, we know it is our right to refuse sex, but sometimes others may limit us from being able to access our rights.

Activities (45 minutes)

Activity 1: Sexual Wellbeing Strategies (45 minutes)


-  **SAY:** Now we are going to go through a few scenarios and discuss which option the girl in the story could take, what safety risks there might be, and what we would change or keep the same about the different options.

CONTEXTUALIZATION

SCENARIO 1

Rozana got married a week ago to Rahul. They haven’t had sex yet, as Rozana has been feeling nervous. Rahul’s mother keeps asking Rozana if they have had sex. When Rozana says, “No,” Rahul’s mother tells her that it is her duty to have sex, and that she should just get it over and done with. That evening Rahul asks Rozana what is wrong and why she doesn’t want to have sex.

-  **ASK:** What could Rozana do? Raise your hand for your preferred option.

-  **DO:** Ask the girls to choose only one option. They can also decide not to choose any option and give their own option for Option E.


- **Option A:** Take her mother-in-law’s advice and have sex with Rahul.
- **Option B:** Explain to Rahul that she is feeling nervous and is not ready yet, and ask him to be more patient.
- **Option C:** Make up an excuse to get out of having sex.
- **Option D:** Speak to a caseworker.
- **Option E:** See what other options the girls suggest.


Once the girls have decided on their preferred option,

-  **ASK:** What could be some of the safety risks for selecting Option A? Option B, Option C, Option D Option E?

If not mentioned, you can ADD:


- **Option A:** This could make Rozana feel scared and uncomfortable, and it could have emotional and physical consequences.
- **Option B:** This is an ideal option, but maybe Rahul would not react well to Rozana saying this; Rozana can decide if this is the best option for her based on how Rahul has behaved towards her so far.
- **Option C:** This may work in some situations for a certain amount of time, but in the long term, it may raise other risks, such as Rahul insisting on sex.
- **Option D:** This is a great option as a caseworker can help you think through the risks and benefits related to handling this situation.
- **Option E:** If girls suggest other options, asks what the pros and cons are.


-  **ASK:** Based on the safety risks we identified, would we like to change our option or suggest a new one?
Remember—What are the associated safety risks, are these risks manageable, where can girls get support?

-  **DO:** Ask the caseworker to explain how girls can seek support/counselling if they experience a similar situation.

SCENARIO 2


Verity got married when she was still young, but she didn't want to stop going to school. Her husband Billy agreed that she can stay in school. Verity explained to Billy that she would like them to look into birth control so she doesn't get pregnant while at school. Billy is against the idea of birth control.

-  **ASK:** What could Verity do? Raise your hand for your preferred option.

-  **DO:** Ask the girls to choose only one option. They can also decide not to choose any option and give their own option for Option D.


- **Option A:** Accept her husband's opinion and just hope she doesn't get pregnant.
- **Option B:** Explain to Billy that she really doesn't want to take the risk and ask that he explore some options with her that they are both comfortable with.
- **Option C:** Take birth control and keep it a secret from Billy.
- **Option D:** See what other options the girls suggest.


Once the girls have decided on their preferred option,

-  **ASK:** What could be some of the safety risks for selecting Option A? Option B, Option C and Option D?

If not mentioned, you can ADD:

- **Option A:** There is a risk she may get pregnant and might have to drop out of school, which could have long-term consequences on her wellbeing.
- **Option B:** This is an ideal option. But maybe Billy would not react well to Verity saying this; Verity can decide if this is the best option for her based on how Billy has behaved towards her so far.
- **Option C:** This may work in some situations for a certain amount of time, but in the long term, it may raise other risks, such as Billy finding out and being angry at Verity.
- **Option D:** If girls suggest other options, asks what the pros and cons are.

-  **ASK:** Based on the safety risks we identified, would we like to change our option or suggest a new one?
Remember—What are the associated safety risks, are these risks manageable, where can girls get support?

-  **NOTE:** There may be girls in the session who experienced Option A in this scenario: getting pregnant and dropping out of school. It is important to tell them that if they found themselves in this situation, it does not mean they cannot have the right to other opportunities. While staying in school would be the best outcome, the reality is sometimes girls do get pregnant without planning to. They still have options and alternatives to school. They could consider vocational training or negotiate with their husband to continue with their studies. Getting pregnant doesn't have to mean an end to learning and skills building.

- ✓ **DO:** Ask the caseworker to build upon what you have already said.

SCENARIO 3


Sandrine married a boy she was dating, Alfred. They are generally happy together and have some tough times and good times, just like most couples. When they are intimate, there are some things that Sandrine doesn't feel comfortable with. She feels embarrassed to tell her partner, but also wants what is making her feel uncomfortable to stop.

 **ASK:** What could Sandrine do? Raise your hand for your preferred option.

- ✓ **DO:** Ask the girls to choose only one option. They can also decide not to choose any option and give their own option for Option D.


- **Option A:** Not say anything and hope he will stop doing the thing that makes her uncomfortable eventually.
- **Option B:** Explain to Alfred that it makes her feel uncomfortable and ask that they stop doing it.
- **Option C:** Try to get out of the uncomfortable situation but without bringing Alfred's attention to it.
- **Option D:** See what other options the girls suggest.

Once the girls have decided on their preferred option,

 **ASK:** What could be some of the safety risks for selecting Option A? Option B, Option C and Option D?

If not mentioned, you can ADD:

- **Option A:** Alfred may continue to do this, and this could continue to cause Sandrine physical or emotional harm or discomfort.
- **Option B:** This is an ideal option, but maybe Alfred would not react well to Sandrine saying this; Sandrine can decide if this is the best option for her based on how Alfred has behaved towards her so far.
- **Option C:** This could be a good option if Sandrine is worried about how Alfred may react. She can also use that opportunity to talk to a trusted person like a caseworker to see how to respond to this moving forward.
- **Option D:** If girls suggest other options, asks what the pros and cons are.


 **ASK:** Based on the safety risks we identified, would we like to change our option or suggest a new one?
Remember—What are the associated safety risks, are these risks manageable, where can girls get support?


- ✓ **DO:** Ask the caseworker to build upon what you have already said.


- ✓ **DO:** Debrief the activity as follows.

 **ASK:**

- What would happen if girls responded using some of the options in real life?
- Do you have other suggestions or strategies girls can use to deal with common challenges faced in relation to sexual wellbeing that we haven't already discussed?

 **DO:** See if the caseworker wants to add anything here based on what girls have shared.

 **EXPLAIN:** This activity taught us how to think about options and identify the risks associated with these options; we practiced how to choose the best option for a specific situation. You can apply this to other situations in your life.

 **SAY:** Each situation is different, and the same strategy may not work for all girls. But one thing we can do in each situation is assess risk. Before we act, we can try to answer the following questions, which can help us assess risk and choose the best option for us.

Questions for Assessing Safety:

1. What are the possible safety risks associated with a certain action?

For example, if I respond firmly to the person, will this make them stop what they are doing, or will it make them aggressive?

2. Am I able to manage the risk I am being placed in or will I be placed at more risk?

For example, if there is a possibility for a conflict between me and another person, I know that there is someone present who will protect me from the person behaving violently. Or I know there is a friend or neighbor I can stay with.

3. Am I able to safely get out of the situation that is threatening my safety without increasing the risk to me?


Sometimes it may not be possible for girls to voice their opinion or negotiate for a safer situation. Sometimes getting away may be the only solution, but trying to get away can also come with risks, so it is important to think through the pros/cons of getting away.

4. Is there a temporary solution to keep me out of immediate harm?

Sometimes saying “no” could create additional safety risks, such as the person receiving the no behaving violently or feeling like they are being disrespected. In these cases, girls may decide to use less direct communication to help them get out of the situation and to give them time to develop a safer longer-term response. For example, they may say, “Please give me time to think about this.”

5. Do I know where to get support?

Is there someone in my family/community I can ask for support? Having a trusted person such as a caseworker can help you talk through your specific situation and develop a safety plan.


 **EXPLAIN:** If girls experience violence or harm due to the strategies they use, they should know they are never to blame. The person who is being violent is always responsible for their violent actions and can choose to respond in a non-violent way. But when we cannot guarantee that they will honor that, in those situations, we may need to think through the safety risks for ourselves.

 **DO:** Have the caseworker add additional information about assessing risk that girls may find helpful.

Story Circle (5 minutes)

Tasnim goes to visit her friend Nelly, who recently got married. Nelly tells Tasnim that she was nervous about sex and didn't know how to talk about it with her husband. So, Nelly spoke to her aunt who she trusts a lot and asked how she can approach the topic with her husband. Her aunt walked Nelly through some options about what she could do. She asked Nelly which options she felt most comfortable with, which she could do while also feeling safe. Since taking her aunts advice, Nelly tells Tasnim that she is feeling more comfortable in expressing her comfort levels with her husband. Nelly tells Tasnim, "It can be helpful to speak to someone you trust about an issue you're facing, especially if you are unsure of how to handle it yourself."

Key Message

 **SAY:** Our sexual wellbeing can change over time. While we would hope that our sexual wellbeing is always comfortable, healthy, and happy, this is not always what happens in reality. And where we are now in terms of sexual wellbeing may be different to where we were a few months ago or where we will be a few years from now. If you ever want to discuss questions or concerns related to this, there is always a caseworker available to talk to you who can help you think through strategies that are safe and realistic to your situation.


 **DO:** The caseworker can add any additional information here.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** There is no practice this week; just think about any questions you might have about this topic. You can share those questions with us next week (or put them in the comments box). Remember, we are a girls' group, so let's support each other and other girls if they have questions about this topic; we can support them by giving them the information we learned and being a friend they can practice with if they need to talk about these things with their partner.

NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Read the preparation notes in advance.
- You may need to prepare some illustrations ahead of the session.
- Invite a caseworker to join part of the session to answer any questions related to safety that may be raised by the girls.

SESSION 14:

MAPPING OUR COMMUNITY

Session Aims:

By the end of the session, girls will:

1. Identify potential GBV risks in the home and community.
2. Make a plan to support their safety.
3. Know where available services are and how to access them.

Materials:

- art box
- comments box
- at least 5 different colored markers
- Resource 14.1: Safety Planning Table

Preparation:

- Please Review the Facilitator Guidance for Sensitive Topics before facilitating this session.
- Remind yourself of the Violence Against Women and Girls Session as you will need to draw on similar themes for this session.
- For unmarried girls, check the comments box to see if girls had any questions from the last session and prepare some answers.
- If possible, have a caseworker present (at the end of the session) to explain case management services and possibly to stay on at the end of the session if girls have questions.
- Where applicable and depending on the context, hotline numbers could also be shared with girls who have access to mobile phones. Prepare this information.
- Create an example safety risk to present to girls in the Safety Planning Table.

Facilitator Note:


- In addition to being aware of risks girls who work or are in school face, it is important to be aware of the risks married girls may be experiencing in the home; the actions may require individual follow up and referral to a caseworker.
- If possible, for the married girls' session, have a caseworker present for some or all of the session, who can be available to girls during or after the session.

Duration: This session could take up to 2.5 hours to implement fully. If it is not possible to complete within that time, the content can be divided into two sessions.

Welcome & Review (5 minutes)

✓ DO:


- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.

 **ASK:** Do you have any questions that came up for you based on the last session?


 **DO:** Answer any questions that were in the comments box.


Story Circle (10 minutes)


Sara notices that she has a new neighbor.	
For unmarried girls:	For married/divorced girls:
She is a girl who recently moved to this community with her family, and her name is Nancy.	She is a young woman, living with her two children, and her name is Nancy.
When Sara goes to welcome her, she realizes that Nancy is unsure of her surroundings and doesn't know which areas are safe to visit and which areas are unsafe. Sara wants to help Nancy become familiar with the community.	


 **ASK:** What do we mean by "safety"? (We mean to be free of harm or danger.)


Let's Explore (15 minutes)

 **SAY:** One of the things that Sara thought could help Nancy is to draw a map. On this map, Sara suggested that she could help Nancy know which places are safe and not safe. Sara makes the map, starting with Nancy's home, then the places she might pass to and from her home to reach the women and girls' safe space and other places that she might visit regularly, and then all of the places that she knows to be unsafe. She then puts a mark near the safe places and routes and a cross near the unsafe places and routes. Nancy now has some information that can help her get to know the area.

 **NOTE:** The question and answer session here should be very brief, as girls will go deeper into the subject during the activities.

 **ASK:** Why do you think that women and girls in particular are exposed to certain safety risks compared to men and boys?

 **EXPLAIN:** Men (and other adults) can pose a risk to girls' and women's safety because of men using their power over women and girls (remind them of the discussion from the safety session).

 **ASK:** Do you think there are some groups of women and girls who might be more exposed to risks than others? Girls with disabilities, unaccompanied, from a minority group, etc. Which groups are they and what are those risks?



EXPLAIN:

- There are some safety issues that are directed at women and girls. These safety issues are types of risks or violence that are inflicted on women and girls because of their gender (as we discussed in the session on gender).
- This happens because men try to use their power over women and girls. Sometimes, women and girls accept these risks as normal because it is something very common in the community.
- Girls may also be expected to prevent these risks by being told what they can and cannot do, where they can go, and what they can wear. However, girls are not responsible for these risks and while they may need to take immediate measures to support their own protections, ultimately it is the perpetrator that is responsible for the risk they are creating.
- There may be some risks directed at specific groups of women and girls, for example, the types of risks directed at girls who work may be different to the risks directed at girls who don't work, or the type of risk directed at a separated or unaccompanied girl (girl whose parents are not living with them), or the risks directed at girls from minority groups compared to girls from majority groups.



NOTE: Define what minority groups are for your context this could be ethnic/religious minorities, people with disabilities, LGBTQ, etc.

- Again, this is linked to how much power specific groups have in a community (financial power, access to a social network, access to information and communication devices, physical strength, age-related power, access to education, etc.). This is especially related to power over others and the types of risks they face.

Activities (1 hour 35 minutes)

Activity 1: Risk Map (50 minutes)



SAY: We will now make a map of our own! But before we do, let's remind ourselves of our "Group Agreements" and remember that this is a confidential and safe space for girls to share.



DO:

- Split the girls into groups based on sharing common surroundings. This is because they will be drawing maps, so it should be relevant to their surroundings.
- Have a maximum of five to six girls in each group so that they can all easily sit around the map to draw on it.



ASK: Imagine you are on top of a big hill, seeing your community from above. Which places do you visit, and which roads or paths do you walk on?




DO: Go through the following steps with the girls.



SAY:


1. First, put your homes on the map.
2. Starting from the home, put all the **places you visit** and the **places you see** on the map. Be sure to add places where there are useful services—places you are aware of and feel comfortable or even uncomfortable in accessing—that are available in the community.
3. When finished, please place an X on the areas on the map which are not safe for girls. Using a different color, indicate whether these places are not safe during the day or night (or another specific time).
4. Mark the places that are safe with a circle.

 **NOTE:** Girls start by adding their home so that they can also indicate if the home is unsafe for them. If none of them mark the home, probe on whether the home is a safe space for girls (generally). The home may be a place where **married girls in particular** are likely at risk of harm and danger. When probing, do not ask girls to disclose their personal experience, but instead you could ask, “What could make home an unsafe place for a married girl?” If a girl discloses a safety risk, be sure to follow up with her at the end of the session to make a referral to a caseworker (should the girl choose).

 **DO:** Once finished, ask the smaller groups to present their maps to the entire group.

 **ASK:**


- Which of these risks are general (e.g., a risk to all girls, women, boys, and men in the community) and which of these risks are to do with a girl’s gender (e.g., risks that only girls or women face)?
- What makes the places you marked with a circle safe for girls?
- What makes the places you marked with an X unsafe for girls, e.g., what/who is the risk?
- Why are some places safe or unsafe at different times?
- Are some of these risks specific to some groups of girls in particular, e.g., diverse girls? Which girls?

 **NOTE:** The purpose of this is not to ask individual girls to share their experiences but to understand if specific groups of girls—e.g., younger, older, working, married, etc.—experience unique risks.

Activity 2: Safety Planning (45 minutes)

 **DO:**


- Share Resource 14.1: Safety Planning Table that was filled out by the mentor/facilitator and explain the categories.
- As a group, fill out the Safety Planning Table with them, using the risks they identified in Activity 1.

 **SAY:** As we move to the next part of this session, let’s remember our “Group Agreements” and remember that this is a confidential and safe space.

 **DO:** Offer the following guidance for safety planning.

 **SAY:**

- Let’s identify the most common risks girls’ face that you want to prioritize for discussion.
- Let’s describe the risk, when it is happening, and who is causing this risk.

 **NOTE:** The objective is not to identify individual perpetrators, but to understand who is causing the risk in general. If girls want to discuss individual experiences, remind them that they can speak to the facilitator after the session.


- Then we will suggest how this risk can be addressed in four steps:
 - **Step 1:** What can girls do, and who are their support people?
 - **Step 2:** What can the mentor/facilitator do?
 - **Step 3:** What can parents/caregivers do?
 - **Step 4:** What can the community do?


- ✓ **DO:** Guide them to think about realistic and safe plans to these risks. For example, if girls do not have a cell phone, be aware that calling the police might not be accessible or applicable. Also, get them to think about whether these plans may be suitable for all girls in the community, i.e., diverse girls, or whether there may be additional things to consider for some groups.

If not mentioned, you can

EXPLAIN:

- The people you've mentioned are what make the social network of girls. These people might be family members, friends, and women and girls at the safe space.
- The support could be having someone who would carefully listen without judging or blaming, or people who will direct girls to services that can help her or to places where she can safely report the problem if she chooses—e.g., a trustworthy person who you are comfortable sharing with, who may be family members, friends, peer group, etc.
- A mentor could refer girls to services, or if there is a specific issue (health needs, safety needs etc) that can be handled by the organization, the mentor can follow up with the organization, camp management, village administration, etc.
- The community could raise awareness of the issue or take it to the community leaders. They could make sure that violence against girls is not tolerated in the community.

 **EXPLAIN:** Girls are never to blame for the risks people pose to them, and girls can decide what they want to do in this situation. An example could be for you to talk to someone you trust, especially a trusted adult or organization, who can help you determine what the next steps could be. But you can also take action as a group. For example, an immediate thing you could do is join together to go to and from places, but this is not a long term solution; so alongside that, a long-term action could include raising awareness on the issues girls are facing and encouraging community members to support girls so that girls do not need to travel in groups for their safety.

 **ASK:** Can you think of other actions girls can take as a group that are realistic in your community?

SAY:

- Looking at our Safety Planning Table, we can see that there are risks for girls in our community. Let's remind ourselves that violence and harm are never the fault of the survivor; we cannot blame girls for the risks and harms that other people expose them to.
- And yet, trying to maintain our own safety despite these risks is extremely important.
- Each person has their own way of maintaining their own safety, and this safety plan is here to support or add to whatever existing safety measures each of us already has.

✓ **DO:**

- If the girls have identified general safety issues, ask them if they mind if these are shared with camp management, committees, or village management so issues can be addressed.
- If sensitive issues about specific individuals have been identified, refer them to your supervisor.
- Give girls the contact information for the safe space/center. For the girls who do not have access to a mobile phone, offer to help her contact the safe space or a caseworker. Explain case management to girls if they would like to discuss individual issues of safety. If possible, have a caseworker present to give this information.

Key Message



SAY: It is important to know that even if a woman or girl is exposed to harm, this doesn't mean it was her fault. The person who causes harm to another has the choice to do it or not. It is the right of women and girls to live a life free from violence.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)



SAY: Think about some ideas of what girls can do collectively to raise awareness about the risks faced by girls. If you feel comfortable, discuss your ideas with your trusted person or your friends inside or outside of this group and see if they also have any suggestions. You can share these next time we meet.



NOTE TO FACILITATORS, FOR THE NEXT SESSION :

- Start preparing girls by asking when they want to have their graduation and who they want to invite etc.
- Follow up with facilitators of caregiver groups to share key messages that girls want caregivers to action.
- You may want to invite a guest speaker to meet with the girls for the next session—an activist from the community.

SESSION 15:

OUR COMMUNITY SUPPORT

Session Aims:

By the end of the session girls will:

1. Feel confident to safely address issues that matter to them.
2. Feel part of a group that can work together to make a change.

Materials:

- comments box
- colored pens
- flip chart paper
- markers
- paper or personal booklets
- pens
- post-it notes

Preparation:

- Prepare Resource 15.1: Circle of Influence poster.
- Prepare the colored paper, cut in half diagonally (to make a triangle) with each girls' name at the top of her paper. (See Resource 15.2: Our Group Gift.)
- You may want to invite a female community activist to this session to help girls with their plans and to provide tips and ideas to girls on how to action their plans.

Facilitator Note:

- This is the second to last session, we should start preparing girls for the closure of the group and also help them plan how they can continue to meet.
- Girls should feel equipped to start tackling issues they identify, if safe to do so. Through the Action Plan process, they can start determining what is possible within their control and comfort levels.
- If girls reach the end of Session 16 and still need to continue planning, provide extra sessions for them to do this.


Duration: 2 hours

Timing: Before Session 15 for Female and Male Caregivers

Welcome & Review (15 minutes)


✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.


 **ASK:** Did you think about some ideas about what girls can do collectively to raise awareness about the risks faced? Did you discuss this with anyone? How did it go?


Story Circle (5 minutes)


Sara and her friends have been meeting to discuss important topics with an older girl called Monica in the community. Monica is now leaving to attend college and has told Sara and Sara's friends that they should continue to meet even though Monica will no longer be able to host the meetings. Sara and her friends want to do this, but are unsure how to start, as Monica has been organizing the meetings until now.


 **ASK:** What could Sara and her friends do to keep the meetings going?

Let's Explore (20 minutes)

 **DO:** If you have invited a female community activist to the session, introduce her and explain to the girls that she will be here to support them with tips and ideas on how to develop and implement their ideas and plans.


 **EXPLAIN:** We have almost completed all our sessions together, and while the sessions may be coming to an end, we really encourage you to keep meeting with your girl group.

 **SAY:** Let's explore how to make this happen.


 **ASK:** Does anyone have ideas on how we can keep the group going and how we can organize ourselves so we don't stop all the amazing efforts we have made once these sessions end? (Take some answers.)


 **DO:** Write down the ideas the group comes up with.


ADD the following if not mentioned:


 **SAY: Consistency:** have a regular time and place that you meet. While not everyone will be able to attend all the meetings, the meetings themselves should continue with consistency as much as possible.


 **ASK:** Shall we decide now on a place and a regular day and time to meet (get group agreement on this).


 **NOTE:** If girls are able to meet at the safe space for their ongoing meetings once the sessions end, please flag this for them. If the safe space is also able to provide them with stationary, tea, coffee and snacks or small funds for their activities, please also inform them.


 **SAY: Identity:** set up a name for your group. This will help develop your group identity and in the future, if you decide you want others to know your group exists, they will be able to easily locate you.


 **ASK:** Shall we brainstorm some name suggestions? (Take some suggestions from the girls, they can discuss in pairs or small groups, write their suggestions down, whatever they feel most comfortable with). Explain that you will decide on a name in the next session.

 **SAY: Compassion:** make space to connect, talk and support each other in addition to working on your activities and plans in the community. Your time together shouldn't just be focused on tasks, but also include time to take care of yourselves and each other.

 **SAY: Collaboration:** you may need to identify people for specific roles and responsibilities (divide and allocate tasks). For example, someone to organize where you meet, someone to remind everyone, someone to keep you on track for the vision etc. We can discuss roles and responsibilities in the next session.


 **SAY: Decision Making:** as a group, you may not always agree, voting on certain decisions will help to ensure decision making is more equal when you can't all agree on something. There may be other ways you decide to do this, but decisions should be collective. We can discuss this more in the next session.

 **SAY: Hopefulness:** there will be challenges and maybe some resistance along the way, but stay hopeful. You are already making a difference in the lives of each other and other girls, so celebrate the small achievements along with the big ones.

 **ASK:** Does anyone have anything else to add?

Activities (1 hour 20 minutes)

Activity 1: Circle of Change³² (55 minutes)

 **EXPLAIN:** In our take home activity, we discussed some ideas about what girls can do collectively to raise awareness about risks faced in the community.

 **DO:** Recap the Safety Plan, which will help to generate further ideas.

 **SAY:**

- There are things we want to see change in our community. Since we have already been discussing risks girls face, we can start there.
- But there may be other things we want to see change. We can think about situations in which we feel we have not been treated fairly because we are girls and think about the attitudes or behaviors we want to change that is linked to this.
- Some of these things might feel like they are within our control, while others do not. We will do an activity that will help us understand this further.
- This activity will help us know what is in our control to change, and what we can influence; this will help us create our plan.
- Our safety comes first, so as we move into the activity and think about the things we want to change, we should always put our safety first by considering the risks of our actions.

32 <https://www.thensomehow.com/wp-content/uploads/2019/06/TS-Circle-of-Influence-Worksheet-2.0.pdf>

► Part 1

✓ **DO:** On a flip chart paper, show girls your pre-prepared Circle of Influence illustration (Resource 15.1) and distribute post-it notes and pens.

... **EXPLAIN:** Let's take the outermost circle in this diagram. We call this the Circle of Change. Here we can list down the things that we want to see change in our community for girls.

= **SAY:** For example, Sara and her girl group want the community to come to them to seek their opinion on issues that impact girls, which is something that doesn't happen at the moment.

? **ASK:** What are the things we would like to see change for girls in the community?

= **SAY:** I can add these to the flip chart you shout these out, or you can take time discussing for a few minutes in pairs before sharing back.

✓ **DO:** Once participants have completed the task, go through the post it notes, grouping them by theme.

* **NOTE:** We shouldn't try to influence the things girls want to work on, even if it doesn't fit with the overall program objectives, that's ok. It's important for them to choose themes they are comfortable with and where they can practice their skills.

✓ **DO:** Have the girls agree on 2–3 themes in the circle of change before moving to the next step. This will help girls to focus on the specific areas and develop a plan around it. You can do this by giving girls an opportunity to vote for their top 3.

► Part 2

... **EXPLAIN:** Now we will move to the inner most circle. This is called the Circle on Control. By this, we mean the things we personally or as a group have control over. Looking at the themes we prioritized in the Circle of Change (in Part 1), we will think about what we personally or as a group have the power to change.

= **SAY:** For example, Sara and her friends said they wanted people in the community to seek their opinions. One of the things the group identified in their Circle of Control was to share their ideas with their trusted people. They said they would share their ideas with adults and also their peers.


? **ASK:** Looking at our own examples in the Circle of Change, can anyone think of anything within our control personally or as a group that we can do to address the change?


= **SAY:** I can add these to the flip chart you shout these out, or you can take time discussing for a few minutes in pairs before sharing back.

✓ **DO:**


- Once participants have completed the task, go through the post it notes, grouping them by theme.
- Check the things listed respond to the area of change, are realistic and assess for potential risk.
- If you are concerned about potential risk, ask participants what the pros and cons could be from using that technique and try to provide a safe alternative or explain that we will put this aside.

▶ **Part 3**

 **EXPLAIN:** Now we will focus on the middle circle. This circle is called our Circle of Influence. This is a very important circle as, in this circle, we will focus on the things or people that are outside of our control but that we can still have influence over, e.g., trusted people who we identified in our Safety Plan.

 **SAY:** For example, Sara and her friends don't have control over the community, but they identified key people they could try to influence about the importance of seeking girls' opinions. They identified their parents, a teacher at the school, and a female leader in the community. They put down the names of these people and suggested that they could be influenced by having discussions with them and by raising their awareness of the value of including girls.

 **ASK:** Who do we need to influence to help us create the change we want to see and how?


 **SAY:** I can add these to the flip chart you shout these out, or you can take time discussing for a few minutes in pairs before sharing back.

✓ **DO:**

- Once participants have completed the task, go through the post it notes, grouping them by theme.
- Check the things listed respond to the area of change, are realistic and assess for potential risk.
- If you are concerned about potential risk, ask participants what the pros and cons could be from using that technique and try to provide a safe alternative or explain that we will put this aside.

▶ **Part 4**

✓ **DO:** Summarize their Circle of Change, their Circle of Control and Circle of Influence.

 **SAY:** You have identified (1) 2–3 changes you want to see, (2) what is in your control to change, (3) how you can influence the things that are outside of your control, and (4) who you need to work with to do this (these are your allies).

 **ASK:**

- How do you feel about this plan?
- What can your female and male caregivers participating in Girl Shine do to support you with your plan?

Activity 2: Our Group Gift (25 minutes)

✓ **DO:** Ask everyone to sit in a circle.

... **EXPLAIN:** Having this time together and getting to know you all—learning about your skills, your strength and resilience, your creativity and adaptability, and your kindness—has been a gift. Each of you has brought so much value to this group and as we move into the next phase of you all leading the group going forward, I want us to take a moment to recognize the many gifts this group gives us.

✓ **DO:** Distribute the papers with the girls' names on them and some colored pens.

= **SAY:** Each of you has a paper in front of you, with only your name at the top. The rest of the page is empty, waiting to be filled with all the amazing things the other girls in the group think about you.

... **EXPLAIN:**

- We will give our paper to the girl to our left, she will write something great about us, or do a small drawing. After a minute, she will pass this on to the next girl and so on. We will continue until the paper with our name reaches us again.
- As we are drawing or writing things down about the amazing girls in our group, let's try to think about the things they offer to our group. Are they a good listener, are they organized, are they caring or funny, etc.—these are the things that will enrich our group as we move forward. We don't need to comment on how people dress or look for example. While you can appreciate these things, it is different to what we are trying to capture through this activity.

✓ **DO:** Prompt the girls to keep the papers moving and ask them to alert you when they receive their papers back. Give them a few minutes to read their papers. If they need help reading, ask them to pair with another girl or the facilitator can help them.


? **ASK:**

- How did that activity make you feel, both in terms of seeing what other girls wrote about you and also in terms of the things the girls in the group offer you?
- How does it feel to hear about all of the amazing skills and abilities that exist within this wonderful girl group?

✓ **DO:** Take some reflections from the girls.

= **SAY:** As we bring these sessions to a close and continue meeting with our girl group, remember the things your friends appreciate about you. And also, remember that together there is a huge collection of skills and abilities that you all possess, making this a powerful and positive group. In the next session, we will be planning and celebrate our time together as well as our achievements in completing the sessions. But remember, we can continue to meet until we feel like our plans are fully ready and we can start to implement them.

Key Message


 **SAY:** Each of us has the power to make a change in our community. While we may not be able to change things overnight and while there may be things that are outside of our control, we can start by making a change to the things we do have control over and by identifying who we can influence. These small concrete steps are the building blocks to help us achieve our overall vision for girls in the home and in the community.

Check-in (5 minutes)

ASK the girls how they found the session and if there are any changes they would like to make for the next one. (It is important that you action the changes suggested by girls or explain why it's not possible.)

REMIND girls that they can leave feedback in the comments box and that you will be available at the end of the session to talk to them if needed.

Takeaway (5 minutes)

 **SAY:** We want you to share your ideas with your female and male caregivers who participate in Girl Shine or a trusted female adult or peer so they can think about how to support you, if you feel comfortable. We can also share your ideas anonymously with the facilitators of those groups if you agree to it.

NOTE TO FACILITATORS, FOR NEXT SESSION :

- Decide how you are closing out the last session.
- Discuss the graduation plans with the girls if not already done.

SESSION 16:

TIME FOR ACTION

Session Aims:

By the end of the session girls will:

1. Finalize their action plans based on updates from the take home activity.
2. Decide on their next meeting date, place and time.
3. Celebrate their achievement of completing the sessions.

Materials:

- comments box
- colored pens
- flip chart paper
- markers
- paper or personal booklets
- pens
- post-it notes
- If the graduation is taking place on the same day, procure certificates of completion, and T-shirts with messaging (if budget allows).
- If the graduation is taking place on the same day, snacks and drinks for the celebration.
- Resource 16.1- Certificate for girls

Preparation:

- Read the "Let's Explore" section in advance of the session so you are prepared with all the relevant information.
- Write down the group name suggestions to display on the wall.
- Prepare a closing activity to celebrate the group completing the curriculum. Ask the group how they would like to celebrate this and plan accordingly. If girls want to be involved in the planning, this is strongly encouraged so they feel they have ownership of the group and how it comes to an end.
- If they would like a public ceremony, ensure they have invited individuals they wish to attend, if men will be joining the celebration, ensure that the space chosen is external to the WGSS and that the necessary safety checks have been conducted. As the ceremony is added to the end of the session, if it is public it may need to take place at a different time or day to the rest of the session.
- Have up to date services and referral information to provide to girls.
- For girls with low literacy and others who won't understand what the certificate say, try to be creative by making a certificate with illustrations so that they understand what it is.

Duration: 2 hours; add more time if the celebration and certificates are taking place on the same day.

Timing: Before Session 16 for Female and Male Caregivers

Welcome & Review (10 minutes)

✓ DO:

- Welcome girls back to the session.
- If there are any girls who were absent last week, ask the girls to give the absent girls an overview of what was discussed.



SAY: Today the opening activity will be a bit different as it is the last session. I want to start by saying it's such a great achievement for us to be here together completing our final session.

Today, I am feeling _____ (share with the group how you're feeling about reaching this point).



ASK: Would anyone like to share how they are feeling?



SAY: We should all feel very proud of ourselves for making space for this group, building friendships, and learning so much from one another.



EXPLAIN: There will be no Story Circle today. Today we share our own stories and experiences, as we review some key concepts, plan our next steps, and reflect on the learning we have experienced here.

Let's Explore (20 minutes)



SAY: As this is our last session together, for this part of the session, instead of exploring new ideas, we will make sure the group is set to continue meeting, and we'll review some information that is important for this group as you all move forward.

✓ DO:


- Help girls decide on a name for their group.
- Check that they have decided on a regular time and place to meet (consistency).
- Recap on any details about the group meetings if they are to continue at the women and girl safe space (WGSS) such as time, date, who their focal point is (name & contact), how to request for resources etc.
- For some girls, their availability may only be at the weekend. If the women and girls' safe space is open only on weekdays, there should be flexibility to working with girls at the weekend. Speak to your supervisor about possible options.
- For married girls, girls with disabilities or other groups, check that they have additional information related to their tailored needs. For married girls, tell them about any available childcare for their group sessions. For girls with disabilities, address any access issues to ensure their participation. For girls who speak minority languages, inform them of the availability of interpretation/translated resources in those languages. Add any additional information relevant to the girls and their contexts.
- Inform all girls about specific protocols in place at the WGSS that they need to be aware of or inducted to.
- If you want to collect learning from the group to help inform changes to future groups: Explain that you would like to bring them back together for the post assessment in a weeks' time and a FGD in about one month, to discuss their experience of the sessions and any changes that have taken place in their lives since the end of the sessions. Check to see they are happy to be contacted for their participation and decide how best to reach them.


- Explain to girls that they can still access the services available to them at the WGSS, which includes case management services; emphasize that this will always remain accessible and open to them. If there are any other activities taking place at the safe space or any drop-in sessions happening, inform them that they are still able to participate in those, in addition to participating in the ongoing activities of their group.
- If there are opportunities for them to become mentors to other girls, explain the process of how to get involved. Speak to your supervisor who can refer to the guidance in Girl Shine on this.
- Inform them of any women's groups that are running at the center or nearby that you are able to connect them with so they can collaborate and partner with them.
- Answer any questions the group may have and check that they feel they have all the information they need before moving into the activities.

Activities (1 hour 30 minutes)


Activity 1: Action Plan (40 minutes)


 **DO:** Show them the Circle of Influence poster.


 **ASK:** Did you share ideas with your female and male caregivers (participating in Girl Shine) or trusted female adult/ peer about how they can support you by being in your circle of influence? How did it go?


 **SAY:** Now we have our plan, we need to decide how to achieve these actions. To help keep us on track and give us the motivation to implement our plan, it could be helpful for us to do the following things:


- Choose someone/a few people to be a focal point for the planning of meetings at the WGSS; this person will preferably have a way of connecting with WGSS staff to know when they can access a room, to gather any materials for their meetings, or to inform the group if there are any cancellations.
- Choose someone to remind the group of the meetings.
- Choose someone who can be a timekeeper for the meetings.

 **EXPLAIN:** These roles and responsibilities should be rotating, so that everyone has a chance to equally participate. This could be monthly, every 3 months, or 6 months depending on how often the group meets.


 **SAY:** We also need to decide how to make decisions. As we are many, we may not always agree. So how will we make decisions on how to move forward with actions in a way that is equal?


 **NOTE:** It is important to encourage girls to discuss and debate and come to an agreement. This will also help them in strengthening communication skills and learn how to work as a team. For instances where they cannot come to an agreement through discussion, they may choose to vote on some things.


 **DO:** Once these decisions have been had, see if there is anything else outstanding that the group wants to discuss.

 **DO:** Ask the girls to summarize the actions they are moving forward with in their plan. It's important they don't have more than 2–3 actions, as this can be overwhelming to start with.

Activity 2: Skills for Change³³ (30 minutes)

 **SAY:** Now we have decided on our key actions, we may need to think about how we communicate the key messages to the community or key decision makers, who are the ones who can help us bring about change.


 **ASK:** When was the last time someone told you something that grabbed your attention? What made you want to find out more?

 **SAY:** People respond well to messages which:

- Relate to an existing interest that the person already has
- Appeal to the heart (meaning, tell them why they should care), the head (meaning, tell them what can change) and the hands (meaning, tell them what can they do)
- Tell a story—people are more likely to remember a story than facts and statistics (though these are important too!)

 **SAY:** When developing our messages, we should include:

- What is the problem and how can it be changed?
- What do you want from that person/the people that the message is targeting?
- Consideration for what we need to change about the message or about what we are requesting according to who we are talking to.

 **SAY:** Let's practice! Let's take an example of an issue in our circle of change that we want to raise awareness on.

 **DO:**

- Ask the girls to select one idea.
- They should think through all the questions listed above on how to develop their message.
- In small groups, ask them to develop a role play on how they will present their message.
- Assign each group to focus on a different audience, e.g., parents, peers, community generally, women leaders, etc.
- Once they have finished preparing, ask them to present their role plays to the wider group.

 **ASK:**


- Which role play caught your attention the most?
- What did you notice about how the role plays were different for the different audiences?

 **SAY:**

- We need to adapt our messages and what we are asking for depending on our audience.
- Our messages can be more powerful when we have prepared them in advanced and tailored them to our audience.


33 Adapted from Girls Advocacy Alliance: Youth Advocacy Toolkit: https://issuu.com/plannederland/docs/gaa_youth_advocacy_toolkit

Activity 3: Reflections (20 minutes)


 **EXPLAIN:** As today is the last session, we want to reflect on the changes we have experienced since we started participating in these sessions.

 **SAY:** Let's do something fun and creative to help us summarize our experiences of the sessions!

 **DO:** Split participants into three groups.


 **SAY:** You can summarize your experiences in any way you like. This can be through a song, drama, drawing a beautiful piece of art, a poem, etc.—whatever you agree on with the group. Some of the things we are really interested to know about are:

- Have your relationships in the family changed?
- Has the way your family view the different roles of your family members changed?
- (only for unmarried girl group) Have your feelings around early marriage changed?
- How do you feel about the relationships built in this group?
- How do you feel about your ability to take this learning forward?


 **EXPLAIN:** Your group doesn't need to be limited to considering these questions. We want to know from you what your experience was, in whatever way you'd like to share that with us.


 **DO:**

- Give participants some time to think and prepare.
- Once they have finished, ask them to present this to the larger group.
- Thank all the groups at the end of the groups' presentations, acknowledging their experiences and praising them for their efforts.

 **EXPLAIN:** When you share the positive benefits that you have experienced with your friends, siblings, caregivers, and trusted adults, these positive examples can encourage change and are likely to inspire other people to support girls, too.

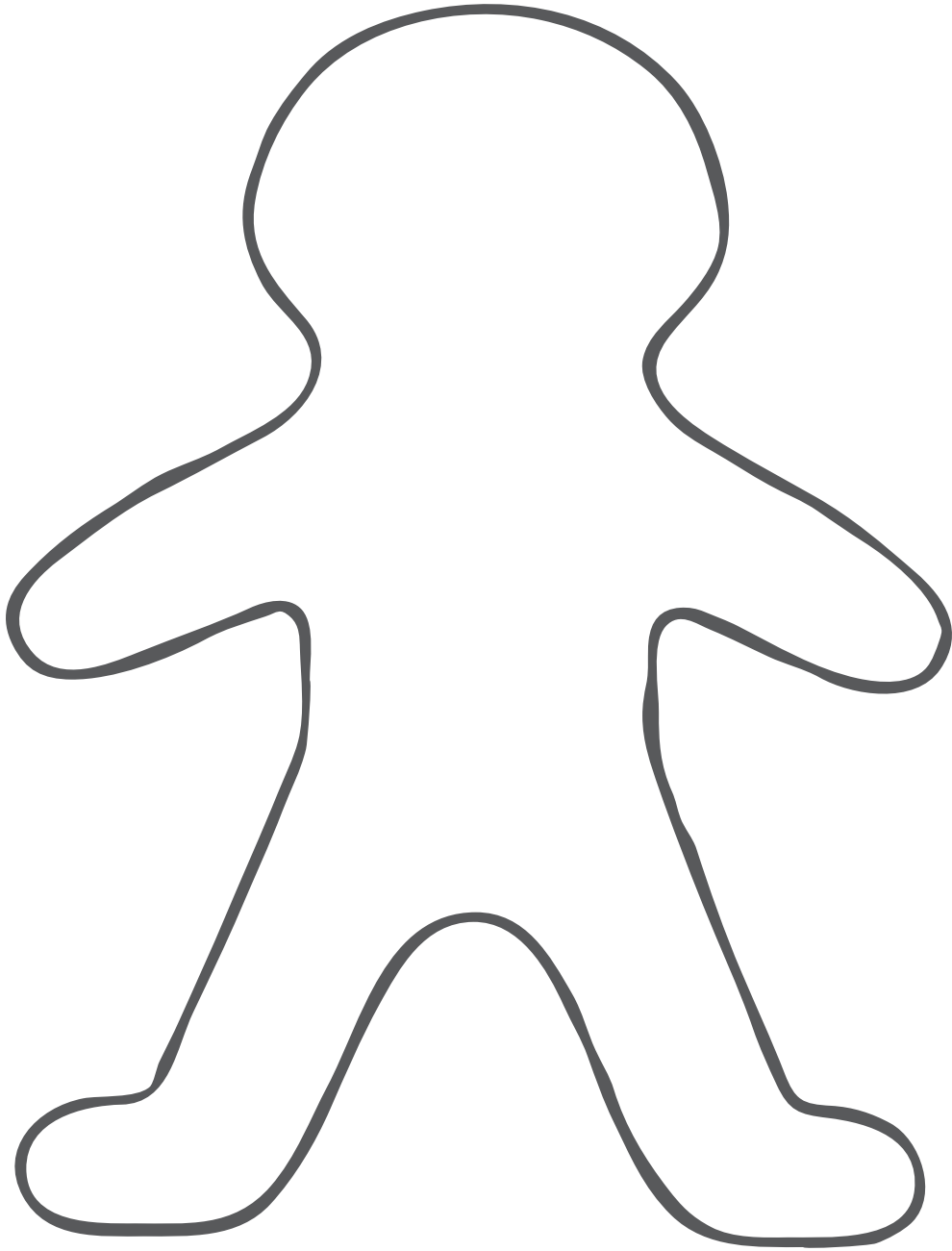
Certificates Ceremony

 **NOTE:** For this activity, you may have organized a public or closed ceremony depending on the wishes of girls. Girls may have invited women or men participating in the caregiver sessions to the ceremony. The ceremony should be led by the wishes of girls. Use this space as an opportunity to recognize the girls' participation.

















 **DO:** Ensure there are snacks and drinks available. Certificates should be printed and presented to girls. Leave open space for them to celebrate their achievements. They may want to prepare some messages if this will be a public ceremony or share the reflections from the activity at the ceremony.

RESOURCES

I.I: Who Am I Tool



Resource 2.I: Character Cards³⁴

			
FEMALE, DIVORCED, REFUGEE/IDP	MALE, DIVORCED, REFUGEE/IDP	FEMALE, ADOLESCENT UNMARRIED STUDENT REFUGEE	FEMALE, ADOLESCENT MARRIED REFUGEE
			
RELIGIOUS LEADER, MALE	MALE, ADOLESCENT, NOT REFUGEE DISABILITY (WALKING)	MALE, ADULT, DOCTOR	FEMALE, ADULT, DOCTOR
			
MALE, ADULT, DISABILITY (INTELLECTUAL)	FEMALE, ADULT, NOT REFUGEE, DISABILITY (INTELLECTUAL)	FEMALE, ADOLESCENT, STUDENT UNMARRIED, NOT REFUGEE	FEMALE, ADOLESCENT, RELIGIOUS MINORITY, REFUGEE
			
FEMALE, PREGNANT, UNMARRIED	FEMALE, NO INCOME, 5 CHILDREN	FEMALE, ELDERLY, WIDOW	FEMALE, ADOLESCENT, DISABILITY (WALKING)

34 Adapted from: <https://gbvresponders.org/response/gbv-case-management/>

Resource 3.I: Women and Girls Networks³⁵

Women and Girls Networks*

*Taken from FRIDA - Young Feminist Fund



Feminist Network - Lebanon

Issue they are trying to address:

They are trying to address violence and harassment against women and girls (*and trans people) in public and private spaces in Lebanon. They serve various needs of their communities, from safety to creativity to spaces of expression to skill-learning.
(*this may be sensitive, so add if contextually safe and appropriate)

Achievements:

One of their most unique achievements was to create what they call an "open memo time." "Memo time was a period of time during their meetings dedicated to discussion — either of daily frustrations, problems or issues they were dealing with, or conversations related to harassment, discrimination, identity and feminism. Eventually, they realized that one of their strengths was their ability to create a safe space for people to talk about important and sensitive issues.

Vision: To create safe spaces of solidarity, support, expression, and discussion for women and girls.

<https://youngfeministfund.org/grantees/feminist-network/>

35 Taken from FRIDA Feminist Fund <https://youngfeministfund.org/grantees>

Resource 3.I: Women and Girls Networks



Kaiso Women's Group - Uganda

Issue they are trying to address:

Because big businesses are taking over their land and people are being removed from their homes. When women are forced from their homes, not only do they lose a home, they lose their livelihoods, incomes and means of supporting themselves and their families.

Achievements:

This environmental young women's group contributes towards the improvement of income and provides information on the rights women have. They do this through training, awareness raising and identifying resources.

Vision: "Through our work, we want all our homes to be food and energy self-sufficient. We want women's efforts to be recognised and supported. This is already beginning to happen in our community."

<https://youngfeministfund.org/grantees/kaiso-womens-group/>

Resource 3.I: Women and Girls Network



The Siqqee Scholars - Ethiopia

Issue they are trying to address:

The group realizes that education plays an important role in empowering women and girls, but that there are many obstacles that prevent female students from becoming fully empowered women upon graduation.

Achievements:

The group holds various activities and programs ranging from sanitary pad provision campaigns to discussion platforms, trainings and violence against women and girls counselling. They believe their biggest achievement is igniting confidence and self-motivation in the female student population of their school community.

Vision: They want female graduates to be fully equipped, in all aspects of life, by the time they leave their learning institutions.

“We are proud to see that following our movement; female students are more proactive in the school community not only performing better academically but investing in their communities by partaking movements existing in the schools as well as taking the initiative to make their own.”

<https://youngfeministfund.org/grantees/siqqee-scholars/>

Resource 3.I: Women and Girls Network



Miss Deaf Pride - Zimbabwe

Issue they are trying to address:

The group members work towards capacitating and building the self-esteem of deaf girls and young women to showcase their creativity, engage with their community leaders and be ambassadors in their communities to fight gender based violence against women. "No to discrimination, NO to exclusion; We are Deaf And Proud not Deaf and dumb."

Achievements:

One of the greatest successes for the group was the organizing and coordinating of a deaf awareness session in Norton. They managed to gather deaf people from in and around Norton, including others from Harare to celebrate deaf culture, celebrate their talents as deaf people as well as meet and interact with our community leaders.

Vision: They envision an empowered community of deaf girls and young women achieving their potential.

<https://youngfeministfund.org/grantees/miss-deaf-pride-zimbabwe/>

Resource 3.I: Women and Girls Network



Action Femme Et Eco-Justice (AFECOJU) - DRC

Issue they are trying to address:

They fight for the recognition and access to human and environmental rights, especially land rights and water rights, of young women, and other marginalized groups, (including *transgender people), as well as for climate and environmental justice and gender equality to combat all forms of violence suffered by marginalized groups.

(*this may be sensitive, so add if contextually safe and appropriate)

Achievements:

One of the great successes of this group has been the creation of a community space where women, young feminists and other groups meet frequently to discuss violence that marginalized groups face. The group has managed to defend and restore land rights to young, rural women, whose land was taken away from them.

Vision: The group's vision is to contribute to the building of a strong movement in which the marginalised and vulnerable sections of society make their voices heard through campaigning, awareness raising, training, lobbying and advocacy that effectively change laws and policies.

<https://youngfeministfund.org/grantees/action-femme-et-eco-justice-afecoju/>

Resource 3.I: Women and Girls Network



Crown the Woman - South Sudan

Issue they are trying to address:

Their mission is to recognize, develop potentials and promote the strength of women within communities socially, economically and politically.

Achievements:

They say “despite a war-torn history and other unsettling challenges, South Sudanese women have managed to rise becoming successful in professions like medicine, law and entrepreneurship. The group creates a linkage between older South Sudanese women (mentor) and younger women (mentee) still struggling and forging a way to beat their challenges for guidance and support.

Vision: Foster a future with zero tolerance for inequality, injustice and any other harmful practice that affect women and children.

<https://youngfeministfund.org/grantees/crown-the-woman/>

Resource 3.I: Women and Girls Network



Girls United for Human Rights - Pakistan

Issue they are trying to address:

They empower girls as rights holders to claim their rights and to advocate for gender equality and justice. The group essentially works to empower girls so that they can live the life they want.

Achievements:

They campaigned for girls' rights, especially to use education as a tool to prevent them from being married off early. They have visited 300 houses building dialogues with parents informing them about the harmful impacts of child marriages on girls. They have also provided legal assistance and support to girls who experienced violence.

Vision: They envision a peaceful, socially just, democratic and tolerant society where all girls have equal status, are not discriminated against and live with dignity, respect and equality.

<https://youngfeministfund.org/grantees/girls-united-for-human-rights-2/>

Resource 3.I: Women and Girls Network



Corporación Sihyta - Colombia

Issue they are trying to address:

They aim to address issues related to environmental problems. They aim to provide alternatives and environmental solutions to the environmental challenges their community faces.

Achievements:

The group developed a project in which they implemented a method of creative education. They visited different schools in the city spreading the importance of native trees and encouraging young people to be part of the processes to encourage the planting of trees to help the environment. "Being an organization composed mainly of women we give example of empowerment and female participation."

Vision:

They want to strengthen the community in its organizational processes to promote spaces for discussion of environmental problems.

<https://youngfeministfund.org/grantees/corporacion-sihyta/>

Resource 4.I: Maya's Children

MAYA'S CHILDREN

This is a story about Maya's children.

The children love to play games.



One morning, the two children are playing together. Child B wants to go play with the other children but Child A prefers playing just the two of them.



They have a bit of a fight and Child A starts to cry. Finally Child B agrees and the two children stay together and don't go to play with the other children.



When they are going home after playing outside, a huge dog approaches them and starts to bark. The dog won't let them pass. Child A and Child B both start thinking of ways to escape...



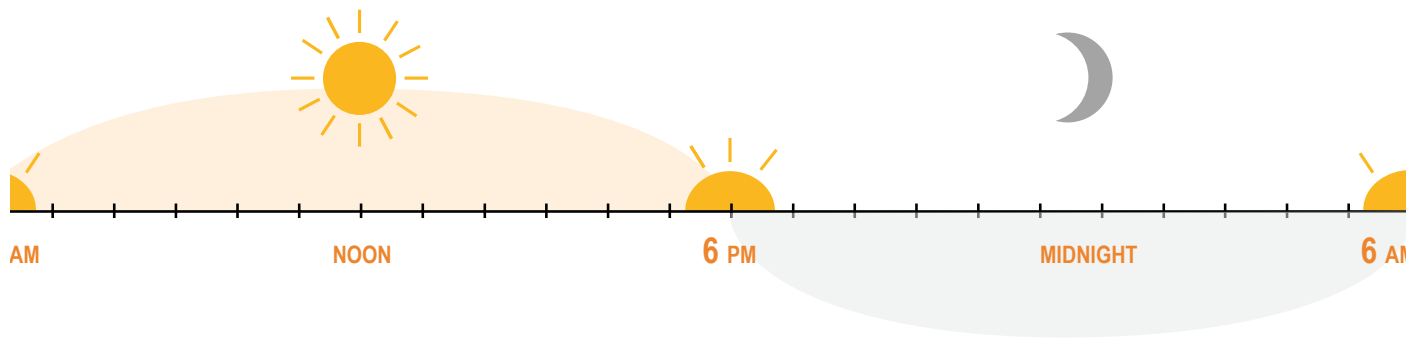
but they somehow manage to escape and run back home!



Just then they hear the dog barking at the entrance. Child A hides and Child B decides to go to the entrance and deal with the dog.



Resource 4.2³⁶: Activity 2 Adaptation 24-Hour Timeline



Resource 5.I: Our Relationship Tips

OUR RELATIONSHIP TIPS



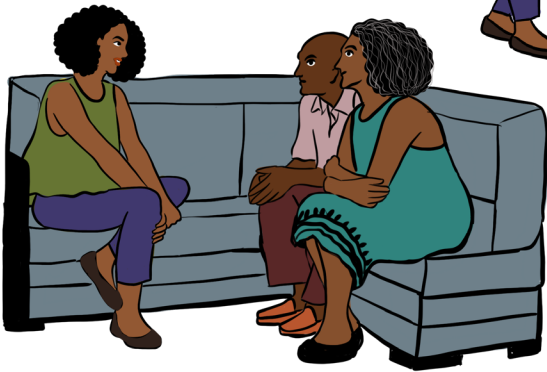
Be prepared: Know what you are asking for and think through the consequences of your request.



Pick the right time: When the situation at home is relaxed, check the body language of your parents/caregivers to see that they are ready to talk.



Be calm: Present your topic calmly and with facts. If you find yourself beginning to feel less calm to continue - it is ok to ask your caregivers to take a break from the discussion and talk again about the issue later.

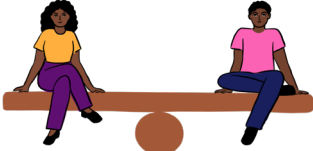
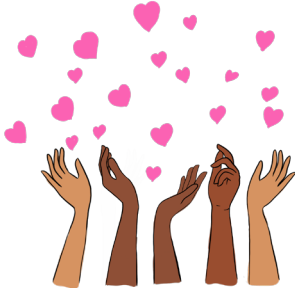
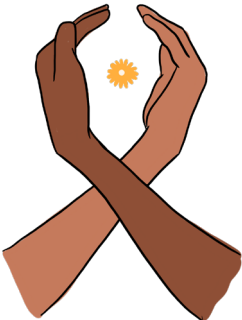




Listen to what your caregivers have to say: Consider their point of view and whether they might be right.

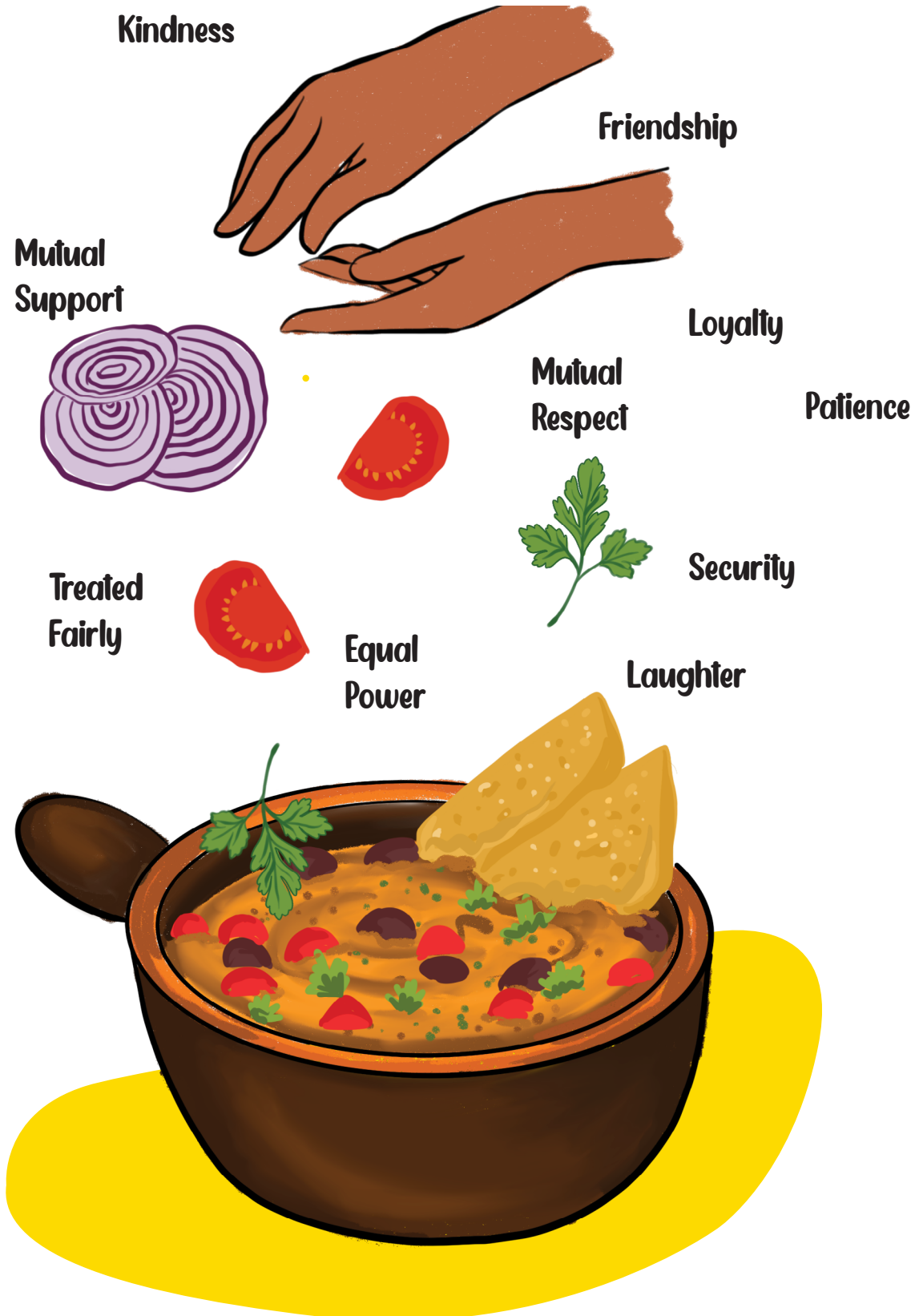
Use "I statements": These are statements that show how you feel or what you think, and that don't blame the other person. These sentences are about our own experience and feelings. This means you might say, "I feel upset by what you said," instead of saying "You are a bad person for saying what you said."



Resource 6.I: Healthy Relationship Stew

			
Controlling	Equal Power	Friendship	Good Communication
			
Hitting	Kindness	Laughter	Loyalty
			
Lying	Mutual Respect	Mutual Support	Patience
			
Security	Treated Fairly	Saying unkind things	

Resource 6.I: Healthy Relationship Stew



Resource 6.2: Relationship Key Messages

RELATIONSHIP KEY MESSAGES

Unmarried Girls

Friendships: As we get older, girls and boys start to place more importance on friendships. Having friends and being a good friend becomes quite important. Friends can have a big influence on us, including on what we say, like, and how we behave and we can also influence our friends in the same way. Sometimes this influence may be positive and sometimes it can be negative. When the influence is negative we call this *negative peer pressure*.

Romantic Relationships: During this time of change, girls and boys can also become interested in more romantic relationships. They may start to develop romantic feelings for another person, want to spend more time with that person, and consider this relationship "special." Sometimes, girls and boys may see their friends having relationships and become curious.

In some communities, it may not be accepted for girls or boys to be in relationships with other people, girls may find that their first experience of a relationship is once they are married, or a short time leading up to the marriage. Other times they may have relationships and keep it a secret and feel they cannot talk about the problems they may be experiencing because they are fearful of people knowing about the relationship.

It's very important for girls and young women to know the difference between a healthy and unhealthy romantic relationship so that when they do find themselves in one, they can identify when they are being treated unfairly and harmfully and when they are not because it is our right to be treated equally and with kindness and respect.

It is important that girls are able to surround themselves with non-judgmental, trustworthy and supportive friends they can turn to when they need to talk about something bothering them and if they are unsure if something is healthy and unhealthy. We can also be those friends to other girls.



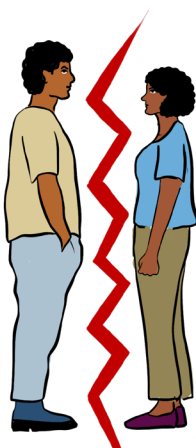
RELATIONSHIP KEY MESSAGES

Married and Divorced Girls

When we enter relationships at a young age, we sometimes don't have all the information about what healthy and unhealthy relationships look like. In some communities, it may not be accepted for girls or boys to be in relationships with other people, girls may find that their first experience of a relationship is once they are married, or in a short time leading up to the marriage. While many relationships are healthy, there are some situations where girls may find themselves in unhealthy relationships. This usually happens when men take a lot more power in the relationship than the women.



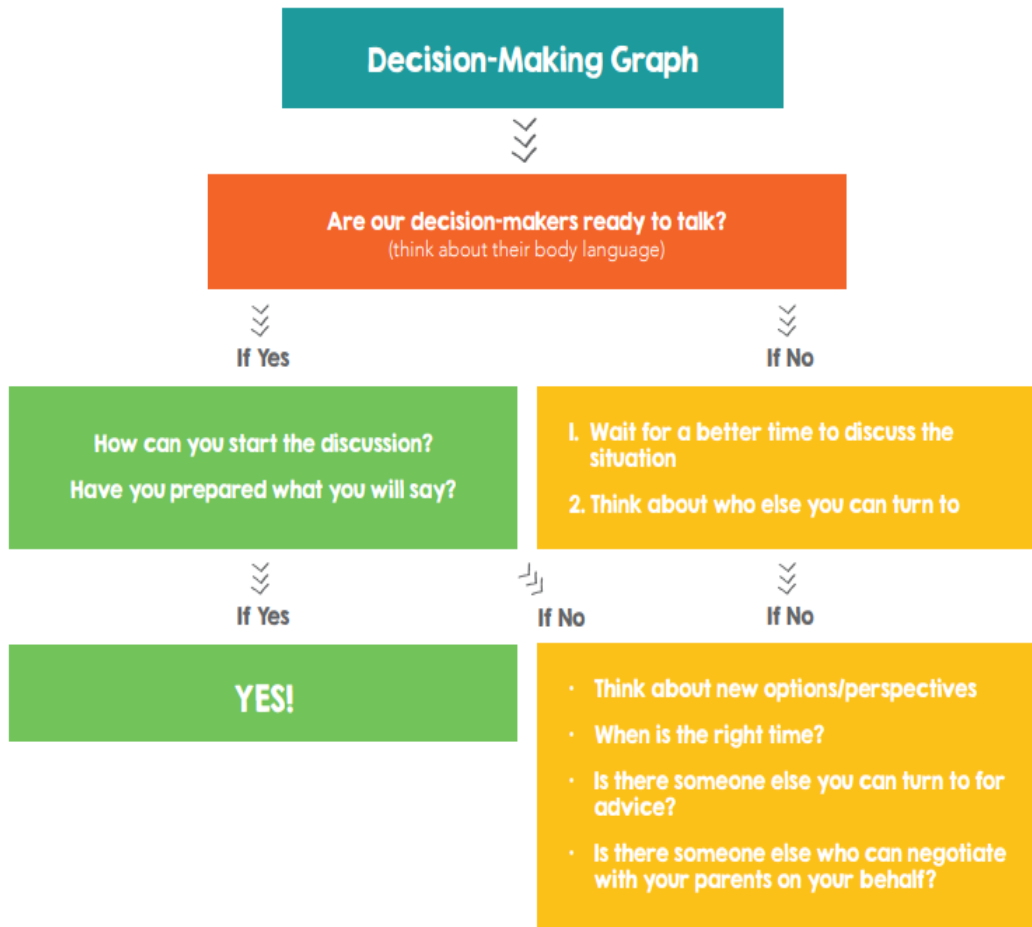
Girls may also get divorced for many reasons, and this can also include leaving an unhealthy relationship. The information presented in this session will help divorced girls to have more knowledge about healthy and unhealthy relationships should they partner with someone else. It can also help girls understand the types of qualities they are also looking for in their friendships and other relationships in their lives.



So it is important that girls are able to surround themselves with non-judgmental, trustworthy and supportive friends they can turn to when they need to talk about something bothering them and if they are unsure if something is healthy and unhealthy. We can also be those friends to other girls.



Resource 7.I: Decision Making Graph



Resource 7.2 Yes No Line:

YES NO LINE

Instructions:

Have the girls make two lines, facing each other, they will be paired with the person opposite them. One group will be the "ask line" and the other group the "no line."



Ask Line

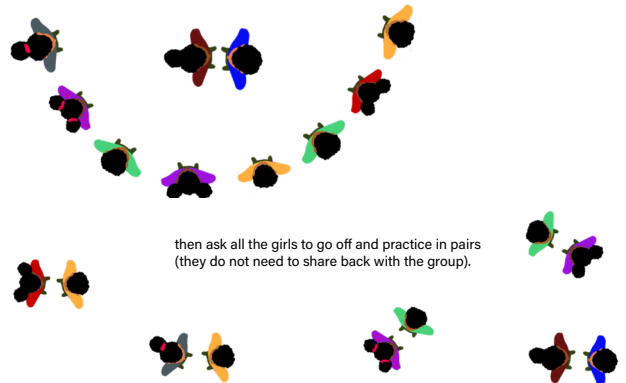
Say: to the "asking line": You are Sara/Reem. Imagine your partner in the "no line" is the person saying no to Sara/Reem. You are going to ask the decision maker if you can join the course/training college.



No Line

Say: to the "no line": You are the "no line" and it is your job to say no to Sara's/Reem's request.

Have one pair practice this once for everyone to see how it should go,



then ask all the girls to go off and practice in pairs (they do not need to share back with the group).



After they have practiced once, tell the "ask line" that when the person opposite them says no they must ask a "what," "how" or "why" question, which will make their partner explain their reasons.



If the girls need more guidance, you can say for example "What would convince you to let me go?" or "How can we compromise?" or "Why don't you think it's a good idea that I attend?"

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

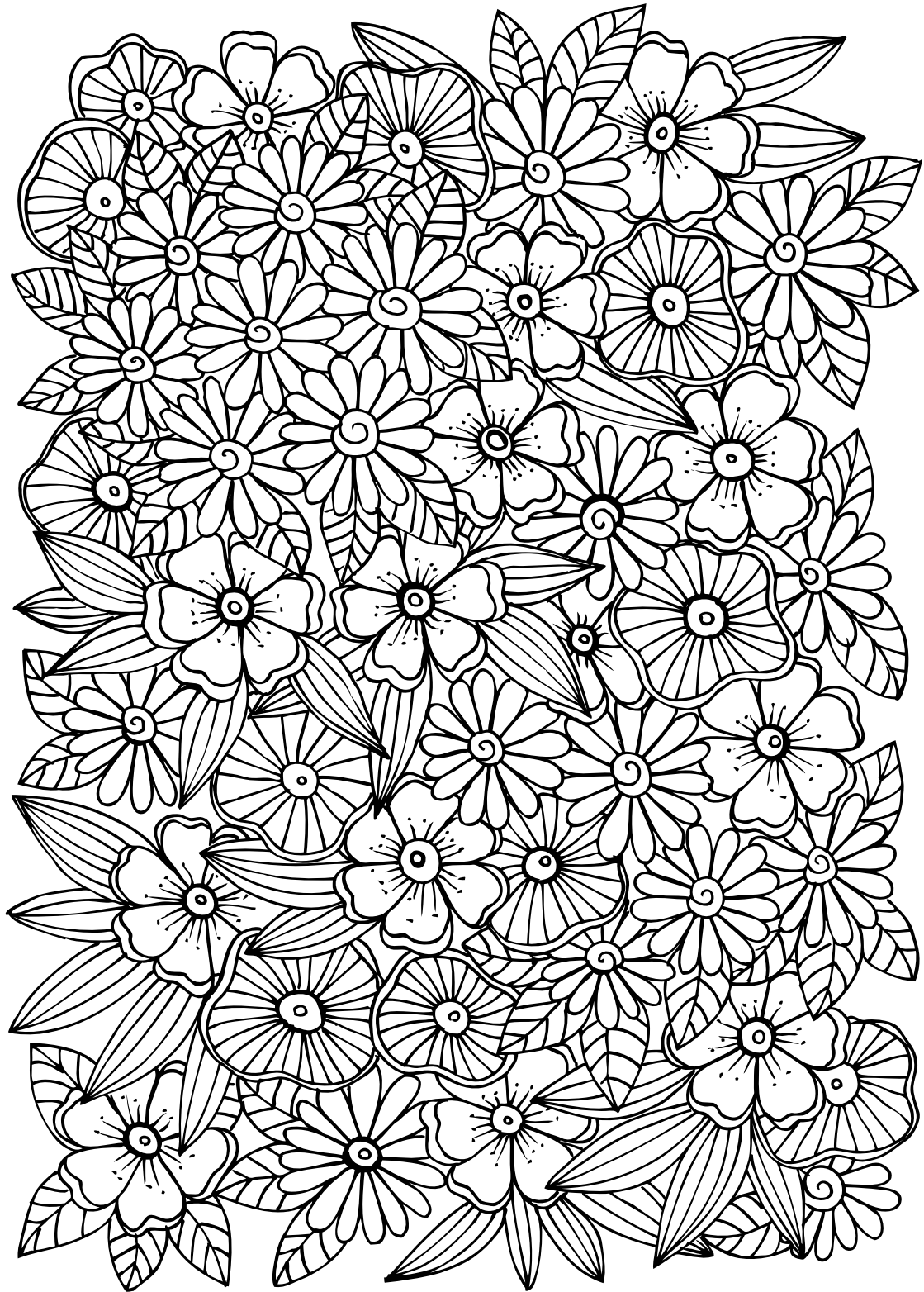


Have two pairs share their practice with the group to see whether the communication they were using was assertive.

Resource 8.I: Gift Template



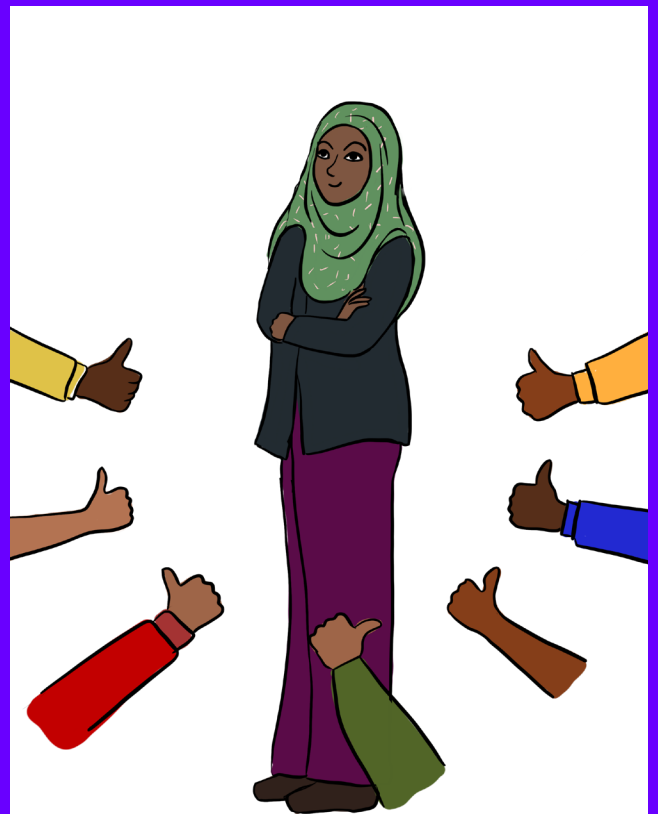
Resource 8.2: Coloring Page



Resource 9.I: Rights Cards



DECISION MAKING



RESPECT FROM OTHERS



CONTROL OVER BODY



PHYSICAL SAFETY

RIGHTS FOR GIRLS



Girls have the right to play and rest.



Girls have the right to choose their own friends and join or set up groups of friends, as long as it isn't harmful to others.



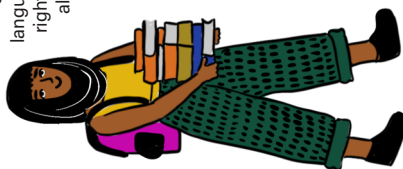
Women and girls have the same right as men to enter into marriage, to freely choose a partner and to enter into marriage only with your free and full consent, in addition to have the same equal rights and responsibilities during marriage and at its dissolution.



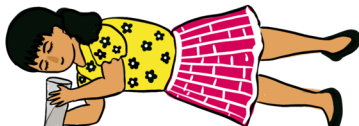
Girls have the right to be protected from being hurt and mistreated, in body or mind.



Families have the responsibility to help girls learn to exercise their rights and to ensure that their rights are protected.



Girls who belong to an ethnic, religious or language minority should have access to the same rights as all other girls and boys. They should be allowed to enjoy their own culture, use their language, and practice their religion.



Girls have the right to food, clothing, a safe place to live, and to have their basic needs met. Girls should not be held back or prevented from doing many of the things other kids can do.



Girls and boys with disabilities should enjoy a full and decent life and be able to actively participate in the community.



All adults should do what is best for girls. When adults make decisions, they should think about how their decisions will affect girls.



Girls have the right to a good quality education. Girls should be encouraged to go to school to the highest level they can.

37 Taken from [CEDAW](#), [UNCRC](#), [UDHR](#), [CRPD](#)

RIGHTS KEY MESSAGES

Unmarried Girls



Waiting until age 18 to marry gives you the best opportunity to grow into successful adults.

You have the right to finish school. Finishing education will provide you with better opportunities to become a successful adult.



Marriage is an important step. Waiting to get married until you know the person better and are older helps you to make sure that this is the right decision for you and your family.

Even if your parents and grandparents got married early this does not mean this is the right choice for you.



You should be involved in the decision to marry. If you have any doubts about the marriage or are being pressured to get married before you feel ready, you should discuss this with your family. If you wish, you can also get advice and support at the women and girls safe space or child protection agency.



If you are planning to get married, get information on family planning and safe pregnancy. It will help you to protect yourself and your baby.



Delaying a first pregnancy until a girl is at least 18 years of age helps to ensure a safer pregnancy and childbirth. For children under 15 years of age these health risks for girls and their babies increase substantially.

If you are thinking of getting married you may think that this will bring you more independence and freedom. A lot of responsibilities come with marriage both financial and social, it is important to enjoy the years you have as a girl to have fun with your friends before you take on the responsibilities of marriage.

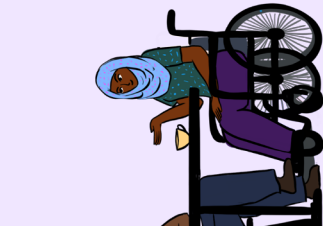
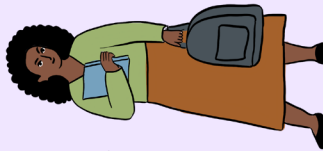


RIGHTS KEY MESSAGES

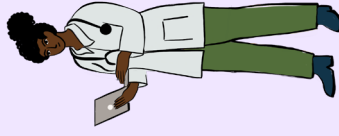
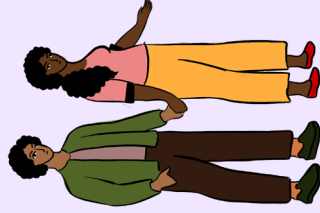
Married Girls



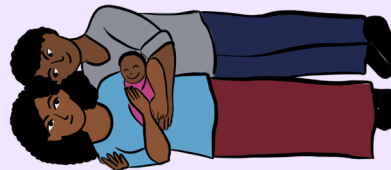
You have the right to continue your schooling, access health services and participate in community life even when you're married or divorced. It can be difficult for married and divorced girls to access their rights due to limitations placed on them by others. If you find yourself in this situation, you can talk to a trusted adult or someone at the safe space.



If you have a baby, they should be registered immediately after birth so they can acquire a nationality and be recognized by the State. This will help them to secure their rights.



Information on family planning and safe pregnancy can be very helpful for married and divorced girls and will help to protect you (and your baby). Make sure this information comes from a trusted source e.g. confidential medical doctor. The safe space can give you more information on where to get this information.



Delaying a first pregnancy until a girl is at least 18 years of age helps to ensure a safer pregnancy and childbirth.



If someone does not respect your right to wait until your body is fully grown to get pregnant, you can talk to a trusted adult who can help you to think about safe options for you. A caseworker at the safe space can also talk you through this.



Without a proof of marriage you may face difficulties in obtaining custody of your children, divorce and alimony. You and your children may also face difficulties in matters of inheritance. Having a marriage certification is protection for you and your children.

Where early marriage is legal:

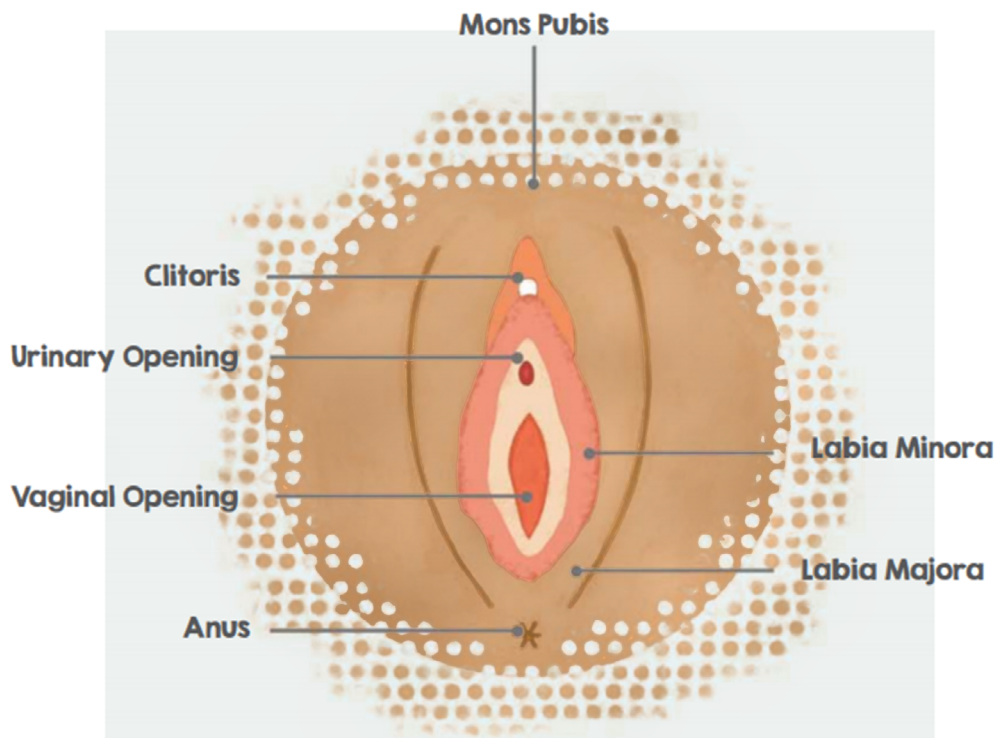


You have the right to receive legal counselling on why it is important to register your marriage and what are the steps to do so. You can talk to a case worker at the safe space who can help you contact the legal partner closest to you at any time for support and assistance on this matter.

Resource 10.1: The External Reproductive Body Parts of a Female

RESOURCE

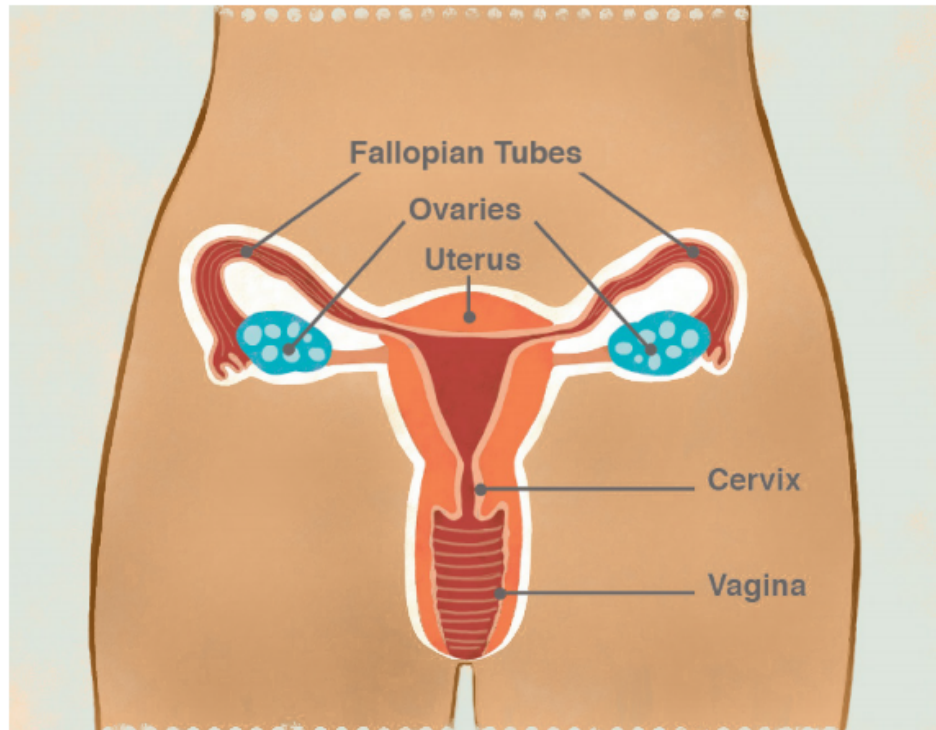
The External Reproductive Body Parts of a Female



Resource I0.2: The Internal Reproductive Body Parts of a Female

RESOURCE

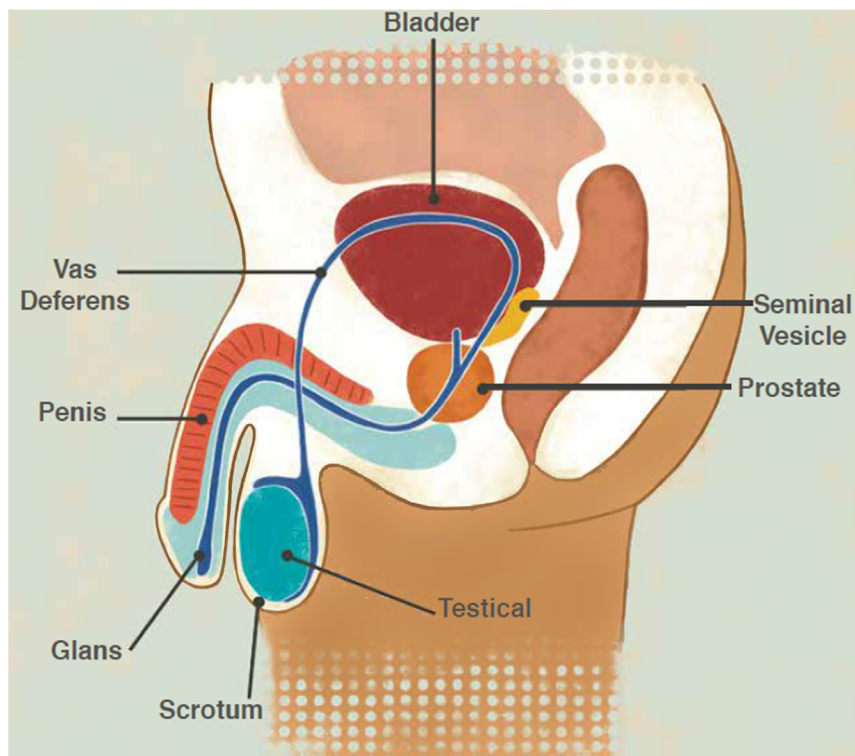
The Internal Reproductive Body Parts of a Female



Resource I0.3: Male Reproductive Organs

RESOURCE

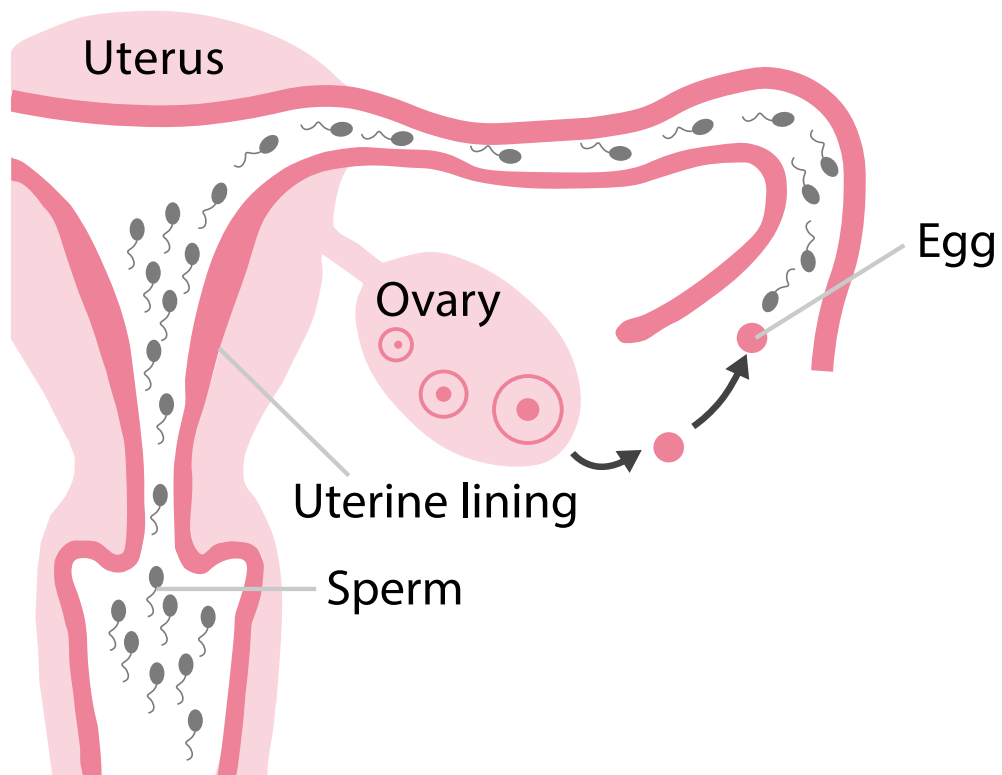
Male Reproductive Organs



Resource I0.4: Internal Reproduction

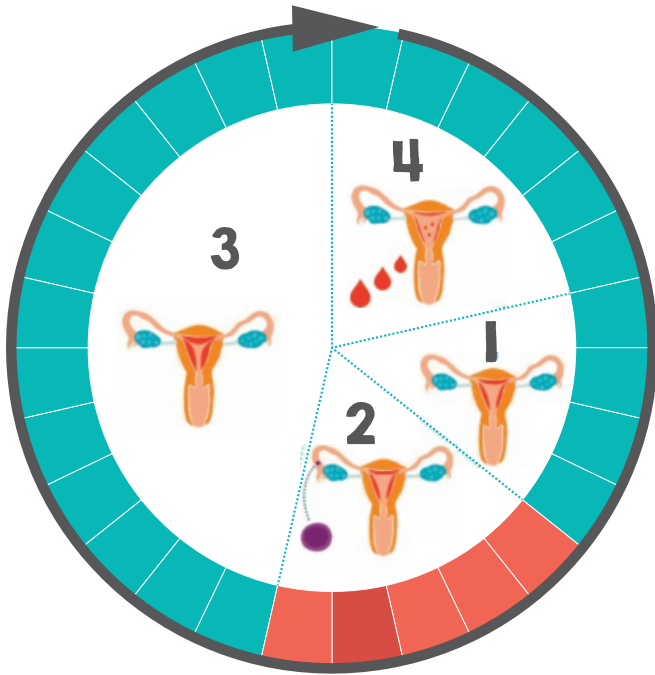
RESOURCE

Female Reproductive Organs



Resource I0.5: Ovulation Cycle

RESOURCE Ovulation Cycle



- 1.** The uterus is connected to the ovaries by fallopian tubes. Typically, one egg matures every cycle.
- 2.** Once mature, the egg is released from the ovary and passes through the fallopian tube. As the egg passes through the tube, the lining of the uterus thickens.
- 3.** If the egg is fertilized, this lining of the uterus provides a home to a growing baby.
- 4.** If there is no fertilization, the body sheds the uterus lining in the form of blood. Regular bleeding is part of a natural process for women and girls.

Resource 10.6: Menstrual Calendar

RESOURCE

Menstrual Calendar

Month:		Year:				
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Resource II.I: Sexually Transmitted Infections - STIs

RESOURCE

Sexually Transmitted Infections (STIs)

Why are girls more at risk?

Women are at higher risk for and more affected by STIs than men for several reasons. Differences in a female's body makeup make finding STIs more difficult in women. STIs have more serious consequences for women than for men. The risk of transmission is greater from a man to woman. Many women have little power to protect themselves in sexual situations. Additionally, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Younger girls are even more at risk for getting an STI because they are more likely to suffer from tears in the vagina during sex.

Signs and symptoms of STIs

Most men can tell when they have an STI because there are usually clear signs. Women, however, often have an STI without knowing it, because there are often no signs that they have the disease. Sometimes only an experienced and trained health care provider can find signs of an STI in a woman. This is especially true during pregnancy, when many STI symptoms are mistaken for side effects of pregnancy. Sometimes it is necessary to examine samples of a woman's blood or vaginal discharge to find out if she has an STI, and which type of STI she has. For this reason, it is important to recognize the signs of an STI and to visit a doctor as soon as possible if signs of an STI are observed or there is reason to believe that exposure to an STI has occurred.

STI prevention

The only completely effective way to prevent STIs is to abstain from oral, anal, and vaginal sex. Contact with another person's body fluid can result in STI infection. For people who have decided to engage in sexual activity, condoms can protect against many, but not all, STIs. For minimal protection, sexual partners can inspect their genitals, wash their genitals after sexual intercourse, avoid sex with multiple partners, and talk to each other about their sexual habits and health. Men can play a particularly important role in preventing STIs by maintaining a monogamous relationship or using condoms to protect their partner and themselves. Maintaining a mutually committed relationship – meaning neither person has sex with anyone else – is a way of preventing STIs that requires the commitment of both partners. Men can show respect for their partners' health by limiting their sexual relations to one partner.

Resource II.2: Viral and Bacterial STIs

RESOURCE

Viral STIs

Name	How it's Transmitted	Symptoms
Genital Herpes	<p>You can get genital herpes by having vaginal, anal, or oral sex with someone who has the disease. You can get herpes from a sex partner who does not have a visible sore or who may not know he or she is infected. It is also possible to get genital herpes if you receive oral sex from a sex partner who has oral herpes.</p> <p>You will not get herpes from toilet seats, bedding, or swimming pools, or from touching objects around you such as silverware, soap, or towels. healthcareprovider.</p>	<ul style="list-style-type: none"> Some people will develop painful blisters on the genitals or mouth. Other symptoms include headache, fever, muscle aches and chills.
Human Papilloma Virus (HPV)	<p>HPV is transmitted through intimate skin-to-skin contact. You can get HPV by having vaginal, anal, or oral sex with someone who has the virus. It is most commonly spread during vaginal or anal sex. HPV is so common that nearly all men and women get it at some point in their lives. HPV can be passed even when an infected person has no signs or symptoms. You can develop symptoms years after being infected, making it hard to know when you first became infected.</p>	<ul style="list-style-type: none"> Genital warts are soft and usually flesh colored. They can be flat or raised. They appear alone or in clusters. They are usually painless, but can cause itching, pain, or bleeding. They can appear on the vulva, vagina, anus, cervix, penis, or scrotum. They appear one to eight months after infection.

RESOURCE

Bacterial STIs

Name	How It's Transmitted	Symptoms
Gonorrhea	<p>It is transmitted through sexual contact with the penis, vagina, mouth, or anus of an infected person. Ejaculation does not have to occur for gonorrhea to be transmitted. It can also be spread from mother to baby during childbirth.</p>	<ul style="list-style-type: none"> Most girls/women who are infected show no symptoms. Some women experience pain during urination, vaginal discharge (milky white or yellow/ green).
Chlamydia	<p>It is transmitted through sexual contact with the penis, vagina, mouth, or anus of an infected partner. Ejaculation does not have to occur for chlamydia to be transmitted or acquired. It can also be passed from an infected mother to her baby during vaginal childbirth.</p>	<ul style="list-style-type: none"> Sometimes there are no symptoms. Vaginal discharge Burning during urination Women may experience lower abdominal pain, pain during intercourse, and irregular bleeding between periods.
Pelvic Inflammatory Disease (PID)	<p>PID occurs when bacteria move upward from a woman's vagina or cervix (opening to the uterus) into her reproductive organs. Many different organisms can cause PID, but many cases are associated with gonorrhea and chlamydia.</p> <p>Sexually active women in their childbearing years are most at risk, and those under age 25 are more likely to develop PID than those older than 25.</p> <p>This is because the cervix of teenage girls and young women is not fully matured, increasing their susceptibility to the STIs that are linked to PID.</p>	<ul style="list-style-type: none"> Dull pain or tenderness in the lower abdomen. Abnormal periods Abnormal vaginal discharge Nausea and/or vomiting Fever and chills

Resource II.2: Viral and Bacterial STIs

RESOURCE


Bacterial STIs (Continued)

Name	How it's Transmitted	Symptoms
Syphilis	<p>Syphilis is passed from person to person through direct contact with asyphilis sores.</p> <p>Sores occur mainly on the external genitals.</p> <p>Sores also can occur on the lips and in the mouth.</p>	<p>The disease develops in three stages:</p> <ul style="list-style-type: none">• Stage 1: One or more painless reddish-brown sores (called chancres) on or near the genitals.• Stage 2: A skin rash develops anywhere on the body. Flu-like symptoms such as mild fever, fatigue, and sore throat appear.• Stage 3: Late-stage symptoms include brain damage, mental illness, blindness, heart disease, and death.
Vaginitis	<p>Vaginitis is included under this section on sexually transmitted infections because the infection can often begin after sexual contact with another person. There are also nonsexual ways of contracting this infection (e.g. using a diaphragm, being pregnant or in menopause, or taking antibiotics).</p>	<ul style="list-style-type: none">• The symptoms of vaginitis can include itching, burning, pain, blood spotting, or there might be a change in the discharge. The discharge might be heavier than usual, have an unusual "smelliness" be a different color (yellow, brown, grey), or have a thick or clumpy consistency.

RESOURCE


HIV/AIDS

- o HIV is a sexually transmitted virus which can turn into AIDs. It can be spread when an infected person's blood mixes with another person's blood.
- o If you have an open cut or wound and the other person has HIV, you can be at risk of catching the virus.
- o If someone has sex with someone who has HIV and does not use a condom, they can be at risk of HIV.
- o Some women who are pregnant can give their unborn baby HIV because they are providing nutrients to the baby from their body.
- o Sometimes a woman with HIV can pass it to her baby through breastfeeding.
- o HIV is different from other diseases like a cold, malaria, or typhoid because it does not pass through the air.
- o We cannot catch HIV from being in the same room as an infected person or by hugging or touching that person.
- o We cannot catch it from kissing someone.
- o We cannot catch it from an infected person coughing or sneezing on us, or by drinking from the person's cup.

 **Ask:** Has anyone else told you something different about HIV/AIDS and how you get it?

There are four ways to avoid getting HIV/AIDS:

- Wait to have sex.
- Be in a mutually faithful relationship with an uninfected person where both partners have been tested.
- Use a condom.
- Never share needles or other medical equipment that could carry blood, such as razors, with others.

 **Note:** The topic of HIV/AIDS can be particularly triggering for many girls who may have had parents, friends, or relatives impacted by the disease. Additionally, there are often misconceptions about the virus in many communities, and girls may have experienced discrimination if HIV/AIDS has impacted their family. Reassure the group that Girl Shine is a safe space and everything discussed is confidential. Spend extra time clarifying the misconceptions and reviewing the material more than once if needed.

Resource II.4: Contraception

RESOURCE

Contraception

What is a contraceptive?

Contraceptives are used for preventing pregnancy. If a woman is having sex, she always runs the risk of getting pregnant. A contraceptive can be used to decrease the likelihood that a woman will get pregnant. However, the only 100% effective way to not get pregnant is to not have sex. This is called abstinence.

What is a condom?

A condom is the only contraceptive that prevents against pregnancy AND sexually transmitted infections. A male condom is a thin piece of latex, a type of rubber that is worn on the penis. The male condom is far more commonly used than a female condom. A female condom is a sheath with a flexible ring at either end. One end is closed and inserted into the vagina; the other end is open and the ring sits outside the opening of the vagina.

How does the condom work?

Condoms work by keeping semen (the fluid that contains sperm) from entering the vagina. The male condom is placed on a man's penis when it becomes erect, before any sexual contact. It is unrolled all the way to the base of the penis, while holding the tip of the condom to leave some extra room at the end. This creates a space for semen after ejaculation and makes it less likely that the condom will break.

After the man ejaculates, he should hold the condom at the base of the penis as he pulls out of the vagina. He must do this while the penis is still erect to prevent the condom from slipping off. If this happens, sperm could enter the vagina and a female could become pregnant.

Condom Do's and Don'ts

- DO use a condom each and every time you have sex.
- DO use water-based or silicone-based lubricants.
- DO NOT use a condom more than once.
- DO NOT use two condoms at the same time. The friction between the condoms may cause them to tear.
- DO check the expiration date.
- DO NOT use oil-based lubricants (like petroleum jelly or baby oil). They can cause the condom to break.
- DO NOT use a condom if the individual condom packet is ripped.

RESOURCE

Contraception (Continued)

What are other contraceptives?

- Other contraceptives include birth control pills, injections, implants and IUDs.
- Birth control pills are pills that women take every day to avoid getting pregnant. For example, Microgynon and Microlut are brands of birth control pills.
- Women can also go to a doctor to get an injection once every few months to prevent pregnancy. One common brand is called Depo-Provera or "Depot."
- Another option is a tiny implant or small object inserted under a woman's skin that will prevent pregnancy. One brand of implant is called Jadelle.
- An IUD is a small, T-shaped device that is inserted into a woman's uterus to prevent pregnancy. It should be inserted and removed by a health professional. Depending on the type of IUD, it can be left inside the uterus from anywhere between five to 10 years.

How to choose the right form of contraception

For all of these options, a woman must first visit a doctor to find out which option is best for her. Not all of these options are readily available. The condom is one of the most widely available forms of contraception, which is why it is usually focused on.

RESOURCE

Contraception (Continued)

Note: Before giving this information to girls, it is important to first check which options are available and accessible to girls, and then provide the information accordingly.

Method	How Well It Works	How To Use	Pros	Cons
Implant	>99%	A health care provider puts the implant under the skin of the woman's upper arm.	<ul style="list-style-type: none"> Prevents pregnancy up to three years. Private and discreet. 	<ul style="list-style-type: none"> May cause spotting.
Hormone IUD	99%	A health care provider puts the IUD in the uterus.	<ul style="list-style-type: none"> Prevents pregnancy for up to three to seven years (depending on the IUD). May improve period cramps and bleeding. Private and discreet. 	<ul style="list-style-type: none"> May cause spotting.
Copper IUD	99%	A health care provider puts the IUD in the uterus.	<ul style="list-style-type: none"> Prevents pregnancy up to 12 years. Can be used as emergency contraception. Private and discreet. 	<ul style="list-style-type: none"> May cause more cramps and heavy periods. May cause spotting.
Male Condom	82-98%	Use a new condom each time you have sex.	<ul style="list-style-type: none"> Protects against HIV and other STIs. Can be used with other methods to protect against HIV and other STIs. 	<ul style="list-style-type: none"> Can break or slip off.

RESOURCE

Contraception (Continued)

Method	How Well It Works	How To Use	Pros	Cons
Diaphragm	88-94%	Use diaphragm each time you have sex. Must be used with spermicide.	<ul style="list-style-type: none"> Can be reused for several years. 	<ul style="list-style-type: none"> Raises risk of bladder infection.
Female Condom	79-95%	Use a new condom at each sex.	<ul style="list-style-type: none"> Protects against HIV and other STIs. Can be used with other methods to protect against HIV and other STIs. 	<ul style="list-style-type: none"> May slip out of place during sex.
Injection	94-99%	Get an injection every three months.	<ul style="list-style-type: none"> Private and discreet. 	<ul style="list-style-type: none"> May cause spotting and weight gain. May cause delay in getting pregnant after injections are stopped.
Ring	91-99%	Put small ring into your vagina. Change ring each month.	<ul style="list-style-type: none"> One size fits all. Can make periods more regular and less painful. Private and discreet. 	<ul style="list-style-type: none"> May cause spotting in first one to two months.

RESOURCE

Contraception (Continued)

Method	How Well It Works	How To Use	Pros	Cons
Patch	91-99%	Put a new patch on your skin once a week for three weeks. No patch during week 4	<ul style="list-style-type: none"> • Can make periods more regular and less painful. 	<ul style="list-style-type: none"> • Can irritate skin under patch. • May cause spotting in first one to two months.
Pill	91-99%	Take one pill each day.	<ul style="list-style-type: none"> • Can make periods more regular and less painful. 	<ul style="list-style-type: none"> • May cause spotting in first one to two months.

Resource II.5: Menstruation Hygiene Management (MHM) Demonstration

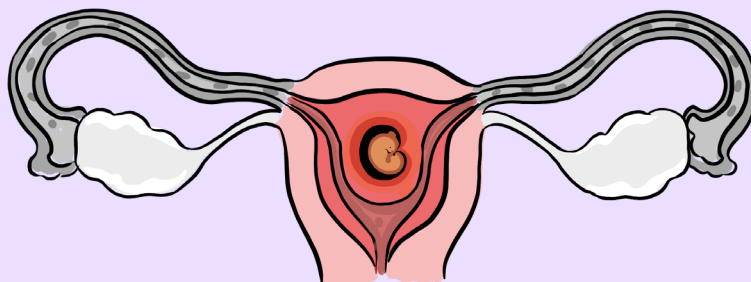
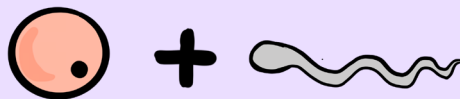
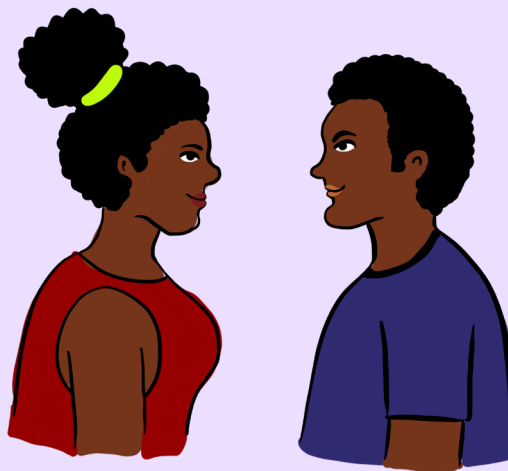
MENSTRUATION HYGIENE MANAGEMENT (MHM) DEMONSTRATION



MENSTRUATION HYGIENE MANAGEMENT (MHM) DEMONSTRATION



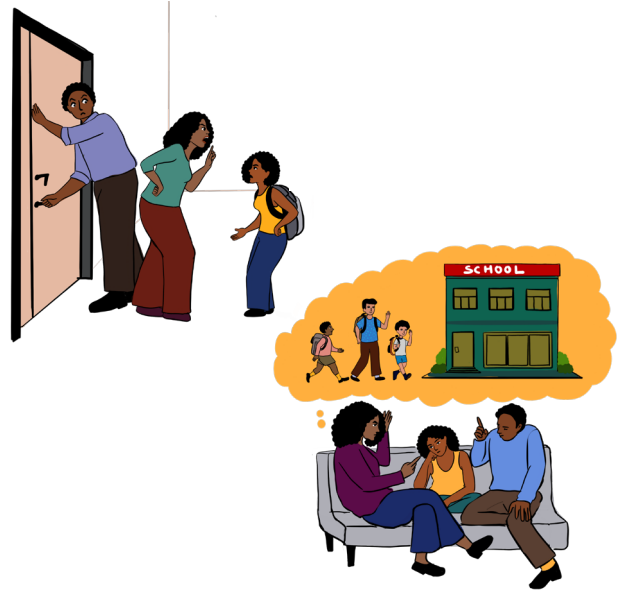
MAKING BABIES



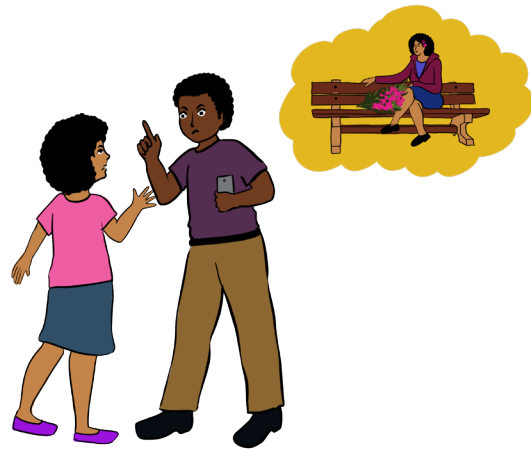
Resource I2.1: Types of Violence - Sample Illustrations for Activity 1

You can use some of these images to portray the stories in Activity 1 or also create your own.

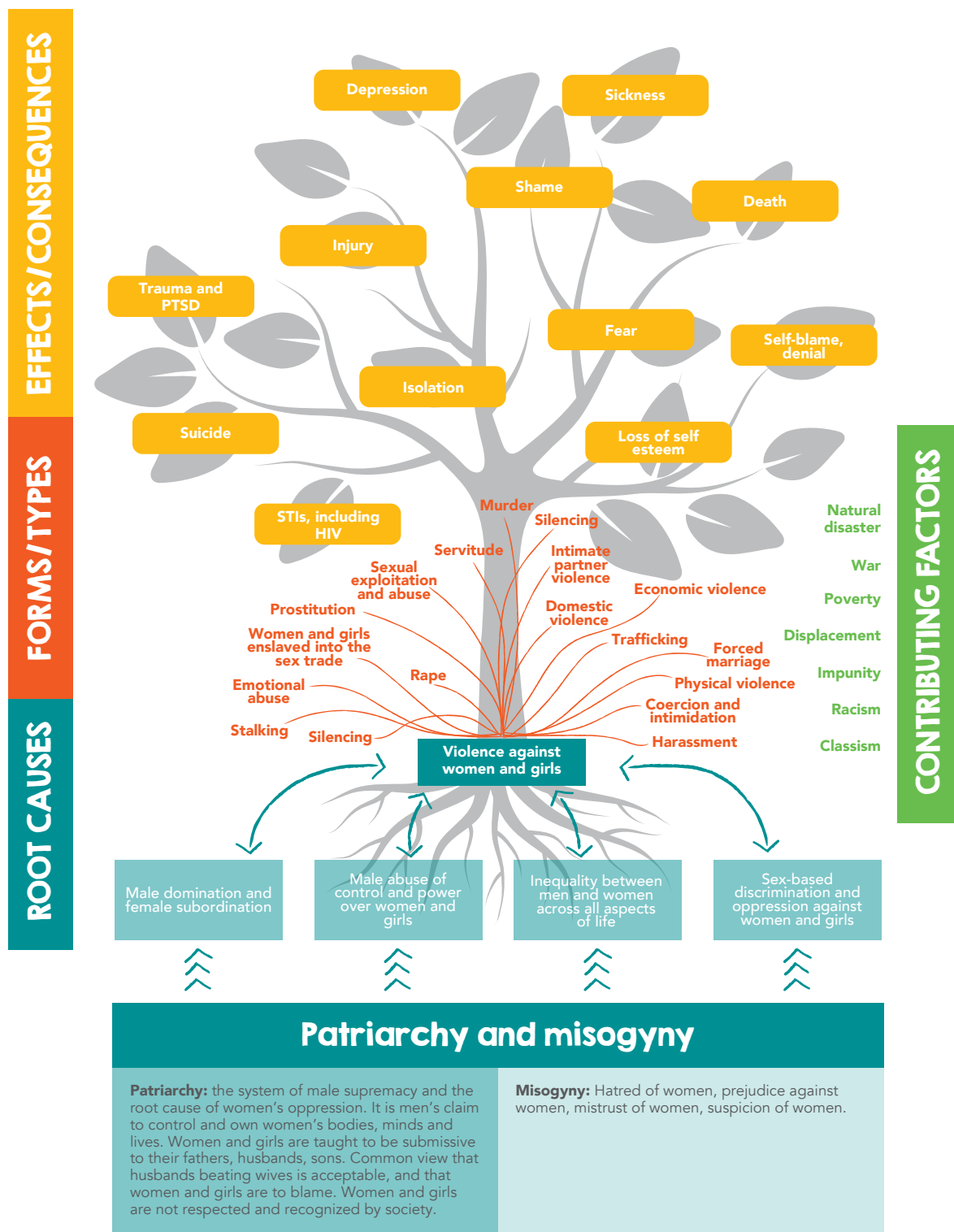
Types of Violence: Unmarried Girls



Types of Violence: Married/Divorced Girls



Violence against women and girls.



Resource 13.1: Key Messages

These key messages are a guide for the conversation with girls. You do not need to use them, but they are included in case they are helpful to the conversation. They have been organized thematically, so you can navigate easily.

Case Management:

A girl can be referred to a caseworker for any issue she is facing, even if she doesn't think it is violence that she is experiencing. Whatever the issue, a caseworker can work through this with the girl and support her or direct her to the most appropriate service.

On Sex in Marriage and Unions:

- Many different circumstances and feelings influence people's decisions about whether to have sex (e.g., their past experiences, peers, culture, or faith may influence their decisions). Sometimes people can have mixed feelings. They may feel pressure from others to have sex (i.e., pressure from a partner, peer pressure from friends, or pressure from family), and sometimes they may really want to have sex.
- Sometimes people who are in a union or married find that they are physically attracted to each other, and both may desire sexual contact, which may include holding hands, kissing, caressing, or other intimate activity. When there is trust, respect, and care between two people, these experiences can be wonderful and exciting. There are also situations where the opposite is true, and girls' wellbeing, including sexual wellbeing, will be impacted. In these situations, a girl can talk to a caseworker who can help her think through some strategies to address this.

On Communicating About Sex:

- Being comfortable communicating what you want or do not want during sex is important to creating a mutually respectful and responsible sexual relationship.
- Sometimes it might feel embarrassing to talk about sex, or a person may feel worried about raising an issue with a partner related to sex. This might be because they don't want to upset the other person by talking about any issues, they are nervous that their partner will break up with them if you say something, their partner may not be open to talking about it, or they might be afraid to talk about it.
- When girls are in a relationship where the communication is good and girls have some power to influence decisions, girls can develop their confidence and comfort levels in order to talk about sex with their partners. Where girls are in relationships where this is not possible, they may need to develop other strategies that can help them to assert their rights over their body.
- Girls can always talk to a caseworker about the issues they are facing and the caseworker can help them figure out what the best approach would be in their situation.

On Healthy Relationships

- In a healthy relationship, both people should be able to express themselves openly and be able to listen to, appreciate, and accept the other person's needs.
- We may not always find ourselves in a situation where this is possible. If you think you are in an unhealthy relationship and want to talk to someone about it, you can speak to a caseworker at the women and girls' safe space.

On Our Rights:

- No one should do anything sexual in a relationship that they do not feel completely ready/comfortable to do. Girls have the right to say "no" or stop sex before and even during sex. Sometimes it may not be possible to secure this right, as doing so could put us in even more danger, but it is important to know this is our right, because if we do not know this, we may believe that it is our duty to always engage in sex if asked by our partner.
- Our rights might not always be respected, and if girls find themselves in this situation, they can talk to a caseworker at the safe space who is trained to help girls facing these issues.

On Information About Sex:

- Friends and peers may have some information about sex because they are often experiencing similar things. It's great to talk to friends about sex if you trust them, and it is reassuring to know that other girls have similar experiences or questions as you do. But be careful when taking medical advice about sex from friends, as sometimes it may not be accurate or may be based on rumors or their own unique experiences.
- There are a lot of myths and misinformation about sex. If you are unsure about information you have heard, seek out more information from a trusted source, such as a health worker or someone at the women and girls' safe space.

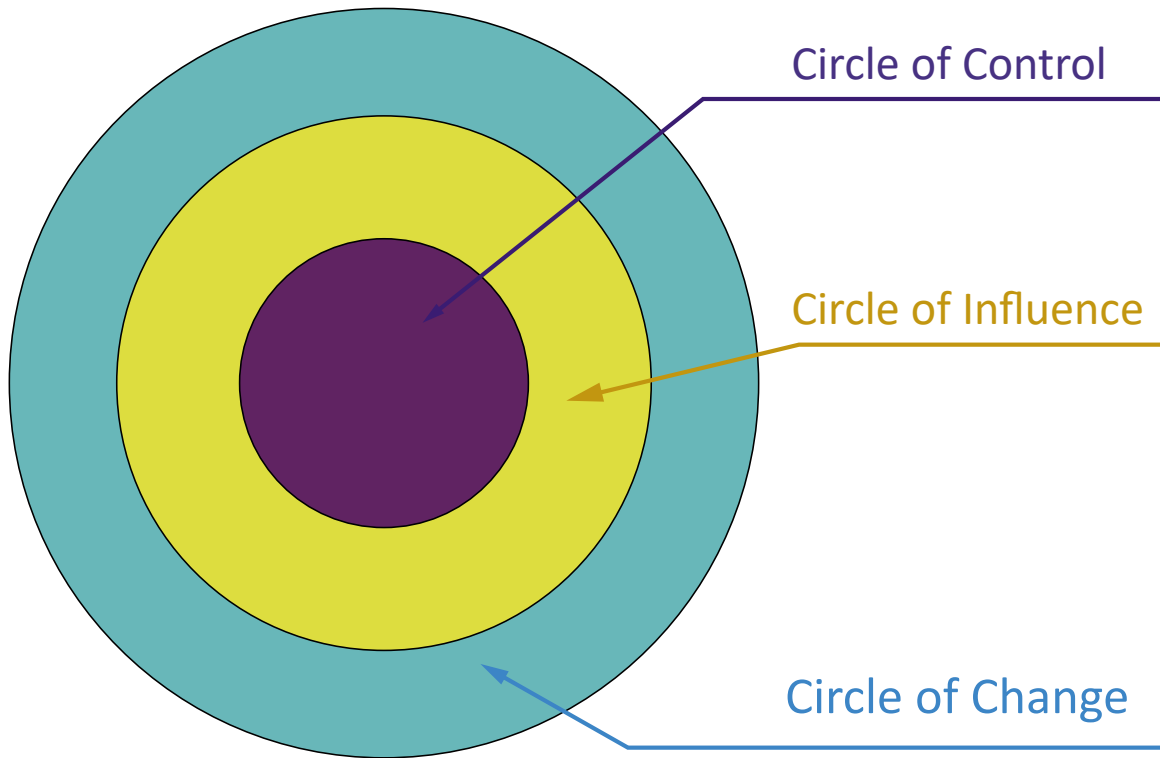
On Consent:

- Sexual consent means that both individuals agree to participate in a particular sexual activity, and if one person does not want to, they do not give their consent.
- All sexual acts require consent, and it is our right to give or withdraw consent.
- Girls and boys in relationships and even marriage have the right to say "no" to any sexual behavior. Sometimes these rights are not respected, and if a girl finds herself in this situation, she can seek support from a caseworker.

Resource 14.1: Safety Planning Table

Who or what is the risk? (Places/People)	When? (Time)	Where? (When applicable)	What should girls do? And who are their support people? Is the suggested plan realistic and safe?	What can mentors do?	What can the community do?

Resource 15.1: Circle of Influence Diagram³⁸



38 <https://www.thensomehow.com/circles-of-influence/>

Resource I5.2: Our Group Gift



CERTIFICATE OF RECOGNITION

THIS IS AWARDED TO





PART 2A
The Girl Shine Early Marriage
Curriculum for Adolescent Girls