



INTERNATIONAL
RESCUE
COMMITTEE

My Safety, My Wellbeing

Equipping Adolescent Girls

with key knowledge and skills to help them to mitigate, prevent and respond to Gender Based Violence.





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CONTENTS

| | | |
|-----------|--|------------|
| A. | Introduction: Adolescent Girls Initiative | 4 |
| B. | Module Outline | 6 |
| C. | How to use the Curriculum | 8 |
| D. | The Facilitator 's Guide | 9 |
| E. | The Learning Session Features | 12 |
| F. | The Learning Sessions | 14 |
| 1 | Introduction and Goals | 15 |
| 2 | Skills Identification | 20 |
| 3 | Making and Keeping Friends | 23 |
| 4 | Relationships with Parents/Caregivers (11-13) | 27 |
| 4 | Relationships with Parents/Caregivers (14-18) | 31 |
| 5 | Non-Verbal Communication (11-13)..... | 34 |
| 5 | Non-Verbal Communication (14-18)..... | 38 |
| 6 | Decision Making (11-13) | 41 |
| 6 | Decision Making (14-18) | 46 |
| 7 | Problem Solving (11-13) | 50 |
| 7 | Problem Solving (14-18) | 54 |
| 8 | Managing Emotions (11-13) | 57 |
| 8 | Managing Emotions (14-18) | 62 |
| 9 | Confidence Building and Self Esteem (11-13) | 67 |
| 9 | Confidence Building and Self Esteem (14-18) | 72 |
| 10 | Reproductive Health Part One (11-13)..... | 76 |
| 10 | Reproductive Health part One (14-18)..... | 82 |
| 11 | Reproductive Health Part Two (11-13)..... | 91 |
| 11 | Reproductive Health Part Two (14-18)..... | 97 |
| 12 | Healthy Relationships (11-13) | 107 |
| 12 | Healthy Relationships (14-18) | 111 |

| | | |
|-----------|---|------------|
| 13 | Stress and Feeling Sad (11-13) | 115 |
| 13 | Stress and Feeling Sad (14-18) | 120 |
| 14 | Positive things in Lebanon Part One | 125 |
| 15 | Types of Violence (11-13) | 128 |
| 15 | Types of Violence (14-18) | 133 |
| 16 | Safety Planning (11-13) | 138 |
| 16 | Safety Planning (14-18) | 143 |
| 17 | GBV Scenarios and Response (11-13) | 148 |
| 17 | GBV Scenarios and Response (14-18) | 151 |
| 18 | Early Marriage (11-13) | 154 |
| 18 | Early Marriage (14-18) | 158 |
| 19 | Positive things in Lebanon Part Two | 162 |
| 20 | Project Planning Session (11-13) | 164 |
| 20 | Project Planning Session (14-18) | 166 |
| 21 | Positive Female Role Models (11-13) | 168 |
| 21 | Positive Female Role Models (14-18) | 171 |
| 22 | Girl Facilitation | 175 |
| 23 | Mother Daughter Day Trip | 177 |
| 24 | Follow Up Session | 180 |
| G. | Abbreviations | 182 |
| H. | Sources | 182 |
| I. | Annexes | 183 |
| i. | Engaging mothers during MSMW Curriculum Timeframe | 184 |
| ii. | Template letters for gatekeepers | 185 |
| iii. | Suggested topics to cover with mothers | 189 |
| iv. | Assessment Tool | 196 |
| v. | Icebreaker Guide | 198 |

A INTRODUCTION Adolescent Girls Initiative

In 2012, the International Rescue Committee (IRC) initiated programming in Lebanon to respond to the influx of refugees fleeing the conflict in neighboring Syria. Following a rapid assessment on the prevalence of gender-based violence (GBV), the IRC launched a Women's Protection and Empowerment (WPE) program aimed at preventing and responding to GBV. Over nearly two years of WPE programming, one of the key observations has been that adolescent girls (age 11-18) are especially vulnerable to GBV. To more effectively reach these girls, the IRC sought to develop an Adolescent Girl's Initiative which aims at reducing vulnerabilities and building social and human assets of adolescent girls affected by the Syrian crisis.

Adolescent Girls Assessment:

The first step toward the development of this initiative was an assessment conducted in early 2014. The assessment looked at coping mechanisms, access to and delivery of information, awareness of existing services and issues related to GBV. The IRC consulted 171 girls between the ages of 11 and 18 who visit the IRC's Women and Girls' Community Centers (WGCCs) and are reached by IRC staff through mobile services. Mothers, fathers and community leaders were also consulted. Focus group discussions held with adolescent girls were segmented by age, marital status and education status (i.e., in school/out of school), whenever possible, to capture specific needs and challenges faced by each group.

Key findings of the assessment included:

- Adolescent girls are regularly exposed to verbal and sexual abuse and they constantly fear sexual and physical assault and abduction.
- Adolescent girls feel severely isolated, especially those unable to access the IRC's WGCCs.
- The majority of respondents experience physical and verbal abuse at home.
- Many adolescent girls reported using self-harm (especially cutting) as a way of coping with their need for emotional support and people to talk to about their challenges.
- Many adolescent girls said that if they experienced sexual violence, they would not report it due to the reaction they may face from their family and community. They will not tell their parents either, as they are afraid of having their movement restricted even further.
- Communication between adolescent girls and their parents is very strained, with both groups reporting that they feel unable to communicate and express their feelings.
- The girls perceived early marriage as a form of protection and financial security for them and their families. Although it was mentioned that girls also married young in Syria, the average age was reported to have dropped since coming to Lebanon.

Based on the assessment outlined above and the IRC's global experience working with adolescent girls, the Women's Protection and Empowerment (WPE) program developed the present curriculum, 'My Safety, My Wellbeing'(MSMW), to equip adolescent girls with key knowledge and skills to help them to reduce, prevent and respond to Gender Based Violence (GBV).

The curriculum is structured to have two separate age groups (11-13 and 14-18) enrolled in 24 two-hour sessions over the course of 12 weeks. Skills-building sessions address topics such as communication, decision making, confidence and problem solving, each with a specific focus on GBV, early marriage,

reproductive health, hygiene, managing stress, relationships with parents, and having healthy relationships. The course also enables adolescent girls to develop positive coping mechanisms and establish a secure network of friends and supporters which they can draw upon if they encounter GBV or other types of violence. By the end of the course, the girls would have had the opportunity to facilitate a session and develop a group project to be implemented either at a safe space or within their communities. It is envisaged that some of the participants will be able to become mentors and able to facilitate some sessions of the curriculum at a later stage.

The curriculum has been organized in a way to enable girls to develop trust amongst themselves and with the facilitators and to ensure that sensitive topics are discussed once this has been established.

- As well as key knowledge and learning, the girls participating in the MSMW course have the opportunity to participate in activities that help them identify and build positive experiences of living in Lebanon. This is particularly relevant for Syrian refugee girls, but Lebanese girls are also able to focus on positive aspects of their surroundings.
- Girls are also given the opportunity to facilitate sessions themselves, to help build their confidence, communication and leadership skills. This approach gives them the opportunity to take control and decide what they want to learn and also act as the primary providers of knowledge.
- The girls are able to develop their own activities and projects at the end of the course, taking in to consideration what they want to do and how to make it happen. If possible, they should have the opportunity to set a budget for their activity to practice basic financial management skills.

B MODULE OUTLINE

| Module | Expected Outcomes | |
|---|------------------------------------|---|
| <p>Getting to Know Each Other</p> <p>Introduction and Goals Skills Identification</p> | <p>Skills and Knowledge</p> | <ul style="list-style-type: none"> Identify and realize the existing skills the girls possess within the group. |
| | <p>Emotional Wellbeing</p> | <ul style="list-style-type: none"> Develop group goals they can reach by the end of the course. Improve their confidence through realizing personal skills and qualities they possess. |
| | <p>Social Wellbeing</p> | <ul style="list-style-type: none"> Establish relationship with peers and a sense of belonging to the group. |
| <p>My Friends/ My Relationships</p> <p>Making and Keeping Friends Healthy Relationships Relationship with parents Mother/daughter day trip</p> | <p>Skills and Knowledge</p> | <ul style="list-style-type: none"> Acquire skills in how to deal with different types of relationships, including relationships with friends, parents and partners. Identify healthy and unhealthy relationships. |
| | <p>Emotional Wellbeing</p> | <ul style="list-style-type: none"> Increase their sense of security through knowing where to turn if they are experiencing problems within their relationships. Increase their sense of respect and care for oneself and for others. |
| | <p>Social Wellbeing</p> | <ul style="list-style-type: none"> Strengthen and encourage a healthy social support network. Increase the number and quality of relationships. Improve relationships with parents, particularly mothers. Develop a trusting environment and cohesion amongst the group. |
| <p>My Communication</p> <p>Non Verbal Communication Decision Making Problem Solving/ Conflict Resolution Managing Emotions</p> | <p>Skills and Knowledge</p> | <ul style="list-style-type: none"> Develop good decision making and problem solving techniques. Identify the causes of anger and stress and how to manage them. Increase their ability to express themselves non verbally and ability to identify people's non verbal signs. |
| | <p>Emotional Wellbeing</p> | <ul style="list-style-type: none"> Increase their confidence and trust in their self to make informed decisions and solve problems within their control. Decrease their frustration and aggression through use of learned techniques. |
| | <p>Social Wellbeing</p> | <ul style="list-style-type: none"> Improve cooperation with peers and caregivers through development of communication techniques. Improve relationships with peers and caregivers through understanding how to manage emotions. Establish better understanding of social interactions by understanding non verbal communication. |

| | | |
|---|------------------------------------|---|
| <p>My Body/ My Health</p> <p>Reproductive Health Part 1 Reproductive Health Part 2 Confidence building & self esteem Stress & feeling sad</p> | <p>Skills and Knowledge</p> | <ul style="list-style-type: none"> • Acquire key knowledge on menstruation, hygiene, emotional and physical changes and reproductive organs (11-13). • Acquire key knowledge on sexually transmitted infections and pregnancy (14-18). • Acquire key knowledge increases one's ability to make better informed decisions on issues related to reproductive health. |
| | <p>Emotional Wellbeing</p> | <ul style="list-style-type: none"> • Increase their confidence and self esteem • Acquire relaxation techniques and positive coping mechanisms for dealing with stress and sadness • Increase their understanding of issues related to puberty, resulting in feeling reassured that what they experience is normal. |
| | <p>Social Wellbeing</p> | <ul style="list-style-type: none"> • Develop a positive network and support system within the group. • Identify ways to support each other in relation to maintaining confidence. |
| <p>My Safety/ My Protection</p> <p>Positive things in Lebanon (Part 1 & Part 2)</p> <p>Types of Violence GBV Scenarios and Response Safety Planning Early Marriage (suggested guest speaker)</p> | <p>Skills and Knowledge</p> | <ul style="list-style-type: none"> • Increase their knowledge on types of abuse. • Develop response mechanisms to specific safety scenarios. • Develop a safety plan to protect themselves from certain risks. • Develop an understanding of the concept of marriage and consequences of early marriage. |
| | <p>Emotional Wellbeing</p> | <ul style="list-style-type: none"> • Increase feelings of positivity in relation to their physical surroundings. • Develop a sense of security through knowing what to do if they experience a threat to their safety. |
| | <p>Social Wellbeing</p> | <ul style="list-style-type: none"> • Identify a network of people they can trust to turn to if they experience violence. • Identify positive places within the community that they are able access. |
| <p>Leadership and Project Development</p> <p>Positive female role models (guest speaker) Girl facilitation Project Planning session Follow up session</p> | <p>Skills and Knowledge</p> | <ul style="list-style-type: none"> • Increase their communication, presentation and facilitation skills . • Develop basic skills in project planning. |
| | <p>Emotional Wellbeing</p> | <ul style="list-style-type: none"> • Identify some of the qualities of a positive female role model within themselves and providing them with a sense of responsibility and purpose through project planning, increasing their confidence and self worth. |
| | <p>Social Wellbeing</p> | <ul style="list-style-type: none"> • Identify individuals from their community that they can look up to as positive role models in their life. • Increase engagement within the community by implementing an activity. |

C HOW TO USE THE CURRICULUM

The My Safety, My Wellbeing Curriculum is a collection of learning sessions designed to empower adolescent girls from Syrian refugee and vulnerable Lebanese communities to address key issues around GBV, early marriage, Reproductive Health and relationships with parents, partners, family and friends.

The learning sessions are approximately two hours in length and include 2-3 activities per session, as well as time allocated to icebreakers/games and breaks. The curriculum is complemented by an icebreaker guide including games and icebreakers piloted specifically with adolescent girls engaged in the MSMW Curriculum.

Below is the suggested sequence in which the sessions should be delivered. The course is designed to be delivered twice a week, over the course of 12 weeks and split by age group (11-13 and 14-18). The curriculum is color coded to help easily identify which sessions are for which age group. Blue is for both age groups, orange for 11-13 and green for 14-18. This was decided based on the feedback from girls who participated in the assessment.

- 1. Introduction and Goals**
- 2. Skills Identification**
- 3. Making and Keeping Friends**
- 4. Relationships with Parents**
- 5. Non-verbal Communication**
- 6. Decision Making**
- 7. Problem Solving**
- 8. Managing Emotions**
- 9. Confidence Building/Self Esteem**
- 10. Reproductive Health Part 1**
- 11. Reproductive Health Part 2**
- 12. Healthy Relationships**
- 13. Stress and Feeling Sad**
- 14. Positive things in Lebanon (Part 1)**
- 15. Types of Violence**
- 16. Safety Planning**
- 17. GBV Scenarios and Response**
- 18. Early marriage**
- 19. Positive things in Lebanon (Part 2)**
- 20. Project Planning Session**
- 21. Positive Female Role Models**
- 22. Girl Facilitation**
- 23. Mother/Daughter Day Trip**
- 24. Follow up Session (Project Planning)**

D THE FACILITATOR'S GUIDE

What do good facilitators do?

● Prepare in Advance

Facilitators are not expected to create lesson plans or training content independently, as steps to conducting each session are provided in this curriculum. However, adolescents are very inquisitive so it is advised that you review all handouts and background notes for each session before facilitating it. You do not need to know the answer to every question – be honest and tell girls if you do not know. You can find the answer by asking your supervisor or dedicated Adolescent Girls staff in your organization and report back during the next session. Alternatively, you can ask girls to help you find the answer. Other essential preparatory steps include gathering the necessary materials (listed at the beginning of each session guide) and thinking about how you will perform each step during sessions.

● Create a Participatory Environment

It is important for facilitators to assure that all girls feel free to contribute during facilitation sessions. Some girls may be more vocal than others and it is your role to make sure everyone has an equal voice. Certain seating arrangements, such as circles instead of rows, can encourage girls to participate by allowing for more eye contact and creating a more relaxed atmosphere. You should use participatory methods throughout the session, while some facilitators who are used to conventional trainings may prefer lectures, it is important to facilitate games and activities included in each session. Games and activities provide girls with an opportunity to interact freely and generate discussions more easily than conventional trainings. For some of the activities, it is suggested to give the participants stickers as a reward. If these are not available, you can also let girls lead an icebreaker, energizer or game as a reward, or a simple round of applause provides participants with encouragement.

● Games, Energizers and Icebreakers

Whilst relevant games are included in this toolkit under each session, additional energizers and icebreakers are included in the Icebreaker Guide. Games, energizers, and icebreakers are useful in maintaining high levels of participation and motivation by girls. Feel free to add your own energizers and icebreakers or allow girls to lead energizer sessions themselves to keep them attentive.

● Language Matters

Your own language matters, so it is important not to 'target' girls to give them 'messages,' but rather 'engage' girls to leave them with 'take home ideas' that they can continue to consider and think about after the session. When asking questions, it is important not to ask direct questions to the girls. This can put girls under pressure and they can be reluctant to share their personal experiences due to fear of judgment from other girls in the group. However you will still be able to get the answers you are looking for by asking girls in general about specific issues. They will be able to answer in a way that will not make them feel exposed or vulnerable.

** This section provides an overview of facilitation methods, tips, techniques and challenges.*

- For example, instead of saying 'what do you want' or 'what would you do' you could say, 'what do girls like you want' or 'what would girls like you do'.
- Give examples when trying to explain complex ideas, through a scenario or a role play or by rephrasing. This will help girls understand fully, what you are trying to ask.
- Keep your language clear and simple.
- Ask why: when there is a natural pause in the conversation you can ask why this happened or why this is the case, it will slowly reveal underlying issues behind what the girls are saying.
- Ask naive questions – encouraging girls to explain how they think will give you a good understanding of their mental model. You may feel uncomfortable appearing naive but it is one of the most useful tools and can create a good bond.
- Use common words and phrases with girls, so they don't feel intimidated.

● Guide the Session

It is a good idea to introduce each session to participants by first explaining the learning objectives of the session. During the facilitation of the session, it is your role as a facilitator to refocus discussions if girls get off topic. At the end of the session, you should recap the learning objectives to reinforce 'take-home' messages one final time.

● Flexibility of Steps

Each learning session contains 2-3 activities with an estimate of the amount of time each activity will take. The time allocation is a guideline. As you facilitate the session, you may find that some activities need longer as girls may start to actively engage in discussion around a certain topic. Allow this to happen and reassess the time allocation for the following activities. These activities have been designed so that they might be delivered independently of each other if necessary, although this is not recommended, depending on the time available to the facilitator and the girls. If time is limited it is possible to split one session into shorter activities to be delivered over the course of a few days.

Talking About Sensitive Topics

Most girls will be embarrassed or hesitant to talk about certain issues, and in particular topics related to reproductive health. Do not let this discourage you or make you uncomfortable. Stay focused on providing girls with accurate information on these subjects so that they are able to make healthy choices and feel more comfortable with their bodies' changes. The following tips may help you effectively tackle discussions about sensitive topics:

- **Plan ahead:** What do you want to achieve during the session? Are you confident about the information you are presenting?
- **Set your limits:** You may feel embarrassed to answer some of the questions girls ask. Be honest and tell them if you are unable to answer their questions.
- **Get advice:** Talk to your colleagues or supervisor to get their advice on how to tackle these topics. Ask for their help if you need to. When seeking advice remember to respect girls' privacy and abstain from sharing information about them with others.

Guest Speakers

Inviting guest speakers may enhance some sessions. For example, in Session 21 about Female Role Models, guest speakers will need to be identified as part of the session. Other sessions can also benefit from guest speakers, such as Session 4 on Relationships with Parents or Session 18 on Early Marriage. Girls will always benefit from meeting and learning from women and girls from their community, as they can identify with them and they can serve as positive examples and/or role models. If you invite a guest speaker, be sure to do so well in advance of the session, make it clear to the guest what role they will be playing during the session, and that any materials needed for the session are available.

Adapt the Sessions as Needed

You may find it useful to adapt stories or case studies in the toolkit to make them more relatable for participating girls. The sessions have been designed in a way to provide guidelines on how to implement. You can always adapt the sessions based on the needs and situation of the group of girls you are implementing the curriculum with.

Engaging with Gatekeepers

As part of the curriculum, parallel sessions with mothers and caregivers of the participating girls are planned. Guidance notes on these sessions can be found in the Annexes. These are designed to help improve relationships between mothers and daughters, but also, to address some issues where gatekeepers' engagement is crucial if change is to happen. The suggested guidelines on when to engage mothers and other caregivers can be found at the end of this toolkit. There are also prompts in some of the learning sessions to help you prepare for upcoming activities with gatekeepers.

Assessment Tool

At the beginning, middle and end of the curriculum an assessment tool is filled in with the girls. This will enable the facilitator to monitor the progress of the girl from the start to the end of the course. The tool has been designed to capture key information on skills and knowledge, confidence, GBV and relationships. It is recommended that you go through each question with the girls to ensure they fully understand the questions being asked. It's important to emphasize that this is not a test and that there is no right or wrong answer. We want girls to answer as openly and honestly as possible.

E FEATURES OF THE LEARNING SESSIONS

If possible, girls will be broken up by age for the sessions. During the assessment, girls in the older and younger age group said that they didn't feel comfortable expressing issues in front of each other. Older girls felt that younger girls were unable to relate to some of the issues faced by older girls. The younger girls felt that they were unable to talk freely in front of older girls. As a result, some of the learning sessions are broken up by age (11-13 and 14-18). Although the topics are the same, some activities for younger and older girls are different. Ideally the curriculum will be implemented for two age groups separately.

For each session, you will find the **session objectives** which you should share with the girls at the beginning of the session, so that they are aware of what they will achieve by the end of the session.

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

There is a **list of steps** for each activity that should be followed. The guide provides a list of instructions for the facilitator to follow. The steps are listed in the order in which they should be implemented. Please try to follow the steps as outlined. You can use your own words to explain each point (and not read directly from the guide). The guide clearly identifies sections where you should say things to the girls, where there are open questions for the girls to discuss and parts where you will ask questions.



SAY:

This is what the facilitator should say out loud to the girls. Usually, the facilitator is introducing a new topic, explaining something, or talking about their own experience. You can always share your experiences with the girls to help them better understand the topics. This will help introduce the topic and provide the necessary information for the girls to build an understanding of the session content.



ASK:

These are questions the facilitators will ask the girls. After asking a question, always allow time for girls to answer. Sometimes questions are just meant to get the girls thinking and talking about their own experience or how they feel. Wait until girls are done answering to read any examples or responses of your own, while making sure that girls remain focused on the question and topic at hand. It is not necessary to ask every single question to the girls, for instance if you are running out of time, these are guiding questions for the session to encourage discussion and to get the girls thinking about specific themes or topics.



DO:

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



Girl Chat:

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



Review of Previous Session:

At the start of every session, it is important to have a very brief review of the previous session. You can do this in a number of ways, through a quick game of passing the ball around, asking girls to volunteer, giving stickers for girls who come forward with an answer etc. The review should not take long, roughly five minutes, unless the previous topic still needs to be clarified or discussed further.



Break/Game:

There are 15 minutes allocated to a break/game during the session. The girls can use this time to have refreshments, talk amongst themselves, do energizers etc. Sometimes the girls may not want to take a break, but it's important to factor it in just in case.



Closing Activity:

It is important to close the session through a regular activity. For the younger girls, you can do a ritual such as parachute (explained in the icebreaker guide), with the older girls, this could be a reflective activity on the session or you could ask girls how they would like to close each session and use one of their ideas.



Resource Sheet:

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

F. THE LEARNING SESSIONS

1 INTRODUCTION AND GOALS

***Allow 2.5 hours to complete the first session**



OBJECTIVE:

To get to know each other, establish the ground rules for the sessions and to set personal goals.



MATERIALS:

Flip chart paper/markers, colored paper and colored pens, 2 signs in Arabic (long term goals and short term goals), cork board and pins, music, assessment tool, module outline, tips for goal setting, letter for mothers.



FACILITATOR NOTE:

This session is very long and there is a lot of information that you need to give to the girls. So try and break it up with some jokes and energizers to keep their energy levels up.



ICEBREAKER (10 minutes)

Use the icebreaker «Name Game» from the icebreaker guide

ACTIVITY 1:

EXPLANATION OF ACTIVITIES (25 minutes)



SAY:

The goal of the 'My Safety, My Wellbeing' activities is to provide a safe and fun learning environment where you can be equipped with skills and knowledge about situations that affect your everyday life. The knowledge and skills that you will gain in this group, together with the friends that you will make, should help you maintain a happy and healthy life, and you should feel confident and empowered and feel able to protect yourselves from harm and threats to your physical and mental wellbeing.



EXPLAIN:

- Remind participants that their involvement in this activity is voluntary, but those who are interested **should commit to attend each session for the duration of the course.**
- Explain how many times a week you will meet and for how long. Tell the girls what the topics of the course will be and provide them with the module outline.
- By the end of the course, you want girls to feel empowered enough to develop their own activities/projects in the centre or in their community/settlement.
- Some girls will become mentors at the end of the course.



DO:

Allow time for the group to ask questions. Confirm with them, the time, length and frequency of the sessions and where they will be held and check that this is ok with the girls who are still interested in participating.



EXPLAIN:

Each meeting will include interactive activities of approximately two hours in length (including a break). Each meeting will address a different topic (e.g. communication, healthy relationships, safety). Meetings will be safe places for participants to discuss topics and questions and they should not feel embarrassed about anything that is discussed, any questions they may have, or any experiences they want to share and it should remain confidential. The activities are participatory. Participants are asked and encouraged to talk, share, discuss and have fun at each session.



ASK:

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



Energizer

ACTIVITY 2:

ASSESSMENT TOOL (40 minutes)



- Complete the assessment tool with all of the participants
- Explain to them that the information we are taking is confidential and will not be shared with anyone.
- Explain to them that we are taking this information to find out if the course is effective.
- Go through the questions one by one and ask the girls to fill in each answer after you give an explanation.
- Give them the letters for their parents and explain the information in the letter and tell them that it is optional if they want to take the letter home.

ACTIVITY 3:

GROUP AGREEMENTS (15 minutes)



EXPLAIN

That the girls will now create group agreements that will be put in place for the course.



FACILITATOR TIP:

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



DO:

Ask the girls to think of some group agreements and **also some forfeits for the group if they constantly break the agreements**. Below is a list of examples you may also want to propose to the group.

- Have fun and be creative
- There is never a wrong or silly question
- Keep the discussions from the sessions confidential
- Be respectful and a good listener.



DO:

Write the agreements on a flip chart paper (either yourself or ask for girls to volunteer and come up and write them down) and ask the girls to come and sign the paper (with their name, or symbol) and put it up in the room for the girls to refer to throughout the course.

**FACILITATOR TIP:**

It is good to return to these agreements throughout the 12 weeks so that they are regularly referred to, reinforced, and updated as needed.

**BREAK (10 minutes)****ACTIVITY 4:****MY GOALS (20 minutes)****SAY:**

- Think about something you want to do later today. Maybe something you want to eat for dinner.
- Now, think about something you want to do later this week or in a few months? For example, make a new friend or start learning a new skill.

**SAY:**

- Have you ever thought about something you want to do in the future? For example, do you want to have a family? Complete your education? Find a job?
- We all have many things we want to do. For example, I want to – XXX).
- These things that we think about doing in the future are our **goals**. A goal is something that you want to achieve and is realistic. It is something that is within your control and that you can make happen, as opposed to dreams which sometimes, we are unable to reach. We can have goals about many things, including, friends, family, work, or school. There are two kinds of **Goals**. **Short-Term Goals** and **Long-Term Goals**.
- **Short-Term Goals** are things that we want to do in a short period of time, like next week or in a few months. For example – starting a course or visiting a friend who lives in the next town.
- **Long-Term Goals** are things that we want to do over a longer period of time, such as a year or more. For example – completing school, getting a job, mastering a skill.

**DO:**

- Place a card with short term goal on one end of the room and another with long term goal on the other end of the room.
- Tell the girls, tell them that you are going to read some statements and that they should quickly go and stand by the card represents whether it is a short term or long term goal:

Goals:

- | | |
|---|---|
| <ul style="list-style-type: none"> • <i>I want to eat a nice meal with my family this week.</i> • <i>I want to get married and have children when I am older and ready.</i> • <i>I want to spend time with my friends tomorrow.</i> • <i>I want to make a new friend next year.</i> • <i>I want to learn new things at school or at the centre this month.</i> | <ul style="list-style-type: none"> • <i>I want to have a job I like when I'm older.</i> • <i>I want to buy a new outfit this year.</i> • <i>I want to volunteer to be a mentor when I am older and ready.</i> • <i>I want to do something active today.</i> • <i>I want to increase my confidence in one year.</i> |
|---|---|

**ASK:**

the girls why they considered their choices to be long or short term goals.

ACTIVITY 5: REACHING MY GOALS (25 minutes)



SAY:

- Sometimes it can feel really hard to reach a goal. But if we break the goal into smaller steps, all of a sudden it can seem easier.
- I am confident that I can reach my goal of XXX. I made a plan, and every day I do small things that help me reach my goal. It may take a while, but I know I can do it.
- For example, if the goal is learn how to sing, 3 smaller steps could be: 1) Ask a friend who knows how to sing to help teach you; 2) Practice singing at home every night for the next 4 weeks; 3) Ask your sister or a family member to listen to you sing.



DO:

Give the girls the handout on 'Tips for setting goals' below:

Tips for setting goals:

- **Specific, realistic goals work best.** When it comes to making a change, the people who succeed are those who set realistic, specific goals. 'I'm going to take a walk 3 times a week' is a more specific goal than 'I am going to exercise more.'
- **It takes time for a change to become a habit.** It will probably take a couple of months before any changes — like attending a course twice a week — become a routine part of your life. That's because your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.
- **Repeating a goal makes it stick.** Say your goal out loud each morning to remind yourself of what you want and what you're working for. (Writing it down works too.) Every time you remind yourself of your goal, you're training your brain to make it happen.
- **Pleasing other people doesn't work.** The key to making any change is to find the desire within yourself — you have to do it because you want it, not because a friend, teacher, parent, or someone else wants you to. It is easier to stay motivated if it is your own goal.
- **Keep trying small.** It may take a few tries to reach a goal. But that's OK — it's normal.

- Split the girls into groups of 4.
- Tell girls to think about a goal, something they want to achieve in the next three months – within the duration of this course (**emphasize that these goals should be realistic**). Remind them of the project that will be done at the end of the course, and that the goal can be related to this.
- In their groups, they can decide to develop a group goal or individual goals.
- Tell them to think about 3 smaller steps that will help them to reach their goal
- Give them colored paper and give them time to write/draw their goal and the steps to reach their goal and ask them to put their names on it.
- Ask them to come and present it back to the wider group and to put them up in the room if they would like to share them.



CLOSING ACTIVITY



INVITATION LETTER

Give the girls the invitation letter for mothers to attend a Focus Group Discussion (FGD) for the following week regarding the course.



RESOURCE SHEET

GOAL SETTING

● What is a Goal?

A goal is something that you want to achieve. We can have goals about work, or school, friends, family. A goal might be to visit a relative who lives in another place, or to learn a new skill, like sewing or computer skills. There are two kinds of goals. Short-Term Goals and Long-Term Goals.

Short-term goals are things we want or need to do that can be accomplished in a few hours or days. Let's say you want to bake a birthday cake for your sister. You might not think about it, but that is a short-term goal. It will probably take just an hour or two, but making that goal and planning to achieve it will result in that yummy cake.

Long-term goals are part of the “bigger picture” of our lives – our dreams and aspirations. Although they may take months or years to accomplish, they still take up time on a regular basis. These might include learning a new skill, like sewing or computer skills. Goals like these cannot be achieved by setting aside one big block of time but rather smaller blocks of time over weeks, months, or even years.

● Tips for setting goals:

- Specific, realistic goals work best. When it comes to making a change, the people who succeed are those who set realistic, specific goals. “I am going to take a walk 3 times a week” is a more specific goal than “I am going to exercise more.” It makes it easier to stick with it.
- It takes time for a change to become a habit. It will probably take a couple of months before any changes — like studying for an hour after work — become a routine part of your life. That's because your brain needs time to get used to the idea that this new thing you're doing is part of your regular routine.
- Repeating a goal makes it stick. Say your goal out loud each morning to remind yourself of what you want and what you are working for. (Writing it down works too.) Every time you remind yourself of your goal, you are training your brain to make it happen.
- Pleasing other people doesn't work. The key to making any change is to find the desire within yourself — you have to do it because you want it, not because a girlfriend, friend, teacher, parent, or someone else wants you to. It is easier to stay motivated if it is your own goal.
- Keep trying small. It may take a few tries to reach a goal- But that is OK

2 SKILLS IDENTIFICATION



OBJECTIVE:

To identify the existing skills within the group, to help girls get to know each other, to increase confidence amongst girls.



MATERIALS:

Flip chart paper, colored paper, glitter, crayons, paint, paint brushes, colored pens flip chart markers, crepe paper, post its, ribbon, cork board and pins, music.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

GETTING TO KNOW EACH OTHER (20 minutes)



DO:

Divide the girls into pairs. Explain to the girls that in each pair, one acts as a reporter and the other as a person being interviewed and **then to switch roles**. Let participants know that they will be expected to report what they learn about their partner to the group so they should take notes.

They should ask the following questions:

- Tell me one thing that you like to do?
- Tell me one thing that you are good at doing?
- Who do you look up to (role model)?
- Tell me one topic you want to learn about during this course?

After each girl has interviewed and been interviewed, ask them to sit in a circle.



SAY:

Now everyone will introduce their partner to the group.



DO:

While the participants share, record what topics they would like to be covered in this course, on the whiteboard. After everyone has answered, look over the list and comment on which of these are covered in this course and which are not.

**SAY:**

There are some topics that you have mentioned that we might not cover on this course, but there is an opportunity in the last few weeks for you to facilitate your own sessions with my support, so some of these topics could be covered then.

ACTIVITY 2: IDENTIFYING YOUR SKILLS (25 minutes)

**ASK:**

the girls to think about the skills that they have.

**SAY:**

Think about the following things:

What do you do well? What do you love to do? What do you like to do when you have some free time?, What topics do you find really interesting?

**DO:**

Split the girls into groups of four. Tell the girls that they are now going to work together to find out what skills and talents there are in their group (what are they good at). Ask them to divide their flip chart paper in to four. Making four categories made up of the above questions.

**SAY:**

You will present your flip chart with the skills that exist in your group to the wider group.

**Girl chat:**

Are you surprised by some of the skills that exist in our group?

What skills are you most interested in knowing more about, from the ones identified?

In the break, the girls can show some of their talents if they want to, such as singing and dancing.



BREAK/GAME (15 minutes)

ACTIVITY 3: SKILLS BOARD (30 minutes)

“ **SAY:**
I want you to think about the skills that you have.

do **DO:**
Give each girl a piece of A4 colored paper and ask the girls to each draw around their hand on the paper. In the middle of their hand, they will put their name and they should think of the following and put it in each finger: (Draw an example for them to refer to)

1. **Something I love to do**
2. **Something I would like to learn or start doing**
3. **A skill I have that I would like to share with others**
4. **Something I would like to improve**
5. **Something that is important to me.**



They can decorate the hand in whichever way they like. Give them materials, such as crayons, glitter, paint etc.

do **DO:**
Put these up in the room so that the girls can be reminded of all the skills that exist in the group that they can tap in to.

“ **SAY:**
We now have a skills board that we can refer to if we need help on many topics, we have a room full of skilled and talented girls.



CLOSING ACTIVITY (10 minutes)



FGD
Suggested initial FGD with mothers to introduce the course and explanation of RH session.

3 MAKING AND KEEPING FRIENDS



OBJECTIVE:

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



MATERIALS:

Flip chart paper, markers, colored pens, blind fold, Amira and Yasmin story board.



ICEBREAKER



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

TRUST (15 minutes)



SAY:

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



DO:

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



ASK:

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



Girl Chat:

How do you know which friends you can trust?

ACTIVITY 2: QUALITIES OF YOUR IDEAL FRIEND (25 minutes)



SAY:

We have spoken about trust and what it means to you. Now we will look at the qualities you look for in a friend that you can trust.



DO:

Split the girls into groups of four. And give them a flip chart paper per group and some colored pens and markers.



SAY:

- As a group, I want you to think about the qualities you think are important to have in a friend and I want you to write these down.
- You will then present this back to the wider group.



DO:

Pick out the key things that are identified by the group and write them on a flip chart paper. And once all of the girls have finished presenting, read back the key things they have mentioned that they look for in a friend.



Girl Chat:

- Do you think you have friends like this?
- Do you think you are this type of friend to someone else?



BREAK/GAME (15 minutes)

ACTIVITY 3: TALKING TO MY FRIENDS (40 minutes)



SAY:

Sometimes we can face difficult situations with our friends. Our friends can hurt our feelings and we all have different ways of dealing with this. It can be very hard to share our hurt feelings in a good way.



ASK:

- How many of you have had your feelings hurt before by a friend?
- What did it feel like?
- How did you react?
- What are some of the things you can do to let your friends know that they have hurt your feelings? (write these down on the board)

**SAY:**

These are a few tricks you can use to communicate your feelings well both to your friends and to others e.g. family members (write these on the board) such as:

- Repeat the message you heard.
- Use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments about the other person. These statements are about our own experience of the situation and not others'. Which means you might say, "I feel sad because you told my secret to someone" instead of saying "you are a bad friend for telling my secret"
- Make sure to speak slowly and calmly so the other person can understand what you are saying.
- Be friendly

**DO:**

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

Amira & Yasmin Story

Amira & Yasmin are good friends. Amira recently heard that Yasmin told other girls in their community one of Amira's secrets. Amira trusted Yasmin to keep her secret and was very upset that Yasmin broke this trust and told other people. Now Amira is worried that people will gossip and will tell lies about her and this will reach her family.

**SAY:**

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

**DO:**

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

**Girl Chat:**

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

**CLOSING ACTIVITY (10 minutes)**



RESOURCE SHEET

MAKING AND KEEPING FRIENDS

● Why is communication important?

Communicating well is an important part of making and keeping friends. It is also an important part of everyday life and can be used at work, school, with your family and others. There are three main kinds of communication styles: Assertive, Passive, and Aggressive. Assertive Communication is almost always the best way to communicate. Communicating assertively helps you keep friends and also get what you want and need.

● What are the different communication styles?

- Assertive Communication is when you tell someone what you want and need in a direct and respectful way that does not hurt their feelings. This is usually the best response. Using assertive communication leaves everyone happy.
- Passive Communication is when we do not say anything about what we want or how we feel. In some situations, like when we are talking to an elder or an authority, we may need to use passive communication. However, usually this is not the best option when communicating with friends. It makes us feel bad and we do not get what we want or need.
- Aggressive Communication is when you say what you want in way that offends others and does not respect their feelings. This response is not the best way to respond because it can lead to conflict and can hurt your friend's feelings.

We want to avoid passive and aggressive communication and encourage the girls to practice and use assertive communication whenever possible. This may be challenging in the beginning for girls to do but with consistent positive reinforcement and opportunity to practice, they will begin to see the benefits of assertive communication as they become more comfortable with the practice.

● Examples of communication styles:

Passive

- Giving in to wishes of others
- Hoping to get what you want without having to say it
- Leaving it to others to decide for you
- Talking quietly, giggling, looking down or away, sagging shoulders, hiding the face with hands
- Not saying your feelings to avoid disagreement

Assertive

- Telling someone exactly what you want in a way that is not , disrespectful, rude or scary
- Standing up for your rights without forgetting the rights of others
- Knowing what you need and want and sharing it
- Expressing yourself with "I" statements say "I feel" not "You should ..."
- Standing up for what you believe in

Aggressive

- Expressing your feelings or desires in a way that threatens, disrespects or punishes others
- Insisting on your rights while not worrying about the rights of others
- Shouting, demanding, not listening to others
- Judging someone for something they said or did
- Saying others are wrong
- Blaming, threatening, or fighting with others

4 RELATIONSHIPS WITH PARENTS (11-13)



OBJECTIVE:

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



MATERIALS:

Flip chart paper, markers, colored pens, stickers, hat, scenario cards, pens, A3 colored paper.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1: IDENTIFYING THE ISSUES (20 minutes)



SAY:

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



DO:

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

Option A:

If in a mixed Lebanese/Syrian session ask:

- What are the key issues girls face with their parents?
- What do you think are the key issues that parents face with their daughters?

Option B:

if in a Syrian only session, ask:

- What's the difference in the relationship for girls and their parents here in Lebanon compared to when they were back in Syria



DO:

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



SAY:

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



DO:

- Ask the girls to write down on a piece of paper- anonymously (tell them that they will be read out to the wider group later in the session) a disagreement girls typically have with their parents and ask them to put it in the hat.
- Ask the girls to volunteer to pick out the disagreements from the hat and to read them out to the group.
- After each disagreement is read out, ask the group what the ways are that they could deal with the disagreement.



GIRL CHAT:

Do you think that in some cases, parents concerns are justified?

ACTIVITY 2:

HOW TO COMMUNICATE WITH PARENTS (35 minutes)



SAY:

There are specific skills that you can use to improve communication with parents/ guardians. These are called the 'convincing' skills.



ASK:

What are some of the techniques you already use to communicate with your parents?



DO:

Write their ideas on the board and include the following:

- **Be prepared:** Know what you are asking for and think through the consequences of your request.
- **Pick the right time:** When the situation at home is relaxed.
- **Be calm:** Present your topic calmly and with facts.
- **Listen to what your parents or guardians have to say:** Consider their point of view and whether they might be right.
- **Use 'I' Statements** that we learnt in the 'Making and Keeping Friends' session (ask the girls to practice some 'I' statements)



DO:

Ask if the girls have any questions about this and discuss/clarify.



SAY:

Imagine that there is a girl coming to the safe space who is having some disagreements with her parents. You are going to create a poster that this girl will see when she comes to the safe space, giving her advice on what she can do to resolve some of the disagreements she is having. What would you like to tell her? What advice do you want to give her? Take in to consideration the convincing skills we discussed but also add your own techniques that have worked for you in the past.

**DO:**

- Split the girls into groups of four and give them A3 colored paper and colored pens/markers, stickers.
- Once they have finished ask them to come and present these back to the group.

**SAY:**

Using convincing skills can help girls communicate with adults so that they can better understand their point of view. Often they lead to outcomes, which are satisfactory for both the girl and the adult but sometimes they don't. It depends on the situation and also on how open their parents are to negotiation.

**GIRL CHAT:**

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



BREAK/GAME (15 minutes)

ACTIVITY 3:

HOW TO HANDLE DISAGREEMENTS (30 minutes)

**ASK:**

- How do you usually communicate with your parents/guardian?
- How has the way you communicate with your parents/guardian changed over time (compared to when you were younger/ or how has the way you communicate with your parents/guardian changed since you moved to Lebanon)?

**DO:**

Give the groups one scenario each and ask them, in their group, to make a role-play about the solution the girl could come up with to resolve the disagreement.

Ask them to think about the way they could reason with their parents to try and make their parents understand their perspective by using the convincing skills they just learnt about.

Scenario 1: Early Marriage

Samira is 13 years old. She left school last year and now her parents want her to get married. Samira doesn't want to get married and prefers to wait until she is older as she is not ready yet. She wants to spend time with her friends and wants to attend a language course. What can Samira do in this situation?

Scenario 2: School

Rasha is 12 years old and was going to school in Syria. Since moving to Lebanon, her parents don't allow her to go to school because the school is mixed with boys. They are also really worried about her safety to and from school. Rasha would really like to continue with her studies. What can Rasha do in this situation?

Scenario 3: Household Chores

Sana is 11 years old and doesn't have many friends. She would like to make new friends and attend the safe space but her parents won't let her as they think that she should be spending her time doing things like household chores. Although Sana is happy to help with household chores, she wishes she had more free time to go to the safe space. What can Sana do in this situation?



DO:

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

- What helped the adult understand the girl?
- What didn't help/made it harder for the adult to understand the girl?
- What could the girl and the adult do to understand each other better?



SAY:

We learnt and practiced convincing skills that girls can use with their parents. It's important to learn good communication techniques that girls can try to use with their parents and others who make decisions on behalf of girls.



ASK:

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



DO:

Make sure that they mention the safe space. Give them information on case management services available and give them the leaflet with information on what case management is.



CLOSING ACTIVITY (10 minutes)

4 RELATIONSHIPS WITH PARENTS (14-18)

OBJECTIVE:

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

MATERIALS:

Flip chart paper, markers, colored pens, hat, stickers, post it notes, pens, scenario cards.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

IDENTIFYING THE ISSUES (30 minutes)

“

SAY:

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

do

DO:

Split the girls into groups of four and ask them to think about the following questions (they can put their answers down on post it notes) Write the questions on 3 pieces of flip chart paper.

- What are the key issues girls face with their parents/guardian?
- What do you think are the key issues that parents/guardian face with their daughters?
- **For majority Syrian refugee group**, you can ask: what's the difference in the relationship between parents and girls since moving to Lebanon from Syria?

do

DO:

Ask the girls to come and present their answers and put the post it notes under the relevant heading. You can cluster the post it notes together based on the themes they identify.

“

SAY:

You have all identified key issues girls face with their parents and that parents face with their daughters. Sometimes the disagreements girls have with their parents may not be their fault. When living in a difficult situation, parents are under a lot of pressure and stress which may affect the way they treat their children. We will look at some of the things that we can do to try and help improve this relationship.



GIRL CHAT:

What do you think about the issues that have been raised?
Do you think that in some cases parents concerns are justified?

ACTIVITY 2:

HOW TO COMMUNICATE WITH PARENTS (25 minutes)



DO:

Ask the girls to write down on a piece of paper- anonymously (but tell them that these will be read to the wider group later) a disagreement they generally have with their parent/guardian and put them in a hat.



SAY:

There are specific skills that you can use to improve communication with parents/ guardians. These are called the 'convincing' skills.



ASK:

- How do the ways girls communicate with your parents/guardian change over time (compared to when they were younger?)
- What are some of the things you can do to communicate better with your parents?



DO:

Write the following on the board:

- **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.
- **Be calm:** Present your topic calmly and with facts.
- **Listen to what your parents or guardians have to say:** Consider their point of view and whether they might be right. Remember that parents generally have your best interest at heart.
- **Use 'I' Statements** (that we learnt in the 'Making and Keeping Friends' session).



SAY:

Lets stand in a circle, I am going to read out the disagreements from the hat and for each disagreement, one person at a time, can volunteer to come to the middle to explain how this can be solved through using the 'convincing skills' we discussed.



DO:

Give each girl who comes forward a sticker and congratulate her for showing good convincing skills.



SAY:

Using convincing skills can help girls communicate with adults so that they can better understand their point of view. Often they lead to outcomes, which are satisfactory for both the girl and the adult but sometimes they don't. It depends on the situation and also on how open their parents are to negotiation.



BREAK (15 minutes)

ACTIVITY 3: HOW TO HANDLE DISAGREEMENTS (30 minutes)

**DO:**

- Split the girls into four groups.
- Give the groups one scenario each and ask them, in their group, to make a role-play about the solution the girl could come up with to resolve the disagreement.
- Ask them to think about the way they could reason with their parents to try and make their parents understand their perspective by using the convincing skills they just learnt about.

**DO:**

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

- What helped the adult understand the girl?
- What didn't help/made it harder for the adult to understand the girl?
- What could the girl and the adult do to understand each other better?

Scenario 1: Early Marriage

Samira is 16 years old. She left school last year and now her parents want her to get married. Samira doesn't want to get married and prefers to wait until she is older as she is not ready yet. She wants to spend time with her friends and wants to attend a language course. What can Samira do in this situation?

Scenario 2: School

Rasha is 14 years old and was going to school in Syria. Since moving to Lebanon, her parents don't allow her to go to school because the school is mixed with boys. They are also really worried about her safety to and from school. Rasha would really like to continue with her studies. What can Rasha do in this situation?

Scenario 3: Community Centre

Sana is 15 years old and is not allowed to leave her house as her parents fear for her safety. She is very lonely and has no one to talk to. Sana heard that there is a safe space nearby where she can do activities and meet new friends. But her parents won't let her attend. They believe she should do other things with her time, such as household chores. She is happy to do the chores at home but wishes she was also allowed to go out and enjoy some free time. What can Sana do in this situation?

**SAY:**

We learnt and practiced convincing skills that girls can use with their parents. It's important to learn good communication techniques that girls can use with their parents.

**ASK:**

Sometimes, on some very serious issues, you might find that parents are not willing to negotiate. In these situations, what could a girl do and who could she turn to for advice.

**DO:**

Make sure that they mention the safe space. Give them information on case management services available and give them the leaflet with information on what case management is.



CLOSING ACTIVITY

5 NON VERBAL COMMUNICATION (11-13)

OBJECTIVES:

- To understand that a major part of communication is demonstrated through body language (knowledge).
- To have practiced using body language to communicate different emotions (skills).
- To discuss and review how to 'read' other people's body language, and to think about what their own body language might be communicating to others (attitudes/values).

MATERIALS:

Mood cards, props, markers, flip chart paper



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

EXPRESSING YOURSELF WITHOUT WORDS (10 minutes)



ASK:

What are some different ways to communicate? (e.g., smiling, talking, laughing, waving, talking with hands, writing, singing, etc.)



EXPLAIN:

Much of our communication is nonverbal. Nonverbal communication is used to express a variety of emotions. For example, someone can communicate agreement by nodding and without having to actually say anything. Being able to communicate effectively means understanding both verbal and non verbal interactions.

Paying attention to your own nonverbal communication can help ensure that you project openness to the person with whom you are in conflict. Noting the nonverbal communication of others can help you identify when someone feels uncomfortable and may lead you to adjust how you interact with them so they feel more secure.



DO:

- Tell the girls that they are going to arrange themselves in a line according to their height (shortest to tallest)
- They will do this without talking, whispering or using any props. They need to find another way to communicate this.
- From the moment you say 'start' the room should be silent.

**ASK:**

Was it difficult to do this without talking?

**Girl Chat:**

What did this activity make you realize about how we can communicate without using words?

ACTIVITY 2: HOUSE TREE SUN (15 minutes)

**DO:**

- Divide girls in to pairs and give each pair a marker and a large piece of paper.
- Tell the girls that the exercise will be done without talking
- Each pair sits facing each other, with the paper between them
- Both people hold the marker together and jointly draw a house, a tree and a sun
- When they have finished, they should present their drawing to the group and describe their experiences creating it.

**ASK:**

- Did you find this activity difficult?
- How did you communicate what you were going to draw with your partner without speaking?

**SAY:**

Working together, whether in this activity or in our daily lives involves verbal and non verbal communication. Sometimes we forget about the power of non verbal communication, but through this activity, you were able to realize the importance of non verbal communication.

ACTIVITY 3: VERBAL AND NON-VERBAL COMMUNICATION REINFORCEMENT (10 minutes)

**DO:**

Explain to the group that you are going to give them a series of instructions, which you would like them to copy as fast as they can. State the following actions as you do them:

- Put your hand to your nose
- Clap your hands
- Stand up
- Touch your shoulder
- Sit down
- Stamp your foot
- Cross your arms
- Put your hand to your mouth – **BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE**
- Observe the number of group members who copy what you did rather than what you said.

**Girl Chat:**

How does body language reinforce verbal communication?



BREAK/GAME (15 minutes)

ACTIVITY 4:

GUESS MY MOOD (25 minutes)

**DO:**

Divide participants into pairs and give them each a mood card. Tell them not to share this with their partner.

**SAY:**

Each partner will take turns to talk about how they spend their day for two minutes. Whilst one partner is describing how they spend their day, the other partner will behave in the way that is described on the mood card (without words) they have been given. They should then swap.

When they have finished, they should all come back to the wider group and the pairs should guess the other person's mood.

**ASK:**

- How did you feel when you were describing your day?
- Were you affected by your partner's actions?

**EXPLAIN:**

Communication is so much a part of our daily lives that we take it for granted. It is not as easy as we might think to be a good communicator; it is a skill that requires practice. Non verbal communication can tell us a lot about what the other person is thinking and feeling.

**Girl Chat:**

Do you feel you were able to read people's feelings and mood by the way they were acting?

**SAY:**

It's important to understand the body language of other people, especially when dealing with our friends or parents, as we can learn when is the right time to approach them or discuss certain issues with them, based on their mood. We will be able to see, if they look visibly distracted or tired, it might not be the best time to discuss certain issues. Learning how to read someone's mood or body language is an important step in knowing how to manage certain relationships in your life.

ACTIVITY 5: BODY LANGUAGE (30 minutes)

**SAY:**

Let's look at the way we communicate through body language and how what we say, can mean different things depending on the type of body language we use.

**ASK:**

- What do you think are some examples of open and closed body language that you can think of?
- Why is it important to be aware of your body language when communicating with others?

**DO:**

Break the girls into groups of four. They are to create two still images of a scenario that they have thought about. One showing open body language and another showing closed body language. They will then show these to the wider group who will guess which one is open and closed. To get them to think about open and closed body language, there are some examples below:

OPEN

- Smiling
- Eye contact
- Active listening (nodding)
- Positioning of body
- Closeness to the person

CLOSED

- No eye contact
- Showing no/negative emotion
- Directing your body away from the person
- Rolling the eyes
- Distance to the person

**ASK:**

- What have you learnt in terms of communicating through body language and how this can affect your daily life?
- How can you change your body language to make people understand you better?



CLOSING ACTIVITY

MOOD CARDS :

| | |
|-------------------|----------------|
| Tired | Annoyed |
| Bored | Angry |
| Distracted | Happy |
| Excited | Sad |

5 NON VERBAL COMMUNICATION (14-18)

OBJECTIVES:

- To understand that a major part of communication is demonstrated through body language (knowledge).
- To have practiced using body language to communicate different emotions (skills).
- To discuss and review how to 'read' other people's body language, and to think about what their own body language might be communicating to others (attitudes/values).

MATERIALS:

Mood cards, props.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

EXPRESSING YOURSELF WITHOUT WORDS (15 minutes)



ASK:

What are some different ways to communicate? (e.g., smiling, talking, laughing, waving, talking with hands, writing, singing, etc.)



EXPLAIN:

Much of our communication is nonverbal. Nonverbal communication is used to express a variety of emotions. For example, someone can communicate agreement by nodding and without having to actually say anything. Being able to communicate effectively means understanding both verbal and non verbal interactions.

Paying attention to your own nonverbal communication can help ensure that you project openness to the person with whom you are in conflict. Noting the nonverbal communication of others can help you identify when someone feels uncomfortable and may lead you to adjust how you interact with them so they feel more secure.



DO:

- Tell the girls that they are going to arrange themselves in a line according to their height (shortest to tallest)
- They will do this without talking, whispering or using any props. They need to find another way to communicate this.
- From the moment you say 'start' the room should be silent.

**ASK:**

- How did you find your place in line?
- Was it difficult to do this without talking?

ACTIVITY 2: VERBAL AND NON-VERBAL COMMUNICATION REINFORCEMENT (10 minutes)

.....

**DO:**

Explain to the group that you are going to give them a series of instructions, which you would like them to copy as fast as they can. State the following actions as you do them:

- Put your hand to your nose
- Clap your hands
- Stand up
- Touch your shoulder
- Sit down
- Stamp your foot
- Cross your arms
- Put your hand to your mouth – **BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE**
- Observe the number of group members who copy what you did rather than what you said.

**Girl Chat:**

How does body language reinforce verbal communication?

ACTIVITY 3: GUESS MY MOOD (25 minutes)

.....

**DO:**

Divide participants into pairs and give them each a mood card. Tell them not to share this with their partner.

**SAY:**

Each partner will take turns to talk about how they spend their day for two minutes. Whilst one partner is describing how they spend their day, the other partner will behave in the way that is described on the mood card (without words) they have been given. They should then swap.

When they have finished, they should all come back to the wider group and the pairs should guess the other person's mood.

**ASK:**

- How did you feel when you were describing your day?
- Were you affected by your partner's actions?
- How can we use the technique of understanding people's mood in our daily interactions with family and friends?

**EXPLAIN:**

Communication is so much a part of our daily lives that we take it for granted. It is not as easy as we might think to be a good communicator; it is a skill that requires practice.



BREAK / GAME (15 minutes)

ACTIVITY 4:

BODY LANGUAGE (30 minutes)



SAY:

Let's look at the way we communicate through body language and how what we say, can mean different things depending on the type of body language we use.



ASK:

- What do you think are some examples of open and closed body language that you can think of?
- Why is it important to be aware of your body language when communicating with others?



DO:

Break the girls into groups of four. They are to create two still images of a scenario created by them. One showing open body language and another showing closed body language. They will then show these to the wider group who will guess which one is open and closed. To get them to think about open and closed body language, there are some examples below:

OPEN

- Smiling
- Eye contact
- Active listening (nodding)
- Positioning of body
- Closeness to the person

CLOSED

- No eye contact
- Showing no/negative emotion
- Directing your body away from the person
- Rolling the eyes
- Distance to the person



ASK:

- What have you learnt in terms of communicating through body language and how this can affect your daily life?
- How can you change your body language to make people understand you better?



CLOSING ACTIVITY

MOOD CARDS :

Refer to Non Verbal Communication session for 11-13

6 DECISION MAKING (11-13)

OBJECTIVES:

- List the three 'Good Decision-Making Steps'
- Describe some of the important factors to consider in decision making
- Learn how to negotiate with parents when they take decisions for you

MATERIALS:

Flip chart paper, markers, colored pens, pens, props, decision making graph, scenario cards relationships with parents, decision making scenario cards.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

DECISION MAKING GRAPH (45 minutes)



ASK:

- Rania has to decide whether to finish her chores or play with her friends, what should she choose?
- Rasha has to decide whether to stay up late to watch her favorite TV show or go to sleep and be fresh for school, what should she choose?
- Reem has to decide if she wants to go to the community centre or sleep longer, what should she choose?



SAY:

- Girls have to make many decisions every day. Sometimes, when making decisions, girls know what they will do right away. But when girls are faced with a tough decision or in a difficult situation, it can be more difficult to decide what to do.
- I want you to think about what decisions girls have to make every day and the decisions parents make for girls.



DO:

Split the girls into groups of four. When finished, ask them to present one decision girls make and one decision parents make per group.



SAY:

Sometimes, girls have limited control over the decisions they make. For many important things in girl's lives, parents, brothers, other family members may make decisions for them. Although girls may not always be successful, they can try to negotiate with their parents/family on some decisions they make for them.



DO:

Show the girls the diagram of the Decision Making graph (see below). Ask the girls to choose an example from the relationship with parents scenario cards as an example so you can use this in the decision making cycle to show how it can be applied.



BREAK/GAME (15 minutes)

**ACTIVITY 2:
STEPS IN MAKING A SMART
DECISION ROLE PLAY (35 minutes)**



SAY:

For the decisions we do have control of, we should think about some smart ways of how to make them.



ASK:

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



DO:

Write these points down



SAY:

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

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

Write these steps on the flip chart.



TIP:

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



SAY:

- I am going to read two stories. You should imagine you are the main character in the story.
- After each story ask:
- What are your options in this situation? (What different things could you do?)
- Who could you ask for advice?
- What are the 'pro's' (good things) about your options?
- What are the 'con's' (bad things)?

Leaving School: Rafa

The school I have been attending is very difficult. The teacher is always rude to me and sometimes even hits the students. I find it difficult to keep up with my homework as I have so many chores to do in the house and the curriculum is too difficult. A lot of girls my age leave school and many of my friends have now left, so I feel like I am alone there. Now I am also wondering what I should do.

Getting Married: Doha

I recently moved to this village and I don't like the new house where I am living, I am sharing with many people and I don't have my own room. I want my privacy and think, if I get married, I don't have to share my room with so many people. I am confused, shall I stay with my family, or shall I get married?

do

DO:

- Split the girls in to 4 groups, and ask them to develop a role play.
- **Group 1:** Imagine Rafa didn't complete school, now she is 25 years old. What is she doing now? Think about if she has children, a husband, where does she live, a job etc.
- **Group 2:** Imagine Rafa stayed in school, now she is 25 years old. What is she doing now? Think about if she has children, a husband, a job, where does she live etc.
- **Group 3:** Imagine you are Doha's friends and she tells you she is thinking about getting married, what would you tell her?
- **Group 4:** Imagine you are Doha and you want to talk to someone at the community centre to get advice, what do you do?



CLOSING ACTIVITY (10 minutes)



RESOURCE SHEET (11-13 and 14-18)

DECISION MAKING

● What is decision making and why is it important?

Decision making is the process of choosing between two or more possible options in order to solve a problem or set a goal. Making smart decisions allows girls to feel empowered, reach their goals and live a healthy life. While girls aged 15-12 may show problem solving abilities that are comparable to adults, their brains are still not as developed in the areas of regulating impulses, or thinking before they act. This can make it more difficult for this age group to make smart decisions especially during times of high stress. Following simple steps will help girls this age make smart decisions.

● What are the steps in making a smart decision?

1. Define the problem/decision to be made
2. Brainstorm options
3. Evaluate the options
4. Make a plan of action
5. Evaluate results and make modifications as necessary

In order to explain decision-making to the girls you mentor, you can simplify these steps into 3 simple steps.

● 3 Steps to Making a Smart Decision:

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

- First, list all the possible options. This may include brainstorming options you have not thought of before.
- Second, ask others for advice. This can include teachers, mentors, and other adults that you trust. It can also include friends, siblings, and other peers.
- Third, think about the Pro's and Con's of each decision. "Pro" means good things and "Con" means bad things. Thinking about the Pro's and Con's means considering what good things and what bad things could happen for each option.

After following these 3 steps, choose the decision that has the most "Pro's" or good things and the least "Cons" or bad things.

DECISION MAKING GRAPH

DECISIONS MADE BY PARENTS/FAMILY

Assess the readiness of the parents for negotiation

(Requiring thinking about non-verbal communication and body language)

IF YES

1. Follow steps for having a discussion (including a review for tips from the relationships with parents + Statements)

IF NO

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

Did the conversation/discussion go the way you hope?

YES!

NO?

- Think about new options/perspectives
- What is the right time?
- Is there someone else you turn to for advice?
- Is there someone else who can negotiate with your parents on your behalf?

6 DECISION MAKING (14-18)

OBJECTIVES:

- List the three 'Good Decision-Making Steps'
- Describe some of the important factors to consider in decision making
- Learn how to negotiate with parents when they take decisions for you

MATERIALS:

Stop signs, Flip chart paper, markers, colored pens, pens, props, Rami & Rima story board, decision making graph, relationships with parents scenario cards.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1: DECISION MAKING GRAPH (25 minutes)



SAY:

- Girls have to make many decisions every day. Sometimes, when making decisions, girls know what to do right away. But when girls are faced with a tough decision or in a difficult situation, it can be more difficult to decide what to do. I like to think of all of my options first, before I act. Many times I also ask someone else for advice. Even though it takes a little bit longer, I feel more confident that I am making a good decision instead of making a bad one.
- I want you to think about what decisions girls have to make every day. (For example, what clothes to wear? Whether to attend the session or not? What food to eat?) and the decisions parents make for girls.



DO:

Split the girls into groups of four and make a list of decisions girls make and decisions parents make for girls and present it back to the group.



GIRL CHAT:

- What makes some of these decisions difficult?
- Who else is involved in making decisions for girls

**SAY:**

Sometimes, girls have limited control over the decisions they make. For many important things in girl's lives, parents, brothers, and other family members may make decisions for them. Although, girls may not always be successful, they can try to negotiate with their parents/family on some decisions they make for them.

**DO:**

Show the girls the diagram of the Decision Making graph (see below). Ask the girls to choose an example from the relationship with parents scenario cards as an example so you can use this in the decision making cycle to show how it can be applied.

ACTIVITY 2: MAKING SMART DECISIONS (20 minutes)

**ASK:**

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

**SAY:**

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

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

Write these steps on the flip chart.

**TIP:**

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

**DO:**

Ask girls to go back to their groups and with the examples that the girls gave for Activity 1 (situations where they had to make a hard decision), ask them to pick one per group and ask them to create a role play where they go through the steps that they would take to make a decision based on the information they have been given. Ask them to present this to the group.

**ASK:**

Did the role play follow the steps we discussed?



BREAK/GAME (15 minutes)

ACTIVITY 3: DECISION POINTS (35 minutes)



SAY:

The next activity is a “decision points” game and is an opportunity for you to practice making decisions. Let’s sit in a circle. I am going to read a story about Rami and Rima, raise your stop sign when you think you reach a point when a decision needs to be made.



DO:

Give every girl a stop sign. (prompt them if they don’t identify the decision points)

READ:

A young man, named Rami, stops his car to talk to a girl, named Rima, and eventually he asks if she wants a ride home. (if needed – prompt girls to raise their stop signs)



ASK:

Consequences:

- What could happen if Rima gets in the car with Rami?
- What can happen if she doesn’t get in the car?

Know the facts:

- What does Rima know about Rami?
- What does she know about others who have accepted rides from Rami? Or other boys like him?



READ:

Rima accepts the ride and Rami offers to stop by the café and buy her a cola on the way home.



ASK:

Consequences:

- What could happen if Rima agrees to have a Cola with Rami?
- What could happen if Rima doesn’t have a Cola with Rami?

Know the facts:

- Why is Rami offering Rima a Cola?



READ:

Rima tells Rami that she will go to the cafe with him if he agrees to have one cola only and then take her home. He agrees. Inside the cafe he orders one Cola each and then several more for himself, and they spend a long time there. Rima tries to leave the cafe, but Rami grabs her and harasses her. Rima is able to make it outside the cafe but once she gets outside she sees that it is dark. She needs to get home.



ASK:

Consequences:

- How could she get home safely?
- What could happen if she tries to walk? Or goes and waits for him?
- What could happen if she contacts a friend or family member?

Know the facts:

- What are her other options?
- Can she ask someone else? Or call a person for help?



DO:

Make sure you give them the information of the centre, so that they know where they can call if they experience a problem.



CLOSING ACTIVITY (10 minutes)



RESOURCE SHEET :

Refer to Decision making learning session for 11-13 for resource sheet and decision making graph.



Positive things in Lebanon session with 14-18 group in Akkar

7 PROBLEM SOLVING (11-13)



OBJECTIVE:

Learn how to solve problems and generate options for solutions.



MATERIALS:

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



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

THE ORANGE STORY (25 minutes)



SAY:

Everyone has worries and problems in their lives. Some are big problems and some are smaller ones. We can learn to solve problems or conflicts as much as possible and to live positively with conflicts that we cannot solve. Some difficult conflicts are those between people with competing views and interests. We learn and feel strong by looking at how we have solved conflicts in our lives before. We can use the same ways again for other conflicts. We can also imagine new ways to solve conflicts and put them into action. We can understand our conflicts better by looking at why they happen. We can then think of ways to avoid them.



DO:

Read a short story to the group (or ask a girl if she would like to read it).

The Orange Story

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

**ASK:**

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

**DO:**

Separate the girls into groups of 4. Ask them to come up with the types of problems that they think girls their age face and to present this back to the group.

**Girl Chat:**

What are some of the techniques girls can use to solve some of these problems?

**DO:**

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

- Identify the problem
- Focus on the problem, not the person
- Attack the problem, not the person
- Listen with an open mind
- Treat the other person's feelings with respect
- Take responsibilities for your own actions

ACTIVITY 2:**TIPS FOR CONFLICT RESOLUTION (25 minutes)****SAY:**

Sometimes, girls experience a conflict with others and can have difficulty in trying to solve this. This can include conflict with a friend, family member or someone from outside.

**ASK:**

What are some of the ways girls can solve a conflict they experience with someone?

**DO:**

Put the tips up on the flip chart/board and capture the main points.

**DO:**

Give the girls one tip per group (five groups) – some colored paper and pens and ask them to discuss this tip in their group (is it useful/not useful) and to draw an image that reflects this tip.

- Respond and don't react before you hear what the other person is saying.
- Listen carefully without interrupting.
- Accept the other person's thoughts and feelings, even if you don't agree with them.
- Treat people the way you would like to be treated if you were in the same situation.
- Communicate clearly and respectfully so the other person understands you.

**DO:**

Ask the girls to present their images and tips back to the wider group.

**GIRL CHAT:**

Do you use any of these techniques when dealing with a conflict with someone? Which ones that you have suggested and have presented do you think will be useful for you?

ACTIVITY 3: SCENARIO DISCUSSION & COMIC STRIPS (35 minutes)



DO:

Divide girls into five groups and give each group one of the following comic strips scenarios and ask them to complete the comic strips then present it back to the group.



SAY:

You will all be given one scenario. In your group, complete the story with the solution to the problem. Think about the steps discussed in the previous activity.

Comic strip scenarios

- **Ghida** is upset because her mother told her she was not allowed to go to the community centre with her friends on Thursday, even though, she had said previously that it was ok and Ghida had made plans with her friends. What should Ghida do?
- **Rania** has a big exam at school on Wednesday. On Tuesday afternoon, she realizes that she is not well prepared for the exam and is worried that she will not pass. Her older sister Amal has asked for help to do the household chores, but Rania wants to study. What should Rania do?
- **Rasha** noticed that her friend, Hala is spending time with a boy, and she is keeping it a secret from everyone. Rasha is worried about the intentions of this boy and is concerned that Hala will do something bad. What should Rasha do?
- **Sofia**'s parents want her to get engaged to someone that she does not love. She doesn't want to get married yet as she feels that she is not ready to make such a big decision at her age – she is 15. What should Sofia do?
- **Rahat**'s situation at home is very difficult. She is not allowed to leave the house because her parents feel that she may be exploited. She has many household chores to do and is not allowed to go to school. Every time Rahat tries to reason with her parents, they do not listen to her. They tell her she is too young to know what is good for her and that she should do as she is told. Rahat is feeling very sad and wishes she could make her parents understand how she is feeling. What should Rahat do?



CLOSING ACTIVITY



RESOURCE SHEET (11-13 and 14-18)

PROBLEM SOLVING

● What is a conflict?

- Sometimes we disagree about certain things with our friends and family. It is normal and healthy to have a disagreement with someone. For example: You and your friend love music. But you like one song that your friend does not like. It is ok to disagree about music. Because we are all unique and have different hobbies, values and goals, we will have disagreements with others. When you disagree with a friend it does not mean that your friendship is not good. It means that just do not agree on everything.
- Sometimes we may have a disagreement many times with the same friend and our feelings get hurt. When our feelings get hurt over and over because of the disagreement and we start to get angry, this is usually called a conflict.

● How do you resolve a conflict?

When a conflict happens, following a few simple steps and tips can help you resolve the conflict.

Steps to resolving a conflict:

1. Each person says how they feel about the conflict and why they are upset
2. Together come up with two resolutions to solve the conflict
3. Choose a resolution that you both agree to
4. Shake hands and smile

Tips for resolving conflicts:

- Try to manage your anger and keep calm
- Listen to the other person's feelings and ideas
- Use "I" statements when talking with the other person
- Remember that everyone is unique and special
- Show respect by not speaking mean or loudly

7 PROBLEM SOLVING (14-18)



OBJECTIVE:

Learn how to solve problems and generate options for solutions.



MATERIALS:

Tips for conflict resolution cards, colored pens, colored paper, flip chart paper, markers, props, paint, paint brushes.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

TYPES OF PROBLEMS (25 minutes)



SAY:

Everyone has worries and problems in their lives. Some are big problems and some are smaller ones. Girls can learn to solve problems or conflicts as much as possible and to live positively with conflicts that they cannot solve. Some difficult conflicts are those between people with competing views and interests. Girls learn and feel strong by looking at how they have solved conflicts in their lives before. Girls can use the same ways again for other conflicts. Girls can also imagine new ways to solve conflicts and put them into action. Girls can understand their conflicts better by looking at why they happen and then think of ways to avoid them.



DO:

- Separate the girls into 4 groups. Ask them to brainstorm the type of problems that girls their age face. And ask them to present back to the group.
- Capture the themes across the groups and write down the key problems on the flip chart.



Girl Chat:

- How do girls deal with some of these problems?
- Has anyone experienced a similar problem where they managed to find a positive solution?

ACTIVITY 2:

TIPS FOR CONFLICT RESOLUTION (25 minutes)

do

DO:

Put the tips up on a wall and get the girls to gather around. Ask the girls to volunteer and come forward to read the tips out.

?

ASK:

- What do you think about the tips for conflict resolution?
- What are the most useful ones
- What are the least useful ones?

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

do

DO:

Break the girls in to five groups and ask them to create a poster for girls, with some tips that they think are the most useful. They should also come up with their own tips.



BREAK/GAME (15 minutes)

ACTIVITY 3: COMIC STRIPS (35 minutes)



DO:

Divide participants into five groups. Assign the groups one of the following scenarios, ask them to complete the story in the comic strip and then to present back to the group.



SAY:

You will all be given one scenario. In your group, complete the story with the solution to the problem. Think about the steps discussed in the previous activity.

Comic strip scenarios

- **Ghida** is upset because her mother told her she was not allowed to go to the community centre with her friends on Thursday, even though, she had said previously that it was ok and Ghida had made plans with her friends. What should Ghida do?
- **Rania** has a big exam at school on Wednesday. On Tuesday afternoon, she realizes that she is not well prepared for the exam and is worried that she will not pass. Her older sister Amal has asked for help to do the household chores, but Rania wants to study. What should Rania do?
- **Rasha** noticed that her friend, Hala is spending time with a boy, and she is keeping it a secret from everyone. Rasha is worried about the intentions of this boy and is concerned that Hala will do something bad. What should Rasha do?
- **Sofia**'s parents want her to get engaged to someone that she does not love. She doesn't want to get married yet as she feels that she is not ready to make such a big decision at her age – she is 15. What should Sofia do?
- **Rahat**'s situation at home is very difficult. She is not allowed to leave the house because her parents feel that she may be exploited. She has many household chores to do and is not allowed to go to school. Every time Rahat tries to reason with her parents, they do not listen to her. They tell her she is too young to know what is good for her and that she should do as she is told. Rahat is feeling very sad and wishes she could make her parents understand how she is feeling. What should Rahat do?



DO:

Ask the girls to summarize the conflict resolution tips.



CLOSING ACTIVITY (10 minutes)



RESOURCE SHEET :

Refer to Problem Solving learning session for 11-13.

8 MANAGING MY EMOTIONS (11-13)

OBJECTIVES:

- Identify the signs of anger and other emotions
- Learn how to manage anger and other emotions

MATERIALS:

Colored paper, tape, colored pens, tissue, prop box, balloons, anger barometer poster.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1:

THIS IS HOW I FEEL (25 minutes)



EXPLAIN:

Anger is a completely normal, usually a healthy, human emotion that ranges from mild irritation to intense rage. When it gets out of control and turns destructive, it can lead to problems. Like other emotions, it causes physical changes. When people get angry, their heart rate increases, they might start to sweat or shake and their body might feel tense. People could be angry at a specific person or event. Worrying about personal problems or remembering traumatic events can also cause people to feel angry. Anger is a natural response to threats and inspires powerful, often aggressive feelings and behaviors, which allow people to defend themselves when attacked. A certain amount of anger is necessary for survival. People cannot, however, physically attack every person or object that irritates or annoys them.



ASK:

- Have your parents/guardian ever told you that you can't do something you want to do and it made you angry?
- Has someone ever made fun of you or hurt your feelings and it upset you?



SAY:

- Anger, sadness, and happiness are all examples of emotions. Emotions are the things that we feel – or our “feelings.”
- Some of the emotions, like anger and sadness, can be hard to handle. They do not feel very good. People may not talk about these emotions a lot, but everyone feels them from time to time.
- When I'm upset, I like to talk about it with my closest friends or family. This usually makes me feel better. Other times, I like to take a walk or listen to music to calm down.



Girl Chat:

- What does being angry feel like?
- What are some things that make you angry?



DO:

Give the girls a piece of paper/card and ask them to roll it in a tube. (provide them with tape to help them join the two pieces).

Ask each girl to scream in it, notice how the sound will come out strong

Now ask the girl to start filling the tube from one side with the tissue paper and ask them to scream in it. (Notice how the sound will start to fade away).

Now ask them to decorate and personalize it as much as they want (provide them with different materials to help them do this).



SAY:

- They can use this tube whenever they are angry or feel like they want to scream and release some tension.
- It is normal to have all different kinds of feelings. Some feel good, and others don't feel as good. Feelings can change when different things happen.

ACTIVITY 2: ANGER BAROMETER (20 minutes)



ASK:

- How do we know when we are getting angry?
- What changes do we notice in our body when we are getting angry?



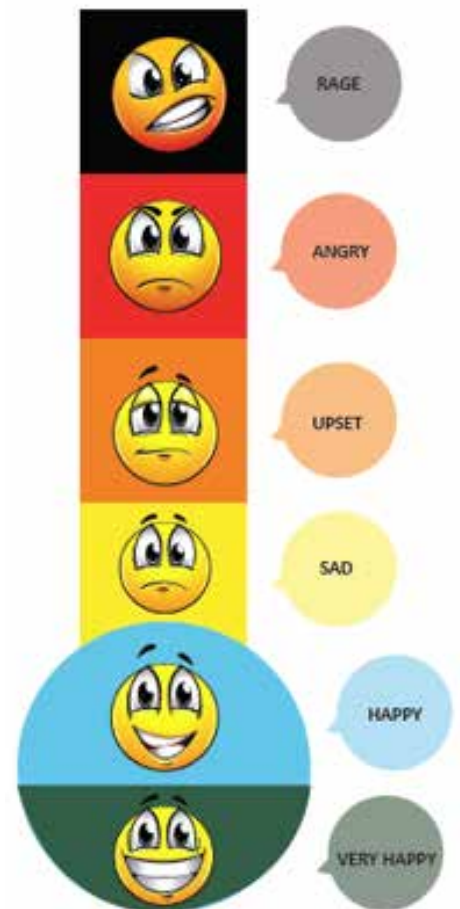
SAY:

- We may notice changes in our body. For example, our heart might start to beat faster, our face may get warm, or our muscles might tighten.
- Just like the weather gets hot in summer and cold during the winter, we also get “heated” when we are angry and “cooler” when we are not angry or upset.
- We feel calm when we are “cooled off”. Our anger can go up in temperature and go down.
- A barometer helps tell the weather and measures how hot and cold it is outside. Today we will talk about our Anger Barometers and how it can help us identify how we feel.



DO:

- Ask girls to gather around you to see the anger barometer.
- Show girls the Anger Barometer poster



**SAY:**

- Just like a real barometer, we get heated and calm depending on how we feel about a situation.
- The more we get upset and angry, the warmer we get.
- The more we are happy and calm about something, the cooler we are.
- Our anger can go up and down in temperature just like the weather.

**ASK:**

How is your temperature today? Are you feeling warm or cool?

**DO:**

- Point to each level on the angry barometer and explain which feeling matches each level.
- Ask the girls to work in groups of four. In their groups, they should discuss a time when they felt really angry and heated (or a time a friend got really angry or heated), at the top of the anger barometer. What made them so angry? How did they react that time?

**Girl Chat:**

Who would like to share a time they were angry and you managed your anger well? (give the choice to the girls to share their story)



BREAK/GAME (15 minutes)

ACTIVITY 3:

MANAGING MY ANGER (15 minutes)

**SAY:**

- When people are upset, anger can make them do and say things that are not kind and respectful.
- Sometimes people can say something they did not really believe. For example: "You are a bad friend".
- People may do things they feel bad about later, or things that get them into trouble.
- It takes a lot of practice to think clearly about the best ways to manage anger.

**DO:**

Ask them to mention things girls do to manage their anger (positive and negative) and capture the key points on a flip chart.

**DO:**

Focus on the useful things they did or the positive influence of those reactions. For those who identify negative things, we should:

**ASK:**

Do you think this is helpful for girls and what is the outcome when girls respond in this way.



SAY:

Here are a few positive ways that help me manage my anger:

1. I count to 10
2. I walk away from a discussion or argument with a friend
3. I play music or sing to calm me down
4. I tell someone why I am upset and angry
5. I think of a funny story/ joke that will make me laugh
6. I think of a time when I was really happy or calm, and try to imagine that feeling



SAY:

Some of the less positive ways of managing anger can be harmful to girls, both psychologically and physically.



ASK:

If girls feel that they are unable to manage their emotions in a positive way, what can they do? Can they choose some of the positive mechanisms to replace the unhealthy ones?



Facilitator Tip:

Encourage them to disclose negative coping mechanisms to a trusted friend/adult or a case-worker at the safe space. Some of the serious negative coping mechanisms can include self harm, so it's important for them to talk to someone so that they can receive help on how to manage this.



DO:

Give the girls some balloons and tell them that they are going to blow out any stress or bad feelings that they are having in to this balloon and then they will release the balloons, letting go of all their stress and bad feelings. Give them the chance to do this a few times.

ACTIVITY 4: ANGER ROLE PLAY (20 minutes)



SAY:

Based on the examples you have given, where you got really angry, pick one and in groups of four, develop a role play based on how you could have handled the situation better so that you wouldn't have lost your temper.



DO:

When the girls have finished, ask them to perform their play to the group.



Girl Chat:

- Do you think the role plays showed positive ways of managing anger?
- What will you do differently when trying to manage your emotions?



CLOSING ACTIVITY



RESOURCE SHEET (11-13 and 14-18)

MANAGING EMOTIONS

● What causes anger?

There are many different things that can make someone mad. Sometimes a certain person or situation may make someone mad. Sometimes it can be due to stress. People who are under a lot of pressure tend to get angry more easily. Teenagers may also experience mood swings which can make them feel irritable or moody and make them more likely to feel angry. No matter what pushes someone's buttons, one thing is certain: Everyone is sure to get angry sometimes. Anger is a normal emotion, and there's nothing wrong with feeling mad. What counts is how we handle it (and ourselves) when we are angry.

● How do you manage anger?

Because anger can be powerful, managing it is sometimes challenging. It takes plenty of self-awareness and self-control to manage angry feelings. And these skills take time to develop. Together, self-awareness and self-control allow you to have more choice about how to act when you are feeling an intense emotion like anger.

Self-awareness is the ability to notice what you are feeling and thinking, and why. When you get angry, take a moment to notice what you are feeling and thinking.

Self-control is all about thinking before you act. It means taking some time to cool down when you feel a strong emotion instead of acting right away. This could be taking a walk, listening to calming music, praying, taking deep breaths, talking to a friend, or simply counting to 10.

● 5 Step to Managing Anger:

1. **Identify the problem** (self-awareness). Start by noticing what you are angry about and why. Put into words what is making you upset so you can act rather than react. Ask yourself: What has got me angry? What am I feeling and why?
2. **Think of potential solutions** before responding (self-control). This is where you stop for a minute to give yourself time to manage your anger. It's also where you start thinking of how you might react — but without reacting yet. Ask yourself: What can I do?
3. **Consider the consequences** of each solution (think it through). This is where you think about what is likely to result from each of the different reactions you came up with. Ask yourself: What will happen for each one of these options?
4. **Make a decision** (pick one of your options). This is where you take action by choosing one of the things you could do. Look at the list and pick the one that is likely to be most effective. Ask yourself: What is my best choice? Once you choose your solution, then it is time to act.
5. **Check your progress.** After you have acted and the situation is over, spend some time thinking about how it went. Ask yourself: How did I do? Did things work out as I expected? If not, why not? Am I satisfied with the choice I made? Taking some time to reflect on how things worked out after it is all over is a very important step. It helps you learn about yourself and it allows you to test which problem-solving approaches work best in different situations.

8 MANAGING MY EMOTIONS (14-18)

OBJECTIVES:

- Identify the causes of anger and stress
- Learn how to manage anger and stress

MATERIALS:

Paper/card, colored pens, tape, prop box.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION (5 minutes)

ACTIVITY 1: MANAGING YOUR ANGER (45 minutes)



Explain:

Anger is a completely normal, usually healthy, human emotion that ranges from mild irritation to intense rage. When it gets out of control and turns destructive, it can lead to problems. Like other emotions, it causes physical changes. When you get angry, your heart rate, blood pressure, and energy hormone levels go up. You could be angry, frustrated or upset at a specific person or event. Worrying about personal problems or remembering traumatic events can also cause you to feel angry. Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviors, which allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us.



ASK:

- What are some inappropriate expressions of anger, sadness, and frustration? [yelling, hitting, humiliating someone, name calling, damaging property, throwing things, or refusing to help someone in need]
- What are some appropriate expressions of anger, sadness, and frustration? [calmly expressing an opinion, leaving the situation, or counting to ten before reacting]



EXPLAIN:

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

**ASK:**

What are some ways to manage feelings? (see Anger Management Tips below for possible responses)

List the brainstormed ways to manage anger on a chalkboard or flipchart.

**SAY:**

People use a variety of both conscious and unconscious processes to deal with their angry feelings. The three main approaches are: expressing, suppressing, and calming.

- **Expressing your angry feelings** in an assertive, non aggressive, manner is the healthiest way to express anger. To do this, you have to learn how to make clear what your needs are, and how to get them met, without hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.
- **Anger can be held in** by not thinking about it or focusing on something positive. The purpose is to convert your anger into more constructive behavior. However, keeping anger in is not always the best strategy. If anger is not allowed out it can cause physical and emotional harm. Anger turned inward may cause hypertension, high blood pressure, or depression. Or people can become hostile and critical, which can negatively affect their relationships with others.
- **You can calm down inside.** This means not only controlling your behavior, but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down, and let the anger go away.

**DO:**

- Give the girls a piece of paper/card and ask them to roll it in a tube. (provide them with tape to help them join the two pieces)
- Ask each girl to scream in it, notice how the sound will come out strong
- Now ask the girl to start filling the tube from one side with the tissue paper and ask them to scream in it. (Notice how the sound will start to fade away).
- Now ask them to decorate and personalize it as much as they want (provide them with different material to help them do this).

**SAY:**

They can use this tube whenever they are angry or feel like they want to scream and voice things out.

ANGER MANAGEMENT TIPS BOX

do

DO:

Write these down and put them in a box. The girls can volunteer to pick one out of the box and read a tip.

- Ask yourself if this will matter ten years from now?
- Chances are you will see things from a calmer perspective.
- Tell yourself, "it's frustrating, and it's understandable that I'm upset about it, but it's not the end of the world and getting angry is not going to fix anything.
- Have you ever done the same thing to someone else, even if by accident? Do you get angry at yourself? Ask yourself if the person did it on purpose.
- In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.
- Remind yourself that getting angry is not going to fix anything, and that it won't make you feel better (and may actually make you feel worse).
- Try counting to ten before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry.
- Or try counting to ten with a deep slow breathe in between each number. Deep breathing helps people relax.
- Imagine a relaxing experience. Close your eyes, and travel there in your mind. Make it your anger free place.
- Non-strenuous physical activities, like walking, can relax your muscles and help you feel much calmer.
- Give yourself time and space alone. Physically move away from situations that make you angry.



BREAK/GAME (15 minutes)

ACTIVITY 2: EMOTIONS ROLE PLAY (30 minutes)

Divide participants into groups of four or five



SAY:

Together with your group, you will come up with a role play. Brainstorm a scenario to act out about someone who is emotional (angry, sad, annoyed, and disappointed). To come up with ideas for the scenario, think of a time when you were very angry, what was the problem? How did you react? Use the tips we discussed to deal with stress and anger to act out a 2-1 minute role-play and resolve the scenario.

After groups have decided on a scenario, ask the groups to present their role-plays. Discuss what happened in the role-plays with the following questions:

- Was the problem solved in the role-play? How?
- What would you change about the role-play?
- What advice would you give the person in the role-play?
- What have you learned that can help you the next time you face a similar situation?



ASK:

Which strategy will you try next time you feel one of these emotions?

ACTIVITY 3: DEVELOPING ANGER MANAGEMENT STRATEGIES (25 minutes)



DO:

Break the girls into groups of 4.



SAY:

You will come up with three effective ways of dealing with anger. And write them on a flip chart paper.



DO:

- Once the girls have finished, ask them to stick their flip chart paper on the wall and get all the girls to go around the room with 3 stickers each and place them on the three strategies they think are the most effective.
- Review the most popular choices.



SAY:

You have now developed your own strategies to deal with anger. You can put this in your notebook, or put this up on flip chart paper in the centre to remind yourselves.



DO:

Give the girls some balloons.



SAY:

You are going to blow out any stress or bad feelings that you are having in to this balloon and then you will release the balloons, letting go of all their stress and bad feelings.



CLOSING ACTIVITY



RESOURCE SHEET :

Refer to Managing Emotions learning session for 11-13



Girls from 14-18 group in Akkar participating in a learning session

9 CONFIDENCE BUILDING AND SELF ESTEEM (11-13)

OBJECTIVES:

- Increase their confidence and self esteem
- Enable the girls to understand their feelings about themselves

MATERIALS:

Post it notes, pens, string, envelopes, hole punch, stickers, plastic balls.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

POSITIVE REINFORCEMENT (30 minutes)

“

SAY:

In working to develop ourselves into the people we'd like to become, it can be helpful for us to have an understanding about how we see ourselves right now. This session is a first step in understanding our feelings about ourselves.

?

ASK:

What do you understand about what self esteem means?

“

SAY:

Having self-esteem does not mean that you never get upset or angry with yourself. Everyone gets frustrated at times. But someone with high self-esteem can accept his or her mistakes and move on. If another person tries to convince or persuade him or her to do something they really do not want to do, people who feel good about themselves will be less likely to fall under another person's pressure.

do

DO:

- Give each girl an envelope and some string. They will connect the string through the envelope and put it around their neck. Also give the girls some post it notes and a pen.
- Ask the girls to think about their self esteem and how they would rate it from 1-5 (1 being the highest) Tell them to put it on a post it note and put it in their envelope.



EXPLAIN:

We have all made an impression on each other in one way or another. We all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things. This exercise gives us an opportunity to share the good things we have to say and have some fun at the same time.

(Note to facilitator: It is important to stress that participants focus on positive and good things to avoid having anyone writing negative things on the post it notes.)



SAY:

I want you to make a circle; you are going to think about the person sitting to the left of you and to the right of you.

- What positive words would you use to describe each person?
- What happy message would you like to give to them?



SAY:

When I say, "Go!" you should write one (or two) things about the person on your left and then about the person on your right and put it in their envelope (or draw symbols to represent those words if you want to).



DO:

When most seem to have finished, say, "Stop!"



SAY:

- I want you to take another piece of paper and write down one or two things about yourself.
- Think about your own self image, what do you like about yourself?



DO:

Ask the girls to open their envelopes and ask for volunteers to share one thing that someone wrote about them and one thing that they wrote about themselves (if they are happy to share this).



Girl Chat:

How did you feel about the things others said about you?

ACTIVITY 2: WHAT IS SELF CONFIDENCE? WHERE DOES IT COME FROM? (30 minutes)



DO:

Split the girls into groups of four.



SAY:

I want you to think about a girl with high confidence and a girl with low confidence. What are the characteristics? Where does the girl with high confidence get this from? What about the girl with low confidence?

**DO:**

Write these questions on the board so the girls can focus on these.

**SAY:**

I want you to draw two girls, one with low confidence and one with high confidence. You can focus on what she would physically look like (body language) and also write down the answers to the questions around her.

**DO:**

Ask them to present a few ideas each back to the group.

**EXPLAIN:**

Your self confidence shouldn't be dependent on how attractive other people find you. You have to feel confident from within. Beauty does not give you confidence, but having confidence makes you beautiful.

**GIRL CHAT:**

- How does your confidence affect your decisions and actions?
- How can you increase your confidence if it is low?
- How can you support each other as a group to increase each other's confidence?



BREAK/GAME (15 minutes)

ACTIVITY 3:

SELF WORTH (20 minutes)

**SAY:**

- We are going to do a fun activity called a Stand Up.
- I will read a list of statements, and you should stand up if you agree with the statement.
- Read the list one at a time, giving girls enough time to stand after each statement.

**ASK:**

(Allow time for the girls to stand up after each statement is read)

Stand Up

- *I am a nice girl.*
- *I am kind to my family.*
- *I am proud of my behavior.*
- *I am a caring friend.*
- *I show respect to adults.*
- *I know I have talents and great skills.*
- *I am happy and proud.*
- *I believe in myself.*

**GIRL CHAT:**

Which statements were most important to you?

**SAY:**

Self-worth means that we believe we have value and are proud of who we are and how we treat others. It means we are deserving of great things.



ASK:

Have you ever experienced a knock to your confidence?
When you face this knock, how do you get your confidence back?



DO:

Write the techniques they suggest on the board and for each technique a girl suggests, give her a sticker.



DO:

Share some of the following tips with the girls:

- Don't compare yourself to others
- Don't worry about what other people are thinking of you
- Do something you love
- Take some time for relaxation
- Listen to some uplifting music
- Good posture (will automatically make you feel more confident)
- Be good to yourself (acknowledge your strengths and develop them)



SAY:

- You can also remind yourself of your great qualities that you identified in the Stand Up game.
- When I look around the room, I see a room of very intelligent, caring and thoughtful girls. You all have provided support to each other and have developed and grown through the time we have spent together. I can see that you have grown in confidence and will keep on growing.



DO:

- Get the girls to stand in a circle. Using the ball, ask the girls to pass it around the circle. Each girl can tell us one way of maintaining/increasing their confidence.
- Ask the girls to write down their rating of self confidence at the end of the session from 1-5. If they feel comfortable to do so, ask them to share both of their ratings.



SAY:

Knowing which qualities to admire about yourself, and which qualities you need to strengthen can help build self-esteem.



CLOSING ACTIVITY



RESOURCE SHEET (11-13 and 14-18)

Confidence Building / Self Esteem

● Control your inner critic

A good place to start with raising your self-esteem is by learning how to handle and to replace the voice of your own inner critic. We all have an inner critic and it can help you to get things done or to do things to gain acceptance from the people in your life. There are ways to minimize that critical voice and to replace it with more helpful thoughts. You can change how you view yourself. One way to do so is simply to say stop whenever you hear the critic. You can do this by creating a stop-word or stop-phrase. As the critic says something – in your mind – shout: STOP! Then refocus your thoughts to something more constructive.

● Take a 2 minute self-appreciation break

This is a very simple and fun habit. And if you spend just two minutes on it every day for a month then it can make a huge difference. Take a deep breath, slow down and ask yourself this question: what are 3 things I can appreciate about myself? These things do not have to be big things. Maybe just that you listened fully for a few minutes to someone who needed it today or that you are a caring and kind person in many situations. These short breaks do not only build self-esteem in the long run but can also turn a negative mood around and reload you with a lot of positive energy again.

● Do the right thing

When you do what you deep down think is the right thing to do then you raise and strengthen your self-esteem. It might be a small thing like being understanding instead of judgmental in a situation. Or being kind to your brother or sister. It is not always easy to do. Or even to know what the right thing is. But keeping a focus on it and doing it as best you can makes big difference both in the results you get and for how you think about yourself.

● Be your own best friend

Instead of beating yourself up, ask yourself: How would my friend/parent support me and help me in this situation? Then do things and talk to yourself like he or she would.

● Be kinder towards other people

When you are kinder towards others you tend to treat and think of yourself in a kinder way too. And the way you treat other people is how they tend to treat you in the long run.

You can for example:

- Just be there and listen as you let someone vent.
- Encourage a friend or a family member when they are uncertain or unmotivated.
- Take a few minutes help someone out in a practical way.

● Spend more time with supportive people (and less time with destructive people).

- Even if you focus on being kinder towards other people (and yourself) it will be hard to keep your self-esteem up if the most important influences in your life drag it down on a daily or weekly basis.
- So make changes in the input you get. Choose to spend less time with people who are unkind or unsupportive. And spend more time with positive, uplifting people who are kinder.

9 CONFIDENCE BUILDING AND SELF ESTEEM (14-18)

OBJECTIVES:

- Increase their confidence and self esteem
- Increase understanding in their feelings about themselves

MATERIALS:

Post it notes, pens, string, envelopes, hole punch.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

POSITIVE REINFORCEMENT (30 minutes)



SAY:

In working to develop ourselves into the people we'd like to become, it can be helpful for us to have an understanding about how we assess ourselves right now. This session is a first step in understanding our feelings about ourselves.

Having self-esteem does not mean that you never get upset or angry with yourself. Everyone gets frustrated at times. But someone with high self-esteem can accept his or her mistakes and move on. If another person tries to convince or persuade him or her to do something they really do not want to do; people who feel good about themselves will be less likely to fall under another person's pressure. They will feel more confident that their own decision is the right one and will make their own choices based on their own desires, and not the desires and values of others.



DO:

Give each girl an envelope, post-it notes and a pen.



SAY:

I want you to think about your self esteem and how you would rate it from 1-5 (1 being the highest and 5 being the lowest). Write this down on your post-it note and put it in your envelope.

**SAY:**

We have all made an impression on each other in one way or another. We all have some positive things that we would like to say to each other, but sometimes we forget to tell each other the good things. This exercise gives us an opportunity to share the good things we have to say and have some fun at the same time.

(Note to facilitator: It is important to stress that participants focus on positive and good things to avoid having anyone writing negative things on the post it notes.)

**SAY:**

I want you to make a circle, and to think about the person sitting to the left of you and to the right of you.

- What positive words would you use to describe each person?
- What happy message would you like to give to them?

**SAY:**

When I say, “**Go!**” you should write one (or two) things about the person on your left and the person on your right and put it in their envelope (or draw symbols to represent those words if you want to).

**DO:**

When most seem to have finished, say, “**Stop!**”

**SAY:**

- Take another piece of paper and write down one or two things about yourselves.
- Think about your own self image, what do you like about yourselves? Put this in your envelope.

**DO:**

Ask the girls to open their envelopes and volunteer to share one thing that someone wrote about them and one thing that they wrote about themselves.

**SAY:**

How did you feel about the things others had said about you?

ACTIVITY 2:

WHAT IS SELF CONFIDENCE?

WHERE DOES IT COME FROM? (30 minutes)

**DO:**

Split the participants into groups of four.

**SAY:**

Think about a girl with high self esteem and a girl with low self esteem. What are the characteristics? Where does the girl with high esteem get this from? What about the girl with low self esteem? What is her body language like?

**DO:**

Write these questions on the board so the girls can focus on these. When they have finished, ask them to present it back to the group.



EXPLAIN:

Your self confidence shouldn't be dependent on how attractive other people find you. You have to feel confident from within. Beauty does not give you confidence, but having confidence makes you beautiful.



GIRL CHAT:

- How does self esteem affect your decisions and actions?
- How can you increase your self esteem if it is low?
- How can you support each other as a group to increase each other's self esteem?



BREAK / GAME (15 minutes)

ACTIVITY 3:

MAINTAINING CONFIDENCE (30 minutes)

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ASK:

- Have you ever experienced a knock to your confidence?
- When you face this knock, how do you get your confidence back?



DO:

- Split the girls off into groups of four. Ask them to think of a scenario (it doesn't need to be a personal one) where a girl may experience a knock to her confidence i.e. bad words from boys on the street, an argument with a friend, being told off by their parents.
- They will spend 10 minutes rehearsing a small role play, related to how to maintain their confidence or how to get their confidence back.
- They should think about the things they do when they are feeling low in confidence and how they manage to repair it. E.g. this could be words of encouragement that they say to themselves, speaking to a friend/family member who is able to make them feel better- what does this person say?
- They will present their play to the group. The facilitator should pick out the key points where the girls identified good ways of developing confidence and put them on the flip chart, facilitating discussion on these good techniques.



DO:

Share some of the following tips with the girls:

- Don't compare yourself to others
- Don't worry about what other people are thinking of you
- Do something you love
- Take some time for relaxation
- Listen to some uplifting music
- Good posture (will automatically make you feel more confident)
- Be good to yourself (acknowledge your strengths and develop them)



ASK:

- What are the key ways you identified to help you in maintaining/increasing your confidence
- Write down your rating of self confidence at the end of the session from 1-5. If you feel comfortable to do so, share your ratings from the start to the finish (either the rating or whether there has been an increase/decrease in your confidence).

**SAY:**

- When I look around the room, I see a room of very intelligent, caring and thoughtful girls. You all have provided support to each other and have developed and grown through the time we have spent together. I can see that you have grown in confidence and will keep on growing.
- Knowing which qualities to admire about yourself, and which qualities you need to strengthen can help build self-esteem.

**CLOSING ACTIVITY****RESOURCE SHEET :**

Refer to Confidence Building and Self Esteem learning session for 11-13.



Girls in a learning session in Bekaa 11-13 group

10 MY BODY, PUBERTY, HYGIENE, REPRODUCTIVE HEALTH (11-13) PART 1



OBJECTIVES:

- Learn about emotional and physical changes during puberty
- Learn about their reproductive organ



MATERIALS:

Flip chart paper, pens, colored pens/pencils, markers, facts, hat, I am Changing Poster, Abaad video on puberty (<https://www.youtube.com/watch?v=Z5SdRlq238k>)



FACILITATOR NOTE:

Introducing this topic to the younger age group is very sensitive and they will be very embarrassed to discuss this. Before you start the session, explain to them that you will discuss a topic they might find embarrassing. Remind them that this is a safe space and ask them what you can do to make them feel more comfortable. We have developed an icebreaker that might help to set the tone for the session.

The Save the Children SRHR guide for facilitators is a very useful tool to help you prepare for these sessions:

<http://resourcecentre.savethechildren.se/sites/default/files/documents/5817.pdf>

http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf



REVIEW OF PREVIOUS SESSION



ICEBREAKER (10 minutes)



DO:

Ask the girls to all write down one embarrassing thing that has happened to them (the facilitator should also do the same). Put them all in the hat and then ask the girls to volunteer to pick one out and read them.



SAY:

We have all experienced something embarrassing in our lives, this is normal. You might find this session embarrassing, but remember, this is a safe space for us to learn some very important, albeit embarrassing things that affect our bodies and our mind as we develop and grow.

ACTIVITY 1: I AM CHANGING (60 minutes)



SAY:

Today we are going to talk about the changes we experience in our body as we grow up. This includes both physical changes and emotional changes. We know that sometimes it can be embarrassing to talk about these changes, but it is important that we talk about them, because it is a natural and normal part of growing up. **I know that I noticed many changes in my body when I was your age.** Girls that are ages 9-16 go through some changes in their body and also the way they think about things. When young girls go through these changes it is called "Puberty". They are changing from a girl to a woman.



SAY:

I want you to meet Nada, she is 11 years old and is going through many changes, she noticed that her body is looking different to before and she even feels different emotionally. Nada doesn't know who she can talk to about this; she doesn't know if this is normal or if other girls experience this. Over the next two sessions, we are going to help Nada. The first task Nada has for us, is that she wants us to help her identify the changes a girl goes through to see whether what she is experiencing is common to all girls:



DO:

- Divide girls into groups of four. Ask them to draw a picture of a girl from head to toe and to identify the physical changes she goes through during puberty. Ask the girls to also think about the emotional changes a girl goes through and to write these down on the picture of the girl.
- Tell them that the group with the most changes will get some stickers



DO:

Ask them to present back to the group and give the girls from the winning group a sticker each.

Give them the correct answers (and fill in any gaps that they have forgotten to mention). Use 'I am changing' Poster (with the information below)

- **During puberty**, your body releases hormones and have different roles, but most importantly, hormones make your body grow from a girl's body into a woman's body. Hormones will affect the following:
 - **Girls:** Breasts develop, grow in size and weight gain, increase the secretion of sweat and the skin become greasy, growth in pelvic bones and slim in waist, increase in the size of hip, pubic and under arm hair, menstruation begin.
 - **Different feelings:** Getting annoyed easily. I feel I am able to identify what is useful and not useful for me. I develop feelings for someone. Moodiness, anger, feeling sad.
 - **Changes in the things you like** (for example: you might like a new hobby that you did not like before)
 - **A desire for more independence** from your parents and family (for example: you might want to spend more time with your friends and less time with your family. But this does not mean you don't love your family- it means you like being with your friends often)
 - **Worrying about your body** and the way you look (for example: you might not be as happy with the way your hair looks or how you are fitting into your clothes)
 - **Feeling pressured by friends** to act a certain way (for example: your friends might ask you to be mean to another girl and you do not know how to say no to them because they are your friend).



SAY:

- All of these physical and emotional changes are normal.
- Everyone develops at their own pace, some earlier, and some later.
- It is important not to tease others who may develop earlier or later.
- Young people often feel uncomfortable, clumsy, or self-conscious because of the changes in their bodies.



DO:

Show them the Abaad video (Part 1) on changes



SAY:

- These are all normal changes. Sometimes these changes may be new and interesting, but other times they may be hard.
- Sometimes it can help to know other girls your age who are going through many of the same things as you. I went through puberty and can remember what it's like, so you can talk to me if you need some information. Also, you can talk the other girls in the group about how you feel.



DO:

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



BREAK/GAME (15 minutes)

ACTIVITY 2:

REPRODUCTIVE ORGANS (15 minutes)



SAY:

- As part of growing and developing, it's important that we understand our body parts and what they do.
- As Nada is growing, she is also becoming curious about her body parts. In particular, she is curious to know more about her "private" part - her reproductive organ but she is too shy to talk about it with anyone.
- It's important to talk about this so we can learn about what its function is so that we can understand our bodies better.
- Both boys/men and girls/women have reproductive organs.
- The reproductive organ for the female is the vagina.
- But there are also reproductive organs that we don't ever see because they are on the inside of our bodies.
- All girls have these parts and it's very important for us to learn about and protect them and we will discuss this in the next session.



DO:

Draw and name the female organs with the descriptions. Focus on the main ones: Vagina, Ovaries, Fallopian Tubes, Uterus.



SAY:

Once a girl reaches puberty, a tiny egg matures in one of her **ovaries** and then travels down a **fallopian tube** on its way to the **uterus**. This release of the egg from the ovary is called **ovulation**.



GIRL CHAT:

This was a very embarrassing topic, but do you feel that it is important for girls to have this information?



CLOSING ACTIVITY



INVITATION LETTER

for mothers to attend FGD for the following week on relationship with adolescents.



MSMW Learning Session in Bekaa with girls in the 11-13 group



RESOURCE SHEET (11-13 and 14-18)

REPRODUCTIVE HEALTH

● Physical Changes in Girls only

- Hips widen
- Breasts develop
- Ovulation and menstruation begin

● Physical & Emotional Changes in both Girls and Boys

- Grow in size
- Weight gain
- Pubic and underarm hair
- Genitals enlarge
- Acne
- Changes in mood
- Feel embarrassed easily
- Feel closer to friends than family
- Feel shy
- Better able to reason and solve problems
- Rebel against parents, want to be independent
- Concerns that they don't feel normal and are "different" than their peers
- Experimentation with risky behaviors

● Female Body Parts

The Save the Children SRHR Toolkit guide for facilitators is very useful with plenty of background information. You can find a copy here:

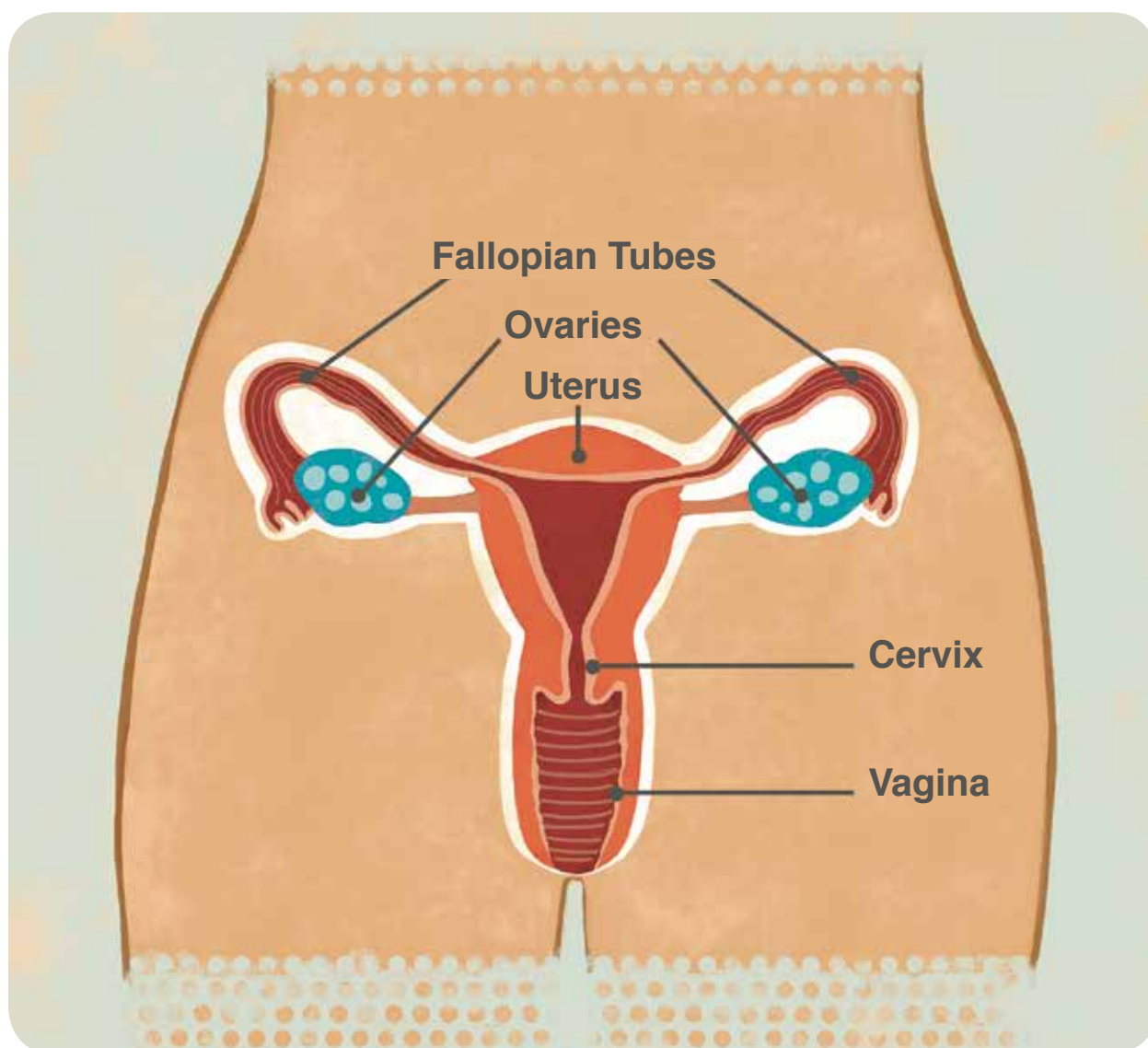
http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf

The female external genital organs are called the vulva. It includes the two folds of skin called the labia, the clitoris, and the vagina. The external genitalia, or the labia, has two sets of rounded folds of skin called the outer and inner lips. The labia cover and protect the vaginal opening. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. The clitoris is made up of the same type of tissue as the tip of the penis and is very sensitive. The clitoris has no other function than to help a woman have sexual pleasure. The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina. The vagina is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina is an incredibly elastic muscle that can stretch wide enough to allow a baby to pass through. Every female is born with thousands of eggs in her ovaries. The eggs are so small that they cannot be seen by the naked eye.



Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation. A girl's body prepares the uterus for a baby by making a soft lining like a pillow. If the girl has had sex, the egg meets a male's sperm in the fallopian tube (called fertilization). The fertilized egg then travels to the uterus where it grows into a baby. If the egg is not fertilized, then a baby does not grow and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the cervix and then out of the vagina. This flow of blood is called the "period" or menstruation. The blood and tissue usually leave the body slowly over three to seven days.

● Female Reproductive Organ Diagram¹



1. Save the Children SRHR Toolkit

10 MY BODY, PUBERTY, HYGIENE, REPRODUCTIVE HEALTH (14-18) PART 1

OBJECTIVES:

- Learn about the reproductive organs and what they do
- Facts about menstruation
- How to maintain hygiene, especially during periods

MATERIALS:

Menstrual Cycle Poster, Save the Children Reproductive Organ Diagrams, Flip chart paper, pens, colored pens/pencils, markers, Quiz Sheet, x2 pieces of card per girl, quiz handout.

FACILITATOR NOTE:

This can be a very embarrassing topic for the girls, so try to make them feel as comfortable as possible. At the end of the first session, review the topics you plan to cover in the next session to see which topics they feel comfortable with and which topics they don't feel comfortable with.

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ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: REPRODUCTIVE ORGANS (20 minutes)



SAY:

Today we are going to talk about a sensitive but important topic. We are going to talk about reproductive health. First, to be able to talk about reproductive health, we need to have some basic information about our organs.



ASK:

- Do you want to focus on girls organs or would you like to talk about boys too?
- What is the name of your reproductive organ?
- Can you name the different parts of the female organ?



ASK:

(If they ask to know about boys too)

- What is the name of the male reproductive organ?
- Can you name the different parts of the male organ?



SAY:

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



DO:

- Point out and name the female organs (and male) using the Save the Children posters.
Focus on the main ones:
 - o **Female:** Vagina, Ovaries, Fallopian Tubes, Uterus
 - o **Male:** Penis, testicles



SAY:

Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation.



GIRL CHAT:

- Did you try to find this information before?
- How and from where did you get it?
- Was it the same or were there differences in what you learnt?



Energizer (10 minutes)

ACTIVITY 2: MENSTRUATION (35 minutes)



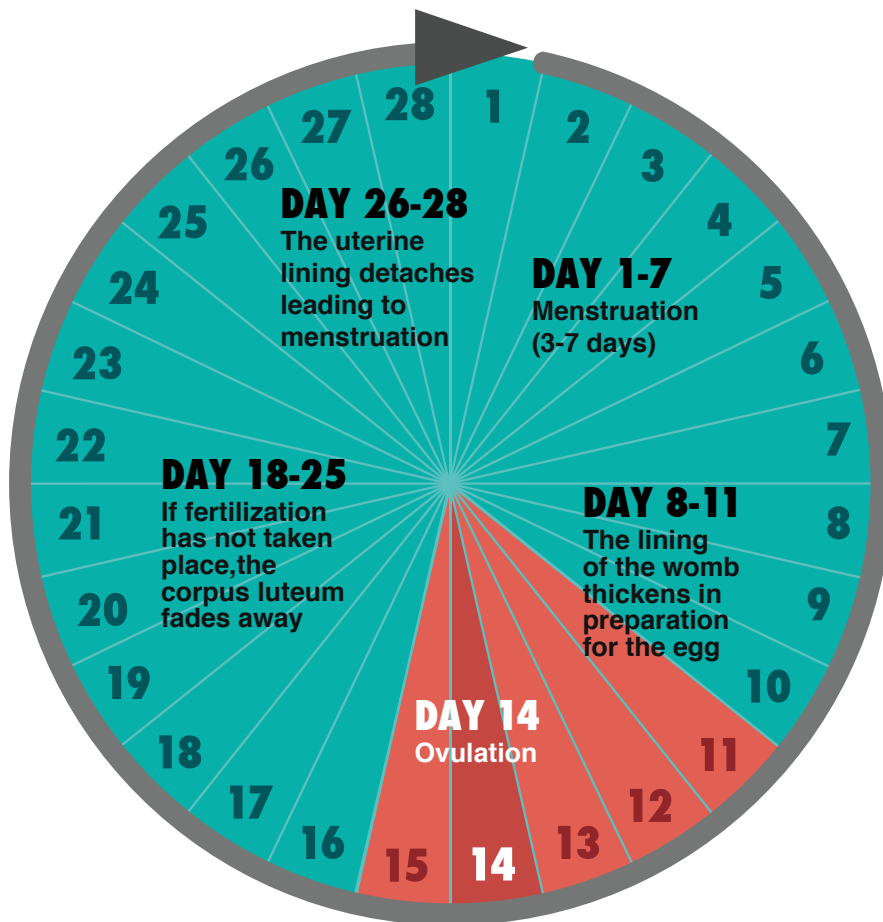
ASK:

- What do you know about menstruation?
- Do you know how often a woman or girl usually gets her period?



EXPLAIN:

The menstrual cycle.



DO:

Break the girls up in to four groups and give each group a quiz handout. Tell the girls that this will be a competition to see who gets the most correct answers (you can give the winner stickers). They will indicate whether the fact is true or false (**refer to Quiz Handout**). The incorrect ones are 2, 5, 8, 10, and 13.



DO:

When you finish, you can give them the correct answers and further clarification if necessary. They get one point for each correct answer. The team with the most points wins.



ASK:

- Do you notice a change in the way you feel physically and emotionally when you have your period?
- What are some of the things you do to deal with this?



QUIZ HANDOUT

| | TRUE | FALSE |
|--|------|-------|
| 1. Some girls start getting their periods when they are younger than others (in some cases, it can start as early as 9 years old). | | |
| 2. A girl can get pregnant before she gets her first period. | | |
| 3. Every female is born with two ovaries. Every month one of our ovaries releases an egg. This is called ovulation . | | |
| 4. 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. | | |
| 5. It is dangerous for a girl to shower when she is on her period. | | |
| 6. If our egg isn't fertilized by a male's sperm, the egg passes through the uterus and out of the body, and the lining of the uterus is shed through the vagina. This lining comes with blood. This is a period. | | |
| 7. If you haven't had your period by the age of 15, you should consider seeing a doctor, some girls start late, but it is a good idea to get checked. | | |
| 8. A girl is ready for marriage when she gets her first period. | | |
| 9. You may get a bloated stomach, tenderness in breasts, pimples, back pain and headaches during your period. | | |
| 10. A girl is considered to be dirty when she is having her period. | | |
| 11. Before ovulation (the release of the egg), there is a lot of mucus produced, up to 30 times more than after ovulation. It is also more watery and elastic during that phase of your cycle. You may want to wear panty liners during that time. | | |
| 12. Your skin can feel more sensitive a week before your period, so you may want to avoid things such as hair removal during this week. | | |
| 13. A girl can not do any sport when she is having her period. | | |
| 14. Poor hygiene can lead to fungal infections. Repeated infections can lead to serious reproductive tract infections which can cause infertility. | | |



BREAK / GAME (15 minutes)

ACTIVITY 3: BODY HYGIENE (30 minutes)



DO:

Break girls up in to small groups of four. Give them two pieces of card and some markers. Ask them to write Option A and Option B on these cards.



SAY:

I am going to read you two options and you should hold up your card based on what option you think is better.

For example:

What is better : to wash your body using a cloth (option A) or to wash your body using your hands (option B)?

| OPTION A | OPTION B |
|--|--|
| Taking shower every day (or as often as you can) | Taking shower 3 times per week |
| Changing your underwear every day (or as often as you can) | Changing your underwear once a week |
| Removing spots using your hands | Washing your face with water and soap |
| Not bathing during menstruation | Bathing during menstruation |
| Changing your feminine product every 7 hrs | Changing your feminine product every 4-3 hrs |
| Practicing sport during the menstruation | Not practicing sport during menstruation |
| Trying to drink plenty of water | Drink 1 cup of water every day |



EXPLAIN:

If you need to with the below:

- We shouldn't wait to take a bath until we feel dirty, it's important to take a shower as frequently as possible to stay clean and healthy.
- It's necessary to change your underwear every day.
- Fungi are small bodies that we can't see with our eyes. It can grow in our genital area and cause discomfort and smell. Fungi grow more in humid parts of the body and its enemy is the towel, so, we should dry the genitals well to prevent fungi growth.
- Clothes made of synthetic, like elastane and polyester increases humidity and temperature in the genital area which make the increase in developing fungi more likely. If possible, wear underwear made from cotton, (you can see whether the underwear is cotton by what's written on the label inside).
- It's not good to touch your spots with your hand because it may lead to inflammation. And try to avoid using perfumed cream on your face.
- Taking a shower can make the girl feel comforted and relaxed during menstruation.



EXPLAIN:

- We shouldn't wait until the feminine product is full of blood to change it, we should change it every 2 or 3 hrs or as needed. We should wash the genital organs to keep them clean and to prevent infection.
- Sports activate the blood circulation and relieves pain. Girls can practice her daily activities normally during menstruation.
- Deodorant helps to reduce the smell that is caused by multiplication of bacteria in humid parts of the body, but it doesn't prevent sweating. Antiperspirant closes the pores of the skin and prevents sweating and that is not healthy, because the sweating process is a normal process and has an important role in moderating the temperature of the body and to get rid of waste.
- The human body is made up of over 50% of water, so it is necessary to drink plenty of water (1.5 to 2 liters) in order to ensure the balance of our health.
- We use underwear to cover our genital organs and to keep them protected.
- We should clean our genitals from front to back in order to keep it clean and avoid the transfer of bacteria from the anus to the vagina.



ASK:

What do you think about the information we gave you today? Was it useful?



REMEMBER :

Ask the girls which topics they want to address in the next session and ask them how comfortable they feel with the topics for the next session.



CLOSING ACTIVITY



INVITATION LETTER

for mothers to attend FGD for the following week on relationship with adolescents.



Positive things in Lebanon, Activity with girls in the 14-18 group in Akkar

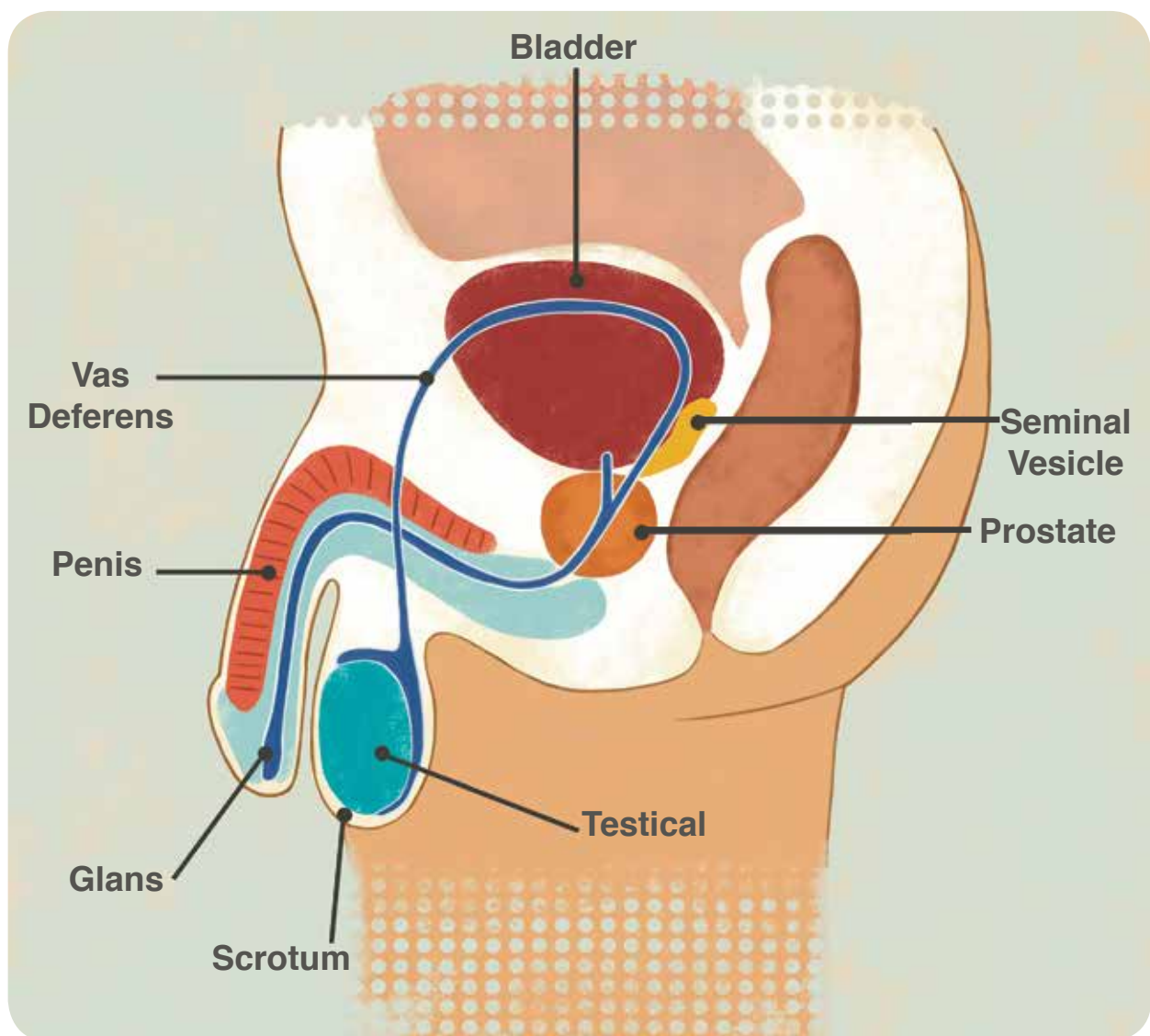


RESOURCE SHEET (11-13 and 14-18)

REPRODUCTIVE HEALTH

* For female reproductive organ diagram and information, refer to Reproductive Health learning session for 11-13, Part 1.

● Male Reproductive Organ Diagram²



2. Image taken from Save the Children SRHR Toolkit



● The Menstrual Cycle:

This may come as a surprise, but your 'monthly' cycle does not necessarily take place once a month. The average cycle time for most girls is 28 days, but your cycle may last from 21 to 35 days and still be normal. In your cycle, 'day one' is the first day of your period, or the first day you begin to bleed.

If you have a short cycle, it's likely that you will have a period more often than once a month. However, if your cycle lasts longer, you are one of the girls who will have fewer periods in a year.

Most girls get their first period between 11 and 13 years old, though it can start anywhere from the age of eight to 16 years old. Generally, a woman has about 480 periods (fewer if she has pregnancies) throughout her adolescence and adulthood until she reaches menopause (often around the age of 51), at which point, her periods stop.

When learning about your menstrual cycle, it's helpful to know what parts make up a female's reproductive organs.

Your reproductive system includes:

- **Two ovaries:** this is where eggs (ova) are stored and released. A human egg is tiny (120 microns or micrometers). This is about the width of a human hair.
- **The womb (uterus):** where a fertilized egg implants and a pregnancy grows
- **Two fallopian tubes:** these are two thin tubes that connect the ovaries to the womb
- **The cervix:** the lower part of the womb that connects to the vagina
- **The vagina:** a tube of muscle connecting the cervix to the outside of the body. (Your vagina is actually inside your body – the part on the outside that you can see and which is frequently mistakenly called the vagina, is your vulva.)

Each month, your reproductive system repeats a regular pattern of events that are controlled by hormones. Hormones are substances produced by your body that control your body's functions. As you approach puberty, a part of your brain called the pituitary gland begins releasing more and more of some specific hormones.

These hormones stimulate your ovaries to produce estrogen and another part of your body to produce other hormones called androgens. These hormones cause many of the physical changes that take place during puberty and over the phases of your monthly cycle.

● The Menstrual Cycle Phases:

1. Pre-ovulation (called the follicular phase)

Women and girls have two ovaries that contain thousands of eggs (ova). During this phase, hormones stimulate the development of eggs; at the same time, the soft lining (called the endometrium) of the uterus (the place where a baby can grow) starts to thicken.

2. Ovulation

This occurs when a mature egg (occasionally two) is released from the ovary. After the egg is released, it travels along the fallopian tube to the thickening lining. If sperm from a male fertilizes the egg, a baby develops. Ovulation usually happens around 10 to 16 days before the next period.



3. Premenstrual (called the luteal phase)

After ovulation, hormones trigger your body to continue developing the lining of your uterus, in preparation for a fertilized egg. During this phase, if you become pregnant, the egg moves into your uterus and then attaches to the lining. If you are not pregnant, the lining of the uterus is shed through the vaginal opening.

4. Menstruation

The womb lining leaves your body through the vagina as a reddish fluid containing blood – typically about a quarter of a cup of blood (though it can seem like a lot more). This is your period – it is also called menses – and it will last between three to seven days. The first day of bleeding is day one of your period.

Frequently Asked Questions:

What is menopause?

Menopause is when a woman's menstruation ends. When this happens, women can no longer become pregnant. Menopause usually happens after age 45. But, menopause can happen as early as 35 for some women, or as late as in the 50s for others.

What are eggs?

Eggs are made in a female's body. They are very tiny so you can't see them. They are one of the two main ingredients to make a baby.

Where are a woman's eggs produced?

Eggs are produced in the ovaries.

How does a girl know when her period is about to start?

Most girls begin menstruating between the ages of 9 and 16. The best way to know is to look for signs. Underarm hair and a whitish discharge/fluid from the vagina are signs that the period will start soon.

What if a girl's period never starts?

Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

Can a woman get pregnant during her period?

Yes. Although it is not common, it is possible that a girl would be ovulating when she has her period.

Is menstruation painful?

Some girls experience cramping in their stomachs before or during their period. Cramping can feel like a stomach ache. This pain is usually not a serious problem and can be treated with a pain reliever, exercise, a hot bath, or a hot water bottle. Sometimes rubbing your stomach can provide relief as well. A girl may also experience back pain, headaches, nausea, vomiting, and constipation. The pain usually lasts just two or three days at the beginning of the period.

11 MY BODY, PUBERTY, HYGIENE, REPRODUCTIVE HEALTH (11-13) PART 2

OBJECTIVES:

- Understand what menstruation is
- Learn how to use female hygiene products
- Learn about good hygiene, especially during periods

MATERIALS:

Green and red stickers, flip chart paper, markers, Abaad DVD (<https://www.youtube.com/watch?v=Z5SdRlq238k>). Colored paper, felt pens, paint, paint brushes, red card, green card, sanitary towels, colored liquid/paint, true and false signs, menstruation cycle poster.

FACILITATOR NOTE:

As this session is very embarrassing for the girls, it's important to create an environment where they feel comfortable and to set the tone for the session.

As the girls walk in to the room, give them a sticker with a silly word or phrase to put on their forehead for the remainder of the session, (silly words or phrases can include 'I am a furry elephant, I am a dancing queen, I am a flying clown') no one is to look at what they say. Tell them at the end of the session, we will read what these say.

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ICEBREAKER (5 minutes)



SUMMARIZE PREVIOUS SESSION (15 minutes)

Answer the questions the girls wrote down from the previous session

ACTIVITY 1: MENSTRUATION (45 minutes)



SAY:

You met Nada in the previous session; she wants to share a story with you about something she went through recently.



READ:

I am Nada, and I am 11 years old. One day, when I got home from school I noticed that I had some blood stains on my underwear. I was really worried and thought that I had hurt myself but I didn't remember falling over that day. So I changed my underwear and continued with my day. The next day, the blood was there again! Now I was really worried. I didn't know what to do. I was too embarrassed to tell someone I had never heard anyone talk about this before, not my family or even my friends, so at the time I did not think that what I was experiencing was normal. I kept this secret to myself and hoped that the bleeding would stop, another day passed, then another day and still, there was blood on my underwear. I wasn't in any pain and I felt normal but still, this was new for me and I didn't think it was normal. Eventually, on day three, I decided to tell my mother because I thought I would need to go to the doctor. When I told her, she gave me a hug and told me that this is very normal. She told me that I should have told her sooner so that she could help me with the things I need, such as sanitary towels. My mother explained to me that this happens to all girls when they reach a certain age and that this is not something to worry about. I was so glad I told her; she made me feel better and made me realize that this was a very normal and natural thing for girls to experience.



ASK:

What did Nada experience? What do we call this?

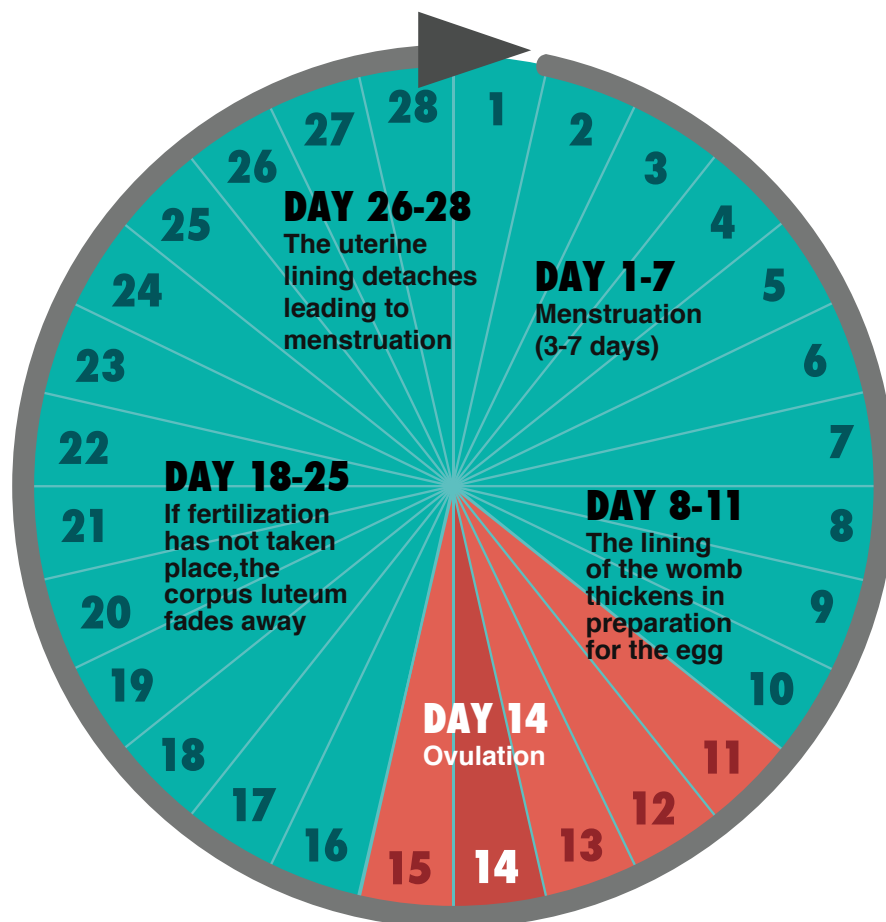


SAY:

- 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 your period does not mean there is something wrong with you, like when you have a wound from a fall. The blood that is coming out of your vagina is normal!
- I want to show you a video (If you have a copy, show Abaad DVD part 2)



DO:
Explain the menstrual cycle:



DO:
Put two signs - 'true' and 'false' on opposite ends of the room.



SAY:
When Nada realized that getting your period is a very normal thing for girls and women, she heard many different things, some were true and some were not. This made Nada feel confused. Nada needs your help to identify what is true and what is false. When I read a statement, you will stand next to the true or false sign depending on what your opinion is.



DO:
If the girls get the answers wrong, clarify this with them after each statement.



- FACTS:**
- When you have your period, this means you are dirty (false)
 - During your period, you may have pain in your tummy. This is called cramps.
 - When you have your period, you are not allowed to wash your hair (false).
 - Some girls start getting their periods when they are younger than others (in some cases, it can start as early as 9 years old). This is also normal.
 - A girl can get pregnant if she hasn't had her first period (false)
 - It is normal for girls to experience menstruation
 - A girl is ready to get married once she has her first period (false)



SAY:

Having a period is still new to Nada so sometimes when she experiences some discomfort, she doesn't know if this is related to her period or something else, also, she doesn't know how to deal with this she needs our help to identify all the areas on a girl's body where she may feel discomfort during her period and what she can do to prevent this.



DO:

Split the girls into groups of four and ask them to draw a girl (from head to toe). Then ask them to point out the areas on the girl's body where she feels discomfort.

When they have finished, the girls can walk around the room to see the diagrams each other have done.



SAY:

You have done a great job to help Nada identify which discomfort is related to her period and given her some good ideas on how to deal with this. Well done!

TIPS FOR YOUR PERIOD



SAY:

- Many girls have cramps, or slight pain, under their stomach or lower back when their periods begin.
- Other things that you might feel are your stomach feeling kind of full or bloated, your breasts feeling a little tender or sore, headaches, feeling tired, or feeling moody or emotional for no reason.
- Be prepared and keep track of when your periods are.
- Get full nights' sleep during your period, as you may find yourself more tired than usual.
- Do not use deodorants or perfumes on your genitals; this will cause irritation and rashes.



SAY:

- In order to stop the blood from getting on your clothes, you can use different feminine products.
- Nada's mother mentioned one of these products when Nada had her first period. Do you remember what this was called?



DO:

- Pass around the sanitary towels for girls to touch and look at, you can even place liquid on the sanitary towel to show the girls how the towel absorbs the liquid.
- If you don't have real samples, ask girls to gather around you and show them pictures of these things.



ASK:

Why do girls use these products? How do they work? How often do they need to be changed? Where can you get them?



GIRL CHAT:

- How did it feel to talk about menstruation?
- Who can you talk to if you have more questions? (Remind girls they can always talk to you in private if they feel more comfortable).



BREAK/GAME (15 minutes)

ACTIVITY 2: BODY HYGIENE (30 minutes)



SAY:

Body hygiene is very important, but now that Nada has started having her period, it has become even more important. We need to help Nada to find the correct answer to the following statements so that she can make sure she remains healthy.



DO:

Give the girls one red card and one green card each. Read out the following options and ask them to raise the red if they think it's incorrect and green if they think it's correct.

| OPTION A | OPTION B |
|--|--|
| Taking shower every day (or as often as you can) | Taking shower 3 times per week |
| Changing your underwear every day (or as often as you can) | Changing your underwear once a week |
| Removing spots using your hands | Washing your face with water and soap |
| Not bathing during menstruation | Bathing during menstruation |
| Changing your feminine product every 7 hrs | Changing your feminine product every 4-3 hrs |
| Practicing sport during the menstruation | Not practicing sport during menstruation |
| Trying to drink plenty of water | Drink 1 cup of water every day |

Clarify after each option the following:

- We shouldn't wait to take a bath until we feel dirty, it's important to take a shower as frequently as possible to stay clean and healthy.
- It's necessary to change your underwear as often as you can.
- Fungi are small bodies that we can't see with our eyes. It can grow in our genital area and cause discomfort and smell. Fungi grow more in humid parts of the body and its enemy is the towel, so, we should dry the genitals well to prevent fungi growth.
- Clothes made of synthetic, like elastane and polyester increases humidity and temperature in the genital area which make the increase in developing fungi more likely. If possible, wear underwear made from cotton, (you can see whether the underwear is cotton by what's written on the label inside).
- It's not good to touch your spots with your hand because it may lead to inflammation. And try to avoid using perfumed cream on your face.
- Taking a shower can make the girl feel comforted and relaxed during menstruation.
- We shouldn't wait until the feminine product is full of blood to change it; we should change it every 3 to 4 hrs or as needed. We should wash the genital organs to keep them clean and to prevent infection (use natural, un-perfumed soap with water).

- Sports activate the blood circulation and relieves pain. Girls can practice her daily activities normally during menstruation.
- Deodorant helps to reduce the smell that is caused by multiplication of bacteria in humid parts of the body, but it doesn't prevent sweating. Antiperspirant closes the pores of the skin and prevents sweating and that is not healthy, because the sweating process is a normal process and has an important role in moderating the temperature of the body and to get rid of waste.
- The human body is made up of over 50% of water, so it is necessary to drink plenty of water (1.5 to 2 liters) in order to ensure the balance of our health.
- We should clean our genitals from front to back in order to keep it clean and avoid the transfer of bacteria from the anus to the vagina.



DO:

Show the Abaad DVD part 3.



SAY :

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



SAY:

You have all done an amazing job in the last two sessions and I know it was not easy for you but I hope you have taken away some valuable information and if you have any more questions on this topic, you can talk to someone at the safe space.



CLOSING ACTIVITY

read the phrases that were on the girl's & facilitator's forehead



FGD

with mothers on relationship with daughters



RESOURCE SHEET : Reproductive Health

For menstruation information, refer to Reproductive Health learning session for 14-18, Part 1.

11 MY BODY, PUBERTY, HYGIENE, REPRODUCTIVE HEALTH (14-18) PART 2

OBJECTIVES:

- Understand how pregnancy happens
- Increase understanding on the value of family planning
- Learn about STIs and practice how to discuss symptoms

MATERIALS:

Flip chart, glue, stickers – infection/STI, contraceptive cards, red and green cards.

FACILITATOR NOTE:

This topics is very sensitive, before you start, go over the topics again with the girls to check again if they are comfortable with the topics. Tell them that if any time they are not comfortable, they can leave the room or they can tell you so that you can reassess whether to continue. Remind them of the confidentiality and trust in the group.

The Save the Children SRHR guide for facilitators is a very useful tool to help you prepare for these sessions:

<http://resourcecentre.savethechildren.se/sites/default/files/documents/5817.pdf>

http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf



ICEBREAKER (5 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: HOW DOES PREGNANCY HAPPEN ? (20 minutes)



ASK:

What do you know about how pregnancy happens?



SAY:

Pregnancy happens in a union between the egg and the sperm. This happens when the male reproductive organ enters in to the female reproductive organ. Not every intimate meeting leads to pregnancy, but there is always a high possibility to get pregnant.



SAY:

- It's possible for a girl to get pregnant after she starts getting her period.
- But it is important to wait before she has babies, until she is mature and are ready to take on this responsibility.



ASK:

- How does a girl know when she is ready to have babies?
- What can happen to a girl if she has a baby when she is not physically or emotionally ready?



DO:

Give each pair a fact sheet (next page) to fill in – they must answer true or false. (3, 6, 7, 8 are false 10 is false – you can add: some light exercise is fine).



DO:

Once they have finished, go through the right answers with them and clarify which ones are true and which ones are false.



ASK:

- What is the best age for a girl/woman to have a baby?
- Do you have any questions about how pregnancy happens?



Energizer (10 minutes)



FACT SHEET

| | TRUE | FALSE |
|--|------|-------|
| 1. Pregnancy under 18 may put the girl and her baby at serious risk. | | |
| 2. Deaths during the first month of life are 50–100% more frequent if the mother is an adolescent versus older, and the younger the mother, the higher the risk ³ . | | |
| 3. When you are pregnant, you should eat for two people. | | |
| 4. There are special risks to a baby when the mother is under 18. Because most adolescents are not physically or emotionally ready to carry and care for a child, their babies tend to have low birth weight and can suffer from a variety of illnesses. | | |
| 5. Babies born underweight are less likely to grow well, more likely to become ill and four times more likely to die in the first year of life than babies of normal weight. | | |
| 6. If you are pregnant and you want to eat fish (for example) and you don't get it, your baby will have a birthmark the shape of a fish (for example). | | |
| 7. You shouldn't lift your hands over your head or touch your toes when you are pregnant. | | |
| 8. If you are beautiful during your pregnancy, you will have a girl. | | |
| 9. Pelvic bones do not reach their maximum size until about the age of 18; therefore, the pelvis of the adolescent mother may not have grown enough to allow vaginal delivery of a normal-size baby. | | |
| 10. A woman shouldn't exercise during pregnancy. | | |

3. Taken from WHO <http://www.who.int/mediacentre/factsheets/fs364/en/>

ACTIVITY 2: FAMILY PLANNING



SAY:

Sometimes, even when we are married, we are still not ready to have babies. While having a baby can be a life changing and wonderful experience, it can also be harmful to both yourself and the baby. This could be because we don't feel prepared for the responsibility or maybe we already have so many children that we don't want to have any more. Both, husbands and wives have the right to choose how many children to have and when to have them.



DO:

Break the girls up in to 4 groups and give them each a scenario, ask them to think about the following questions and present their scenario and feedback to the rest of the group.

Scenario 1:

Leila & Karim have been married for 2 months. She is 14 years old, her husband is 32. Her husband would like to start a family.

Scenario 2:

Hasnah & Karam have been married for 7 years. Karam recently lost his job and is unable to provide an income for the family. They already have 4 children. They are both in their early thirties.

Scenario 3:

Farah & Amir are living in a small house with many people. They are looking to move somewhere to live with fewer people so they can start a family. But they don't know when this is going to happen.

Scenario 4:

Kusay (27) & Mira (15) have been married for 6 months. She is still at school and completing her education, they don't have any children yet, but in the future they plan to have a family.



Questions:

- Should the couple in your scenario have a baby?
- When is the right time for them to have babies?
- What do you think are some of the barriers someone can face when trying to do family planning?

If someone is married and wants to plan for a family, where can they go for more information?



SAY:

When a couple decides when and how many children they will have and the space between each child, this is called family planning. There are different methods couples can use to help them plan their children. More information can be provided on this at the centre, if you know a girl who needs this type of information, as her to speak to a member of staff at the safe space.



BREAK / GAME (15 minutes)

ACTIVITY 3: INFECTIONS/STIs



SAY:

Sometimes we can experience infections and irritation to our private parts. There are some common ones that girls may experience at some time in their life and that can be treated by visiting a doctor. These can be caused by bacteria or fungi, for example. However some other infections can be passed from one person to another.



EXPLAIN:

Having an infection that is passed from one person to another can make girls very sick. Often, they do not have symptoms of these infections so regular checkups with a health center are important to make sure they are being treated and are aware of their health status.



ASK:

Have you heard of any infections that are passed from one person to another?
Do you know how infections passed from one person to another?



DO:

Make sure participants know that two ways are:

- Passed from person to person during 'intimate interaction'
- Passed through sharing needles, razor blades and knives that have been used by someone infected.



DO:

Write the first way on a flip chart: 'Intimate interactions'



SAY:

What can people do to reduce the risk of passing infections through intimate interactions? Write their answers on a flip chart.

Note to facilitator

Example they might include:

- Not have sex (abstinence)
- Use a condom
- Make sure to get treatment for any infections you may have symptoms for



DO:

Write the second way on the flip chart: 'Contaminated needles, knives, razor blades'



SAY:

What can people could do in these cases to reduce the risk of passing on infections
Write their answers on a flip chart. Guide participants to include the following answers:

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



ASK:

- What can a girl do if she thinks she has an infection?
- Where can she go to seek advice or help?



DO:

Give the girls the information sheet on HIV and infections and then split them in to pairs.

Give them the following scenario:

You think you have an infection (choose one that we already discussed) and you go to your friend to explain your symptoms. Your friend advises you on what you should do.



GIRL CHAT:

Was it easy to describe your symptoms? Did you feel comfortable sharing this information with someone?



EXPLAIN:

It is important to seek help if a girl thinks she might have an infection as it could harm her health if she doesn't get treated.



CLOSING ACTIVITY



FGD

with mothers on relationship with daughters



RESOURCE SHEET

Sexually Transmitted Infections (STI)

The Save the Children SRHR Toolkit guide for facilitators is very useful with plenty of background information on STIs and contraception. You can find a copy here:

<http://resourcecentre.savethechildren.se/sites/default/files/documents/5817.pdf>

● Why are girls more at risk?

Women are at higher risk for and more affected by STIs than men for several reasons. Differences in girls' body make ups make finding STIs more difficult in women, infection has more serious consequences for women than for men, the risk of transmission is greater from a man to woman, and many women have little power to protect themselves in sexual situations. Additionally, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Younger girls are even more at risk for getting an STI because they are more likely to suffer from tears in the vagina during sex.

● Signs and symptoms of STIs

Most men can tell when they have an STI because there are usually clear signs. Women, however, often have an STI without knowing it, because there are often no signs that they have the disease. Sometimes only an experienced and trained health care provider can find signs of an STI in a woman. This is especially true during pregnancy, when many STI symptoms are mistaken for side effects of pregnancy. Sometimes it is necessary to examine samples of a woman's blood or vaginal discharge to find out if she has an STI, and which type of STI she has. For this reason, it is important to recognize the signs of an STI and to visit a doctor as soon as possible if you see any signs of or suspect that you have been exposed to an STI.

● STI prevention

The only completely effective way to prevent STIs is to abstain from oral, anal, and vaginal sex. Contact with another person's body fluids can result in STI infection. For people who have decided to engage in sexual activity, condoms can protect against many, but not all, STIs. For minimal protection, inspect your partner's genitals, wash your genitals after sexual intercourse, use contraceptives jellies, and avoid partners who have sex with other partners, talk to your partner about his or her sexual habits and health. Men can play a particularly important role in preventing STIs by maintaining a monogamous relationship or using condoms to protect their partner and themselves. Maintaining a mutually committed relationship – meaning neither person has sex with anyone else – is a way of preventing STIs that requires the commitment of both partners. Men can show respect for their partners' health by limiting their sexual relations to one partner.



Handout on STIs⁴

| Bacterial STI | | |
|------------------------------------|---|---|
| Name | How it's Transmitted | Symptoms |
| Gonorrhea | Is passed from one person to another. Most girls/women who are infected show no symptoms. | <ul style="list-style-type: none"> Some women experience pain during urination, vaginal discharge (milky white or yellow/green) |
| Chlamydia | can be transmitted during sex, but also it can also be passed from an infected mother to her baby during vaginal childbirth. | <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 | <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. |

4. <http://www.pamf.org/teen/sex/std/std>

| | | |
|------------------|---|---|
| Syphilis | <p>Syphilis is passed from person to person through direct contact with syphilis sore.</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 other nonsexual ways of contracting this infection (e.g. using a diaphragm, being pregnant or in menopause, or taking antibiotics).</p> | <p>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, gray), or have a thick or clumpy consistency.</p> |

Viral STI

| Name | How it's Transmitted | Symptoms |
|------------------------------|---|--|
| Genital Herpes | <p>Most people are not aware they are infected.</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 | <p>The types of HPV that infect the genital area are spread primarily through genital contact. Most HPV infections have no signs or symptoms; therefore, most infected persons are unaware they are infected, yet they can transmit the virus to a partner.</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 |

| | | |
|-----------------|---|--|
| HIV/AIDS | <p>HIV is passed between people in three ways:</p> <p>1. Being 'intimate'</p> <p>2. Blood to blood: From an HIV infected person's blood to another person's blood through an opening in the body such as a cut, or by sharing something that cuts or pierces the skin (knife, razor, and needle).</p> <p>3. Mother to child: HIV can be passed from a mother who is HIV infected to her baby during pregnancy, at the time of birth, or through breastfeeding.</p> | <ul style="list-style-type: none">• fever (raised temperature)• sore throat• body rash• tiredness• joint pain• muscle pain• swollen glands (nodes) |
|-----------------|---|--|

12 HEALTHY RELATIONSHIPS (11-13)



OBJECTIVE:

Understand the differences between a healthy and unhealthy relationship and how to identify and respond to situations where a girl might be experiencing an unhealthy relationship.



MATERIALS:

Props, pens, small papers, post-it notes, A3 paper, markers, flip chart paper, colored pens, Khalil and Nahla story board.



FACILITATOR NOTE:

If possible, ask a Case Worker to attend the first activity so she is able to give girls information on case management.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

WHAT DOES LOVE MEAN? (20 minutes)



SAY:

Today we are going to talk about relationships and what the difference is between healthy and unhealthy relationships. But first, let us talk about what love means.



ASK:

What does love mean to you? (Get them to think about love for different people in their lives, e.g. their friends and family members. They may also mention love or feelings for boys)



DO:

- Then divide girls into groups of four
- Each group should decide on someone they love (e.g. mother, father, sister, brother, friend etc.) and think about two ways that they would use to express their love for this person, and two ways that they would expect this person to express their love back. They can show this through drawing or words.
- Give them some A3 paper and colored pens so that they can draw:
 - Ways I express
 - Ways they express



DO:

When the girls have finished their group discussion, call everyone back to a full circle. Ask them to share their ideas.



SAY:

We can see that the way we love someone and the way we expect them to love us is similar across different relationships. There are certain things that we expect from a loving relationship and this applies to all relationships that we have.

But sometimes the behavior of these people may not meet our expectations. Sometimes we can express our love in a certain way, but it might not be returned.



Girl Chat:

When a relationship (with a family member or friend) doesn't meet a girl's expectations, or the love is not returned, is there anything a girl can do about this? (Refer back to qualities of an ideal friend in the 'Making and Keeping Friends' session).



DO:

Give the girls information on the services available at the safe space – (use a Case Worker if possible), especially case management and give them the case management brochure.

ACTIVITY 2:

HEALTHY AND UNHEALTHY RELATIONSHIPS (30 minutes)



DO:

- Tell the group you are going to do an activity where they have to use their imagination.
- Ask the girls stand up and spread themselves around the room. Say that you will read out a short story about a girl.
- Ask them to put themselves in the shoes of the girl in the story.
- The girls should each start with a small piece of paper.
- Tell the group that the piece of paper stands for the girl's self esteem in the story. Make sure the girls know what self-esteem or self-worth means⁵.
- While you read the story, ask the girls to listen for any insults or put-downs. Every time they hear something that would make the girl feel bad, tell them to tear off a small corner of their piece of paper and drop it to the floor.
- When you are done reading the story, girls should be left holding only a very small piece of paper or no paper at all. Ask girls to hold up how much of their paper is left so everyone can see.

Khalil & Nahla

Khalil and Nahla are cousins. Recently Nahla moved to the same street as Khalil and they have been spending a lot time together. Khalil tells Nahla that she is not very smart. Only boys are smart. Khalil told Nahla that she should stay home and never go and play in the neighborhood as she is a girl. If Khalil sees that Nahla is playing with her friends, or looks happy, Khalil gets mad and says mean things like 'nobody likes you.' Khalil tells Nahla that she is lucky that he even talks to her and she should be grateful when he is nice to her sometimes, because no one else will be nice to her. One day, Khalil asked Nahla to bring him some sweets, but Nahla forgot and Khalil lost his temper and pushed Nahla really hard. He told Nahla that she was forgetful and useless and pushing her was all her fault.

5. Self-esteem is a term used to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.

**Girl Chat:**

- How would you feel if you were Nahla?
- Did Khalil and Nahla have a healthy relationship?
- How did you feel when you were tearing off a piece of your paper?

**SAY:**

- In a healthy relationship both people should be treated fairly.
- This means that both people should treat each other with mutual respect.

**ASK:**

What are some characteristics of unhealthy relationship/friendship?

**SAY:**

In an unhealthy relationship:

- Someone treats the other badly
- Such as calling names and making fun of the other person
- Such as hitting or hurting the other person physically
- Someone is disrespectful to the other person
- Both parties are responsible for maintaining a healthy relationship between them

**Girl Chat:**

If Nahla and Khalil had a 'healthy' friendship how would they treat each other?



BREAK / GAME (15 minutes)

ACTIVITY 3:**KHALIL AND NAHLA ROLE PLAY (35 minutes)****SAY:**

Now that you have heard the first part of the story of Nahla, you are going to create the ending.

**DO:**

Break the girls up into four groups. Give each group a scenario and ask them to present to the wider group:

Group 1:

You are Nahla's friends and she comes to tell you some of the problems she has been having with Khalil, what advice would you give her?

Group 2:

You are a group of girls volunteering at a community centre. The staff has asked you to develop a poster for girls around awareness on healthy and unhealthy relationships. Design a poster and present it back to the wider group

Group 3:

You are Nahla and decide that you want to tell Khalil how he is making you feel. Each of you takes turns to practice what you would say to Khalil.

Group 4:

You are Nahla and decide that you want to tell someone about the problems you are having with Khalil. What would you say?



ASK:

The girls to present their role plays/poster to the wider group.



Girl Chat:

If a girl you knew was having a similar sort of problem, where could she go for advice?



DO:

Write down on a flip chart, the places a girl could turn to that the girls mention. If the girls don't mention the community centre, be sure to make sure to include it.



SAY:

If a girl feels that they are experiencing an unhealthy relationship, they can seek advice from the Case Worker at the safe space or turn to a trusted friend/family member.



CLOSING ACTIVITY (10 minutes)



FACILITATOR NOTE :

For the next session you will need to do some preparation in advance so leave enough time for this.



Icebreaker activity with 14-18 group in Bekaa

12 HEALTHY RELATIONSHIPS (14-18)

OBJECTIVE:

Understand the differences between a healthy and unhealthy relationship, particularly in relationships with their partners and how to identify and respond to situations where a girl might be experiencing an unhealthy relationship.

MATERIALS:

Props, pens, small papers, post-it notes, A3 paper, post it notes, colored pens, markers, flip chart paper, copies of the story, descriptions for activity 2, case management leaflets, Khalil and Nahla storyboard.

FACILITATOR NOTE:

If possible, ask a Case Worker to attend the first activity so she is able to give girls information on case management.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

WHAT DOES LOVE MEAN? (25 minutes)

“

SAY:

Today we are going to talk about relationships and what the difference is between healthy and unhealthy relationships. But first, let us talk about what love means.

?

ASK:

What does love mean to girls your age? (get them to think about love for their friends, family members and if they mention it, potential future/existing partners).

do

DO:

- Then divide girls into groups of four
- Give each group a set of 'Expression of Love' cards
- Ask them to identify which ones are important in a relationship between a man and a woman and why. They can also add their own ideas too
- When the girls have finished discussing, call everyone back to a full circle. Ask them to share their ideas with the wider group.



GIRL CHAT:

- (If the group is majority Syrian) Has the idea of love changed for girls who have moved from Syria to Lebanon? If yes, what are some of the differences?
- Is it important for a girl to marry someone that she loves?



SAY:

- There are a number of different things people expect from a relationship. This sometimes involves love, security, companionship, but sometimes it can also involve other things too.
- What is important to remember is that regardless of the reasons for entering these relationships, there are some important elements to ensure that the relationship is mutually beneficial to you and your partner. These include the things that you have already mentioned.
- Sometimes girls may find that the partners they choose or are chosen for them may not meet their expectations, and love may not be returned by them.
- We discussed qualities of an ideal friend in the 'Making and Keeping Friends' session and what we expect from our friends. The same applies to relationships; girls should choose partners who have certain qualities that they believe to be important.
- 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.
- It's also important to understand, that sometimes, girls can find themselves in relationships that might not be beneficial to them, or relationships where their partners do not have some of the characteristics we described. Some relationships can also be harmful to girls.
- Girls who find themselves in these types of situations 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.



DO:

Give the girls information on the services available at the safe space– (use a Case Worker if possible), especially case management and give them the case management brochure.

ACTIVITY 2:

HEALTHY AND UNHEALTHY RELATIONSHIPS (25 minutes)



SAY:

- We are going to do an activity where you have to use your imagination.
- Stand up and spread yourselves around the room. I will read a short story out loud about a girl who is engaged.
- Put yourself in the shoes of the girl in the story.



DO:

Give the girls a small piece of paper each.



SAY:

- This piece of paper stands for the self esteem of the girl in the story. (Make sure the girls know what self-esteem or self-worth means)⁶.
- I want you to listen for any insults or put-downs. Every time you hear something that would make the girl feel bad, I want you to tear off a small corner of your piece of paper and drop it to the floor.

6. Self-esteem is a term used to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.

Khalil & Nahla

Khalil and Nahla have been engaged for about a year. Khalil is working and Nahla is in school. Khalil tells Nahla that she is not very smart. Only boys are smart. Khalil told Nahla that she should leave school and stay in the house as school was not a place for girls, especially now that they are engaged. If Nahla talks to another boy, Khalil gets mad and says mean things like 'you are no good for anyone.' Sometimes Khalil tells Nahla about girls he thinks are prettier or better than her. He says he does not care if he is hurting Nahla's feelings. Khalil tells Nahla that she is lucky to be with him, because no other boy would like her because she is not 'special.' Sometimes, when Khalil is trying to be nice to Nahla, he tries to hold her hand, especially in public and this makes Nahla feel very uncomfortable. She tries to stop him, he says it is his right, because he is her fiancé and he can do what he wants. When Nahla tries to stop him, he loses his temper.



DO:

When you are done reading the story, girls should be left holding only a very small piece of paper or no paper at all. Ask girls to hold up how much of their paper is left so everyone can see.



GIRL CHAT:

- How did you feel when you were tearing off pieces of your paper?
- Were any of the characteristics we discussed in the previous activity present in Nahla and Khalil's relationship?



SAY:

- A healthy special relationship is just like a healthy friendship; both people should be equal and treated fairly.
- Although the roles within the couple might be different (one may work, one may look after the family etc.) both parties still deserve to be treated with respect and dignity.



ASK:

What are some characteristics of unhealthy relationship?



SAY:

In an unhealthy relationship...

- Someone makes decisions for the other person that they don't agree with.
- Someone calls the other names and makes fun of them
- Someone hits or hurts the other person physically
- Someone is not trustworthy
- Someone is disrespectful towards the other person
- Both people responsible for maintaining a healthy relationship between them
- Someone forces the other to do things they are not comfortable with



BREAK/GAME (15 minutes)

ACTIVITY 3: KHALIL AND NAHLA ROLE PLAY (35 minutes)



SAY:

Now that you have heard the first part of the story of Nahla, you are going to create the ending.



DO:

Break the girls up into four groups. Give each group a scenario and ask them to present to the wider group:

Group 1:

You are Nahla's friends and she comes to you to tell you some of the problems she has been having with Khalil, what advice would you give her?

Group 2:

You are a group of girls volunteering at a community centre. The staff has asked you to develop a poster for girls around awareness on healthy and unhealthy relationships. Design a poster and present it back to the wider group

Group 3:

You are Nahla and decide that you want to stay with Khalil but you want some things to change in your relationship. Each of you take turns to practice what you would say to Khalil.

Group 4:

You are Nahla and decide that you want to leave Khalil. What would you do?



Girl Chat:

If a girl you knew was having a similar sort of problem, who could she turn to?



DO:

Write down on a flip chart, the places a girl could turn to that the girls mention. If the girls don't mention the community centre, be sure to make sure to include it and remind them of the information presented at the end of Activity 1.



CLOSING ACTIVITY (10 minutes)



FACILITATOR NOTE :

For the next session you will need to do some preparation in advance so leave enough time for this.

Expressions of Love for Activity 1

- Affection
- Attachment
- Endearment
- Commitment
- Mutual respect
- Common goals
- Friendship
- Support
- Partnership
- Patience
- Loyalty
- Fun
- Physical Security
- Financial Security

13 STRESS AND FEELING SAD (11-13)

OBJECTIVES:

- To identify symptoms of stress and learn techniques on how to manage this.
- To experience ways of releasing tension and stress.

MATERIALS:

Stress management techniques cut outs, stickers, balloons (*Note: prepare in advance by putting all of the cut outs in to balloons and also some balloons without tips in them and blow them all up*), Assessment tool.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION



ASSESSMENT TOOL

Fill the assessment tool with the girls, to capture their progress at the mid way point.

ACTIVITY 1: SYMPTOMS OF STRESS (20 minutes)



ASK:

What do you understand by the word 'stress'? (if they need clarification explain when we are stressed, we feel mental or emotional tension, usually because of challenges we face)



EXPLAIN:

Sometimes when people experience change or difficult circumstances, their body can react in a physical, mental or emotional way. Normally they feel tense, anxious or under pressure. When they are under stress they may experience different feelings, thoughts, behaviors, and physical symptoms.



ASK:

- What are some of the symptoms of stress? (give them a sticker for each symptom they identify)
- Why is it important to know the symptoms of stress?



DO:

Go through the symptoms of stress below if they miss any:

SYMPTOMS OF STRESS

- **Difficulty concentrating**
- **Embarrassment**
- **Forgetfulness**
- **Difficulty making decisions**
- **Crying**
- **Difficulty speaking**
- **Yelling at friends/family**
- **Fear**
- **Moodiness**
- **Dry mouth**
- **Breathing fast**
- **Pounding heart**
- **Headaches**
- **Cold or sweaty hands**
- **Tight muscles**
- **Stomach aches**

ACTIVITY 2:
MANAGING STRESS (30 minutes)



DO:

- Split the girls into groups of four and ask them to draw a girl, identifying all the places on her body where she might feel physical symptoms of stress and also the types of emotional or mental stress she may experience.
- Ask them also to think about the different things that the girl can do to manage some of this stress.
- Ask them to present this back to the wider group



ASK:

- Were all of the techniques you identified positive?
- What were some of the techniques identified that were less constructive?
- What positive techniques can we use to replace these?



SAY:

There are many different ways to manage unhealthy stress, and everyone needs to find ways that work best for them.



DO:

Take out the balloons (the empty ones and the ones with the tips inside).



SAY:

After 3, you will burst the balloons, some of them will be empty and some will have a stress management technique inside. If you have a technique in your balloon, hold on to it so you can read it to the group.

**DO:**

Once the girls finish bursting all of the balloons, ask the girls with the techniques to read them out to the group.

**ASK:**

Of all the techniques we identified, which ones do you think will be the most useful for you?

STRESS MANAGAMENT TECHNIQUES

● Take a Deep Breath:

Stress often causes us to breathe shallowly, and this can cause more stress! Try taking a minute to slow down and breathe deeply.

● Talk It Out:

Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher or caseworker can help you see your problem in a new way.

Writing down thoughts and feelings can also help clarify the situation and give you a new perspective.

● Take a 'Minute' Vacation:

Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.

● Get Physical:

Release the pressure through exercise or physical activity. This can be anything from playing a game with friends to doing some regular physical sport that you like doing.

● Laugh:

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

● Have a Good Cry:

A good cry during stressful times can be a healthy way to bring relieve to your stress. However, crying daily can be a sign of depression.

● Look for the Good Things Around You:

It is easy to see only the negative when you are stressed. So commit yourself to actively noticing five good things around you, like positive or enjoyable moments.



BREAK/GAME (15 minutes)

ACTIVITY 3: RELAXATION⁷

.....



DO:

Ask the girls to stand in a circle. Tell them that you are going to do some breathing and relaxation exercises with them to help them to relieve stress.



SAY:

Let's relax right now. First, let your body relax a bit. Reach up, high above your head, stretching your arms... stretching your body very tall. Now let your arms relax. Place them at your sides, loosely.

Do the same thing again, but this time, breathe in as you reach up. Stretch.... and now breathe out as you relax and place your arms at your sides.

One more stretch, arms up, breathing in... and relax, arms down, breathing out.

Just stand now, letting your arms rest at your sides.

See how your breathing can relax you by taking slow, deep breaths. Breathe in.... hold your breath.... and now breathe out, slowly. Breathe in.... and out.

Keep breathing deeply and slowly.

Repeat the above two more times

Place one hand on your chest and one hand on your stomach. Feel both of your hands moving up and out as you breathe in and down as you breathe out. Feel your hands moving with your chest and stomach, gently moving in and out with each breath.

Now rest your hands at your sides as you notice the ways you can breathe.

Do this again two more times

Imagine that there is a candle in front of you. You can even hold up one finger in front of your mouth and pretend it is a candle. As you breathe out, blow the air out through your mouth very slowly. Feel the air on your finger. Imagine that you are blowing enough air to make the flame of the candle flicker, but not enough to blow it out. You will need to blow very softly.

When you breathe in, imagine that the flame of the candle flickers and leans toward you. As you breathe out, the flame flickers and leans away.

Imagine the flame of the candle moving in and out with each breath you take.

Repeat this two more times

Another way your breathing can relax you is to breathe like different animals. Do you know how a dog pants? Breathe in.... and now as you breathe out, pant, ha ha ha ha ha ha ha. Breathe in.... pant, ha ha ha ha ha. Breathe in... pant.

Imagine that you are like a cat purring. Breathe in... and as you breathe out, purr. Breathe in.... purr. Breathe in... purr.

Now as you breathe, you can sigh, and relax. Breathe in.... and sigh as you breathe out. Breathe in.... sigh. Breathe in.... sigh.

Just relax now for a moment, feeling your body relax. Your arms and legs are very loose and relaxed. Take deep breaths in and out 3 times.

Now you can imagine that your body is like a balloon filling up as you breathe in, and emptying as you breathe out. Let your ribs expand out to the sides, like a balloon, expanding... and then let the air out, like a balloon that is emptying. The balloon expands.... and then the air goes out. You can even imagine that you are blowing up a balloon.

7. <http://www.innerhealthstudio.com/breathing-relaxation-for-children.html>

Imagine that you breathe air into your lungs, and then when you breathe out through your mouth, imagine that you are blowing up a balloon. Each breath you blow out makes the balloon get even bigger. Imagine filling the balloon as it gets bigger and bigger with each breath out. Breathe in and then blow up the balloon even more. Bigger... bigger.... bigger.

Imagine letting go of the balloon, so it flies around the room as the air escapes. Feel your body relaxing just like a limp, empty balloon.

And now, see how slowly you can breathe out. First breathe in.... and now breathe out very slowly... out... out.... out. When you can't breathe out any more air, breathe in again, and then very slowly breathe out.

For the next few moments, just relax, resting. It feels good to relax. Enjoy this calm feeling.

Stretch your muscles and let your body wake up. When you are totally awake, you can get back to the rest of your day.

**ASK:**

How do you feel after doing that exercise?

**Girl Chat:**

How you can incorporate the things you learnt today into your everyday life?

**CLOSING ACTIVITY**

13 STRESS AND FEELING SAD (14-18)

OBJECTIVES:

- To identify symptoms of stress and learn techniques on how to manage this.
- To experience ways of releasing tension and stress.

MATERIALS:

Stress management techniques cut outs, stickers, balloons (*Note: prepare in advance by putting all of the cut outs in to balloons and also some balloons without tips in them and blow them all up*), Assessment tool.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: SYMPTOMS OF STRESS (20 minutes)



ASK:

What do you understand by the word “stress”? (if they need clarification explain its a state of mental or emotional strain or tension resulting from adverse or demanding circumstances).



EXPLAIN:

Stress can be defined as the body’s reaction to a change that requires a physical, mental or emotional response. It is commonly experienced as a feeling of tension, anxiety or pressure. When you are under stress you may experience different feelings, thoughts, behaviors, and physical symptoms.



ASK:

- What are some of the symptoms of stress? (give them a sticker for each symptom they identify)
- Why is it important to know the symptoms of stress?



DO:

Go through the symptoms of stress below if they miss any:

SYMPTOMS OF STRESS

- **Anxiety**
- **Embarrassment**
- **Fear**
- **Irritability**
- **Repetitive thoughts**
- **Self-criticism**
- **Fear of failure**
- **Forgetfulness or difficulty concentrating or making decisions**
- **Crying**
- **Moodiness**
- **Yelling at friends/family**
- **Difficulty speaking**
- **Nervous laughter**
- **Dry mouth**
- **Breathing fast**
- **More colds & infections**
- **Sleep disturbances**
- **Grinding teeth**
- **Pounding heart**
- **Fatigue**
- **Stomach aches**
- **Increased or decreased appetite**
- **Tight muscles**
- **Cold or sweaty hands**
- **Headaches**
- **Back or neck problems**

ACTIVITY 2: MANAGING STRESS (30 minutes)

do

DO:

- Split the girls into groups of four and ask them to draw a girl, identifying all the places on her body where she might feel physical symptoms of stress and also the types of emotional or mental stress she may experience.
- Ask them also to think about the different things that the girl can do to manage some of this stress.
- Ask them to present this back to the wider group.

?

ASK:

- Were all of the techniques you identified positive?
- What were some of the techniques identified that were less constructive?
- What positive techniques can we use to replace these?

“

SAY:

There are many different ways to manage unhealthy stress, and everyone needs to find ways that work best for them.

do

DO:

Take out the balloons (the empty ones and the ones with the tips inside).

“

SAY:

After 3, you will burst the balloons, some of them will be empty and some will have a stress management technique inside. If you have a technique in your balloon, hold on to it so you can read it to the group.

STRESS MANAGEMENT TECHNIQUES

● **Take a Deep Breath:**

Stress often causes us to breathe shallowly, and this can cause more stress! Try taking a minute to slow down and breathe deeply

● **Talk It Out:**

Keeping feelings inside can increase stress. Sharing your feelings with a friend, family member, teacher, caseworker can help you see your problem in a new way.

Writing down thoughts and feelings can also help clarify the situation and give you a new perspective.

● **Take a 'Minute' Vacation:**

You cannot always run away, but you can dream. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable.

Get Physical: When you feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. This can be anything from playing a game with friends to doing some regular physical sport that you like doing.

● **Take Care of Your Body:**

Healthy eating and adequate sleep fuels your mind as well as your body. Avoid consuming too much caffeine and sugar.

● **Laugh:**

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

● **Know Your Limits:**

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

● **Must You Always Be Right:**

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

● **Have a Good Cry:**

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

● **Look for the Good Things Around You:**

It is easy to see only the negative when you are stressed. Commit yourself to actively noticing five good things around you, like positive or enjoyable moments or interactions.



ASK:

Of all the techniques we identified, which ones do you think will be the most useful for you?



BREAK/GAME (15 minutes)

ACTIVITY 3: RELAXATION



DO:

Ask the girls to stand in a circle. Tell them that you are going to do some breathing and relaxation exercises with them to help them to relieve stress.



SAY:

Let's relax right now. First, let your body relax a bit. Reach up, high above your head, stretching your arms... stretching your body very tall. Now let your arms relax. Place them at your sides, loosely.

Do the same thing again, but this time, breathe in as you reach up. Stretch.... and now breathe out as you relax and place your arms at your sides.

One more stretch, arms up, breathing in... and relax, arms down, breathing out.

Just stand now, letting your arms rest at your sides.

See how your breathing can relax you by taking slow, deep breaths. Breathe in.... hold your breath.... and now breathe out, slowly. Breathe in.... and out.

Keep breathing deeply and slowly.

Repeat the above two more times

Place one hand on your chest and one hand on your stomach. Feel both of your hands moving up and out as you breathe in and down as you breathe out. Feel your hands moving with your chest and stomach, gently moving in and out with each breath.

Now rest your hands at your sides as you notice the ways you can breathe.

Do this again two more times

Imagine that there is a candle in front of you. You can even hold up one finger in front of your mouth and pretend it is a candle. As you breathe out, blow the air out through your mouth very slowly. Feel the air on your finger. Imagine that you are blowing enough air to make the flame of the candle flicker, but not enough to blow it out. You will need to blow very softly.

When you breathe in, imagine that the flame of the candle flickers and leans toward you. As you breathe out, the flame flickers and leans away.

Imagine the flame of the candle moving in and out with each breath you take.

Repeat this two more times

Another way your breathing can relax you is to breathe like different animals. Do you know how a dog pants? Breathe in.... and now as you breathe out, pant, ha ha ha ha ha ha ha. Breathe in.... pant, ha ha ha ha ha. Breathe in... pant.

Imagine that you are like a cat purring. Breathe in... and as you breathe out, purr. Breathe in.... purr. Breathe in... purr.

Now as you breathe, you can sigh, and relax. Breathe in.... and sigh as you breathe out. Breathe in.... sigh. Breathe in.... sigh.

Just relax now for a moment, feeling your body relax. Your arms and legs are very loose and relaxed. Take deep breaths in and out 3 times.

Now you can imagine that your body is like a balloon filling up as you breathe in, and emptying as you breathe out. Let your ribs expand out to the sides, like a balloon, expanding... and then let the air out, like a balloon that is emptying.

The balloon expands.... and then the air goes out.You can even imagine that you are blowing up a balloon.

Imagine that you breathe air into your lungs, and then when you breathe out through your mouth, imagine that you are blowing up a balloon. Each breath you blow out makes the balloon get even bigger. Imagine filling the balloon as it gets bigger and bigger with each breath out. Breathe in and then blow up the balloon even more. Bigger... bigger.... bigger.

Imagine letting go of the balloon, so it flies around the room as the air escapes. Feel your body relaxing just like a limp, empty balloon.

And now, see how slowly you can breathe out. First breathe in.... and now breathe out very slowly... out... out.... out. When you can't breathe out any more air, breathe in again, and then very slowly breathe out.

For the next few moments, just relax, resting. It feels good to relax. Enjoy this calm feeling. Stretch your muscles and let your body wake up. When you are totally awake, you can get back to the rest of your day.



ASK:

How do you feel after doing that exercise?



Girl Chat:

How you can incorporate the things you learnt today into your everyday life?



CLOSING ACTIVITY

14 POSITIVE THINGS IN LEBANON (Part 1)

OBJECTIVES:

- To get the girls to focus on the positive things in their life and especially their surroundings that make them happy.
- To help them realize that they can find happiness in the things in their surroundings.

MATERIALS:

Photos, disposable cameras, paints, paper, colored pens, x2 digital camera(s), projector, computer, props, papers with objects in the room written on them, Lego.markers, crepe paper, post its, ribbon, cork board and pins, music.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

MAPPING OUR HAPPINESS (30 minutes)



SAY:

When we face difficult situations, we forget or take for granted the people or things around us that make us happy. There are many things that can contribute to our happiness, such as having friends, family, visiting places, nature etc. Today, we are going to focus on the things around us that make us happy and we are going to map these out.



ASK:

What are things in your life that make you happy?



DO:

- Break the girls up into groups based on where they live and ask them to brainstorm all of the things in their current surroundings that make them happy. This can be people, objects, places surrounding them that help to make them feel better.
- Ask them to draw a map of their community and on this map, they should mark buildings, houses, people, and facilities, everything that contributes to their happiness, safety and wellbeing. After they have done this, you can give them Lego, so that they can build upon their map, making it 3D if they want to.
- They will present these back to the wider group.



ASK:

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

ACTIVITY 2:

POSITIVE THINGS AROUND US (60 minutes)



SAY:

We have captured our happiness and dreams from the present and future. Our wishes and our reality. But now, we want to focus on the things around us that make us happy.

ACTIVITY 4A:

A PICTURE TELLS A THOUSAND WORDS⁸

- *Close-up*
- *Long distance*
- *Landscape*
- *Portrait*
- *Low angle*
- *Your favorite picture*
- *High angle*
- *Side angle*
- *Movement*
- *Still life*
- *A picture that tells a story*



DO:

Place a selection of pictures around the room and give the girls the time to look at each picture.



SAY:

I am going to read out a number of phrases that describe different types of photos. You should go and stand next to the photo that matches the description I read out (from the box above).

ACTIVITY 4B:

ONE SUBJECT: 6 VIEWPOINTS



DO:

- Prepare a list of simple subjects that are easily found in the room and write them on slips of paper to be drawn out of a hat or bag by the girls. For example: window, table, glass of water, a hat, a door handle, etc.
- Each girl will take a picture of the same object but from different angles (x3 photos each).



SAY:

The purpose of this activity is to encourage you to look at things in different ways.



DO:

Show them the pictures on the computer/projector after they have all finished the activity

8. Ideas adapted from Photo Voice <http://www.photovoice.org/>

ACTIVITY 4C : A FIRST PORTRAIT



DO:

- Tell the girls that the facilitator will be the subject.
- Every girl is to take a portrait of the facilitator, using the techniques developed in the activity above (x3 photos each).
- View the photos using a projector/computer and discuss the different portraits.



SAY:

The purpose of this activity is to show how everyone looks at the world differently, everyone has a different way of expressing themselves, and that all pictures are unique and tell us something about the photographer.

ACTIVITY 4D : TAKING PHOTOS



DO:

- Break the girls up into groups of five maximum, based on their location and interaction with each other outside of the centre.
- Give each group a disposable camera (and ask them to put a label on it so that they can identify their cameras).



SAY:

- We want you, in your groups to capture the happiness you have surrounding you. Remember, this can be anything, from a person, thing, place etc. You have one week to work on this project together, sharing the camera between you (maybe capturing 5 pictures each).
- After you finish, we want you to bring the cameras back and we will get the pictures developed for you and we will put them on the wall at the centre. If you are not allowed to go outside, you can take the photos at home or in the centre.



DO:

Give them the tips on using the cameras.

Write the following on the board:

- Get permission from your parents to participate in this activity
- Get permission from anyone whose photo you take, explain to them, what your project is and tell them that the photo will be put on the wall at the centre or kept by you.
- Unlike a digital camera, you have one shot to take the photo, so make sure you think about the photo before you take it (think about the practice you did in the earlier activity).
- Use plain backgrounds if possible
- Photos that are close up are good. It helps to focus better on your subject.
- Be creative – your subject doesn't always have to be in the middle of the photo
- Keep it simple
- Be selective



CLOSING ACTIVITY

15 TYPES OF VIOLENCE (11-13)

OBJECTIVES:

- Identify the different types of abuse
- Understand good touch, bad touch, confusing touch

MATERIALS:

3 buckets with labels (good touch, bad touch, confusing touch), cut outs of the different touches for each group, puppets (male and female), stickers.

FACILITATOR NOTE:

Violence takes many forms such as abuse and bullying. Although men and boys can be survivors of abuse, women and girls experience this more. Abuse can happen in many ways. By knowing what abuse is and having inner strength to make good choices, girls may be able to prevent many abusive actions before they start. Girls need to remember:

- No form of abuse happens by accident.
- Abuse is not the fault of the girl or woman being abused.
- One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force a girl/woman to perform sexual acts.
- Abuse can happen once or many times by the same abuser.
- Often abuse is a pattern repeated over time.

This topic may be triggering with girls who may have had or are currently dealing with sexual violence or abuse at home. You should pay close attention to the behaviors and comments from the girls, noting who seems quiet and disengaged or visibly upset and/or aggressive. You should use the opportunity to check in with the girl individually after the session to see if additional action steps or referral to a caseworker are needed.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: TYPES OF VIOLENCE AND ABUSE (30 minutes)



SAY:

- Today we are going to discuss a sensitive topic. We are going to discuss violence, in particular, violence against women and girls. Let's all remind ourselves of the ground rules we set in the very first session and remember that this is a confidential space and that we should listen to one another and respect each other's opinion.
- Violence and abuse can happen to anyone, man, woman, boy, or girl but violence tends to happen to females more often than males.



ASK:

- Are males stronger than females?
- If yes, why?
- If no, why not?



SAY:

In many societies people often believe that males are more powerful and have more freedom than females. Sometimes some males may be physically stronger than females (not all the time) but females can be just as powerful as males with their minds, determination, and inner strength.



ASK:

What can females do that males can't?



DO:

- Ask them, in groups of four to think about what they know about the different kinds of violence, then ask them to come back to the wider group and share:
- Then, if they haven't mentioned or explained the following – make sure you include them in the conversation.



SAY:

There are different kinds of violence including:

- 1. Sexual Violence:** sexual favors in exchange for assistance, making sexual comments, making negative comments about a girl's appearance or anything related to her body, or touching a girl without her consent.
- 2. Physical Violence:** an act of physical violence that is not sexual. Examples include: Hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools).
- 3. Forced Marriage:** the marriage of an individual against his/her will.
- 4. Deprivation/Denial of opportunities:** When someone is prevented for example from attending school because she is a girl, or when someone is deprived of basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl. Deprivation due to other circumstances, such as lack of money, mobility, safety concerns is different to deprivation based on being a girl.
- 5. Psychological/ Emotional Violence:** When someone uses threats and causes fear in a person to gain control. Examples include: threats of physical or sexual violence, yelling or shouting, saying hurtful things, or calling someone worthless or stupid (like in the story of Khalil and Nahla⁹). Also stopping someone from seeing her family, her parents, or her friends.

9. Refer to session on healthy relationships

Clarification between sexual verbal harassment and emotional verbal harassment:



SAY:

I am going to read you out a number of comments. I want you to tell me whether these are sexual or emotional verbal harassment:

- You are useless
- What a beautiful walk
- Nobody likes you
- You are ugly



ASK:

Do you have any other examples of emotional or sexual verbal harassment?



Girl Chat:

- Why do these kinds of abuses happen?
- Have you heard stories of this happening to girls?
- Who would a girl turn to for help in this type of situation?

ACTIVITY 2:

WHO IS THE PERPETRATOR ? (30 minutes)



SAY:

Sometimes people think of those who would hurt somebody else (a perpetrator), as strangers, who can be scary and aggressive, or someone who is sick



DO:

- Hand out a sheet of red dot stickers to each girl
- Stick drawings (no photos) on the wall of:
 - A police officer
 - Uncle (someone living in your house)
 - A mean looking stranger
 - A teacher
 - A friend
 - Someone from an organization who is supposed to provide assistance (NGO worker)
 - Doctor
 - Taxi driver
 - Shop keeper
 - Landlord
 - Neighbour
 - Mother/Father
 - Someone of influence in the community



DO:

Ask the girls to place a red dot on the person(s) they think could be an abuser.



SAY:

- Many of these people in the pictures play very important roles in the lives of girls. Everybody has nice and protective friends, people who provide services such as water, education, distributions, or neighbours.
- BUT, any one of these people could be a perpetrator.
- When a perpetrator is close to a girl, someone they know, it can be very difficult to tell someone about what is happening to them. Sometimes they might feel if someone they love is abusing them, then they must have done something wrong.

- If a girl is being abused, it is never her fault. A girl should tell a person whom they trust that they are being abused and that they might need help to stop it.
- If a girl does not know who to tell, caseworkers at the safe space can help. They will keep everything a girl says a secret and will help them come up with a plan to try and keep them safe.

**SAY:**

I am going to read you some stories; I want you to think about the different types of abuse happening in the story. Each time you think an abuse is happening raise your puppet in the air.

**DO:**

Give the girls the puppets and read the scenarios, when the girls raise their puppet, ask them to identify the type of violence and who the perpetrator is. Give them stickers for getting the correct answer.

Scenario 1:

Rokaiya is walking down the street and she sees a group of boys standing on the street. She crosses the road because she wants to avoid them. They start yelling at her, making inappropriate comments about the way she is walking, the way she is dressed and the way she looks.

Scenario 2:

Salma's parents removed her from school because they didn't think school was important for girls. Her situation at home is very difficult. Salma is unable to talk to her parents about anything. One day Salma decided that she would try to convince her parents to let her go back to school. Her mother hit her and told her she does not have the right to go to school and should never talk about this again

Scenario 3:

Roula always goes to the same supermarket. The shopkeeper has always been friendly towards her. One day, when Roula went to pay for her items, the shopkeeper said she didn't need to pay. The following week, the same thing happened. Roula felt happy because she could save her money. But the third time she went, the shopkeeper asked Roula if she will remove her veil so he can see what she looks like without it on. When she refused, he said to her that she must do it, in return for all the items he gave her.

**GIRL CHAT:**

Is it ever the fault of the victim when they are abused?

**FACILITATOR TIP:**

Reinforce the message that the victim is never to blame for the abuse that happens to her. Even if it can be perceived that the victim had some responsibility in the abuse taking place, it's important to emphasize that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator.



BREAK / GAME (15 minutes)

ACTIVITY 3: GOOD TOUCHES, BAD TOUCHES (20 minutes)



DO:

- Split the girls into groups of four. Give each group a list of different types of touches.
- Go through each one with them and then tell them to decide in their group what touch belongs in which bucket.
- Also give them blank pieces of paper to write additional touches that may not be included. Once they have finished, go through the buckets and see if they put the correct touch in the buckets and provide them with clarification if needed.



EXPLAIN:

Some of these touches could be good touches or bad touches depending on the intent of the touch. If a man tried to hold the hand of a girl that he doesn't know, it could be a bad touch, but if a mother kisses her child, it is a good touch. If someone of the opposite sex starts to stroke a girl's back, this could be a confusing touch but if a sister pats the back of her baby brother, it is a good touch. Abuse or exploitation usually happens gradually. It starts with a good touch, goes to a confusing touch and into a bad touch. It also usually involves tricks, threats, or treats. Most often, involves a person known to the exploited, even though it also happens with strangers. Many times it can involve a pact of secrecy and it can affect both boys and girls.



ASK:

- What should a girl do if she experiences a confusing or bad touch? (make sure that they say that they will tell someone they trust)
- How can she tell that person? What can she say?
- Is it easy for her to tell someone? Why not?
- What might be some of the reasons for her to not tell anyone? (explain that they can always tell a caseworker if they don't feel comfortable sharing with their friends or family)



DO:

Get a caseworker to explain the services of case management to the girls. Give the girls the leaflet regarding case management services and explain to them that girls who face problems can talk to a case manager at the centre.

TABLE 5:
KINDS OF TOUCHES

| Good Touches | Confusing Touches | Bad Touches |
|---|--|---|
| <ul style="list-style-type: none"> • A mother hugging her daughter • Two friends holding hands • A sister brushing her sister's hair • A pat of the back from your father • A doctor's examination in the presence of the mother | <ul style="list-style-type: none"> • A Kissing that makes her feel uncomfortable • Tickling • Holding hands • Back rubs • Hugging | <ul style="list-style-type: none"> • Kicking • Biting • Punching • Touching private parts • Slapping • Pinching • Forced sex |

15 TYPES OF VIOLENCE (14-18)

OBJECTIVES:

- Understanding the different types of violence and abuse
- Ability to recognize an exploitative situation and practicing how to tell someone about it

MATERIALS:

Flip chart paper, pens, markers, picture cards of abuse.

FACILITATOR NOTE:

If possible, have a caseworker attend this session.

Violence takes many forms such as abuse and bullying. Although men and boys can be survivors of abuse, women and girls experience this more. Abuse can happen in many ways. By knowing what abuse is and having inner strength to make good choices, girls may be able to prevent many abusive actions before they start. Girls need to remember:

- No form of abuse happens by accident.
- Abuse is not the fault of the girl or woman being abused.
- One of the reasons one person abuses another is to control them. Some abusers use their physical strength to force a girl/woman to perform sexual acts.
- Abuse can happen once or many times by the same abuser.
- Often abuse is a pattern repeated over time.

This topic may be triggering with girls who may have had or are currently dealing with sexual violence or abuse at home. You should pay close attention to the behaviors and comments from the girls, noting who seems quiet and disengaged or visibly upset and/or aggressive. You should use the opportunity to check in with the girl individually after the session to see if additional action steps or referral to a caseworker are needed.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1: TYPES OF VIOLENCE AND ABUSE (45 minutes)



SAY:

Today we are going to discuss a sensitive topic; we are going to discuss violence. Let's all remind ourselves of the ground rules we set in the very first session and remember that this is a confidential space and that we should listen to one another and respect each other's opinion.



DO:

- Split the girls into four groups and ask them to list the types of violence girls can face and the consequences of this (both physical and also other types of violence, emotional, intimidation, exploitation, deprivation of education, sexual assault, economic etc.)
- Ask them to present a few ideas each back to the group.



DO:

Ask them what they understand by each of the definitions and clarify anything they haven't mentioned.

- 1. Sexual Violence:** rape, sexual favors in exchange for assistance, making sexual comments, making negative comments about a girl's appearance or anything related to her body, or touching a girl without her consent. Forcing someone to have sexual relations, or forcing a girl to touch someone else. Taking pictures without a girl's consent.
- 2. Physical Violence:** an act of physical violence that is not sexual. Examples include: hitting, pushing, using force to hurt or hold someone, or using any kind of material (i.e. hands, stick, harmful tools), locking someone in a room
- 3. Forced Marriage:** the marriage of an individual against his/her will.
- 4. Deprivation/Denial of opportunities:** When someone is prevented for example from attending school because she is a girl, or when someone is deprived of basic needs such as water, food and shelter because she is a girl. Not being able to go to the doctor because she is a girl. Deprivation due to other circumstances, such as lack of money, mobility, safety concerns is different to deprivation based on being a girl.
- 5. Psychological/ Emotional Violence:** when someone uses threats and causes fear in a person to gain control. Examples include: threats of physical or sexual violence, yelling or shouting, saying hurtful things, or calling someone worthless or stupid. Also stopping someone from seeing her family, her parents, or her friends.

Physical

Acute or immediate physical injuries, such as bruises, burns and bites, as well as fractures and broken bones.

Sexual and Reproductive

- Unintended/unwanted pregnancy
- Sexually transmitted infections, including HIV
- Pregnancy complications/miscarriage
- vaginal bleeding or infections

Mental

- Depression
- Sleeping & eating disorders
- Stress and anxiety disorders
- Self-harm
- Poor self-esteem

Behavioral

Substance use

**SAY:**

I am going to read a few scenarios and I want you to identify the types of violence. I want you to hold up the sign that represents the type of violence.

1. Samira's brother hit her because she went to her friend's house and didn't tell him.
2. Salma was in a taxi and the taxi driver tried to stroke her leg
3. Rokaiya's husband always tells her she is useless and that he should find another wife who will be better than her
4. Yusra was walking down the street when a group of boys started making comments about the way she was dressed.
5. Farah's fiancé asks her to do things she is not comfortable with. When she says no, he says that she owes it to him because he is always buying her gifts
6. Sara's uncle is always telling her that she is silly and that nobody likes her
7. A very influential man in the community offered to pay for the rent Amal's family if she will be his friend
8. Mariam's father told her that he found her a husband and that she must leave school to marry him. Mariam doesn't want to get married.
9. Siham's in-laws don't allow her to visit her family and friends and tell her she should stay in the house because women belong in the home.
10. Rima's employer pinches her really hard when she gets something wrong at work.

**SAY:**

- Violence and abuse can happen to anyone, man, woman, boy, or girl.
- Sometimes some boys and men may be physically stronger than girls (not all the time) but girls can be just as powerful as boys and men with their minds, determination, and inner strength.

**ASK**

- Why do these kinds of violence happen?
- Who might be perpetrating violence against girls?
- Who would a girl go to for help if she faced any consequences of violence?

**GIRL CHAT:**

Whose fault is it when a survivor is abused?

**Facilitator tip:**

(Reinforce the message that the survivor is never to blame for the abuse that happens to her. Even if it can be perceived that the survivor had some responsibility in the abuse taking place, it's important to emphasize that the perpetrator has a choice not to abuse and the responsibility always lies with the perpetrator).



BREAK / GAME (15 minutes)

ACTIVITY 2: WAYS TO GET OUT OF AN EXPLOITATIVE SITUATION (30 minutes)



Read the following scenario (part 1) on prevention and reporting sexual exploitation.

Sexual Exploitation Scenario Part 1

Fatima (10) and her older sister Hiba (14) were sent by their mother to get some bread from their neighbor. They have been sent there many times before to borrow items, because the situation for Hiba and Fatima's family is very difficult sometimes. When they arrive, the neighbor invites them for some tea in the house. While they drinking tea, he starts rubbing Hiba's arm.



ASK:

How do you think Hiba and Fatima felt?
Continue reading the scenario (part 2):

Sexual Exploitation Scenario Part 2

Just before Hiba and Fatima left, the neighbor offered to give them some money if Hiba would remove her headscarf.



ASK:

- What would you have done if you were Hiba?
- If you were Fatima?

Continue reading the scenario (part 3):

Sexual Exploitation Scenario Part 3

After Hiba refused, the neighbor left them alone but then gave them the money he had offered so that they would not tell anyone about the incident.



ASK:

What would you do now if you were Hiba and Fatima?

(make sure the group decides that they should tell someone about the incident, for two reasons:

1. to protect themselves from a repeat incident with the neighbor
2. to protect other children from the neighbor)

ROLE PLAY



DO:

Split the girls into groups of four and ask them to practice in their groups how they would tell someone about this situation. Who would they tell and what would they say?
Get them to present these back to the wider group.



GIRL CHAT:

- What difficulties might a girl experience in deciding who to tell?
(fear of punishment, fear that they will not be believed, fear of stigma and discrimination)
- How can the difficulties be resolved?

(e.g., finding the right time to speak to them, speaking to them when you are sure none else can hear, ask a friend to be there to support you, speaking to someone you trust in the safe space, looking for groups or activities to make friends).

**EXPLAIN:**

It is important for a girl to report all types of violence to someone they trust, this could be a parent/relative, friend, someone at the safe space. Reporting helps to protect girls and others.

**DO:**

Ask the case worker to explain to the girls the services of case management. Make sure to include that caseworkers can help girls approach difficult subjects with their mothers and other trusted friends as well. Give the girls a leaflet regarding case management services available at the safe space.

Ask for any final questions or comments.

Remind girls that they can speak to a caseworker at the centre if they have any questions.

**CLOSING ACTIVITY**

16 SAFETY PLANNING (11-13)



OBJECTIVES:

- To identify potential risks in the personal environment
- To identify personal safety network and safety plan



MATERIALS:

Paper, pens, flip chart paper, colored markers, social network diagram, case management brochure.



FACILITATOR NOTE:

If possible, have a caseworker present during this session to explain what case management is and to support the girls in developing their safety plans.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

SITUATIONS THAT AFFECT YOUR SAFETY (30 minutes)



SAY:

Many girls your age can face difficult situations that can affect their safety. Today, we will think about the ways girls can respond to these situations to help better protect themselves.



DO:

Split the girls into groups of four; ask them to draw a map of their surrounding environment. I.e. home, school, centre, etc.



SAY:

Imagine you are in a plane, seeing your environment from above. The places you visit, the roads you take and the transportation you use to go to these places. Starting from your home and including all the places you visit during the day.

**DO:**

- Ask them to identify the different types of risks girls may face in their environment that could affect her safety. Ask them to mark on the map the places where they might face these risks (you can ask them to all put a RED X on them, or another symbol you agree on)
- Bring the girls back to the wider group when they finished and ask them to present their maps.
- Capture the main themes on the board.

**ASK:**

- What did you learn about the different safety issues that exist for girls where you live?
- What can a girl do to protect herself in these situations?
- Who can girls turn to if they experience an issue affecting their safety?

ACTIVITY 2:**DO's AND DON'Ts FOR KEEPING SAFE (30 minutes)**
.....**SAY:**

- Feeling safe is important to everyone, but especially for women and girls.
- Sometimes our gender makes us vulnerable to others who may want to hurt us or take advantage of us for their own benefit.
- However, women and girls are strong.
- They know how to help each other and they want to keep themselves and those they care about, safe.
- During this session we are going to develop our safety plans and build upon them and a safety network of friends and others who can help us when we need it.
- In the previous sessions, we have learned about types of violence/ abuse.
- We are going to develop plans around the main risks you brought up in your safety maps.

**DO:**

- In their groups, ask them to choose one dangerous situation identified in the safety maps and ask them to think about how they can protect themselves against this type of situation.
- Ask each group to develop a list of do's and don'ts for each situation. Ask them to present back to the group and make sure that you clarify any misconceptions, dangerous strategies (Keep a knife, confrontation, kill him, kill myself, don't speak up, respond to his desires, change the way I dress). Also reinforce the good strategies (tell someone I trust, tell caseworker, call hotline number, scream, don't be alone on public transport, ask a friend/ relative to come with me) that they suggest.



DO's

- Always let a trusted friend or family member know where you're going and what time you should be home.
- Walk in well-lit areas with lots of people. Avoid dark, isolated areas, this involves going to the toilet at night.
- Memorize or keep the number of the local police station/safe space hotline or a trusted person to call in an emergency.
- Be alert and aware of your surroundings.
- Do go to the nearest police station or crowded area if you are being harassed or followed.
- Do not accept gifts from people who might try to ask you for favors.
- Let someone you trust/caseworker know if anyone in your community makes you feel uncomfortable
- If you have to visit someone who makes you feel uncomfortable, ask your sister/ other trusted person to come with you
- Agree with your friends/sisters/etc to make a specific sound when you need help
- Move in to a room where you can escape or others can hear you.
- Remove or hide harmful tools that could be used

DON'Ts



- Walk by yourself at night.
- Tell strangers personal details about yourself (e.g. where you live or work, your phone number).
- Don't let strangers or people you don't know well enter the house, especially when you are alone.
- Don't carry too much money or valuables with you.
- Don't accept rides from strangers. And only travel in a taxi with red number plates.
- Don't take shortcuts through isolated areas.
- Don't send private photos of yourself on applications such as What's App because these can be shared widely.
- Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea



SAY:

- Over the last few months, we've talked about how to be assertive and how to ask for what we want and need.
- We respect our family members, our friends, and most importantly, ourselves.
- Girls and women should be shown respect and treated as equals with decency and kindness.
- If you know men and boys who treat women and girls poorly, do not be friends with them, stay away from them.



BREAK / GAME (15 minutes)

ACTIVITY 3: MY SAFETY NETWORK and MY SAFETY PLAN (30 minutes)



SAY:

We have developed a do's and don'ts list in our groups to help protect us from the main situations girls in our community face.

Now we are going to work individually on our safety network and plan, identifying those people and places we can turn to if we experience violence.



DO:

Give each girl the social network diagram.



SAY:

Each circle in your social network diagram will represent a person or place in your safety network - the people or places that you can go to for the issues and problems we talked about in the activity above and a description of what this person can do to keep you safe, for example the safe space can offer you case management, referral to other service providers and emotional support. Here you can also include contact information such as telephone numbers/location. This is her private support network and that she can add to it any time she wants.



SAY:

If you want to work more on your individual safety plan, or you would like to develop a specific plan for something that is happening to you or you are scared might happen to you, please talk to a caseworker at the end of the session. Caseworkers are specialized in developing safety plans and will keep your plans confidential.

Now we have discussed what to do to stay safe. Even though a girl takes these precautions, she still might experience violence and abuse. Share with the girls the tips below.

I'm going to list a few things that a girl can do if this ever happens to her:

- *A girl can talk to a parent, trusted adult or friend*
- *A girl can tell a caseworker or someone else you trust at the safe space. Staff there should be trained on how to deal with violence affecting women and girls can help you access help when you need and ask for it.*
- *A girl who has experienced physical or sexual violence should tell someone she trusts to help her seek medical attention if it is required (3 days/72 hours) because this can help prevent health related consequences*
- *A girl should never blame herself for any violence/ abuse that she experiences*



ASK A CASEWORKER TO EXPLAIN:

In detail the services offered at the safe space, especially case management, which will not give you solutions but provides you with information and is a confidential service.

If a case worker is not available, give the girls the brochure on case management and show them the case management video.



Girl Chat:

- Did you find this session helpful?
- Do you have any questions about the services offered at the safe space?

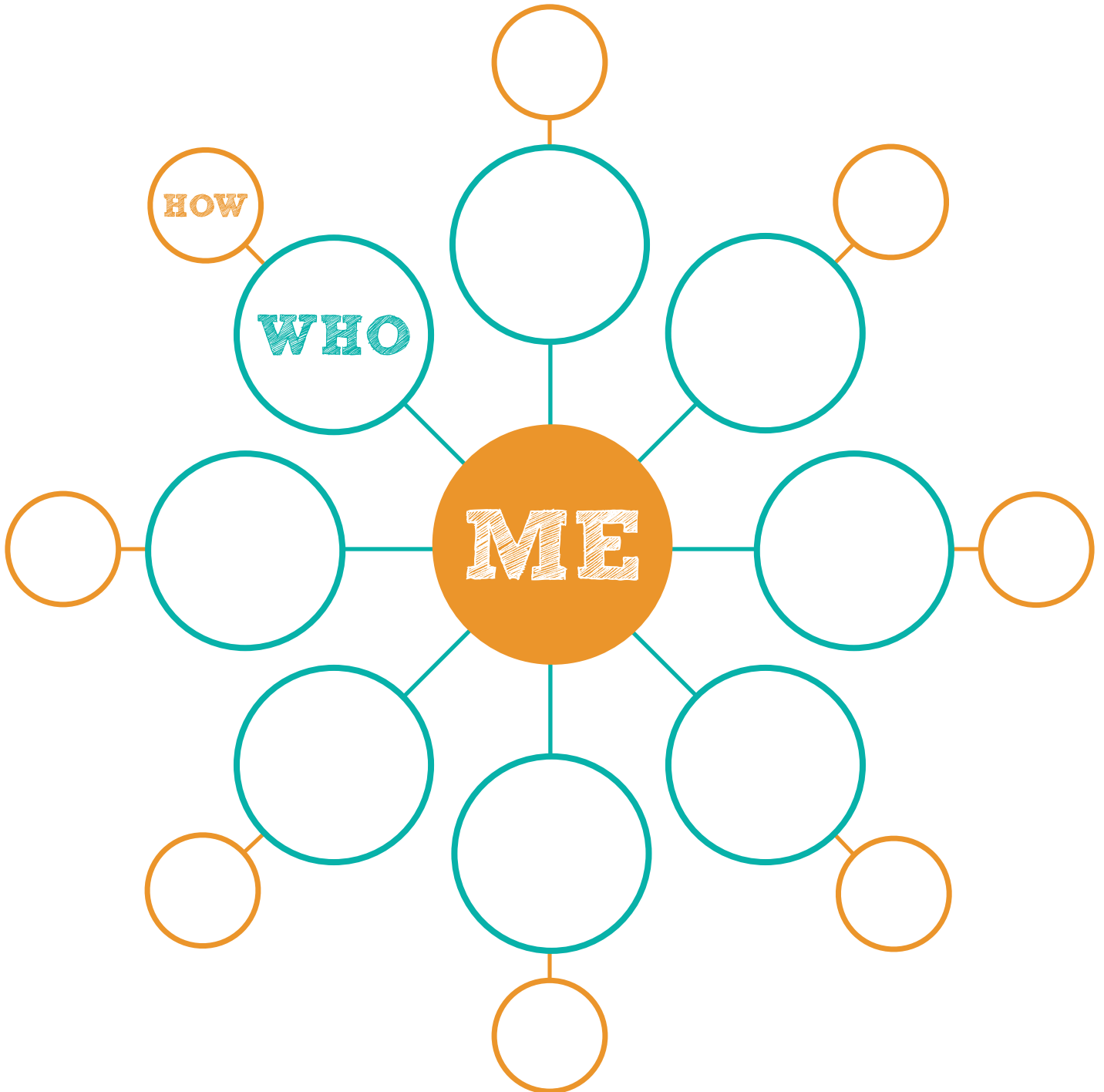


CLOSING ACTIVITY



Start thinking about planning the mother/daughter day trip. Start discussing with the girls, what they want to do, what day/times work best for them etc.

SOCIAL NETWORK DIAGRAM HANDOUT



16 SAFETY PLANNING (14-18)

OBJECTIVES:

- To identify potential risks in the personal environment
- To identify personal safety network and safety plan

MATERIALS:

Paper, pens, flip chart paper, colored markers, social network diagram, case management brochure.

FACILITATOR NOTE:

If possible, have a caseworker present during this session to explain what case management is and to support the girls in developing their safety plans.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

SITUATIONS THAT AFFECT YOUR SAFETY (30 minutes)



SAY:

Many girls your age can face difficult situations that can affect their safety. Today, we will think about the ways girls can respond to these situations to help better protect themselves.



DO:

Split the girls into groups of four; ask them to draw a map of their surrounding environment. I.e. home, school, centre, etc.



SAY:

Imagine you are in a plane, seeing your environment from above. The places you visit, the roads you take and the transportation you use to go to these places. Starting from your home and including all the places you visit during the day.



DO:

- Ask them to identify the different types of risks girls may face in their environment that could affect her safety. Ask them to mark on the map the places where they might face these risks (you can ask them to all put a RED X on them, or another symbol you agree on)
- Bring the girls back to the wider group when they finished and ask them to present their maps.
- Capture the main themes on the board.



ASK:

- What did you learn about the different safety issues that exist for girls where you live?
- What can a girl do to protect herself in these situations?
- Who can girls turn to if they experience an issue affecting their safety?

ACTIVITY 2:

DO's AND DON'Ts FOR KEEPING SAFE (30 minutes)



SAY:

- Feeling safe is important to everyone, but especially for women and girls.
- Sometimes our gender makes us vulnerable to others who may want to hurt us or take advantage of us for their own benefit.
- However, women and girls are strong.
- They know how to help each other and they want to keep themselves and those they care about, safe.
- During this session we are going to develop our safety plans and build upon them and a safety network of friends and others who can help us when we need it.
- In the previous sessions, we have learned about types of violence/ abuse.
- We are going to develop plans around the main risks you brought up in your safety maps.



DO:

- In their groups, ask them to choose one dangerous situation identified in the safety maps and ask them to think about how they can protect themselves against this type of situation.
- Ask each group to develop a list of do's and don'ts for each situation. Ask them to present back to the group and make sure that you clarify any misconceptions, dangerous strategies (Keep a knife, confrontation, kill him, kill myself, don't speak up, respond to his desires, change the way I dress).
- Also reinforce the good strategies (tell someone I trust, tell caseworker, call hotline number, scream, don't be alone on public transport, ask a friend/relative to come with me) that they suggest.



DO's

- Always let a trusted friend or family member know where you're going and what time you should be home.
- Walk in well-lit areas with lots of people. Avoid dark, isolated areas, this involves going to the toilet at night.
- Memorize or keep the number of the local police station/safe space hotline or a trusted person to call in an emergency.
- Be alert and aware of your surroundings.
- Do go to the nearest police station or crowded area if you are being harassed or followed.
- Do not accept gifts from people who might try to ask you for favors.
- Let someone you trust/caseworker know if anyone in your community makes you feel uncomfortable
- If you have to visit someone who makes you feel uncomfortable, ask your sister/ other trusted person to come with you
- Agree with your friends/sisters/etc to make a specific sound when you need help
- Move in to a room where you can escape or others can hear you.
- Remove or hide harmful tools that could be used

DON'Ts

- Walk by yourself at night.
- Tell strangers personal details about yourself (e.g. where you live or work, your phone number).
- Don't let strangers or people you don't know well enter the house, especially when you are alone.
- Don't carry too much money or valuables with you.
- Don't accept rides from strangers. And only travel in a taxi with red number plates.
- Don't take shortcuts through isolated areas.
- Don't send private photos of yourself on applications such as What's App because these can be shared widely.
- Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea



SAY:

- Over the last few months, we've talked about how to be assertive and how to ask for what we want and need.
- We respect our family members, our friends, and most importantly, ourselves.
- Girls and women should be shown respect and treated as equals with decency and kindness.
- If you know men and boys who treat women and girls poorly, do not be friends with them, stay away from them.



BREAK / GAME (15 minutes)

ACTIVITY 3: MY SAFETY NETWORK and MY SAFETY PLAN (30 minutes)



SAY:

We have developed a do's and don'ts list in our groups to help protect us from the main situations girls in our community face. Now we are going to work individually on our safety network and plan, identifying those people and places we can turn to if we experience violence.



DO:

Give each girl the social network diagram.



SAY:

Each circle in your social network diagram will represent a person or place in your safety network - the people or places that you can go to for the issues and problems we talked about in the activity above and a description of what this person can do to keep you safe, for example the safe space can offer you case management, referral to other service providers and emotional support. Here you can also include contact information such as telephone numbers/location. This is her private support network and that she can add to it any time she wants.



SAY:

If you want to work more on your individual safety plan, or you would like to develop a specific plan for something that is happening to you or you are scared might happen to you, please talk to a caseworker at the end of the session. Caseworkers are specialized in developing safety plans and will keep your plans confidential.

Now we have discussed what to do to stay safe. Even though a girl takes these precautions, she still might experience violence and abuse. Share with the girls the tips below.

I'm going to list a few things that a girl can do if this ever happens to her:

- *A girl can talk to a parent, trusted adult or friend*
- *A girl can tell a caseworker or someone else you trust at the safe space. Staff there should be trained on how to deal with violence affecting women and girls can help you access help when you need and ask for it.*
- *A girl who has experienced physical or sexual violence should tell someone she trusts to help her seek medical attention if it is required (3 days/72 hours) because this can help prevent health related consequences*
- *A girl should never blame herself for any violence/ abuse that she experiences*



ASK A CASEWORKER TO EXPLAIN:

In detail the services offered at the safe space, especially case management, which will not give you solutions but provides you with information and is a confidential service. If a case worker is not available, give the girls the brochure on case management and show them the case management video.



Girl Chat:

- Did you find this session helpful?
- Do you have any questions about the services offered at the safe space?

17 GBV SCENARIOS and RESPONSE (11-13)



OBJECTIVE:

To get the girls to think about the safety issues in their environment and help them to develop strategies to deal with a number of different scenarios that they could face.



MATERIALS:

Puppets (male and female) and props (for scenarios), flip chart paper, markers, colored pens, plastic ball.



FACILITATOR NOTE:

It is important to ensure girls practice how they would respond in specific situations, sometimes when discussing, girls have all of the correct answers, but when it comes to putting this in action, they can lack confidence to make the right decisions. If you feel they could improve their role plays, get them to practice this again or ask other girls to assist them if they are unable to display appropriate responses.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

HOW TO SAY NO (30 minutes)



SAY:

Mariam is on her way to the community centre. She is already late. As she is walking, a man in a car stops her. He tells her to get in to the car; he says he will drop her to where she wants to go. Mariam is not so sure about what to do; he tries to grab her hand to convince her to get in to the car. **What should Mariam say and do?**



DO:

Write the things the girls suggest on the board. Focus especially on the things she can say.



SAY:

You have identified different things Mariam could say. What would be really effective is if Mariam was to yell these things. The benefits of yelling include:

- Alerting others that there is a problem
- Shocks the aggressor

do **DO:**
Tell the girls to stand in a circle

“ **SAY:**
After 3, we will all yell ‘NO’ as loud as we can.

do **DO:**
When the girls have finished, ask them to each individually yell ‘NO’. Repeat this exercise for all of the things they suggested Mariam could say.

? **ASK:**

- How did it feel to yell ‘no’ and other words?
- Do you think this is a technique that can be applied in real life?



BREAK/GAME (15 minutes)

ACTIVITY 2: SCENARIOS (45 minutes)

do **DO:**
Read the following scenarios to the girls and break them in to groups. Ask them to write down the steps they would take to deal with the scenario they have been given.

1. How would they react in that situation
2. Would they tell anyone after? Who? (think about people in their safety network and what would they say to that person)
3. Do a role play based on how they would respond in the situation and practice what they would say to the person in their safety network.

Huda and her friends are followed by a car full of guys on the way to the supermarket. The guys start to make comments about them, the way they are dressed, the way they talk. They are very rude and disrespectful. Huda and her friends are beginning to feel scared.

Leila and her sisters moved to Lebanon with their mother from Syria. They live with their uncle as Leila’s mother thought it would be safer for them to have a male taking care of them. Leila’s uncle makes her feel very uncomfortable; he is always making inappropriate comments about the way she looks. Leila does not like to be alone with her uncle and tries to avoid this as much as possible. One day, Leila comes home from her friend’s house to find her sisters and mother have gone to the shops but her uncle is at home.

Samira’s situation at home is very difficult. She lives with her mother and younger sisters and her mother is very ill and cannot go to work. Samira really wants to help her family, but she doesn’t know what she can do. Someone important in the community, who always looks at her in a weird way, one day, tells her that he wants to help. He says if they become friends, he will help her and her family.

Fatmeh lives at home with her older brother, younger sister and her parents. One day, Fatmeh goes to the supermarket, she goes to the till to pay for her items, when the cashier starts to make inappropriate remarks to her, he tells her she is beautiful and asks her what her name is. This makes Fatmeh feel very uncomfortable. Someone that knows Fatmeh's parents overhears this conversation and Fatmeh knows that they will tell her parents.

Majida is 13 years old; her parents decided that she should get married because her parents are struggling to provide for the family. Majida is shocked and tells her parents that she doesn't want to get married because she is very young and not ready. Her parents say that they know what is best for their daughter and they feel that she will have a better life if she is to get married. Majida's parents tell her she has no other choice than to get married.



Girl Chat:

Are these situations realistic to real life scenarios girls face?

What other situations could girls face and how could they respond to those?



CLOSING ACTIVITY



Start looking for a positive role model in the community you can invite to talk to the girls in session 21.

17 GBV SCENARIOS and RESPONSE (14-18)

OBJECTIVE:

To get the girls to think about the safety issues in their environment and help them to develop strategies to deal with a number of different scenarios that they could face.

MATERIALS:

Puppets (male and female) and props (for scenarios), flip chart paper, markers, colored pens, plastic ball.

FACILITATOR NOTE:

It is important to ensure girls practice how they would respond in specific situations, sometimes when discussing, girls have all of the correct answers, but when it comes to putting this in action, they can lack confidence to make the right decisions. If you feel they could improve their role plays, get them to practice this again or ask other girls to assist them if they are unable to display appropriate responses.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

HOW TO SAY NO (30 minutes)



SAY:

Mariam is on her way to the community centre. She is already late. As she is walking, a man in a car stops her. He tells her to get in to the car; he says he will drop her to where she wants to go. Mariam is not so sure about what to do; he tries to grab her hand to convince her to get in to the car. **What should Mariam say and do?**



DO:

Write the things the girls suggest on the board. Focus especially on the things she can say.



SAY:

You have identified different things Mariam could say. What would be really effective is if Mariam was to yell these things. The benefits of yelling include:

- Alerting others that there is a problem
- Shocks the aggressor



DO:

Tell the girls to stand in a circle



SAY:

After 3, we will all yell 'NO' as loud as we can.



DO:

When the girls have finished, ask them to each individually yell 'NO'. Repeat this exercise for all of the things they suggested Mariam could say.



ASK:

- How did it feel to yell 'no' and other words?
- Do you think this is a technique that can be applied in real life?



BREAK/GAME (15 minutes)

ACTIVITY 2:

SCENARIOS (45 minutes)



DO:

Read the following scenarios to the girls and break them in to groups. Ask them to write down the steps they would take to deal with the scenario they have been given.

1. How would they react in that situation
2. Would they tell anyone after? Who? (think about people in their safety network and what would they say to that person)
3. Do a role play based on how they would respond in the situation and practice what they would say to the person in their safety network.

Huda and her friends are followed by a car full of guys on the way to the supermarket. The guys start to make comments about them, the way they are dressed, the way they talk. They are very rude and disrespectful. Huda and her friends are beginning to feel scared.

Leila and her sisters moved to Lebanon with their mother from Syria. They live with their uncle as Leila's mother thought it would be safer for them to have a male taking care of them. Leila's uncle makes her feel very uncomfortable; he is always making inappropriate comments about the way she looks. Leila does not like to be alone with her uncle and tries to avoid this as much as possible. One day, Leila comes home from her friend's house to find her sisters and mother have gone to the shops but her uncle is at home.

Samira's situation at home is very difficult. She lives with her mother and younger sisters and her mother is very ill and cannot go to work. Samira really wants to help her family, but she doesn't know what she can do. Someone important in the community, who always looks at her in a weird way, one day, tells her that he wants to help. He says if they become friends, he will help her and her family.

Sahar's fiancé lives in another town. They speak all the time but on What's App. Recently, he has been asking Sahar to send photos of her on What's App. Sahar doesn't feel comfortable with this, but he is insisting. He tells her that she must do this because he is her fiancé and it is his right, if she doesn't send the photos, he will break off the engagement. Sahar doesn't want to lose him, but also, she does not feel comfortable with the photos he is asking her to send, as he could share them with other people.

Fatmeh lives at home with her older brother, younger sister and her parents. One day, Fatmeh goes to the supermarket, she goes to the till to pay for her items, when the cashier starts to make inappropriate remarks to her, he tells her she is beautiful and asks her what her name is. This makes Fatmeh feel very uncomfortable. Someone that knows Fatmeh's parents overhears this conversation and Fatmeh knows that they will tell her parents.

Majida is 13 years old; her parents decided that she should get married because her parents are struggling to provide for the family. Majida is shocked and tells her parents that she doesn't want to get married because she is very young and not ready. Her parents say that they know what is best for their daughter and they feel that she will have a better life if she is to get married. Majida's parents tell her she has no other choice than to get married.



Girl Chat:

Are these situations realistic to real life scenarios girls face?

What other situations could girls face and how could they respond to those?



CLOSING ACTIVITY



Start looking for a positive role model in the community you can invite to talk to the girls in session 21.

18 EARLY MARRIAGE (11-13)

OBJECTIVES:

- To understand the concept of marriage – what it is, how it happens, what it means
- To talk about the challenges of marrying too young or before you are ready
- To talk about how you can be empowered and have a good life before you marry

* **If possible have a caseworker attend this session.**

MATERIALS:

6 bottles, plastic ball, pens, post it notes, flip chart paper, pens, early marriage questions, IRC early marriage DVD, laptop with DVD player & projector if possible, 2 images (married and non married girl), scenario cards, images of unmarried and married girl, IRC Video <http://youtu.be/ZKRDOZIX0Hk>

FACILITATOR NOTE:

You may already know that there are girls in the group who are married or who are planning to be married. This information is considered confidential and can only be disclosed by the girls themselves. It's advisable that a Case Worker is present during this session to explain case management .



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

WHAT DO YOU KNOW ? (25 minutes)



SAY:

Today we are going to talk about marriage.



ASK:

- What is marriage?
- What are some of the reasons why a girl might get married?



SAY:

- Marriage is something that many men and women take part in.
- It is when two people come together to start a life and a family together
- Marriage can be a good thing and it can also be very challenging.
- It's very important to know what it takes to be in a marriage before taking part in one.

**DO:**

- Display the two images (or draw two images) of the married girl and one unmarried girl. Give the girls pens and post it notes. Ask the girls to write down the responsibilities of a married girl and a non married girl and to come and stick it on the images at the front of the room.
- Once they finish, go through the responsibilities identified by the girls.

**EXPLAIN:**

Some girls may feel that if they get married, they will have more freedom, be financially secure or have a better life. However, there are many responsibilities that come with being married and if a girl is not fully developed, both physically and mentally, it will have an impact on the relationship between the married couple and their children.

**GIRL CHAT:**

What should a girl have achieved/completed before she marries?

ACTIVITY 2:**WHO IS READY TO GET MARRIED ? (30 minutes)****SAY:**

- There are very important things to do before you get married.
- Marriage and building a family can be difficult and it takes knowing a lot of things to make the process successful and healthy

**DO:**

Break the girls in to small groups and give each a scenario card and tell them they will develop a role play.

Scenario 1: Soha's Story

I am now 15 years old, and was married two years ago. I did not know anything about marriage and nothing about its responsibilities. I felt happy and just thought of colorful new clothes and ornaments of the wedding. I thought marriage would be very fun, exciting and full of travelling. But when I got married, I had a lot of responsibilities, such as taking care of my husband and his family, knowing how to deal with my husband and my in-laws. I wasn't prepared for this.

**SAY:**

In your group, you imagine you are Soha's friends and Soha comes and tells you that she wants to get married. What advice will you give her?

**SAY:** *(After the role play)*

Depriving a girl from studying and education, leads to her losing friends, taking difficult responsibilities like raising children, unable to do the things they used to do, feelings of sadness and regret, health problems due to early marriage and pregnancy.

Scenario 2 : Hanan's Story

I was 14 years old, when my father insisted that I get married. I didn't know anything about pregnancy as I was still a child. When I had my baby, I experienced many physical complications because my body was not ready to have a baby; I was still growing and developing myself. I was also not ready to have a baby as I was still a child myself, I wanted to play with my friends, and go to school.



SAY:

Imagine you are Hanan and you just got married. Who are the different people you could turn to for help and advice about marriage?



SAY: *(After the role play)*

- Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis which need to be fully grown to be able to deliver a healthy baby.
- Girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.
- Young girls are at greater risk of weak blood or dangerous fits during pregnancy which can lead to exhaustion, infection, injury and death.
- Young girls are also at high risk of delivering babies too early before the baby is ready to come out.

Scenario 3: Reem's Story

I got married at 16 years old because my situation at home was bad. I got married because I thought the situation would be better in a new home. But I was not aware of the situation that I was going to. I missed my family and things were different in this new house. I didn't finish school and I didn't learn some important skills that could have been useful to me.



SAY:

Imagine you are Reem's friends and she comes to tell you that she wants to get married. What advice would you give her?

Scenario 4: Roula's story

I was 25 when I got married. I completed my education and even had a job. I didn't want to rush in to marriage because I wanted to be old enough to make a decision when I was knowledgeable about the type of person I want to marry. I now have two children and am teaching them the importance of education. I am happy with my husband, we both respect each other.



SAY:

- Imagine that Roula's uncle wants to get his daughter married. She comes to Roula to ask her to talk to her father. What would Roula say to her uncle?
- After the role play, SAY:
- A girl must grow and develop her capabilities and enjoy the stages of adolescence, grow up and become ready and able to take the responsibility of home and raising children.
- A girl should marry when they have taken their full rights to education and work, if she wishes to do so, and also, by this stage, she will know herself better, and also what she wants from a husband.



ASK:

If a girl is in a situation where she is being forced to get married, who can she ask for help?



EXPLAIN:

Ask the Case worker to explain case management and the services offered at the safe space.



BREAK/GAME (15 minutes)

ACTIVITY 3: EARLY MARRIAGE GAME (30 minutes)



DO:

Stick each question to a plastic bottle and spread them on one side of the room. Break the girls in to three groups. Each group will take turns to knock down (with a plastic ball) two questions and collect the bottles. Once each group has their two questions, they will go back to their group to discuss and then feedback their answers to the wider group.

- What age do you think is suitable for a girl to get married?
- Who should be making decisions about marriage?
- How can we make sure that girls don't get married before they are ready to?
- Who normally makes the decision on marriage?
- What are some of the effects of having a baby when a girl is not fully developed?
- What message do we want to give to those who are making decisions on behalf of girls?
- What can girls do to protect themselves from getting married early?



DO:

Show the girls the IRC video on early marriage <http://youtu.be/ZKRDOZIX0Hk>



EXPLAIN:

According to the UN Convention on the Rights of the Child, girls and boys under the age of 18 are entitled to a number of rights (refer to the UNCRC¹⁰).

Some of these rights include:

- Right to education
- Right to relax and play
- Right to have a say in matters affecting them
- Right to meet with other girls and boys and join groups
- Right to be protected from harm
- Refugee boys and girls have the same rights as all other children

EXPLANATION OF UPCOMING SESSION (10 minutes)



EXPLAIN:

In one of the next sessions we will start to develop the projects that we want to work on together. Think about the types of things you are interested in and who you want to be in your group. We will discuss these in the next session. This could involve creating some informational materials for other girls your age, doing a drama performance, helping someone in your community, facilitating a session for girls your age on something you learnt in the curriculum etc. or any other ideas you may have.



CLOSING ACTIVITY

10. http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf

18 EARLY MARRIAGE (14-18)

OBJECTIVES:

- To understand the concept of marriage – what it is, how it happens, what it means
- To talk about the challenges of marrying too young or before you are ready
- To talk about how you can be empowered and have a good life before you marry

* **If possible have a caseworker attend this session.**

MATERIALS:

Pens, post it notes, flip chart paper, pens, IRC early marriage DVD, laptop with DVD player & projector if possible, 2 images (married and non married girl), scenario cards, IRC video <http://youtu.be/ZKRDOZIX0Hk>

FACILITATOR NOTE:

You may already know that there are girls in the group who are married or who are planning to be married. This information is considered confidential and can only be disclosed by the girls themselves. It's advisable that a Case Worker is present during this session to explain case management.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

WHAT DO YOU KNOW? (25 minutes)



SAY:

Today we are going to talk about marriage.



ASK:

- What is marriage?
- What are some of the reasons why a girl might get married?



SAY:

- Marriage is something that many men and women take part in.
- It is when two people come together to start a life and a family together
- Marriage can be a good thing and it can also be very challenging.
- It's very important to know what it takes to be in a marriage before taking part in one.

**DO:**

- Display the two images (or draw two images) of the married girl and one unmarried girl. Give the girls pens and post it notes. Ask the girls to write down the responsibilities of a married girl and a non married girl and to come and stick it on the images at the front of the room.
- Once they finish, go through the responsibilities identified by the girls.

**EXPLAIN:**

Some girls may feel that if they get married, they will have more freedom, be financially secure or have a better life. However, there are many responsibilities that come with being married and if a girl is not fully developed, both physically and mentally, it will have an impact on the relationship between the married couple and their children.

ACTIVITY 2:**WHO IS READY TO GET MARRIED ? (45 minutes)****ASK:**

What sorts of things may be important for a girl to do before she is married? (Using a plastic ball, pass it around the room until each girl has the chance to contribute an idea. Give some hints if you need to: go to school, make sure your body is grown and strong, know your likes and dislikes, become a woman)

**DO:**

Split the girls into four groups; distribute one scenario card to each group. Ask the girls to develop a role play based around the questions below:

Scenario 1: Soha's Story

I am now 16 years old, and was married when I was 14. I did not know anything about marriage and nothing about its responsibilities. I felt happy and just thought of colorful new clothes and ornaments of the wedding. I thought marriage would be very different, fun, exciting and full of travelling.

For the first six months, things were ok, but then he started to prevent me from completing my studies, and started to tell me when I can and cannot visit my family, as time passed, the visits to my family were reduced. Then he also started preventing me from leaving the house. This caused me frustration because I really wanted to complete my studies and my ambition was to become a school teacher.

**QUESTION:**

Imagine you are Soha's friend and she comes to you for advice before she got married. What would you advise her?

Scenario 2 : Hanan's Story

I was 14 years old, when my family insisted that I marry my 18 year old cousin and I didn't know anything about pregnancy as I was still a child. I got pregnant straight away and I gave birth to my baby by Caesarean section because I was in the stage of growing up, because of my age, my body was still developing. I was neglecting my home and my husband and my child because I was not ready to take the responsibility of these new changes all at once. I was overwhelmed by feelings of sadness and anger in addition to the pain caused by the problems that followed the birth. I was not ready to be a mother for a child, someone who needs to be taken care of all the time and needs special attention as I am still a child and I want to go to school and spend time with my friends.



QUESTION:

Imagine you are Hanan and you just got married. Where could you turn to for information on marriage and pregnancy? What information would Hanan receive from these places?



SAY: *(After the role play)*

- Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis which need to be fully grown to be able to deliver a healthy baby.
- Girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.
- Young girls are at greater risk of weak blood or dangerous fits during pregnancy which can lead to exhaustion, infection, injury and death.
- Young girls are also at high risk of delivering babies too early before the baby is ready to come out.

Scenario 3: Reem's Story

I got married at 16 years old because my family situation was very difficult. I got married because I thought the situation would be better in a new home. Psychologically, it really affected me, due to the sudden change in lifestyle, especially because I was not aware of what I wanted and what would be waiting for me after I got married. I didn't have the chance to complete my education and I had hardly any experience or life skills – problem solving, decision making etc. I wasn't emotionally mature. And I am now a mother of five children while I didn't have the chance to live out my own childhood because I got married.



QUESTION:

Imagine you are Reem's friends and she comes to you to tell you the problems she is experiencing at home and that she wants to get married. What would you advise Reem to do?



SAY: *(After the role play)*

Early marriage deprives a girl from studying and education, losing friends, taking difficult responsibilities like raising children, unable to do the things they used to do, feelings of sadness and regret, health problems due to early marriage and pregnancy.

Scenario 4: Hiba's Story:

I am 15 years old and living with my family in a very small apartment where we share with four other families. Being the oldest sister, I had no other choice than to work, because my father and brother are jobless. One day, my father told me that I have to stop working because I am going to marry the owner of the shop where I work. I am so surprised and tell my parents that I am not ready to get married. My parents insist that they know better what is best for me.



QUESTION:

Imagine you are Hiba and you want to tell someone about the discussion you had with your parents. Who would you tell and what would you say?



SAY: *(After the role play)*

- A girl must grow and develop her capacities and enjoy the stages of adolescence, grow up and become ready and able to take the responsibility of home and raising children.
- A girl should marry when they have taken their full rights to education and work, if she wishes to do so, and also, by this stage, she will know herself better, and also what she wants from a husband.

**BREAK/GAME (15 minutes)****ACTIVITY 3:****EARLY MARRIAGE DISCUSSION (20 minutes)****GIRL CHAT**

- What age do you think is suitable for a girl to get married?
- Who normally makes the decision on marriage?
- Is this different to the person you think should be making these decisions?
- Do you think that it's important to share in making decisions, especially those that affect your life, happiness and health?
- How can we all ensure that girls don't get married before they are ready to? Who do we need to be discussing these issues with?

**DO:**

Show the girls the IRC DVD on Early Marriage <http://youtu.be/ZKRDOZIX0Hk>

**EXPLAIN:**

According to the UN Convention on the Rights of the Child, girls and boys under the age of 18 are entitled to a number of rights (refer to the UNCRC¹¹).

Some of these rights include:

- Right to education
- Right to relax and play
- Right to have a say in matters affecting them
- Right to meet with other girls and boys and join groups
- Right to be protected from harm
- Refugee boys and girls have the same rights as all other children

EXPLANATION OF UPCOMING SESSION (10 minutes)**EXPLAIN:**

In one of the next sessions we will start to develop the projects that we want to work on together. Think about the types of things you are interested in and who you want to be in your group. We will discuss these in the next session. This could involve creating some informational materials for other girls your age, doing a drama performance, helping someone in your community, facilitating a session for girls your age on something you learnt in the curriculum etc. or any other ideas you may have.

**CLOSING ACTIVITY**

11. http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf

19 POSITIVE THINGS IN LEBANON (Part 2)



OBJECTIVE:

Get the girls to debrief from the photo project, to see whether this made them feel better about their surroundings in Lebanon. Help them to identify positive things in their lives.



MATERIALS:

Post it notes, pens, cork board, pin, photos, crepe paper, paint, colored pens, markers, paint brushes.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

FEEDBACK FROM PHOTO PROJECT (25 minutes)



ASK:

- What did you take photos of?
- How did you spend the day that you were taking the photos?
- Did you find it difficult to take photos of things that make you happy?
- How did this activity make you feel about your surroundings?

ACTIVITY 2:

REVIEWING PHOTOS (30 minutes)



DO:

Separate the photos into different sections around the room. Ask the girls to look at all of the photos and to collect the ones that they took (if they recognize them).



ASK:

- How do you feel when you see these photos?
- What do you think about the photos other girls took?
- Which ones are your favorite photos and why?

**DO:**

Ask the girls to choose one photo they like and to share a story with the other girls about the photo (who the person/place is in the photo) why this photo makes them happy.

**BREAK/GAME (15 minutes)****ACTIVITY 3:****WALL OF HAPPINESS AND DREAMS (30 minutes)****SAY:**

I want you to choose one photo each that you want to put on the wall of happiness. You can write a small message on a piece of paper/post-it note, describing why this particular image makes you happy and stick it next to your photo.

**DO:**

Get the girls to stick their photos and messages on the wall. They can put further photos on the wall if there is space and they can keep the remaining photos for themselves. They can decorate the wall/board using the paints, colored paper etc.

**GIRL CHAT:**

Did this activity change your perspective on things in your surroundings in any way?

**CLOSING ACTIVITY****INVITATION LETTER**

for FGD with mothers on early marriage.

20 PROJECT PLANNING SESSION (11-13)

OBJECTIVES:

- Empower girls to develop and follow through with goals they set for themselves
- Girls will develop basic skills in project planning
- Develop focused projects to be implemented in the community centre or mobile settings
- Provide them with a sense of responsibility and purpose through project planning, increasing their confidence and self worth.

MATERIALS:

Flip chart paper, markers, pens, paper.

FACILITATOR NOTE:

The girls might try to do activities that they are familiar with, such as facilitating parts of the course etc. Encourage them to be creative, give them ideas, such as creating posters, drama, stories, create or decorate something, etc. that they can showcase, or do an activity to improve their community. For the younger girls in particular, it's important that they have short, focused projects that are easily achievable. Try to discourage all of them doing facilitation projects.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

DEVELOP A PLAN OF ACTION (60 minutes)



SAY:

During the early marriage session, I asked you to think about the types of projects you might be interested in doing. Today, we will separate in to our groups and start planning our projects.



DO:

Break the girls up in to groups based on their interest. If there are girls who are not sure what they want to do, or are not part of a group, ask them to join one of the groups that interests them the most.



SAY:

In your groups, you will decide upon one project that you want to implement. (make sure that their goal is realistic and if not, help them to set realistic activities/projects)

**SAY:**

I want you to think about the following in your group and to make a detailed plan (write the following on the board):

- What is your idea for a project?
- What is the objective/goal of your project? Why do you want to do this activity?
- When will you complete your project/activity? E.g. in the next xx weeks, we plan to do xx.
- Who do you want to benefit/be involved in your project/activity: e.g. young girls, mothers, siblings, those who attend the community centre etc?
- Will you make something as part of your project? i.e. poster, drama performance, presentation
- When and where will you work on your project?
- What do you need support with?
- What materials do you need to do your project/activity?

**DO:**

Once the groups have finished, ask them to present their ideas back to the wider group and get feedback from the wider group on their activities.



BREAK / GAME (10t minutes)

ACTIVITY 2:

GOALS IN TO ACTION (30 minutes)

**SAY:**

Now that you have developed a plan, (or a long term goal). Now I want you to think of the steps that will lead you to reach your goal.

- What are the steps you need to take to reach your goal?
- Make a task list and identify who needs to be responsible for each of the tasks and by which date
- Decide how often you will meet with your group to prepare and plan for your activity.

**DO:**

Visit each group to check that their plan is on the right track and realistic.

**SAY:**

You will start to prepare your plan for activities. After the MSMW sessions, you can take some time in your groups to plan and organize your activities. So come prepared.

**ASK:**

Do you have any questions or need anything clarified?



CLOSING ACTIVITY



FGD

with mothers on early marriage

20 PROJECT PLANNING SESSION (14-18)

OBJECTIVES:

- Empower girls to develop and follow through with goals they set for themselves
- Girls will develop basic skills in project planning
- Develop focused projects to be implemented in the community centre or mobile settings
- Provide them with a sense of responsibility and purpose through project planning, increasing their confidence and self worth.

MATERIALS:

Flip chart paper, markers, pens, paper.

FACILITATOR NOTE:

The girls might try to do activities that they are familiar with, such as facilitating parts of the course etc. Encourage them to be creative, give them ideas, such as creating posters, drama, stories, create or decorate something, etc. that they can showcase, or do an activity to improve their community. For the younger girls in particular, it's important that they have short, focused projects that are easily achievable. Try to discourage all of them doing facilitation projects.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

DEVELOP A PLAN OF ACTION (60 minutes)



SAY:

During the early marriage session, I asked you to think about the types of projects you might be interested in doing. Today, we will separate in to our groups and start planning our projects.



DO:

Break the girls up in to groups based on their interest. If there are girls who are not sure what they want to do, or are not part of a group, ask them to join one of the groups that interests them the most.



SAY:

In your groups, you will decide upon one activity that you want to implement. (make sure that their goal is realistic and if not, help them to set realistic activities).

**SAY:**

I want you to think about the following in your group and to make a detailed plan:

- What is your project idea?
- What does your project involve?
- What is the objective/goal of your project? Why do you want to do this activity?
- Who will be involved in the project/who is your target audience?
- Will you produce something as part of your project? i.e. poster, performance, presentation
- When and where will you work on your project?
- What do you need support with?
- What materials will you need to implement this project (are there any cost implications?)
- When will this project be complete?

**DO:**

Once the groups have finished, ask them to present their ideas back to the wider group and get feedback from the wider group on their activities.



BREAK / GAME (10 minutes)

ACTIVITY 2:

GOALS IN TO ACTION (30 minutes)

**SAY:**

Now that you have developed a plan, (or a long term goal). Now I want you to think of the steps that will lead you to reach your goal.

- What are the steps you need to take to reach your goal?
- Make a task list and identify who needs to be responsible for each of the tasks and by which date
- Decide how often you will meet with your group to prepare and plan for your activity.

**DO:**

Visit each group to check that their plan is on the right track and realistic.

**SAY:**

You will start to prepare your plan for activities. After the MSMW sessions, you can take some time in your groups to plan and organize your activities. So come prepared.

**ASK:**

Do you have any questions or need anything clarified?



CLOSING ACTIVITY



FGD

with mothers on early marriage

21 POSITIVE FEMALE ROLE MODELS (11-13)

OBJECTIVES:

- Identify some of the qualities of a positive female role model within themselves
- Identifying individuals from their community that they can look up to as positive role models in their life.

MATERIALS:

Flip chart paper, colored markers, colored pencils, ball, scenario cards.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

WHAT IS A ROLE MODEL (25 minutes)



DO:

Draw a picture of a girl on the flip chart.



SAY:

This is Samira, she is 17 years old and she is a volunteer at the safe space. She supports the activities for girls aged 11-13 in the centre. The girls at the community centre say that she is a good role model for them.



ASK:

What is a role model?



SAY:

A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people.



DO:

Ask the girls to stand in a circle and pass the ball between each other. Each girl will give an example of a role model in their life and one quality of this person. Tell them to think of someone – preferably a woman or a girl, doing something that they love or care about, this can be anyone from a mother, an artist, an outreach worker, someone doing something from their community, to a doctor, a scientist etc.

ACTIVITY 2: ROLE MODEL CASE STUDIES (30 minutes)



DO:

Split the girls into groups and give them each a scenario card to read.

Ask them to think about the following questions in their group and then to present back to the wider group:

- What are the qualities of this person that will make a good role model
- What are the characteristics of this person that won't make a good role model
- Would you like to have a role model like this? Explain your answer

Case Study 1:

My name is Amal and I am 17 years old.

I am still studying at school and I dream of going to university.

I am the oldest of my siblings – I have 2 brothers and 2 sisters.

I have a lot of responsibility in the home, but I try to manage my time well.

Many of my friends also come to me for advice, and if I can, I will point them in the right direction.

I would love to be a role model for younger girls.

Case Study 2:

My name is Rihab and I am 16 years old.

I left school recently and got engaged. It was my decision to leave school,

I really want to get married and start a family and I believe I have studied for long enough. I think

I am very mature for my age and have many qualities

Sometimes I have problems with my fiancé or with my family and I don't know anyone I can turn to.

I don't trust my friends with my secrets.

I could be a good role model for younger girls, with some support.

Case Study 3:

My name is Sana and I am 18 years old.

I had to leave school to help my parents to earn an income.

I loved school, and always help my brothers and sisters with their homework.

I also love to write poetry, I am very skilled in this.

I don't have much free time due to my commitments in the house and with work.

I wish I had more time because I would love to be a role model for younger girls.

Case Study 4:

I am Soha, 17 years old still at school and very active in my community.

I attend a community centre and many of the things I learn here, I share with my family and friends.

I like to share my skills with other people

I organize a small class of art at the community centre.

My family life is sometimes difficult and these things help me to stay busy and focused.

I think I would be a good role model as I have good skills to share with other people.



GIRL CHAT:

Do you think that girls can be role models even if they are facing their own challenges and difficulties?



BREAK/GAME (15 minutes)

ACTIVITY 3:

ROLE MODELS FROM THE COMMUNITY (30 minutes)

**DO:**

Identify someone from the community, who is a role model, this can be someone who has completed their education, organizes activities in their community, and has an inspiring story to tell. This could be someone who girls/women turn to, someone who is a natural leader etc. This could even be a teacher or outreach worker.

**DO:**

Ask this person to tell their story about their personal achievements.

Some guiding questions for the role models:

- Who are you? Tell us about you, where are you from, how old are you, did you complete school?
- When did you come to Lebanon (if Syrian)?
- How do you spend your time?
- What kind of success you would like to share with us?
- How did you hear about IRC?
- What is your relationship with IRC (if any)
- What positive messages would you like to share with girls?
- Can you tell us more about your role in society?
- Despite the challenges that you may have faced, how have you managed to deal with this and achieve the things that you wanted do?

**ASK:**

Do you have any questions for our guest?

ACTIVITY 4:

PREPARATION FOR THE NEXT SESSION (10 minutes)

For preparation of the next session, the girls will need to split into small groups (total of 4 groups) and prepare a session on something they are interested in. This can be revisiting a topic we have done in the past or a new topic or an activity. They can ask the facilitator for support during the week, to prepare these sessions. The girls should think about what materials they need, any support with information or planning. The girls will have 20-25 minutes to facilitate their activity.



CLOSING ACTIVITY



INVITATION LETTER

for mothers to mother/daughter day trip

21 POSITIVE FEMALE ROLE MODELS (14-18)

OBJECTIVES:

- Identify some of the qualities of a positive female role model within themselves
- Identifying individuals from their community that they can look up to as positive role models in their life.

MATERIALS:

Flip chart paper, colored markers, colored pencils, ball, scenario cards.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

WHAT IS A ROLE MODEL (25 minutes)



ASK:

What is a role model?



SAY:

A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people



DO:

Split the girls in to small groups and ask them to think about what makes someone a good role model and what characteristics does this person have (they can list them down)
Capture the common characteristics from each group to summarize what the key qualities and characteristics the girls look for in a role model.



GIRL CHAT:

- Do you have a female role model in your life right now? (Tell them to think of someone – preferably a woman or a girl, doing something that they love or care about, this can be anyone from a mother, an artist, an outreach worker, someone doing something from their community, to a doctor, a scientist etc.)
- What makes them a good role model?

ACTIVITY 2: ROLE MODEL CASE STUDIES (30 minutes)

do

DO:

Split the girls into groups and give them each a scenario card to read.

Ask them to think about the following questions in their group and then to present back to the wider group:

- What are the qualities of this person that will make a good role model
- What are the characteristics of this person that won't make a good role model
- Would you like to have a role model like this? Explain your answer

Case Study 1:

My name is Amal and I am 17 years old, I am still studying at school and I dream of going to university. I am the oldest of my siblings – I have 2 brothers and 2 sisters. I have a lot of responsibility in the home, but I try to manage my time well because I don't want my parents to tell me I have to leave school as I am not doing my household responsibilities. It hasn't been easy to convince my parents to let me stay at school, but I have negotiated with them and gained their trust. I try to explain why it's important for me to stay in school and what it means for my future. Like all girls my age, I have problems, but when I have experienced problems in the past, I turn to people I trust who can advise me and guide me. Now, many of my friends also come to me for advice, and if I can, I will point them in the right direction. I would love to be a role model for younger girls.

Case Study 2:

My name is Rihab and I am 15 years old. I left school recently and got engaged. It was my decision to leave school, I really want to get married and start a family and I believe I have studied for long enough. I think I am very mature for my age and have many qualities. My friends always come to me for advice and I think I give good advice. Sometimes, if my friends share their problems with me, I might tell someone else about their problems, just to see what that person would advise. I don't tell my friends I do this though! Sometimes I have problems with my fiancé or with my family and I don't really know anyone I can turn to. I don't turn to my friends because I think they might gossip about me. I think I could be a good role model for younger girls, with the right guidance and support.

Case Study 3:

My name is Sana and I am 16 years old, I had to leave school to help my parents to earn an income. I loved school, and always help my brothers and sisters with their homework; I like to read their school books sometimes. I love English, and wanted to become an English teacher, maybe one day I will achieve my dream. I also love to write poetry and I like to share this with my friends. I am mature and sensible; I think I am able to give good advice. I would love to be a role model for younger girls, my problem is, that I don't have much free time due to my commitments in the house and with work. I attend a community centre, I do a course in English, but even that is hard for me, as some days I cannot go due to my other tasks, so I miss many things. Maybe, if the situation of my family changes, I will have more time to do the things I want to do, but for now, I must continue to support my family.

Case Study 4:

I am Roula and I am 18 years old, I got married last year and I left school when I was 16 years old as my parents thought it was time for me to get married. I enjoyed school very much and was very happy there! But I also didn't want to disappoint my parents. So I got married. It hasn't been easy, I wasn't ready to get married as I was very young, and there were many things for me to learn.

I miss being at home with my brothers and sisters and sometimes I feel lonely. I don't see my friends much now, as I have responsibilities in my new home. I like the idea of being a role model to younger girls, to be able to encourage them to stay in school, now that I know the importance, now that I know what can lie ahead when you get married. I would like to encourage them to stay in school, to help them find ways to reason with their parents.

Case Study 5:

I am Soha, 14 years old still at school and very active in my community. I attend a community centre and many of the things I learn here, I share with my family and friends when I return home. I especially like to share with them information I receive around hygiene or decision making, problem solving. I am also very creative and I like to do art. I like to share my skills with other people and I even organize a small class of art at the community centre. My family life is sometimes difficult and these things help me to stay busy and focused. I think I would be a good role model as I have good skills to share with other people. But sometimes, when things at home are getting really bad, I feel sad and then I don't like to do anything or see anyone. But still, if I have commitments such as my art class, I go and I always feel happy that I did it.



GIRL CHAT:

Do you think that girls can be role models even if they are facing their own challenges and difficulties?



BREAK/GAME (15 minutes)

ACTIVITY 3:

ROLE MODELS FROM THE COMMUNITY (30 minutes)



DO:

Identify someone from the community, who is a role model, this can be someone who has completed their education, organizes activities in their community, and has an inspiring story to tell. This could be someone who girls/women turn to, someone who is a natural leader etc. This could even be a teacher or outreach worker.



DO:

Ask this person to tell their story about their personal achievements.

Some guiding questions for the role models:

- Who are you? Tell us about you, where are you from, how old are you, did you complete school?
- When did you come to Lebanon (if Syrian)?
- How do you spend your time?
- What kind of success you would like to share with us?
- How did you hear about IRC?
- What is your relationship with IRC (if any)
- What positive messages would you like to share with girls?
- Can you tell us more about your role in society?
- Despite the challenges that you may have faced, how have you managed to deal with this and achieve the things that you wanted do?



ASK:

Do you have any questions for our guest?

ACTIVITY 4: PREPARATION FOR THE NEXT SESSION (10 minutes)

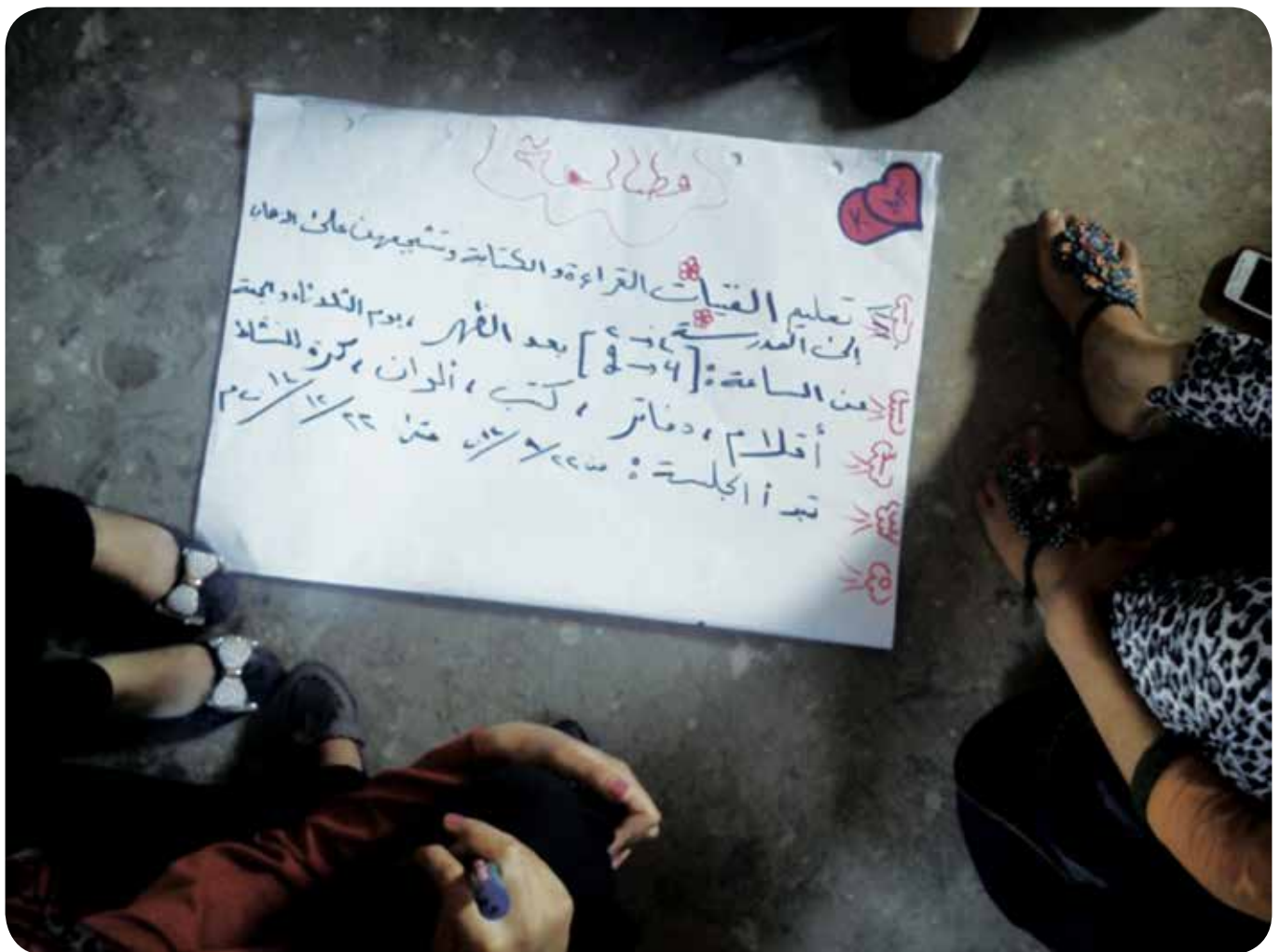
For preparation of the next session, the girls will need to split into small groups (total of 4 groups) and prepare a session on something they are interested in. This can be revisiting a topic we have done in the past or a new topic or an activity. They can ask the facilitator for support during the week, to prepare these sessions. The girls should think about what materials they need, any support with information or planning. The girls will have 20-25 minutes to facilitate their activity.



CLOSING ACTIVITY



INVITATION LETTER for mothers to mother/daughter day trip



Learning session with 14-18 girls in Akkar

22 GIRL FACILITATION SESSION

OBJECTIVES:

- Increase the girls confidence, communication, presentation and facilitation skills to facilitate activities
- Give them the opportunity to show the skills and knowledge they have gained over the duration of the course

MATERIALS:

Flip chart paper, markers, props, handouts/additional materials requested from the girls.



ICEBREAKER (10 minutes)



REVIEW OF PREVIOUS SESSION

ACTIVITY 1:

INTRODUCTION TO TOPICS (10 minutes)



SAY:

Today is your chance to facilitate the session, taking in to consideration everything you have learned over the last few months. You will all have the chance to present something that is important to you; this could be revisiting a topic we already discussed or providing information or an activity on a new topic.



ASK:

- How did you find the process of organizing something to facilitate? Was this easy or difficult?
- What support did you need to help you to achieve this?



ACTIVITY 2: GIRL FACILITATION GROUP 1 & 2 (40 minutes)

Document the following:

- What was the topic that the girls facilitated?
- What key approaches did they use?
- Was the information they provided accurate?
- What were their strengths?
- What were their weaknesses?
- Which girls can you identify that would be good as mentors/facilitators?
- What was the feedback on their session from the rest of the group?



BREAK/GAME (5 minutes)

ACTIVITY 2 CONTINUED: GIRL FACILITATION GROUP 3 & 4 (40 minutes)

Document the following:

- What was the topic that the girls facilitated?
- What key approaches did they use (look at FP assessment tool i.e. body language, clarification etc.)
- Was the information they provided accurate?
- What were their strengths?
- What were their weaknesses?
- Which girls can you identify that would be good as mentors/facilitators?
- What was the feedback on their session from the rest of the group?

Summarize (15 minutes)



ASK:

- How did you feel during the facilitation of the session?
- What were your favorite sessions and why?
- Who would be interested in doing something like this again?
- What support would you need?



SAY:

The sessions will come to an end in the coming weeks and the information being provided by us has almost finished. Now we want you to think about how to take this forward.



CLOSING ACTIVITY

23 MOTHER and DAUGHTER DAY TRIP

OBJECTIVE:

To build and develop the relationship the girls attending the course share with their mothers by providing them the space and opportunity to spend time together and do some mother/daughter relationship building activities.

MATERIALS:

Flip chart paper, markers, props, handouts/additional materials requested from the girls.

FACILITATOR NOTE:

- The mother/daughter day trip will provide girls attending the course the opportunity to bond with their mothers in an environment outside of the home, away from their daily routine. They will get the opportunity to take part in activities that they rarely have the opportunity to do. It will provide a space for mothers and daughters to share experiences and take the time to reflect on their relationship and how they can work to build upon this.
- If possible, organize two groups for the day trip based on age group (11-13 & 14-18).

Some things to consider:

- Ensure, where possible that mothers don't bring additional children unless absolutely necessary.
- Organize some bonding games for mothers and daughters to be incorporated in the day trip (some examples below).
- Explain the objective of the day trip to mothers and daughters.

ACTIVITIES :

OPTIONS FOR ACTIVITIES

Activity 1: Limbo (music,rope)

- Ask two volunteers to stand opposite each other (approximately 6 feet apart), holding the rope (about 4 feet from the ground).
- Ask the mother to pair with their daughters (holding hands). They should make a line on one side of the rope, in their mother/daughter pairs.
- Put the music on and ask each pair to go under the rope (bending backwards under the rope).
- If a pair touch the rope, they are out of the game
- Once everyone has had a turn, ask the volunteers to lower the rope and each pair does it again.
- They should continue to lower the rope (roughly 6 inches each time) until there is only one pair left.
- This pair wins the game.

Variations of Limbo:

Instead of walking forwards, try walking backwards, or make the pairs go under sideways.

Activity 2: Three legged race (scarves, ropes – 1 per pair, start line, finish line, whistle)

- The mothers and daughters should get into pairs.
- Ask the pairs to stand next to each other and put their arms around each other's waists.
- Give each pair a scarf and ask the girls to tie their inside legs together at the ankle (i.e. girl's right leg to their mother's left leg). Be careful not to tie the material too tightly or loosely. They should have some movement in the tie but not enough to move their legs independently.
- Let the pairs practice walking in pairs to get used to moving with three legs.
- Tell the pairs that they must stop and retie their legs if the scarf falls off.
- Get all of the pairs to stand at the start line and when you blow the whistle, they should race to the finish line.
- Give the winner a small prize

Activity 3: Things I love about you

Get the mothers and daughters to individually write down three things that they love about the other person and one thing that they would like to do to improve their relationship with each other. Ask them to share with each other (either privately in pairs or with the wider group)

Activity 3: Charades

- Split the group in to two teams, ask each individual to think of one phrase, movie, TV show etc. that will be commonly known to the group and to write this down on a piece of paper
- Everyone should put their papers in to two hats (1 hat per group) and the hats should be used by the opposing team.
- Each team member to pick out a piece of paper and act out the phrase to their group without talking.
- Set a timer of two minutes for the group to guess the phrase. The teams get one point for each one they get correct.

DISCUSSION



ASK:

- Have you had the opportunity to spend much quality time together in the past?
- Do you think it is important to make time for each other?
- How can mothers and daughters work on improving their relationships?



RESOURCE SHEET

Mother Daughter Day Trip

- If possible, organize two separate day trips based on the two age groups.
- Ask the girls what they would like to do (i.e. day of activities, lunch, spending time in the local nature etc.)
- Ask the girls for suggestions regarding where they would like to visit (they might be aware of places in the area they have heard of or visited, that they would like to go to).
- Speak to colleagues from the local community who might be able to advise on potential locations.
- Plan well in advance and ask the girls to suggest dates for the day trip to take place.
- If your budget is small, focus on one activity such as a lunch, entrance to an outdoor activity centre or for a local organization to do activities with the mothers and daughters.
- Ensure that the location you choose is safe, it is a good idea to go and see it before the day trip takes place to identify any potential hazards and have a plan on how to manage the mothers and daughters in the location.
- It is advisable to have volunteers or colleagues to support on the day of the trip, to answer questions, guide the mothers and daughters and help with general management of the trip.
- It is important to provide refreshments and snacks to the mothers and daughters for the trip, if there won't be a sit down lunch, you can provide things such as labneh sandwiches, manouche and cake.
- You might need to organize a bus to take participants to and from the location, so prepare in advance and make sure that the bus has enough capacity to take all of the mothers and daughters.
- Ask the mothers and daughters if you can take photos of the day trip, but be sure to agree with them what they feel comfortable with (i.e. no pictures of their faces).
- Look through the suggested activities in the mother daughter day trip session. It is important to do one or more of these activities and to encourage discussion between mothers and daughters during the day.

24 FOLLOW UP SESSION

OBJECTIVES:

- Provide the space for girls to complete their project preparations.
- Closure of curriculum.

MATERIALS:

End of course handout, assessment tool, ball, markers, flip chart paper, pens, paper.



ICEBREAKER (10 minutes)



PROGRESS UPDATE SINCE LAST SESSION

ACTIVITY 1:

FOLLOW UP QUESTIONS (30 minutes)



SAY:

Most of you should have had the opportunity to work on your projects.



DO:

- Ask each group to provide a brief update on where they are with their project (complete: How did it go? incomplete: what do they need to do to complete it?), and any general challenges they have faced.
- Give the girls time to discuss their projects in their groups and for those who have completed their project they can present back to the wider group on what their project was, who the target audience was and how the implementation went.
- For the other groups who have not yet completed their projects, visit them and answer specific questions they may have.



DO:

The girls may need to meet with you to discuss their plans further, arrange to meet with the groups (separately or altogether) and set up meetings to help them finalize their project preparations.



BREAK/GAME (10 minutes)

ACTIVITY 2: ASSESSMENT TOOL (20 minutes)



Summarize (25 minutes)



SAY:

You have finally completed the MSMW course and we hope that you have gained some key skills and knowledge and friends through the duration of this course. We want you to remain actively engaged with the centre, through other activities or as mentors. We have compiled an information sheet on all of the core things we discussed during the course for you to keep. Thank you for your participation; it has been a wonderful opportunity to work with this group.



DO:

Pass a ball around the room and get the girls to share one thing about their experience on the course and one thing they will take away with them that they will include in their everyday life.



Final comments:

Ask the girls if they have anything else they would like to share about the course or any plans they have moving forward.



DO:

Give the girls a copy of the end of course handout.



CLOSING ACTIVITY

G. ABBREVIATIONS

| | |
|-------------------|------------------------------------|
| IRC | International Rescue Committee |
| GBV | Gender Based Violence |
| WPE | Women's Protection and Empowerment |
| MSMW | My Safety, My Wellbeing |
| RH | Reproductive Health |
| STIs | Sexually Transmitted Infection |
| WGCC | Women and Girls' Community Centre |
| FGD | Focus Group Discussion |

H. SOURCES

The MSMW Curriculum was developed from existing curricula and materials and adapted to the context in Lebanon. Some activities were also developed especially for this curriculum. The following curricula and materials were used in the development of the MSMW curriculum:

- 1. IRC Girl Empower Curriculum** was adapted for the MSMW curriculum. Activities from the Girl Empower curriculum were used at numerous points in the MSMW curriculum.
- 2.** Adolescent Girls Empowerment Program Health and Life Skills Curriculum developed by Population Council, was adapted for the MSMW curriculum. Activities from this curriculum were used at numerous times in the MSMW curriculum.
- 3. IRC Our Bodies, Our Community Curriculum** for Liberian Girls and Young Women on Gender-Based Violence and Sexual Health was used in the Reproductive Health Sessions for 14-18 group.
- 4. ABAAD/UNICEF:** 'My body, what happens at puberty' video was used during the Reproductive Health Session with girls in the 11-13 age group (<https://www.youtube.com/watch?v=Z5SdRIq238k>)
- 5. Toolkit on 'Children and Adolescents' Sexual and Reproductive Health Rights'** was used for the Reproductive Health sessions, in particular, the following guides:
<http://resourcecentre.savethechildren.se/sites/default/files/documents/5817.pdf>
http://resourcecentre.savethechildren.se/sites/default/files/documents/information_guide.pdf
- 6. IRC/UNFPA:** 'Syrian refugee girls speak out on forced marriage' video was used in the Early Marriage session for both age groups: <http://youtu.be/ZKRDOZIX0Hk>
- 7. Photo Voice:** Ideas for the positive things in Lebanon session were adapted from Photo Voice: <http://www.photovoice.org/>
- 8. KAFA Citadel of Protection Toolkit on GBV in Emergencies:** Some activities were used in the GBV sessions for 11-13 group.

I. ANNEXES



i. Engaging Mothers During MSMW Curriculum Timeframe

| AG SESSION | ENGAGING MOTHERS |
|---|---|
| 1. Introduction and Goals | Invitation Letter |
| 2. Skills Identification | Initial FGD: Introducing course |
| 3. Making and Keeping Friends | |
| 4. Relationship with parents/caregivers | |
| 5. No Verbal Communication | |
| 6. Decision Making | |
| 7. Problem Solving | |
| 8. Managing Emotions | |
| 9. Confidence Building/Self Esteem | |
| 10. Reproductive Health (Part 1) | Invitation Letter |
| 11. Reproductive Health (Part 2) | FGD: Relationships with adolescents |
| 12. Healthy Relationships | |
| 13. Stress & Feeling Sad | |
| 14. Positive things in Lebanon (Part1) | |
| 15. Types of Violence | |
| 16. Safety Planning | |
| 17. GBV Scenarios and Response | |
| 18. Early Marriage | |
| 19. Positive things in Lebanon (Part 2) | Invitation Letter |
| 20. Project Planning session | FGD: early marriage |
| 21. Positive Female Role Models | Invitation Letter to mother/daughter day trip |
| 22. Girl Facilitation Sessions | |
| 23. Mother/Daughter Day Trip | |
| 24. Follow Up Sessions | |
| <p>Follow up with Girls: We suggest that you do a follow up session with the girls one month after they complete the curriculum to see how they are progressing and whether the curriculum has had a longer term impact on them.</p> | <p>Follow up with Mothers: We suggest that you do a follow up session with the mothers one month after their daughters complete the curriculum to see how they are progressing and whether the curriculum has had a longer term impact on their relationship with their daughters.</p> |

ii. Template Letters For Gatekeepers

- a. Invitation letter for initial discussion introducing the course
- b. Invitation letter for relationship with adolescents discussion
- c. Invitation letter for early marriage discussion
- d. Invitation letter to day trip



a. Invitation letter for initial discussion introducing the course

Date _____

Dear Parents/caregivers,

We would like to take this opportunity to give you some information about a new course starting at our [insert name of safe space/location of implementation] in the next few weeks called 'My Safety, My Wellbeing' where we will be addressing key issues that are affecting girls in their everyday life. This includes sessions on building positive relationships with parents, problem solving, decision making, safety and confidence building. We also plan to organize a day trip for mothers and daughters as part of this activity. The sessions will take place over 12 weeks, with 2 sessions a week for 2 hours per session.

We hope that this course will increase girls' skills and knowledge on key issues affecting them in this delicate phase of their life, increase their sense of safety and security and build their confidence. We would like to invite you to a discussion regarding the participation of your daughter on the course.

This will take place on _____ at _____

If you have any question, please do not hesitate to contact us on

We look forward to seeing you then

Yours Sincerely,



b. Invitation letter for relationship with adolescents discussion

Date _____

Dear Parents/Caregivers,

It was a great pleasure to meet some of you during our last discussion about the course. Your input has been an added value to our project.

We have already discussed with your daughters how they can maintain a good relationship with their parents as part of our 'My Safety, My Wellbeing' course. We would also like to take the opportunity to discuss with you, some of the issues you might be facing when dealing with your daughters as they are going through the adolescence phase.

Therefore, we would like to invite you for a discussion on _____
at _____.

We are really looking forward to meeting. If you have any questions, please feel free to contact us on _____

Thank you for considering being a part of this discussion.

Yours Sincerely,



c. Invitation letter for early marriage discussion

Date _____

Dear Parents/Caregivers,

We would like to invite you to a discussion to gain further insight on issues around marriage. As part of the 'My Safety, My Wellbeing' curriculum, we hold discussions around topics such as marriage and the responsibility that comes with this.

We would like to discuss some of the issues around marriage with the mothers of girls who attend the course to find out more about the decision making process around marriage and to get your thoughts and opinions on this very important topic.

Please join us for a discussion on _____ at _____.

We are really looking forward to meeting you again. If you have any questions, please feel free to contact us on _____
Thank you for considering being a part of this discussion.

Yours Sincerely,



d. Invitation letter to day trip

Date _____

Dear Parents/Caregivers,

We would like to take this opportunity to invite you to a mother/daughter day trip that is being organized as part of the 'My Safety, My Wellbeing' course that your daughter attends at (insert name of safe space).

The trip will take place on _____ at _____.

In order to make the necessary preparations for the trip, we would ask you kindly to confirm your attendance by _____.

The aim of the trip is to give you and your daughter the opportunity to bond in an environment away from your daily routine. There will be a number of activities during the day and snacks and refreshments will be provided.

We look forward to seeing you there.

Yours Sincerely,

Suggested Topics To Cover With Mothers

- a. Introduction to the course
- b. Relationships with adolescents
- c. Early marriage

a. Introduction to the course

Introduction:

- Start with a quick introduction so mothers can know the names of the other mothers and staff.
- Introduce yourself, and give a briefing about your role.
- Introduce the safe space and the activities offered there:
- Introduce the course:
- Key knowledge and learning (regarding Reproductive Health, Puberty, topics around safety of girls, decision making, relationships with parents) provide them with clarification on content of the topics if necessary
- Fun activity (photo activity – will help them build positive experiences in Lebanon); explain that the girls will be given cameras to take photos
- Facilitation of sessions (girls will have the opportunity to facilitate a session themselves, to help build their confidence and communication skills);
- Developing a project (the girls will be able to develop their own project by the end of the course)

Purpose of the course:

The goal of the 'My Safety, My Wellbeing' activities is to provide a safe environment where girls can be equipped with skills and knowledge about situations that affect their everyday life. The knowledge and skills they will gain in these groups, together with the friends that they will make, should help them to maintain a happy and healthy life. They should be better equipped to protect themselves from harm and threats to their physical and mental health. The topics were chosen based on an assessment conducted by IRC that took place with girls, mothers and fathers, both Syrian and Lebanese in early 2014.

The topics covered during the course:

Give them a copy of the module outline.



ASK:

1. Did you find that the topics reflect or respond to your needs that concern your girls?
2. Are there any other topics that you might find interesting but missing in the course?

- If you plan to take photos during the sessions, discuss this with the mothers to get their approval.
- Emphasize the importance of commitment on the course for the duration of the 12 weeks.
- Explain that they will be invited to attend a number of discussions throughout the duration of the course, looking at topics related to girls. Tell them that the next session will be on relationships with adolescents.
- Inform them of the mother/daughter day trip that is planned at the end of the course.

b. Relationships with adolescents (for mothers)

Objective:

To understand how to communicate better with adolescents, to learn how to handle disagreements.

Introduction (10 Minutes)

ACTIVITY 1:

HOW TO HANDLE DISAGREEMENTS (20 minutes)



SAY:

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



ASK:

- What are the key issues you face with your adolescent daughters?
- What do you think are the key issues that your adolescent daughters face with you?
- For majority Syrian refugee group, you can ask: what's the difference in the relationship with your children here and in Syria



SAY:

You have all identified key issues you face with your daughters and that your daughters face with you. Sometimes the disagreements you have with them may be due to external issues or things you are facing yourself and may not necessarily always be their fault. Living in a crisis situation, parents are under many pressures and stress which may affect the way they treat their children and it's important to remember the impact this situation is also having on them.



CHAT:

- Do you think that in some cases, your daughter's concerns/issues she faces with you are justified?
- What types of roles do you assign your daughter (i.e. household chores) and how much time does she spend on these? How can you strike a balance so that she has time for other things such as education/other activities?

ACTIVITY 2:

IDENTIFYING THE ISSUES (30 minutes)



ASK:

- How do you usually communicate with your adolescent daughters?
- How has the way you communicate with your adolescent daughters changed over time (compared to when they were younger/ or how has the way you communicate with your adolescent daughters changed since you moved to Lebanon)?



DO:

Read out the following scenarios and ask them how they would respond in this situation:

Scenario 1:

Your daughter is attending school and has a lot of homework to do, she also has many duties in the home that she needs to take care of, and she also wants to spend time with her friends. When you talk to her about her household chores, she says she is too busy to do everything you need her to do. How do you handle this situation?

Scenario 2:

Your daughter is spending a lot of time with her friends and you are worried that they are not a good influence on her. You are worried that she may be talking with boys or other people who you think do not have the best intentions for your daughter. When you try to speak to her, she becomes defensive and does not want to talk about it. How would you handle this situation?

Scenario 3:

Recently, your daughter has become very distant and sometimes rude to you and her siblings. You have noticed a change in her behavior since she reached puberty. Sometimes, when you try to discuss certain issues with her, she can be sensitive and not cooperative, How do you handle this situation?

**ASK:**

What could the mother and the daughter do to understand each other better?

ACTIVITY 3:**HOW TO COMMUNICATE WITH ADOLESCENT GIRLS (30 minutes)****SAY:**

There are specific skills that you can use to improve communication with children and adolescent girls in particular.

**ASK:**

- What do you understand about what children go through at the adolescent stage?
- Do you know any changes that occur at different stages?

**DO:**

Clarify with the following (give them a handout). These are just guidelines and dependent on many internal and external factors, girls may display different behaviors at different ages.

**ASK:**

Do you remember what it felt like to be this age?



Handout On Changes

CHANGES BY AGE

| | |
|--|---|
| <p>Early Adolescence (12-14)</p> | <ul style="list-style-type: none"> • Improved abilities to use speech to express oneself; • More likely to express feelings by action than by words; • Close friendships gain importance; • Less attention shown to parents, with occasional rudeness; • Tendency to return to childish behavior. |
| <p>Middle Adolescence (15-16)</p> | <ul style="list-style-type: none"> • Complaints that parents interfere with independence; • Extremely concerned with appearance and with one's own body; • Strong emphasis on the new peer group; • Periods of sadness as the psychological loss of the parents takes place; • Tenderness and fears shown toward opposite sex. |
| <p>Late Adolescence (17-19)</p> | <ul style="list-style-type: none"> • Ability to think ideas through; Ability to express ideas in words; • Greater emotional stability; • Ability to make independent decisions; • Greater concern for others; • Concerned with serious relationships. |

Some Tips: *(write them down)*

- **Encourage them to express their opinions:** even if you don't agree with them, make them feel that their opinion is being considered.
- **Show a genuine interest in their thoughts and concerns:** they are at a sensitive stage and some find it hard to express themselves. Be aware of the stages and take this in to consideration when dealing with adolescents .
- **Give them your time and attention:** even if your own life is chaotic, it's important to try and make time for your child, especially during this stage in their life.
- **Allow them to be sad:** don't expect them to always be tough, encourage healthy expression of their emotions.
- **Encourage and allow them opportunities to be helpful:** if you want them to assist with chores in the house, make sure they realize how helpful it is to you, they will be more likely to want to support.
- **Communicate, make sure they are aware of your capacity and limitations:** they should be aware that some things are out of your hands, be clear with them and give them the facts and make them aware of your own limitations and situation.
- **Be calm:** present your topics calmly and with facts.
- **Don't impose your opinions:** instead ask them what they think should be done in a specific situation. Encourage them to form solutions on their own, through guiding the process by asking questions and encouraging them to think through the pro's and con's.
- **Use 'I' Statements:** Use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments. These statements are about our own experience of the situation and not others. Which means you might say, "I feel sad because you broke my trust" instead of saying 'you are bad for lying to me'.

Discussion:

- As a parent, what are your needs to better improve your relationship with your daughters?
- If you could give one key message to your daughters, what would it be?
- Do you think there are any topics/awareness sessions we should be doing with your daughter that are not already covered by the curriculum?
- What changes (if any) have you noticed with your daughter since she has been attending the MSMW course?

c. Early Marriage

Objective:

Raise awareness on some of the effects of early marriage. Encourage discussion on long terms and short term impact of early marriage.

Below is a list of guiding questions you can use in your focus group discussion with mothers. There are also some key messages and information that is important to share with mothers.



SAY:

We would like to discuss the topic of marriage with you, to find out more about your ideas and opinions on marriage and also to provide you with some important information. First, we would like to show you a video that was developed in Jordan by girls who attend the IRC centre <http://youtu.be/ZKRDOZIX0Hk>



ASK:

- What do you think is a good age for a girl to get married?
- Who normally makes the decision on marriage?
- Is this different to the person you think should be making these decisions?
- What are some of the reasons why a girl might get married?
Here, mothers may mention reasons around protection and financial security for reasons of marriage. It's important to probe further and ask them what the long term consequences could be of this decision. It's also important to get them to think about alternative strategies they could adopt instead.
- What sorts of things may be important for a girl to do before she is married?
- If a girl gets married before she is 18, do you think this will have an impact on her?
- What could happen to a girl if she gets pregnant before she is 18?
- If your daughter tells you that she wants to get married but you don't think she is ready, what are some of the things you can do to convince her?
- If you have daughters that are already married, what are some of the things that you think they need support with to ensure a safe and healthy married life?

Key Messages:

- 1. Pregnant adolescents face a significantly higher risk of dying in or after childbirth.**
- 2. Adolescent mothers are less likely to receive health services due to delays in seeking care, reaching a facility, and obtaining care.**
 - *Physically younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis which need to be fully grown to be able to deliver a healthy baby.*
 - *Girls who become pregnant at an early age often have difficult deliveries because their pelvis is too small. This could lead to needing an operation to deliver the baby.*
 - *Young girls are at greater risk of weak blood or dangerous fits during pregnancy which can lead to exhaustion, infection, injury and death.*
 - *Young girls are also at high risk of delivering babies too early before the baby is ready to come out.*

3. Child marriage often results in separation from family and friends and lack of freedom to participate in community activities, which can have major consequence on a girls' mental and physical well-being.

Child marriage can deprive a girl from studying and education, losing friends, taking difficult responsibilities like raising children, unable to do the things we used to do, feelings of sadness and regret, health problems due to early marriage and pregnancy.


4. Child brides are at higher risk of violence, abuse, and exploitation.

- *A girl must grow and develop her capacities and enjoy the stages of adolescence, grow up and become ready and able to take the responsibility of home and raising children.*
- *If she doesn't get the opportunity to take her time to be ready for marriage, she has a higher chance of experiencing violence, abuse and exploitation.*
- *As minors, child brides are rarely able to assert their wishes to their much older husbands or negotiate safe and consensual sex.*

iv. Assessment Tool



This form is confidential and will not be shared with anyone

| | |
|---|---|
| My Safety, My Wellbeing Participant Card  | Code (Please insert your nickname + your favourite colour): |
| | Age: |
| | Location: |
| | Nationality: |
| Date: | |

| | | |
|---|--|--|
| Are you attending school? (please tick) | Yes | |
| | No | |
| If you are not attending school, why not? (please tick) | Too expensive | |
| | Need to work to bring money for the family | |
| | Need to look after siblings | |
| | No school nearby | |
| | It's too hard | |
| | Schools are not accepting us | |
| | It's not safe | |
| | I am planning to get married | |
| | I don't think school is useful for me | |
| | Parents don't allow me | |
| Bullying at school | | |
| Other (specify) _____ | | |

| | | |
|------------------------------|---------|--|
| Marital status (please tick) | Single | |
| | Engaged | |
| | Married | |
| | Other | |

How many friends do you have? _____

| | |
|---|--|
| When I am facing a problem with someone, I usually: | |
| Don't do anything, I keep it to myself | |
| I react in an aggressive way | |
| I deal with it in a very calm way | |
| Other: Please specify | |

| | | | |
|---|------|-----------|-------------|
| I feel comfortable expressing my opinion in a group setting | ★ | Never | Please tick |
| | ★★ | Sometimes | |
| | ★★★ | Often | |
| | ★★★★ | Always | |

| | | | |
|---|------|-----------|-------------|
| I am able to do things as well as most other people | ★ | Never | Please tick |
| | ★★ | Sometimes | |
| | ★★★ | Often | |
| | ★★★★ | Always | |

| What are some of the effects a girl can face if she gets pregnant before she is fully developed? | (You can tick more than one option) |
|--|-------------------------------------|
| Delivering a baby too early | |
| Her hair will fall out | |
| Difficulty delivering due to body still developing | |
| No effects | |
| Baby can suffer from many illnesses | |
| Unable to urinate | |

Ovulation happens _____ to _____ days each time before a woman menstruates or gets her period.

It is safe for a girl to wash her hair and shower during her period

| | | | |
|-----|--|----|--|
| Yes | | No | |
|-----|--|----|--|



| | | | |
|---|------|-----------|-------------|
| If I experience any type of harm I would feel comfortable to talk to someone about this | ★ | Never | Please tick |
| | ★★ | Sometimes | |
| | ★★★ | Often | |
| | ★★★★ | Always | |

| | | | | |
|--------------------------------------|-----|--|----|--|
| I feel safe in the area where I live | Yes | | No | |
| I feel safe because | | | | |
| I don't feel safe because | | | | |

What do you think is an appropriate age for a girl to get married?

| |
|-------|
| 10-13 |
| 14-16 |
| 17-18 |
| 19-21 |
| 22-25 |
| 25+ |



| | | | |
|--|------|-----------|-------------|
| When I experience a problem with my friends, I communicate with them in a good way | ★ | Never | Please tick |
| | ★★ | Sometimes | |
| | ★★★ | Often | |
| | ★★★★ | Always | |

| | | | |
|--|------|-----------|-------------|
| When I experience a problem with my parents, I communicate with them in a good way | ★ | Never | Please tick |
| | ★★ | Sometimes | |
| | ★★★ | Often | |
| | ★★★★ | Always | |





ICEBREAKER GUIDE

V. ICEBREAKER GUIDE

| TITLE | 11 - 13 | 14 + |
|--|-----------------|------|
| Name Game | ● | ● |
| Where Is My Other Pair? | ● | |
| Two Truths And A Lie | ● | ● |
| What if? | | ● |
| Fongo Bingo! | | ● |
| Let's Eat and Answer | | ● |
| Portraits | ● | ● |
| Match Card Game | ● ¹² | ● |
| Freeze Frame | ● | ● |
| Fruit Salad | ● | ● |
| Let's Change and Maintain | ● | ● |
| You Rock | ● | ● |
| Tasnim Said | ● | ● |
| Exchanging Faces | ● | ● |
| Walking on Different Patterns ¹³ | ● | ● |
| Light as a Feather and Heavy as a Rock ¹⁴ | ● | |
| Who Is The Leader? | ● | ● |
| Body Writing | | ● |
| The Animal Game | ● | ● |
| Count to Seven | | ● |
| Repeat the Moves | ● | ● |

12. Adaptation for 11-13 girls

13. Free adaptation from: Ruggieri V., Fabrizio M. E., Seminar on posture and gaze. Chair of Clinical Psychophysiology, Faculty of Psychology, University La Sapienza, Rome, 1995.

14. Ibid.

| TITLE | 11-13 | 14+ |
|---------------------------------|--------------|------------|
| Clothes Swap | ● | ● |
| Names and Adjectives | ● | ● |
| Yes or No Game | ● | ● |
| Castana Castana Bof | ● | |
| Felfoul and Falafel | ● | ● |
| Ice and Fire | ● | |
| Burst The Balloon | ● | ● |
| Elephant/Mouse/Cat | ● | |
| Matching Game | ● | ● |
| Parachute | ● | |
| Dandoushi | ● | |
| Camel Walker | ● | ● |
| Rabbit, Leopard, Turtle | ● | ● |
| Carving Statue | ● | ● |
| Open Rose , Close Rose | ● | |
| Taq Taq Taqiyyih/Hat Hat | ● | |
| The Cat and Mouse | ● | ● |
| O Kopita | ● | ● |







ICEBREAKERS and ENERGIZERS

Facilitators use games for a variety of reasons, including helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue.







Games that help people to get to know each other and to feel comfortable in a particular environment are called **icebreakers**. When people look tired and need a burst of energy to help them refocus, we use something called **energizers**. Sometimes these are both interchangeable.

This guide includes different types of icebreakers and energizers that have been tested with different groups of adolescent girls in Lebanon (Lebanese and Syrian girls). Some activities have been taken from other energizer guides, whilst some have been developed by the Adolescent Girl Officers, Focal Points and the girls themselves. Facilitators can pick and choose those that are most appropriate for their specific purpose and environment. We have also identified which icebreakers work well with which age group. This is flexible and only highlighted to provide you with some age specific guidance when doing these activities.







Name Game

| | |
|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/>  Energizer <input type="checkbox"/> |
|  MATERIALS | Small ball, music |
|  DURATION | 10 minutes |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks the girls to arrange themselves in a circle; 2. The girls throw the ball to each other as long as the music is still playing; 3. Once the facilitator stops the music, the girl who had the ball, is asked to introduce herself (name, hobby, current feeling if possible); 4. The facilitator should ensure that each girl had the chance to express herself and speak. |







Where is my pair ?

| | |
|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/>  Energizer <input type="checkbox"/> |
|  MATERIALS | Post it notes/ colored paper/ numbered paper |
|  DURATION | 25 Minutes |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator distributes one post it note per girl, (where two girls each have the same color post it note/ or if you don't have colored notes, you can number the notes instead) 2. The facilitator asks the participants, to search for the person who has the same color post it note as them (or same number); 3. Once found, the pair should share 4 details about themselves (e.g. name, age, hobby, favorite food) 4. The facilitator asks each pair to share their information with the group. |







Two Truths and a Lie

| | | |
|--|---|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 20 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks all the girls to arrange themselves in a circle and sit on the ground if possible; 2. Instruct each girl to think of three statements about themselves; two must be true statements and one must be false; 3. Each girl should share the three statements (in any order) with the group; 4. The group votes on which one they think is a lie, and at the end of each round, the girl reveals which one was the lie | |







What If

| | | |
|--|---|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | Cut out questions (See Annex), hat/box | |
|  DURATION | 20 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks the girls to sit in a circle on the ground and puts all of the questions in a box. 2. The girls will take turns to pick a question out of the box and answer it. 3. Note: the girls can pass, or choose a different question if they don't want to answer it. | |







Fongo Bingo

| | | |
|--|--|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | Bingo sheet, pens | |
|  DURATION | 20 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator gives each girl a bingo sheet to fill in. 2. The girls will go around the room to try and identify girls in the room who meet the description on the bingo sheet. The first one to complete one column or row, wins. 3. They must shout FONGO BINGO | |







Let's Eat and Answer

| | | |
|--|---|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | 2 bags of skittles | |
|  DURATION | 20 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks each girl to pick up a skittle from the bag without seeing its color. 2. If the girl picked up a green skittle, the question is: what would you like to achieve in life? 3. If the girl picked up a yellow skittle, the question is: What is your best quality? 4. If the girl picked up a red skittle, the question is: Who is your favorite female idol and why? 5. If the girl picked up a blue skittle, the question is: If you had the chance to realize one of your dreams/ wishes, which one would you choose and why? 6. If the girl picked up an orange skittle, the question is: If you had the chance to rule the world, what are the things that you want to change? | |







Portraits

| | | |
|--|--|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | 1 hat or bowl, colored pencils, A4 paper, sticky notes. | |
|  DURATION | 25 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks the girls to sit in a circle; 2. Ask each girl to write her name on a sticky note, fold it then put it in the hat or the bowl; 3. When the girls are done; the facilitator asks each girl to pick up a sticky note and draw a picture of the girl on the sticky note without sharing with the others the name she got; 4. When the girls are done; the group shares the portraits and tries to guess which portrait is of which girl. | |







Match Card Game

| | | |
|--|---|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | Pens, sticky notes | |
|  DURATION | 20 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator distributes to each girl two sticky notes; on which she is discretely requested to write her name and something unique about her; For example: (Sara – likes spicy food); 2. When the girls are done, the facilitator asks them to mix the notes up and place them in the middle of the floor; 3. The facilitator then asks each girl to take turns to match one girl to their interesting fact. 4. The group can tell her if she is correct or not and then move on to the next girl who can have a turn, and so on (until they are all matched) 5. For the younger girls, you can do the same activity, but ask them to fold the papers and put the name in one box and the 'something unique' in another box. They should choose one name and one unique thing and see if they are matching | |







Freeze Frame

| | | |
|--|--|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks the girls to move around the room and await her instructions; 2. The facilitator says for example: 'football', the girls are then asked to freeze their movement in a way to represent the word said by the facilitator; 3. The girl who doesn't freeze her movement, or gets it wrong, is out of the game | |







Fruit Salad

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator gives the girls a name of a fruit (3-4 different fruits depending on the size of the group) e.g. strawberry, banana, lemon, orange etc. 2. The facilitator asks the girls to listen carefully: When the facilitator mentions the name of a specific fruit, all the girls who have been assigned that fruit must exchange places; 3. The last girl to exchange her place loses 4. When the facilitator says fruit salad, all of the girls should swap places | |







Let's Change & Maintain

| | | |
|--|--|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | Paper and pens | |
|  DURATION | 20 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator distributes a piece of paper to each girl; 2. The facilitator asks the girls to divide their paper into two columns: The first one presents a bad habit and a way to change it; and the second one represents a good habit and the way to maintain it; 3. Once the girls are done; the facilitator gives the girls the opportunity to express in front of the group what they have written. | |







You Rock

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | Paper and pens, box/hat | |
|  DURATION | 20 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator gives each girl two pieces of paper and asks them to make a circle 2. The girls will write one nice thing (quality, positive word) about the person on their left and the same for the person on their right (with their name on it). 3. They will then put these in a box. 4. The facilitator (or a girl if she volunteers) can read these out to the group | |







Tasnim Said

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 15 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. The facilitator asks the girls to stand in a circle and listen carefully to the instructions; 2. When the facilitator says for example: 'Tasnim said kneel down, or put your hands on your lower back' etc. The girls are asked to do what Tasnim said, but if the facilitator says: 'Put your hands on your lower back', the girls shouldn't do that because Tasnim didn't say that! 3. The game continues until a single girl wins. | |

Exchanging Faces







| | | |
|--|---|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. One girl will start. She will make a face or a body posture to her neighbor on her right. 2. The neighbor will imitate the face and body posture, then she will turn to her neighbor on her right and make a different face/posture. 3. The game will continue until all girls make the faces or body postures. 4. You can do this two times or more, until the girls get better at the game. | |

Walking on different patterns¹⁵

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to remove their shoes and socks and feel the ground with their feet. 2. Tell them to start walking in circle. Then tell the girls to imagine that they are walking on different ground patterns, on the sand, on hot sand, then in the water, again on the sand, on stones, mud, ice, paper, cloth, mattresses, etc. 3. While doing the exercise, ask the girls to suggest different ground patterns/materials or objects they can walk on; mimic the movement with the whole body as if you are really walking on very hot sand, jumping for instance. 4. Show the sensation of relief when walking in water or on soft objects, or the sensation of annoyance when walking on stones. 5. End the exercise with mattresses, or with something soft and pleasant, before going back to where you are and feeling the ground once again. | |







15. Free adaptation from: Ruggieri V., Fabrizio M. E., *Seminar on posture and gaze*.
Chair of Clinical Psycho-physiology, Faculty of Psychology, University La Sapienza, Rome, 1995.

Light as a feather & heavy as a rock¹⁶







| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to make the feather fall in front of them and to observe it, then ask them to make it fly again and blow under it trying not to make it fall on the ground for a minute. 2. Then ask the girls to walk around and to feel exactly light as that feather. Then suggest another very light object, a piece of paper, and ask them to fly as pieces of paper. 3. Then ask if somebody wants to suggest another light object (i.e. balloon), continuing going around the room. Suggest now moving as you all are scarves. 4. Suggest objects that are heavier and heavier, ask the girls to give ideas every time. You may suggest airplanes, popcorn, jumping balls, mahallabieh, glue, a wheel, a piece of wood, a tree in the wind, a big stone and finally a big heavy rock to the point that they cannot move anymore. 5. Once all the girls are frozen in the rock position, tell them to feel how heavy they are, then suggest to them to start moving out from that feeling, going back to themselves and moving slowly their fingers, their hands, arms, toes, feet, legs and so on. Tell them to stretch all their body in all directions | |

16. Free adaptation from: Ruggieri V., Fabrizio M. E., Seminar on posture and gaze. Chair of Clinical Psycho-physiology, Faculty of Psychology, University La Sapienza, Rome, 1995.



Who is the Leader

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Participants stand in a circle. One person volunteers to leave the room. 2. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. 3. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. 4. The group protects the leader by not looking at her. 5. The leader must change the actions at regular intervals, without getting caught. 6. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader. | |



Body Writing

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls what word in English/French they wish to learn. 2. Show the group how to spell out the word by using full movements of the arms and the body. 3. All participants then try this together. 4. You can repeat this a number of times | |







The Animal Game

| | | |
|------------------|---|---|
| TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
| MATERIALS | Paper, pens | |
| DURATION | 5 minutes | |
| STEPS | <ol style="list-style-type: none"> 1. Give slips of paper to each member of the group. 2. Write the name of an animal on each slip (maximum 3-4 different animals depending on the size of the group). 3. Hand the papers out at random and after you count to three, each person should make the sound of the animal on their paper so that they can find the other members of their animal group. 4. The first group to find each other the quickest, wins. | |







Count to Seven

| | | |
|------------------|---|---|
| TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
| MATERIALS | N/A | |
| DURATION | 7 Minutes | |
| STEPS | <ol style="list-style-type: none"> 1. The group sits in a circle and one person starts the process of counting. 2. Each person then counts in sequence. When the counting reaches seven, the next person starts over with the number one. 3. Every time someone says a number, they use their hands to point out the direction that the counting should go in. | |









Repeat the Moves

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Everyone stands in a circle. 2. One person starts clapping their hands. The person to their right has to clap their hands then jump (for example) and then the person on their right has to clap their hands, jump and do a new move. 3. Each person repeats what has been done and adds a new move/posture/action. Go round the circle until everyone has had a turn | |









Clothes Swap

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask participants to stand in a circle. 2. One person will stand in the middle and ask the girls wearing the same colors/ accessories/shoes to exchange places. 3. The person in the middle will also exchange places, leaving one person with no place to go. 4. The participant that remains with no place in the circle repeats this exercise using different types of clothing. | |







Names and Adjectives

| | | |
|--|--|---|
|  TYPE |  Icebreaker  |  Energizer  |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Participants think of an adjective to describe how they are feeling or how they are. 2. The adjective must start with the same letter as their name, for instance, "I'm Amal and I'm amazing". Or, "I'm Hanady and I'm Happy." 3. As they say this, they can also mime an action that describes the adjective | |







Yes and No Game

| | | |
|--|--|---|
|  TYPE |  Icebreaker  |  Energizer  |
|  MATERIALS | N/A | |
|  DURATION | 7 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Split the girls into pairs. 2. Ask each girl to ask her partner a question with a yes/no answer 3. The partner should not use the words 'yes' or 'no' but try to use different ways to answer the questions. 4. When one of the girls loses, ask them to switch roles. | |







Castana Castana Bof

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to move around the room, doing silly movements. 2. Ask them to freeze when you say "Castana Castana Bof" 3. When they freeze, try to make them laugh with every possible method. 4. The last girl who manages not to laugh will be responsible for saying "Castana Castana Bof" and making the girls laugh in the second round. | |







Felfoul and Falafel

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Split the girls in two groups and ask them to stand in a line facing each other. 2. Allocate the 1st group the name 'Felfoul' and to the 2nd group 'Falafel'. 3. Tell the girls a story where you will be using Felfoul and Falafel very often. The first group should bow every time you say 'Felfoul' and the 2nd one every time you say 'Falafel'. 4. Try to confuse the girls while telling the story (saying felfoul and falafel very fast, repeating the same a number of times etc.) as the game will be funnier. | |







Ice and Fire

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Divide the girls into 2 groups: ice and fire 2. The ice group should catch the fire group. 3. When a girl from the ice group catches a girl from the fire group, she should freeze and stop moving. If it's the other way around, the ice group should melt. 4. The melted or frozen girl can go back to her initial state if a girl from her group touches her to free her. | |







Burst the Balloon

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | Balloons, Ribbons | |
|  DURATION | 7 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask each girl to blow up a balloon and tie it to her ankle. 2. Tell them that each girl has to protect her own balloon from bursting 3. The girls will try then to step on their friends' balloons to burst it in order to protect their own. | |

Elephant / Mouse / Cat







| | | |
|--|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Divide the girls into 2 groups. 2. Tell them that in each group, they need to decide which animal move they want to represent: the elephant, the mouse or the cat. 3. Every time you say STOP, the two groups have to do the animal move they chose at the same time. 4. The most powerful animal wins. 5. The mouse wins over the elephant, the cat wins over the mouse, the elephant wins over the cat. 6. The girls from the winning group decide together to eliminate one of the girls from the losing group. 7. The group with the highest number of girls at the end wins. | |

Matching Game

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask a volunteer to go outside. 2. Divide the girls in pairs and ask each pair to agree on a move. 3. Tell the girls to move around in the room, each pair should do the move they agreed on. 4. The volunteer has to match each pair doing the same move. | |







Parachute

**Note, that Parachute is not an icebreaker or an energizer, but it is a ritual that you can do in addition to the icebreakers at the beginning of each session, for groups you meet regularly.*







| | | |
|--|---|--|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 5 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls if they know what a parachute is 2. If it is too difficult for the girls to visualize, you can make a drawing of it or propose to have an umbrella, only the cloth of an umbrella. 3. Say: 'since the parachute is folded, we are going to open it. In order to open it we have to make two lines, close to each other. We go down. We open it on one side, then on the other side and then we open it wide and we step on it. The parachute is round. From the middle of it start many lines (indicate the center and the lines), so, each one of us has a triangle and every triangle has a color.' 4. Ask your neighbor: 'what is your color' OR with younger girls you can say: 'my color is YELLOW! What is your color?' 5. Once all the girls say their color, say: 'This parachute/umbrella will be with us all the time. We will come back to it at the end of our activity and we will close it.' | |

Cleaning & Closing the parachute



**Note, that Parachute is not an icebreaker or an energizer, but it is a ritual that you can do in addition to the icebreakers at the beginning of each session, for groups you meet regularly.*

| | | |
|--|---|--|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 5 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to stand in circle at the border of their triangle on the parachute and tell them: 'before closing our parachute we need to clean it, there are many things on it that makes it heavy. In cleaning it, we make sure we keep the good things on it because they are light; we will make light and remove the things that are heavy.' 2. Ask the girls to stand on the border of the parachute, on their triangle. Then ask them to imagine to take the color from it and to take a shower with it, and to cover all their bodies and to remove the heaviness on to the parachute. 3. Ask the girls to lift the parachute with their two hands and act as if you are lifting something very heavy. Pull it up and down, ten times, to remove all of the heaviness, counting all together loudly, acting as if the things on the parachute become lighter and lighter, and then put it back on the floor. 4. Ask the girls to stand in two lines, facing each other on two sides of the parachute, then together roll it, fold it and place it somewhere safe. | |



Dandoushi

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask one girl to volunteer to be 'Dandoushi' 2. Ask all girls to stand in a circle holding each other's hands, and to start walking in their circle, singing the 'Dandoushi song': 3. Girls: 'Trilla La Trilla La Trilla La La La, Hay!' 4. Dandoushi: 'Do you allow me to enter?' 5. Girls: 'What's your name?' 6. Dandoushi: 'Sanfoura' 7. Girls : 'No, No, Go away (Kish Kish Sanfoura), Tralla La Tralla La Tralla La La La Hay' 8. Dandoushi: 'Do you allow me to enter?' 9. Girls : 'What's your name?' 10. Dandoushi: 'Dandoushiiii!' 11. Girls: 'Welcome, welcome Dandoushi, where did you disappear? Disappeared here, here? Come on and choose one but keep your eyes closed!' 12. Then Dandoushi has to choose one of the girls to volunteer and take the role of Dandoushi and repeat a few times. | |







Camel Walker

| | | |
|------------------|--|---|
| TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
| MATERIALS | N/A | |
| DURATION | 15 Minutes | |
| STEPS | <ol style="list-style-type: none"> 1. The facilitator asks the girls to stand in a circle and listen carefully to the instructions; 2. When the facilitator sings 'Camel walker', with every statement, the girls must put her hands on different parts of her body that the statement is referring to. 3. The facilitator will try to confuse the girls by saying a statement and putting her hand on the wrong part of her body 4. The girls should not copy the wrong movement as they will lose. 5. The game continues until a single girl wins 6. Her reward is to lead the next activity if she wants to. Camel walker song: "جمل ماشي _ عالمماشي - جيت أضمه - فتح تمو - خطف شاشي" | |







Rabbit, Leopard, Turtle

| | | |
|------------------|--|---|
| TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
| MATERIALS | N/A | |
| DURATION | 10 Minutes | |
| STEPS | <ol style="list-style-type: none"> 1. The rabbit's movement is jumping, the tiger's movement is running, the turtle's movement is to move very slow, and freeze is to stop all movements. 2. Girls stand in a line at one end of the room, the aim is to reach the finish line 3. The facilitator will start the game, by saying the name of an animal and the girl should do the movement related to that animal. 4. If the girl does the wrong movement, she should return to the beginning of line. 5. The one who arrives at the finish line first is the winner. | |







Carving Statue

| | | |
|--|--|--|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input type="checkbox"/> |
|  MATERIALS | Scarf or blindfold | |
|  DURATION | 15 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask a volunteer to go outside the room. 2. Ask two girls to volunteer and make a shape with their body and remain still, like a statue. 3. The volunteer outside of the room should be blindfolded before she enters the room, she should touch the statues, after finishing, she has to guess which girls who were doing this. | |







Open Rose, Close Rose

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to hold each other's hands and stand in a circle. 2. Ask one girl to be a volunteer in the middle. 3. All of the girls should start singing 'Open rose, close rose' When they sing close rose, the girls should move in towards the middle of the circle (close to the volunteer) and when they say 'open rose' they should move away from the middle of the circle and away from the volunteer. 4. At the end they pick up the volunteer in the middle of the circle 5. Song "open rose, close rose" <p>فتّحي يا وردة ، ضمّي يا وردة ، هون بوسني خيي ، هون نزلني يا امي ، هون حبّيت شوكولاته ، هون بيت الخياطة.</p> | |







Taq Taq Taqiyyih/ Hat Hat

| | | |
|--|---|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | Hat | |
|  DURATION | 10 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to sit in a circle. 2. Ask one girl to be a volunteer. Holding the hat, she should move around the girls. 3. All of the girls start singing 'Taq Taq Taqiyyih', the volunteer should place the hat on the head of the girl where she is stood when the last words of the song are sung. 4. This girl should stand up and try to catch the volunteer, whilst the volunteers should try and sit in this girls place. 5. Song Taq Taq Taqiyyih' طاق طاق طاقيّة ، طاقيتين بعليّة ، رن رن يا رجب ، حوّل واركب عالمفس. | |

The Cat and Mouse

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input checked="" type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 15 Minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to stand in a circle holding each other hands. 2. Ask two girls to be volunteers, one to be the cat and the other, the mouse. 3. The mouse should be in the middle of the circle, while the cat should be outside the circle and try to break the protective circle of the girls in order to catch the mouse. 4. If the cat succeed in catching the mouse then she will be the cat, and the cat should be out. | |

O Kopita

| | | |
|--|--|---|
|  TYPE |  Icebreaker <input type="checkbox"/> |  Energizer <input checked="" type="checkbox"/> |
|  MATERIALS | N/A | |
|  DURATION | 5 minutes | |
|  STEPS | <ol style="list-style-type: none"> 1. Ask the girls to stand in a circle 2. Each girl will say "O Kopita" based on how they are feeling today e.g. if they are happy, they can sing it, if they are tired, they can do it with a yawn 3. After each girls has had a turn, suggest some ways to do it in a group e.g. scared voice, singing, angry, happy etc. 4. Give the girls the opportunity to suggest some different ways to say it as well | |

ANNEX

QUESTION CARDS



WHAT IF ICEBREAKER

| | | |
|---|--|---|
| | <p>If you had the chance to meet any person in the world, who would it be?</p> | <p>If you had the chance to live in a different historical era, which one would you choose and why?</p> |
| <p>If you were to raise an animal, which one would you choose and why?</p> | <p>Which skill do you feel that you need to acquire?</p> | <p>If you could relive one day in your life, what day would it be and why?</p> |
| <p>If you could change anything you want in your personality, what would it be and why?</p> | <p>What is the profession that you wish to exercise in the future?</p> | <p>What is your favorite TV program?</p> |
| <p>What are the things that you can not forgive?</p> | <p>List two of your qualities and two of your weaknesses.</p> | <p>Who is your favorite actor?</p> |
| <p>Tell us about a funny incident that happened to you or to someone you know.</p> | <p>What would you do if you win a big prize?</p> | |

BINGO SHEET

| | | | | |
|-------------------------------|----------------------------------|-------------------------------------|--|--------------------------------------|
| Is learning a language | Has never been on a plane | Has more than three brothers | Likes cats | Is right handed |
| Is left handed | Has ridden a horse | Has ridden on a motorcycle | Doesn't like chocolate | Met someone famous |
| Doesn't eat meat | Is an only child | Free space | Is good at art | Can play a musical instrument |
| Favorite color is red | Likes dogs | Doesn't know how to swim | Doesn't have a Facebook account | Plays a sport |

Compiled by Adolescent Girl Officers, WPE Team, Lebanon



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