



MODULE 1

CHAMPIONS OF CHANGE BEING ASSERTIVE



**FOR
YOUTH &
SEXUALITY**



Champions of Change for Girls' Rights and Gender Equality is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is a comprehensive global curriculum for girls' empowerment. The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The program is the sister curriculum to the Boys Champions of Change curriculum.

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SNAPSHOT: BEING ASSERTIVE

This module begins girls' journeys to becoming Champions of Change by building girls' awareness and understanding of themselves and their own capabilities in the context of their surroundings. All activities in this module are applicable to all ages.



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Topics include: assertiveness, communication, power, agency, life goals and decision-making.

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BEING ASSERTIVE

SETTING THE STAGE

WHAT IS ASSERTIVENESS?

Assertiveness relates to the way someone expresses her or himself. When an adolescent girl behaves assertively she expresses her feelings and interests directly and openly while having respect for the feelings and rights of others. Being assertive is important for girls to live happy lives and to reach their potential. Being assertive includes:

- Standing up for oneself, claiming one's rights, and refusing to be exploited or used.
- Standing firmly by one's beliefs without putting down others in the process.
- Rejecting undesirable behaviour from others.
- Rejecting unequal treatment.
- Overcoming submissiveness and upholding one's decisions
- Being able to reflect on oneself critically and accept feedback from others

In order to nourish assertiveness, girls need a set of knowledge, attitudes, practices and skills. But being assertive is more than a skill that girls can learn and practice. The Champions of Change model regards assertiveness as a state of mind and of being: it is about girls knowing whom they are, what they want and how to reach their goals. It is about girls being able to identify their talents and dreams, as well as the resources they need to continue to learn, grow and develop. It is about understanding how power works and gaining awareness of the kinds of power they have as individuals and with their peers. It is about communicating effectively and raising their voice for themselves and for others. Ultimately, it is about being able to bring about positive change.

The activities in this **Being Assertive** module focus on all these elements, which together contribute to becoming a more assertive Champion of Change.

WHAT IS THE FIRST STEP IN BUILDING ASSERTIVENESS?

A first important step for girls to experience 'power within' is to be aware of her own self-image. Self-image is the way people see themselves and is linked to their self-esteem. A girl who has high self-esteem has a positive regard of herself, feels valued and respected, and respects herself. The feedback and treatment we get from other people is a crucial influence on our self-esteem. Positive attention and compliments helps to grow self-esteem, whereas negative or lack of attention can lower self-esteem.

Activity BAS1: Self-Portrait: Nurturing Self-Esteem invites girls to think about how they see themselves, and how they can support each other in strengthening their self-esteem.



1. Adapted from: German Foundation for World Population (2006) Sexual and Reproductive Health Training Manual for Young People.
2. Plan Canada/Mozambique (2014) Apoio para Melhores Oportunidades para Raparigas Programme (AMOR). Girls and Boys Clubs Curriculum. Session C.1.

WHAT IS THE DIFFERENCE BETWEEN 'PASSIVE', 'AGGRESSIVE' AND ASSERTIVE?

Distinguishing between aggressive and assertive is very important when working with adolescent girls. When girls act assertively, they are often accused of being too aggressive or too masculine, because this has been understood as a traditionally male trait in many societies. While there is nothing wrong with challenging narrowly defined gender roles, in this case it is key for girls to understand that you aren't asking them to be **aggressive**, which involves hurting others. In a nutshell, the difference between being assertive and being aggressive is the way in which what one says and does affects others' rights and how they feel.

It may be easier for girls to distinguish between **passive** and assertive behaviour. However, spending time discussing this distinction with the girls is also important, because it will likely provide girls with a 'mirror' to assess their own behaviour. You will need to be sensitive as you hold this mirror up, because it may be painful to see how the qualities that others have complimented them on are in fact at the root of the unequal treatment they experience.

In this module, girls will learn to distinguish between these forms of behaviour by comparing them to three very different animals: a mouse, an elephant and a lion.³ The mouse symbolizes passive behaviour, because it is always quiet, seems nervous and prefers running away instead of confronting difficult situations. The lion symbolizes aggressive behaviour, because it imposes its will by scaring other animals without considering their feelings or their needs. Finally, the elephant symbolizes assertive behaviour, because it walks slowly but confidently. The elephant is very strong, but is also wise and respects other animals.

BAS BOX 1: ASSERTIVENESS AND THE CHALLENGE FOR BOYS

Although cultural contexts vary, boys and men are also pushed into certain behaviours. They are usually expected to be brave and dominant, even at the expense of others. Too often, 'don't act like a girl!' is used to insult boys if they are perceived to be 'too weak'. In other words, boys and men are often pushed into the aggressive behaviour of the lion. When a boy makes an attempt to behave assertively and take into account the needs and rights of others, he might be laughed at or excluded. For example: if a boy tells his friends that he wants to discuss with his girlfriend before deciding if he can go out that night, his friends will likely make fun of him and accuse him of being ruled by the girl.

In working with girls, it is important to support them in realising that boys can also be harmed by gender norms and that they are not just enjoying privileges. To note, **Activity DIA3: Dominant Masculinity vs. Gender Equality** in the *Dialoguing Gender* module supports girls in identifying both the privileges and the costs of dominant masculinity for boys and men.

Activity BAS2: The Mouse, the Lion and the Elephant

asks the girls to explore the differences between assertive, passive and aggressive behaviour, in order to embrace being assertive.



3. The idea of using animals to illustrate the three types of behaviour was suggested by Octavia Leonardo, Gender Assistant at the Inhambane PU in Plan Mozambique where we piloted several activities.

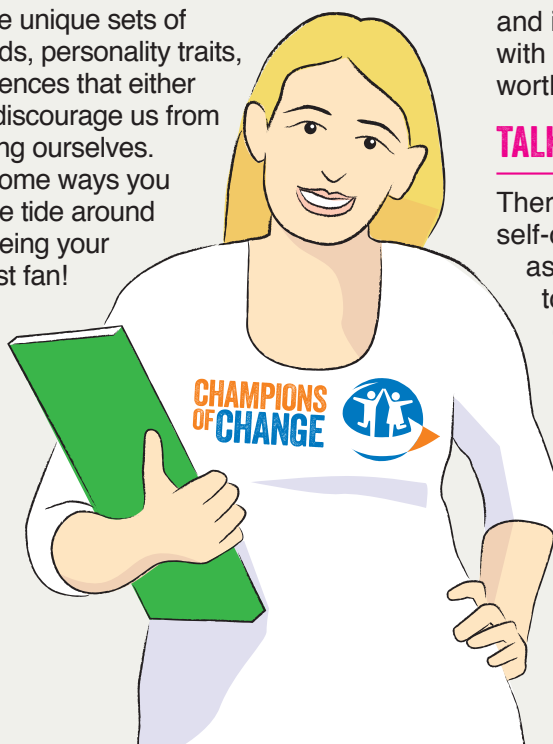
BAS BOX2: BE YOUR OWN BIGGEST FAN

An important step in supporting girls' empowerment is for you as a facilitator is to try to walk in their shoes. Fortunately, there is a growing number of online resources dedicated to supporting girls in being assertive. Such resources can help you to see the world through their eyes and imagine how they may feel throughout the programme. We encourage you to look for these resources which are often written from a girls' perspectives. For example, the contents of this box were adapted from the Smart Girls organization's online blog, which is "dedicated to helping young people cultivate their authentic selves". You can visit their blog to find many helpful posts that can support your work with adolescent girls:

<http://amysmartgirls.com>.

Sometimes, being a teenage girl can feel like the hardest thing in the world. Puberty, relationships, responsibilities, and societal and familial constraints and expectations can make every day seem like a struggle. Due to sexism and gender inequality that starts at birth, girls have an especially hard time gaining the skills and support to become confident and assertive individuals. With all of these pressures, it can be challenging for girls to let themselves shine—to speak positively about themselves, to take credit where it's due, and to accept praise from others.

We all have unique sets of backgrounds, personality traits, and experiences that either enable or discourage us from championing ourselves. Here are some ways you can turn the tide around and start being your own biggest fan!



REWRITE YOUR SELF-IMAGE

As we grow and develop, we come to—somewhat imperfectly—understand ourselves. Based on experiences and feedback from others, we draft a self-image that greatly shapes how we understand our abilities and perceive certain positive and negative situations: "I'm not good at sports." "I have to work harder than most people in order to be successful." "Making friends is difficult for me." Too often, we assume these are facts, and we use our past experiences to provide evidence to support these 'facts'.

The exciting thing about these false 'facts' is that you have the power to rewrite them. This will not only enable you to talk better about yourself, it can reshape how you feel about yourself. Reimagining your self-image into a more positive one is a key part of building (or rebuilding) your self-esteem. One way to do this is to find a positive way to rewrite the negative definitions you have about yourself: "I'm good at sports once I practice." "I'm a hard worker and a successful person." "Once people get to know me, they usually like me." Just as you found supporting evidence for negative definitions, seek and write down all the evidence for your positive definition.

Changing the way you see yourself takes time—and is much easier if you surround yourself with supportive people—but it's possible and worthwhile.

TALK ABOUT WHAT YOU DO AND LOVE

There's a much bigger difference between self-confidence and arrogance than is often assumed. For girls, who are always expected to put others before themselves, it can be even harder to talk about our awesome selves without being perceived as self-centered and rude. But we all have amazing talents and skills to share with others, and it's okay to share them! Think about your favorite female role models: they are probably pretty great at what they do, and they probably got where they are today by not being afraid to share their special gifts with the world.

BE A FRIEND TO YOURSELF

If you are someone who is especially hard on yourself, always feeling like you should have done better, try this exercise: imagine that you are speaking to your best friend. If she had just failed at something, would you tell her “Oh, you’re such a terrible failure, you’ll never amount to anything, you might as well just give up!” or would you be more kind and supportive, telling her that she did a great job and tried her best, and she will do better next time?

You will feel happier and more confident if you practice self-love, and this in turn will help you to be more successful in all that you do. We should treat ourselves as well as we would treat our best friends—we deserve it just as much as they do!

EMPOWER OTHERS TO DO THE SAME!

If you heard one of your best friends talking about how she’s getting better and better at drawing, how would you react? Would you think she was bragging? Or would you be excited for her and maybe ask her more about it? Be the support for your peers that you would want them to be for you. If you are able to show self-love and confidence, you will be an example for other girls to do so as well, and the more girls who are empowered this way, the stronger you will all be with your ‘power with’ each other.

The only thing more human than failure, is the will to strive, to dream, and to aim higher. The more we feel supported in our striving and goal-achieving, the less we feel afraid to fail. Make a commitment with your friends to tell each other about your achievements and your failures, and to create a safe environment where feeling proud and confident in yourselves is the easiest thing in the world.

WE SHOULD TREAT OURSELVES AS WELL AS WE WOULD TREAT OUR BEST FRIENDS— WE DESERVE IT JUST AS MUCH AS THEY DO!



This box is adapted from Charlotte Hammond (2015) 'Be Your Own Biggest Fan'. Amy Poehler's Smart Girls. Blog. [\[http://amysmartgirls.com/how-to-be-your-own-biggest-fan/\]](http://amysmartgirls.com/how-to-be-your-own-biggest-fan/)

WHAT IS ASSERTIVE COMMUNICATION?

Communication is the way people connect with each other to exchange ideas or messages. Clear and direct communication is very important for relationships with peers, family, friends and others in the community. For effective communication to take place, a person needs to express her or himself well and the message needs to be received and understood. Effective communication involves an equal exchange of information in which all parties act both as 'sender' and 'receiver'. If this exchange is unbalanced, the opportunity to connect is lost.

People communicate in different ways: with their words, actions, facial expression and body language. All of these ways of communicating need to be taken into account in order to deliver a message effectively and to make a connection. Assertive, aggressive and passive behaviours are expressed in the way people communicate with each other:

PASSIVE COMMUNICATION

involves delivering a message without expressing one's true thoughts or feelings; sometimes it involves not saying anything at all!

ASSERTIVE COMMUNICATION

involves delivering a message by honestly expressing one's thoughts and feelings; directly and clearly; showing mutual respect.

AGGRESSIVE COMMUNICATION

involves delivering a message with force and without thinking of the other person's feelings or rights; it tends to be confrontational and can rarely serve to make a connection.

Assertive communication requires a sender that can clearly express her or his message, and it also requires receivers who are respectful and active listeners. An active listener understands the message and shows interest in the conversation by asking questions, by not interrupting with her or his own thoughts, and by using active body language. It's very important for girls to understand that it takes two (or more) to communicate assertively!

LINK TO OTHER MODULES

The role of body language in assertive communication will be covered in more detail in the **Being Body Confident** module.



A good way to invite girls to practice assertive communication is to encourage them to follow three steps: first, speak about what you feel—not what others are doing or saying; then, explain clearly what is causing you to feel that way; and finally, directly state what you are asking for. See below for an example of a girl asking her mother to have her brother share household chores with her so she can have more time to study after school.

1. 'Mother, I feel sad and often feel tired...'
2. '...because I don't have enough time to study when I have to do so much work in the house.'
3. '...and I would like you to ask my brother to share household chores with me so that I can spend more time focusing on my studies'

In **Activity 3: Assertive Communication**, girls practice assertive communication and learn to give each other constructive feedback.



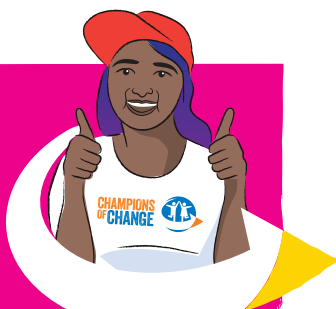
HOW DOES TEAMWORK CHALLENGE GENDER NORMS?

Gender norms tend to dictate that girls should be happy to quietly stay at home. Girls rarely have the same opportunities as boys to socialise with each other, which deprives them of important opportunities to develop social and leadership skills. They are often taught to behave passively: to be submissive, not opinionated, quiet and obliging: all attributes that are contrary to being assertive.

When girls are brought up this way, it may be difficult for them to change their mind-set and to embrace being assertive, especially if social norms around them remain unchanged. This is why belonging to a girls' club can be a powerful first step in challenging gender norms. Indeed, having a safe space to reflect about what it means to be a girl, to practice new skills and new ways of being, and to find support from other girls is crucial in a girls' journey to empowerment. Girls' clubs can offer such a safe space, and therefore have the potential to make a real impact in the girl's lives.

The club can also give girls the support they need to become a **Champion of Change**: somebody that positively influences the people around her, gains support to collectively challenge gender norms, and encourages other girls to be assertive in their lives as well. If a group of girls is supported to organize themselves to defend their own rights, they are likely to accomplish more significant change than a girl alone.

In Activity BAS4: Build the House – Build the Team, girls begin to practice working as a team, and discuss the challenges and benefits of working together to achieve shared goals.



WHAT ARE THE DIFFERENT FORMS OF POWER?

People often associate ‘power’ with domination or with the ability to impose one’s will. When asked to think about powerful people, often the first thing that comes to mind is a king, a president or a person who is physically strong. But this way of thinking about power is very limited because it only focuses on one experience of power. A more complete definition of power is: the ability or capacity to effectively communicate an idea, influence people and take action—and can be experienced individually or collectively. This definition understands power as a whole set of resources, ideas, knowledge and tools that anyone can use to effectively influence people or situations.⁴



Types of power can be broken down into three categories: power over, power within, and power with.

‘**Power over**’ is often what people first think of when they hear ‘power’—it is one person or group having the ability to impose their views, needs or desires over another person or group. This kind of power can have positive or negative effects, depending on how it is used. For example, a politician has ‘power over’ their citizens; some use it to do good, while others abuse this power. This power can be extra challenging for girls, because while boys are often encouraged to be leaders and to impose themselves over others, girls are taught not to question the authority that adults and boys hold over them.

‘**Power within**’ is individual feelings of self-esteem, value and dignity that enable one to take action. For example, a girl experiences ‘power within’ when she feels that she can express her own needs and wants with her partner or with family members. Using this kind of power can be extra challenging for girls because girls are generally raised to be quiet and polite while boys are expected to be noisy and imposing, which leads many girls to be shy and reserved and less likely to feel confident in their own capabilities. It can also lead to girls who do use their power within to be reprimanded or excluded.

‘**Power with**’ is the strength and capacity that is gained by working together with others, for example in a club of girls gathers every week to learn new things and talk about issues that matter to them. It refers to the power that we give each other when we cooperate to achieve a shared goal, and when we combine our different strengths, knowledge and ideas. This type of power is especially important for girls because, as mentioned above, girls rarely have equal access to this type of power, and it can be especially effective for making change.

The Champions of Change model works to promote girls’ empowerment and to foster a balance of all three positive types of power.

4. Plan International (2015) Champions of Change: Youth Promoting Gender Equality. Boy’s Manual.

WHY IS UNDERSTANDING POWER IN ALL ITS FORMS IMPORTANT FOR ADOLESCENT GIRLS?

An individual's ability to claim her or his rights is affected by how much they are valued, their social position and their power relative to others in society.⁵ Due to gender inequality, girls and women are often less valued and have lower social status than boys and men. They are generally excluded from decision-making processes and don't have access to 'powerful' positions where they may be able to change the course of events.

The importance of supporting girls to get a better understanding of 'power' is for them to realize that although they might be excluded from official decision-making processes, there are still plenty of ways in which they do have power.

In **Activity BAS5: A Story About Power**, girls learn about the different forms of power and practice recognizing them in their own lives.



**“THE MOST COMMON WAY
PEOPLE GIVE UP THEIR
POWER IS BY THINKING
THEY DON'T HAVE ANY”**

ALICE WALKER

WHAT IS AGENCY?

Being assertive is strongly related to whether a girl experiences a strong feeling of agency. 'Agency' is the ability to define one's goals, to make decisions that affect one's life, and to act upon them. Therefore, agency is about the ability to shape one's life according to one's rights, needs and desires. Agency refers to having the 'power within' needed to make a change and to having 'power with' others to work towards shared goals. Having agency is a necessity for living a happy and fulfilling life.

Girls and young women might find many challenges in bargaining or negotiating with others who have power. They are often not seen as equals or as capable of making their own decisions, and therefore are not allowed to negotiate for their own interest. Being excluded from decision-making processes often forces girls to find creative ways to achieve their goals and/or to stand up to those in power. This might mean that girls can only take small steps towards their goals. However, *'even if someone can't fully act upon their decision, if they have their own ideas about what they want in their life, and feel that they could take steps to achieve this, then they have agency.'*⁶

In working with adolescent girls, it is especially important to have this understanding of agency, because it helps to set realistic goals with them. The norms, traditions and power relations in their communities might prohibit girls from making radical changes in their lives. Even adopting assertive behaviour may put them at risk if their environment is not supportive. This is why working with the girls' families and communities through intergenerational dialogues is such an important part of the Champions of Change model.

5. Plan International (2013) Planting Equality: Getting it Right for Girls and Boys – Plan's Gender Equality and Child Rights Training Manual.

6. Ibid

WHY ARE LIFE-GOALS AN IMPORTANT ASSET FOR ASSERTIVE GIRLS?

Life-goal planning and decision-making strongly relate to agency and to being assertive. A life-goal describes what a person wants to achieve in life, for example: becoming a teacher, becoming an engineer, starting a loving family or moving to a big city. It is important for girls to formulate realistic and achievable life-goals. Furthermore, the more specific a life-goal is, the easier it is to identify the steps needed to reach it. For example, if a girls' dream is to become a teacher, she will need to consider: "What subject do I like the most?" "Where do I want to study?" and "How much will going to university cost me?"

Having collective goals is also an important part of being assertive. These goals play a double role: on one hand, they bring girls together thus building their collective power, on the other hand, they provide the opportunity to support each other to act upon their goals. Therefore, it is key to support girls in making links between their own personal goals, and the collective goals of their club.

In Activity BAS6: Imagining Our Future, girls learn about agency and practice setting individual and collective life goals.



HOW CAN WE SUPPORT GIRLS IN STRENGTHENING THEIR AGENCY?

As we saw above, making decisions is a big part of agency and of being assertive. However, it can be difficult for girls to make decisions because she may feel caught between what she wants, what her parents or guardians want, what her friends, teachers, and partners want. Also, some girls have never even been included in the important decisions that affect their lives, and so they may have little practice making decisions.

Therefore, it is important to work with girls to raise their awareness of every girl's right to make her own decisions. Even if she faces barriers to act on her decisions, just knowing what she wants is an important step in being assertive and empowered.

A good place to start is practicing making everyday decisions, particularly those that can have important consequences for achieving one's life-goals. A good decision is an informed decision that puts the girls' interests first, considers the interests of the people in her life that are important to her, and does not hurt others in the process.

Three key steps in making good informed decisions are:

1. **Stop and think:** making good decisions takes a little time!
2. **Know the facts:** don't just go on a feeling or a wish!
3. **Consider the consequences:** not all decisions will lead down the same path!

Girls will likely face many challenges in embracing being assertive, and in making their own decisions. Knowing what these challenges may be will allow them to prepare to face them. In fact, as they become Champions of Change, girls will practice the key skill of identifying possible challenges and sources of support for their goals. This skill will be practiced in most modules of this programme. Here, it is introduced in relation to the life goals they are beginning to identify, and in their ability to make decisions and to act upon them.

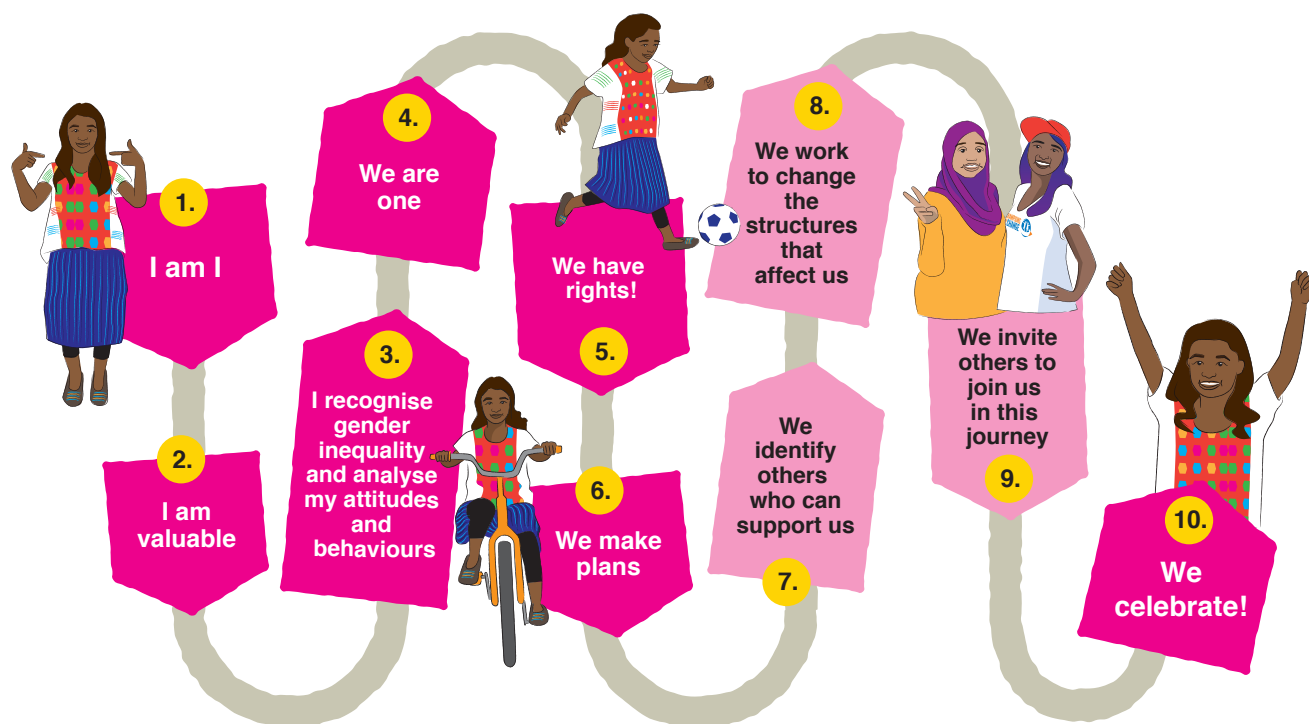
In Activity BAS7: Learning to Make Decisions, girls learn about making informed decisions and practice following three key steps to making good decisions.



CONNECTING TO THE JOURNEY

The activities in the *Being Assertive* module contribute to several steps of the girls' journey to empowerment. First, it invites the girls to affirm 'I am I' (1.) as they think about self-esteem and begin to discover what they like and what they don't like. As they begin to see themselves with appreciative eyes, they come to know how powerful it is to state that 'I am valuable' (2.), despite what they might have been told before. They will discuss power and agency, two important building blocks for 'recognising gender inequality' (3.). They will also begin to tell each other how valuable they are, as they take their first steps in learning that 'we are one' (4.). Girls will practice embracing assertive communication as a way of standing up for their rights, without putting down the right of others (5.) They will practice setting goals and identifying potential sources of challenge and support, key skills for the 'we make plans' (6.) stations. Finally, the module ends with an opportunity to 'celebrate' (10.) the beginning of their journey.

THE JOURNEY TO CHANGE



GLOSSARY

Agency	The ability to define one's goals, to make decisions that affect one's life, and to act upon them
Assertive	Expressing one's feelings and interests directly and openly while having respect for the feelings and rights of others.
Backlash	A negative reaction by a group of people to social or political change.
Champion of Change	Somebody that positively influences the people around her, gains support to collectively challenge gender norms, and encourages other girls to be assertive in their lives as well.
Communication	The way people connect with each other to exchange ideas or messages
Feedback	A way to help others consider changing by offering comments on their behaviour
Life-goal	What a person wants to accomplish in their life – it is like a dream that they have for themselves
Power over	When one person or group has the ability to impose their views, needs or desires over another person or group
Power within	Individual feelings of self-esteem, value and dignity that enable one to take action
Power with	The strength and capacity that is gained by working together with others
Self-image	The way one <i>sees</i> oneself and imagines other people see them
Self Esteem	The way one <i>feels</i> about oneself and their own worth, potential, abilities
Team	A group of two or more people that work together to accomplish shared goals.

GENERAL NOTES ON FACILITATION

On being aware of protection issues:

- The norms, traditions and power relations in girls' families and communities might prevent girls from making radical changes in their lives. Even adopting assertive behaviour may put them at risk if their environment is not supportive. Therefore, always take the time to discuss potential risks with the girls, and support them in finding ways to avoid backlash and safety issues by carefully questioning and pushing boundaries. This strategy will likely be more successful in bringing about sustainable change – not only for themselves but also for the next generation.
- For more suggestions on supporting girls who may be experiencing violence, please see the 'General Notes on Facilitation' section of the *Living Free from Gender Based Violence* module.

On individuality and diversity:

- You may find that girls are not used to workshop settings where they are asked to work in groups or to participate actively. Keep this in mind as you facilitate this module. Don't force anyone to participate if they are not ready, and make sure to follow up individually with girls who are having trouble in the workshop setting.
- Although the girls will go through these workshops together, the outcomes will be different for each and every one of them. It is very important for you as a facilitator not to see the journey to empowerment as a linear process that will be the same for every girl. Due to her unique personality and background, each girl will face her own challenges and discover her own talents along the way. For example, one girl might face most difficulties with the activity on decision-making, whereas another might struggle more with assertive communication. One girl might discover herself to be an excellent leader and

motivator, whereas another girl might be more comfortable working in pairs. Each girl will experience each activity in a different way, some might be immediately very useful to her, whereas another might not make sense to her right away.

- As facilitator you have the important task of coaching your group as a whole, but also of coaching each unique individual in your group. Make sure you don't fall into the trap of only praising those girls who understand activities immediately. In fact, those who take longer to engage with an activity might be coming from a difficult place in their own lives, and therefore deserve at least as much encouragement as girls who got it right away! The desired outcome of each girls' journey is being comfortable as her own unique self, equipped with some new skills. Therefore, each girl will express these newly acquired skills in a unique way.



On facilitating discussions:

- Having constructive group discussions is fundamental for the success of this and all modules. Engaging in discussions with their peers will help girls to reflect on what they learned and get a deeper understanding of it all. Furthermore, the experience of being part of a discussion with mutual respect will enable the girls to practice their newly acquired skills, including assertive communication, active listening, teamwork, goal-setting and decision-making. Your role as facilitator in guiding the discussion is crucial. Here are some general tips regarding the facilitation of any discussion throughout the entire program:
1. **Value all contributions, and make it clear that in most cases there is no 'right' or 'wrong' answer.** Take the time to thank each girl for her contribution and refer to the way she is expressing herself, not to *what* she is saying, when you give a compliment. Your questions should always ask the girls to express their own experience or opinion—do not ask about 'facts'!
 2. **Support girls to express themselves.** Be patient with girls who need some more time to get their point across, and ask the group to do the same.
 3. **Be careful with how you state your own opinion.** The girls will look upon you as a role model who must always have the 'right' answer. Therefore, if you present your own opinion with too much certainty, it may ruin the discussion and make the space feel less safe to those with a different opinion. If you feel an opinion needs a counter-argument, because, for example, it reflects a discriminatory belief, you can provide this by stating: "I also know some people say _____. What do you all think of that?" This may allow girls who share this other belief to feel safe speaking up about it.
 4. **Avoid discussions about 'facts'.** It is your responsibility as a facilitator to provide accurate information, leaving no room for interpretation. If girls are arguing about facts, stop the discussion and provide the correct information to the entire group. If you don't know or are unsure about the facts, be honest with the girls and say you'll close this discussion for now and come back to it next week, so you can have a chance to research it.
 5. **Ask open questions.** Asking about experiences and opinions should be done in a way that avoids 'yes' or 'no' answers. Try instead to ask "why", "how", or "what" questions. If girls are hesitant to speak up, try starting with some easier questions.
 6. **Make use of the guiding questions, but feel free to move away from them.** In all activities where you are having a discussion, you are provided with guiding questions. They are meant to support you to facilitate the discussion, but feel free to come up with your own questions, ask follow-up questions or leave some of the provided questions out.
 7. **Bring closure to discussions.** Always announce when you are going to close the discussion, for example by stating you'll ask for one more contribution. Finish the discussion by thanking the girls for all their contributions and briefly summarize everything that has been said. If appropriate, refer back to some of the Key Messages of the session.

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

The Being Assertive module addresses change at the individual and the family/community levels, with a stronger focus on the individual level. The institutional level is addressed in all other modules.

	KNOWLEDGE	ATTITUDES	PRACTICES
Individual	<ul style="list-style-type: none"> • Can distinguish between assertive, passive and aggressive behaviour. (BAS2) • Understands the links between agency and her ability to set goals and make decisions. (BAS 6) • Understands the links between her club's collective goals and her own life goals. (BAS 6) 	<ul style="list-style-type: none"> • Has a positive self-image and high self-esteem. (BAS1) • Values being assertive for herself and for her girl peers. (BAS2) • Values her girls' club as a team that works together to reach common goals. (BAS4) • Recognises and values her 'power within' as well as her 'power with' other girls in her club. (BAS5) • Values her life-goals as a roadmap for her own life journey. (BAS6) 	<ul style="list-style-type: none"> • Supports other girls in having high self-esteem. (BAS1) • Expresses herself assertively and supports her peers to do the same. (BAS3) • Makes decisions that are consistent with her life-goals. (BAS7)
Community/ Family	<ul style="list-style-type: none"> • Understands different forms of power (over, with and within) and how each relates to her own experience with power. (BAS 5) 		<ul style="list-style-type: none"> • Identifies different forms of power in her family and her community. (BAS5) • Identifies who and what can support or challenge her in achieving her life goals. (BAS8)

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BAS1: Self-Portrait: Nurturing Self-Esteem	45 minutes + take away assignment	<ul style="list-style-type: none"> • Has a positive self-image and high self-esteem. • Supports other girls in having high self-esteem. 	<p>Self-image is the way people see themselves, and is linked to self-esteem. High self-esteem means feeling good about oneself, being confident of one's own worth and abilities, and having high self-respect.</p> <p>The way someone is treated by others can have a strong influence on their self-esteem. Positive attention and compliments will help girls to grow self-esteem, whereas negative attention or lack of attention can lower their self-esteem.</p>	Girls begin by reflecting on the 'self', and by drawing a self-portrait to represent themselves, what they look like and what they are good at. Then they present their images and share their understanding of 'self' with the group. Finally, they reflect on what they can do to support each other's self-esteem.
Activity BAS2: The Mouse, the Lion and the Elephant	1 hour + take away assignment	<ul style="list-style-type: none"> • Can distinguish between assertive, passive and aggressive behaviour. • Values being assertive for herself and for her girl peers. 	<p>The way people behave can roughly be divided into three different types: assertive, aggressive and passive. Passive behaviour may seem polite, but it leads to disempowerment. Aggressive behaviour may seem empowered, but in fact it is a form of violence. Assertive behaviour is the most empowered way of interacting with others while still respecting everyone's rights and feelings..</p> <p>Being assertive is important for girls to live happy lives and to reach their potential. Therefore, embracing assertive behaviour is key for girls to begin their journey to empowerment.</p> <p>Girls can support each other in being assertive. In many communities, girls learn that they are supposed to be submissive and obedient and that they should not speak out for themselves. Girls need each other's support to challenge these rules and stand up for themselves.</p>	Girls are invited to embrace being assertive by differentiating assertive, aggressive, and passive behaviour. The girls work to illustrate this distinction using three different animals. Finally, they present their animals to the group and discuss the difference between these behaviours, as well as the merits of being assertive.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BAS3: Assertive Communication	1 hour + take away assignment	<ul style="list-style-type: none"> Expresses herself assertively and supports her peers to do the same. 	<p>Assertive communication is the best way to get a point across. This means expressing one's needs while still taking into account the feelings and rights of others. Practicing with peers and giving each other feedback allows girls to improve their communication skills and to support each other in embracing an assertive communication style.</p> <p>Communicating assertively will strengthen girls' self-esteem. Even if girls are not successful in influencing their lives when they communicate assertively, clearly expressing their needs and claiming their rights will encourage them feel good about themselves.</p>	Girls begin by discussing different communication styles that match the types of behaviour they learned about in the previous activity. Then, girls work in pairs to practice three different styles of communication through role-play. Finally, groups present an example of assertive behaviour and learn to give each other constructive feedback.
Activity BAS4: Build the House – Build the Team	1 hour + take away assignment	<ul style="list-style-type: none"> Values her girls' club as a team that works together to reach common goals. 	<p>Learning to work well in a team is a key skill of assertive girls. Girls need to be able to work as a group and support each other in order to overcome the challenges they will face in their journey to empowerment.</p> <p>Teams work best when they are made up of a diverse group of individuals who each play a different – but equally important – role. Some girls thrive as leaders, while others are more comfortable in a supportive position. Some girls are good at speaking in public, while others are better at making posters and planning activities. All roles are important for a team to be the best that it can be.</p> <p>To build a strong team, girls need to speak up, work together, participate actively, and build trust. Girls clubs offer girls the time and space to practice these skills while they build their team.</p>	Girls begin by discussing what it means to be a 'team'. Then, the group is divided into two teams: one group is blindfolded and must work together to create the outline of a house while the other group observes their teamwork. Finally, girls come together to discuss how what they learned in this activity relates to teamwork in their club.

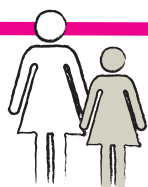
NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BAS5: A Story About Power	1 hour & 20 minutes + take away assignment	<ul style="list-style-type: none"> Understands different forms of power (over, with and within) and how each relates to her own experience with power. Recognises and values her 'power within' as well as her 'power with' other girls in her club. 	<p>As girls go on their journey to empowerment, it is important for them to understand that not all power is the same. This awareness can support them in understanding who holds 'power over' them, and how they can be supported by their 'power within' and their 'power with'.</p> <p>Building their 'power with' will support girls in becoming 'Champion of Change'. As Champions of Change, girls can positively influence the people around them, gain support to collectively challenge gender norms, and encourages other girls to be assertive in their own lives.</p>	Girls begin by discussing three different forms of power. Then, they hear the story of a young girl and work to recognize the different forms of power in her story. Next, they prepare skits to represent the girl's story, adding details that are relevant to their own lives. Finally, they discuss how boys and girls have different experiences with power, and how being aware of different forms of power can help them in their own journeys to empowerment.
Activity BAS6: Imagining Our Future	1 hour & 20 minutes + take away assignment	<ul style="list-style-type: none"> Understands the links between agency and her ability to set goals and make decisions. Understands the links between her club's collective goals and her own life goals. Values her life-goals as a roadmap for her own life journey. 	<p>'Agency' is the ability to define one's goals, to make decisions that affect one's life, and to act upon them. Being assertive and identifying one's 'power within' is strongly related to whether a girl experiences a strong feeling of agency.</p> <p>A life-goal is something someone wants to accomplish in life – like a dream for the future. Dreaming about the future can help people be aware of the decisions they need to make today.</p> <p>Girl Champions of Change will also have collective goals for their work together. Integrating these goals into life planning will support a commitment to shared dreams.</p>	After briefly discussing the meaning of agency, girls are invited to imagine themselves in one, five and ten years, both as individuals, and as a part of a group of girls and young women. Then they document their dreams by drawing or writing in their journals. Finally, they share their dreams and offer each other support in believing that they can all achieve their goals.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BAS7: Learning to Make Decisions	1 hour + take away assignment	<ul style="list-style-type: none"> Makes decisions that are consistent with her life-goals 	<p>Every girl has the right and the ability to make her own decisions. Even if she faces barriers to act on her decisions, knowing what she wants is an important step in being assertive and empowered.</p> <p>Everyday decisions can have important consequences for achieving one's life-goals. It is important to take time to reflect on possible consequences and before taking a decision.</p>	Girls begin by discussing examples of decisions big and small that they make in their own lives. Then, girls engage in an interactive story of two young people that have to make decisions. Finally, girls discuss the decisions that the characters in the story made, drawing lessons from their decision-making process.
Activity BAS8: Analysing Our Context and Supporting Each Other	1 hour & 15 minutes + take away assignment	<ul style="list-style-type: none"> Identifies who and what can support or challenge her in achieving her life goals. 	<p>Achieving one's goals may be challenging, but there are always others out there who can support us. Preparing to overcome the challenges girls may face includes identifying, friends, family members, and community members that can support them in achieving their goals.</p>	Girls discuss their life goals with each other and revisit the steps they need to take to reach them. Then, they work in small groups to envision what may support or challenge them in achieving their life-goals. Finally, they share this vision with the group and commit to supporting each other in reaching their life-goals. The activity includes a final section that serves as a closing exercise for the Being Assertive module.



ACTIVITY BAS1: SELF-PORTRAIT: NURTURING SELF-ESTEEM

Girls begin by reflecting on the 'self', and by drawing a self-portrait to represent themselves, what they look like and what they are good at. Then they present their images and share their understanding of 'self' with the group. Finally, they reflect on what they can do to support each other's self-esteem.



ALL AGES



45
MINUTES

WHAT YOU NEED

- Flipchart
- Markers
- Paper (enough for each girl)
- Coloured pencils and markers
- Journals (one for each girl)



LINKS TO KAPS

- Has a positive self-image and high self-esteem.
- Supports other girls in having high self-esteem.



KEY MESSAGES

- **Self-image is the way people see themselves, and is linked to self-esteem.** High self-esteem means feeling good about oneself, being confident of one's own worth and abilities, and having high self-respect.
- **The way someone is treated by others can have a strong influence on their self-esteem.** Positive attention and compliments will help girls to grow self-esteem, whereas negative attention or lack of attention can lower their self-esteem.



TIPS FOR FACILITATORS

- It is very important for girls to feel safe and respected. This will likely be the first curriculum activity for the girls as a group, and as such it is your opportunity to begin to create a safe space of mutual trust. To prepare, think about different ways in which you can make the girls feel welcome and comfortable.
- In this activity, you will introduce the girls to their journals and explain the first take-home assignment. Make sure you select a nice notebook that is not too small, as girls will use it throughout the program and beyond.



BEFORE YOU BEGIN

- Prepare to share your own self-portrait to the group as a way of inviting them to share their drawings. Make your drawing ahead of time so that you can focus fully on facilitating the activity.
- Copy the questions included in **Step #5** onto a flipchart so that the girls can refer to them while they are making their portraits. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Messages** onto a flipchart so that you can refer to them in **Step #13**. Keep the sheet covered until you are ready to use it.

This activity has been adapted from AMOR Girls and Boys Clubs Curriculum, Session C.1.1

STEPS TO FOLLOW:

In Plenary: Introduction (5 min)

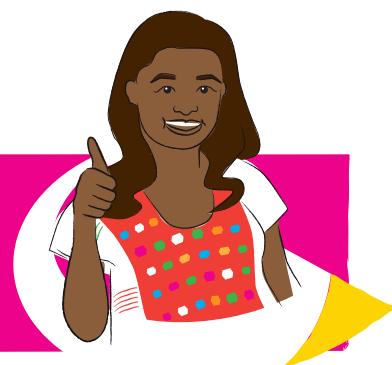
1. Welcome the girls to the first activity of the Champions of Change Girls' Curriculum!
2. Explain that with this program, we are embarking on a journey together, and a good place to start this journey is by taking a close-up look at ourselves.
3. Ask: **Does anyone know what self-image is?**
Take a few comments from different girls, and explain that self-image is the way we see ourselves.

Individually: Reflecting on the self (15 min)

4. Distribute a piece of paper, pencils and markers to each girl. Ask the girls to spread out so that they have some space but can still hear your instructions.
5. Take five minutes to lead the girls in a visualisation exercise. Invite everyone to sit comfortably. Ask them to take a deep breath and to close their eyes. Ask them to keep their eyes closed until you tell them to open them. Then, ask them to think about the following questions:
 - **How would you describe yourself?**
 - **What do you like doing the most? Think about the activities that make you feel happy and relaxed.**
 - **What do you like doing the least?**
 - **What things do you do really well?**
 - **What have others told you that you do well?**

TIP!

Read the questions slowly and use a soothing voice. Pause after each question to give the girls time to reflect on how they would answer it. If you notice girls opening their eyes, giggling, or not taking the activity seriously, gently ask the group to focus on the activity, and to continue to keep their eyes closed.



6. Ask the girls to open their eyes, and to take ten minutes to draw or paint a picture that represents who they are. Show the flipchart that you prepared ahead of time with these questions so that they can remember what to focus on when drawing their portraits.

TIP!

Explain to the girls that this is not a drawing contest: they should not focus on having the very best picture. Instead, ask them to focus on making a drawing that truly represents them.

In Plenary: Sharing our portraits (20 min)

7. When time is up, explain that these portraits represent their own 'self-image'.
8. Invite the girls to take turns sharing their portraits with the rest of the group, and to share something about what they have drawn. It may be best to share your own picture first, in order to set the tone for sharing.
9. When all the girls have presented their portrait, use these questions to facilitate a discussion about the way they think about themselves.
 - **Is it important to be aware of your self-image? Why or why not?**



STEPS TO FOLLOW:

- Is it easy to describe who you are? Why or why not?
 - It is easier to talk about things you like about yourself or things you dislike? Why do you think that is?
 - How did it feel to share your portrait with the group?
10. The discussion will likely touch on issues of self-esteem. Round up the discussion by asking:
Do you know what self-esteem is?
- Relate what the girls say to the following definition:
- Self-esteem** is the way you feel about yourself, how confident you are of your own worth and abilities, and how much self-respect you have.
11. Explain that we will all work to ensure that all girls have high self-esteem.
12. Lead a brief conversation about how they can support each other's self esteem by asking:
- **Do others influence your self-esteem? How?**
 - **What can we do to support each other in building high self-esteem?**

In Plenary: Wrap it up! (5 min)

13. Ask for two volunteers to present the activity's **Key Messages** from the flipchart you prepared ahead of time.
14. Ask if any girl would like to add any comments to these messages.
15. Explain that many activities will end with a brief take-away assignment. Some assignments will involve talking to others in their families and communities about what they are learning in their club. Others will ask them to think about a question, and to write in their journals about it. Sometimes, like in this activity, you will ask them to do both.
16. Distribute the journal notebooks, and ask the girls to take good care of them, as they will use them for many months. Ask them to always bring them to all club sessions.
17. Wrap-up the activity by explaining the following **take-away assignment**:



Spread the word! Ask the girls to give a compliment to a peer who is not in this club. Ask them to make sure to comment both on something about their looks and on something that they do very well.



Write it out! Paste the portrait you made in your journal and write about what it was like to make a portrait of yourself. After you complete your 'Spread the Word' assignment, write a little about what it was like to give a peer a compliment.

TIP!

It might be helpful to always write the take-away assignments onto a flipchart for girls to copy down in their journals before they leave the meeting.



ACTIVITY BAS2: THE MOUSE, THE LION AND THE ELEPHANT

Girls are invited to embrace being assertive by differentiating assertive, aggressive, and passive behaviour. The girls work to illustrate this distinction using three different animals. Finally, they present their animals to the group and discuss the difference between these behaviours, as well as the merits of being assertive.



ALL AGES



1
HOUR

WHAT YOU NEED

- 3 flipcharts
- Thick markers
- Loose sheets of flipchart paper
- Coloured pencils, paints and markers
- **Handout BAS-A: You are acting like a...** (one per group of six girls)
- **Handout BAS-B: The Mouse, the Lion, and the Elephant** (one for each girl)
- **Facilitation Sheet BAS2-A: Three Scenes**
- **Facilitation Sheet BAS2-B: Answer Key**



LINKS TO KAPS

- Can distinguish between assertive, passive and aggressive behaviour.
- Values being assertive for herself and for her girl peers.



KEY MESSAGES

- **The way people behave can roughly be divided into three different types: assertive, aggressive and passive.** Passive behaviour may seem polite, but it leads to disempowerment. Aggressive behaviour may seem empowered, but in fact it is a form of violence. Assertive behaviour is the most empowered way of interacting with others while still respecting everyone's rights and feelings.
- **Being assertive is important for girls to live happy lives and to reach their potential.** Therefore, embracing assertive behaviour is key for girls to begin their journey to empowerment.
- **Girls can support each other in being assertive.** In many communities, girls learn that they are supposed to be submissive and obedient and that they should not speak out for themselves. Girls need each other's support to challenge these rules and stand up for themselves.



TIPS FOR FACILITATORS

- Note that acting like the animals in **Steps #11** and **#12**, making their sounds and movements is an important ingredient in this activity. It makes it fun! Break the ice by taking on the role of one of the animals, and then ask the girls to repeat what you did.
- Think about which animals would best represent these behaviours within the girls' specific contexts, and consider modifying the activity using those animals instead of a lion, a mouse and an elephant.
- Review **Facilitation Sheet BAS2-A**, and think about how to present the three scenes so that they are locally relevant. For example, perhaps instead of asking for help doing household chores, the girl could be asking for help feeding the animals, if this is a more likely situation. Prepare to perform the scenes for the girls in **Step #2**. You can ask one of the girls to be your assistant, so that you have somebody to interact with.



BEFORE YOU BEGIN

- Copy the activity's **Key Messages** onto separate flipcharts so that you can refer to them in **Steps #15** and **#18**. Keep the sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (15 min)

1. Welcome the girls to the activity, and ask them about their take-away assignment:
 - **Did they get the chance to give a compliment to a peer?**
 - **How did it feel to do this?**
 - **How did the girl who received the compliment feel?**

Make sure to ask a few girls to share their experience.

TIP! If you are doing more than one activity each day, remember to ask about the take-away assignment next time you meet with the girls, after they have had time to complete it.



2. Explain that in this activity they will learn to distinguish between different types of behaviours. Tell them that you will begin by acting out three ways in which a girl can act when asking her brother for something.
3. Inviting a volunteer to help you, act out the three scenes you came up with using **Facilitation Sheet BAS2-A** for support.
4. Ask: **Which of these scenes is the most effective way of approaching somebody with a request?** The girls will likely agree that the third scene is most effective. If they don't, ask why they think the others are better.

TIP! Some girls may think that the passive option is the most effective way, particularly if this is the way they have always been taught to behave. If this comes up, take the time to explain that this may be the only way that girls are able to act in the families and communities, but that it is not particularly effective.

Other girls may believe that the aggressive option is the most empowered, particularly if they have grown frustrated by gender norms and seen other use violence legitimately. Take the time to explain that violence is never acceptable, and that if a girl ever becomes violent herself this should not justify other in using violence towards her.

In either case, explain that you will learn more about why these behaviours are not effective in throughout the activity.



5. Write the words 'Assertive', 'Passive' and 'Aggressive' as headings in three separate flipcharts. Ask the girls if they know what the differences are between them, and take notes of what they say in the corresponding flipchart.
6. Listen closely to what they say, and add any ideas to ensure the girls understand these terms as they are described in Handout BAS-B. Make sure to link these terms to the scenarios you acted out.
7. **Ask:** Can you think of three animals that can illustrate these different ways of being? Help them to come up with suggestions, or make your own (for example: mouse, elephant, lion).

In Small Groups: Passive, aggressive, and assertive (15 min)

8. Use a fun way to divide the girls into groups of six, and give each group a copy of **Handout BAS-A**, markers, and three blank sheets of flipchart paper.
9. Ask the girls to begin by drawing the animal that best represents passive, aggressive and assertive behaviour - one animal per sheet. Explain that groups don't have to all use the same animals.
10. Next, ask the girls to take 15 minutes to go through the characteristics listed in **Handout BAS-A** and to write them around the animal to which it belongs. For example, if they think that "always saying you are sorry" is a characteristic of the passive animal, they will write it next to the passive animal. Encourage the girls to add additional characteristics they think of that are not on the handout.

TIP! Make sure to visit each group to ensure the girls understood the instructions and are distinguishing between the three animals correctly.

In Small Groups and Plenary: Presenting our animals (20 min)

11. When the time is up, ask the girls to act out the animal they chose to illustrate 'passive behaviour'. Encourage them to move and make the sounds of the animal. Show them an example by acting and sounding like a passive animal yourself, first. Have the girls all join in at once, behaving like their passive animal. After a minute or so, have them stop and ask the girls: what animals did we have hear today? Make sure all animals are identified.
12. Repeat **step #11** for the 'aggressive' and the 'assertive' animals.
13. Next, go through the list of characteristics with the girls, asking what type of behaviour they think each one corresponds to. After each characteristic, have the groups check if they were correct. Check **Facilitation Sheet BAS2-B** to ensure all answers are correct.
14. Lead a brief discussion on the merits of being assertive by asking:
 - **What are the disadvantages of passive and aggressive behaviour?**
 - **Why is being assertive important for girls, especially?**
 - **What type of behaviour will you try to embrace from now on?**
15. Present the activity's first and second **Key Messages** using the flipchart you prepared ahead of time.
16. Explain that girls can sometimes find it difficult to be assertive because of way they are expected to behave. Ask: **Can you think of any challenges you may face in embracing assertive behaviour?**
17. Support the girls in identifying who or what may prevent them from being assertive in their families and in their communities.
18. Present the activity's third Key Message using the flipchart you prepared ahead of time:
 - **Girls can support each other in being assertive.** In many communities, girls learn that they are supposed to be submissive and obedient and that they should not speak out for themselves. Girls need each other's support to challenge these rules and stand up for themselves.
19. Explain to the girls that you will take a deeper look at how rules about what it means to 'be a girl' affects the way they act in the **Being Gender Aware** module of the Champions of Change programme.

In Plenary: Wrap it up! (10 min)

20. To wrap up the activity, invite the girls to think about what they learned by asking:
 - **Did you enjoy this activity? Why or why not?**
 - **What did you learn?**
 - **Do you have any questions or comments about what we discussed today?**
21. Distribute **Handout BAS-B**, and encourage the girls to look over it often to remind themselves of what it means to be assertive.

TIP! Take some time to explain that just like animals have different qualities, no girl is passive, aggressive or assertive all the time. We all have different ways of behaving at different times, or in reaction to different situations. However, the more assertive we are, the more we will advance in our journey to empowerment.

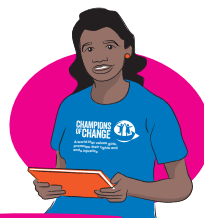


22. End the activity by explaining the **take-away assignment**:



Spread the word! Ask the girls to share the story of the three animals with a girl that is not in this club. Encourage them to discuss the different types of behaviour with her peer, and to think about times when they act like the different animals. Have them discuss how they can support each other in being assertive.

FACILITATION SHEET BAS2-A: THREE SCENES



Review the three scenarios below, and prepare to act them out for the girls.

SCENE #1

Do you think you could maybe help me a little, if you aren't too busy?

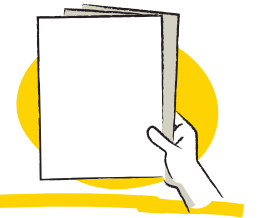
SCENE #2

Hey! You'd better get up and help me, or else...!"

SCENE #3

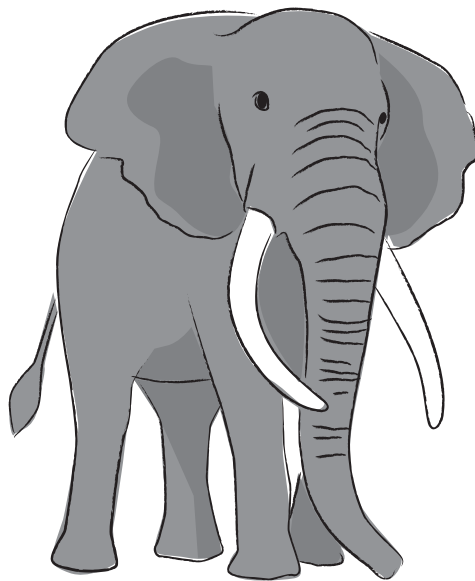
I would really like your help so that we can both have more free time.

HANDOUT BAS-B: YOU ARE ACTING LIKE A.....

























Read the following characteristics and decide which animal would be most likely to behave this way: the passive one, the assertive one, or the aggressive one. Then, write the phrase below the matching animal.

- Standing up for yourself with no regard for others.
- Standing with your body in a confident position
- Taking no action to claim your own rights
- Overpowering others
- Being confident without being “pushy”
- Reaching your own goals at the expense of others
- Remaining silent when something bothers you
- Shouting, not listening to others, saying others are wrong or pointing fingers at others
- Respecting yourself as well as the other person
- Giving in to the will of others because you are afraid
- Taking turns listening and speaking
- Apologizing a lot
- Speaking with confidence
- Putting others first, at your own expense
- Communicating balanced and specific points
- Expressing yourself in a way that threatens the other person
- Respectfully telling someone exactly what you want
- Letting others make decisions for you
- Expressing both positive and negative feelings
- Speaking quietly, laughing nervously, sagging shoulders, hiding face with hands
- Standing up for your own rights, without putting down the right of others
- Hoping to get what you want without actually having to say it

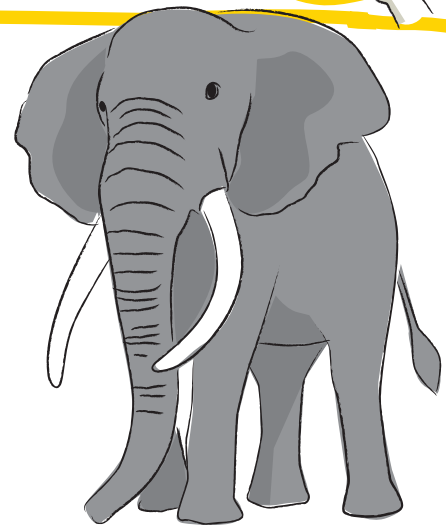
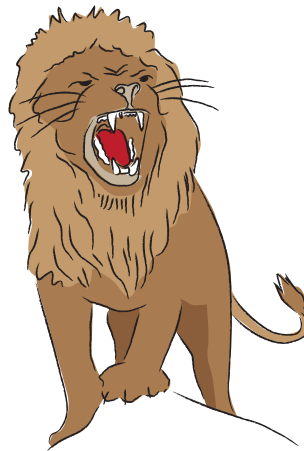
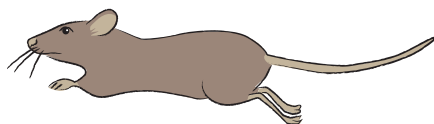


FACILITATION SHEET BAS2-B: ANSWER KEY



	PASSIVE	AGGRESSIVE	ASSERTIVE
Standing up for yourself with no regard for others.			
Standing with your body in a confident position			
Taking no action to claim your own rights			
Overpowering others			
Being confident without being "pushy"			
Reaching your own goals at the expense of others			
Remaining silent when something bothers you			
Shouting, not listening to others, saying others are wrong or pointing fingers at others			
Respecting yourself as well as the other person			
Giving in to the will of others because you are afraid			
Taking turns listening and speaking			
Apologizing a lot			
Speaking with confidence			
Putting others first, at your own expense			
Communicating balanced and specific points			
Expressing yourself in a way that threatens the other person			
Respectfully telling someone exactly what you want			
Letting others make decisions for you			
Expressing both positive and negative feelings			
Speaking quietly, laughing nervously, sagging shoulders, hiding face with hands			
Standing up for your own rights, without putting down the right of others			
Hoping to get what you want without actually having to say it			





HANDOUT BAS-B: THE MOUSE, THE LION, AND THE ELEPHANT



PASSIVE – THE MOUSE	AGGRESSIVE – THE LION	ASSERTIVE – THE ELEPHANT
<ul style="list-style-type: none"> • Hoping to get what you want without having to ask for it. • Expecting others to guess what you want or what you think. • Letting others decide for you. • Taking no action to claim your own rights. • Putting others first at your own expense. • Remaining silent when something bothers you. • Apologizing a lot. • Acting submissive: talking quietly, laughing nervously, sagging shoulders, avoiding disagreement, hiding face or mouth with hands. 	<ul style="list-style-type: none"> • Expressing your feelings, opinions, or desires in a way that threatens or hurts the other person. • Standing up for yourself with no regard for others. • Putting yourself first at the expense of others. • Trying to control others, or tell them what to do. • Reaching your own goals by taking advantage of others. • Acting confrontational: shouting, demanding, and not listening to others; always saying others are wrong; leaning forward; looking down on others; wagging or pointing finger at others. 	<ul style="list-style-type: none"> • Saying exactly what you want in a way that is not rude or threatening. • Standing up for your own rights without putting down the rights of others. • Respecting yourself as well as others. • Expressing positive and negative feelings. • Being confident, without being “pushy”. • Acting confident: being specific; using “I” statements; talking face-to-face with the person; being calm and respectful; using body language that shows you are standing up for yourself.
<p>The mouse symbolises passive behaviour, because it is always quiet and nervous. The mouse prefers running away instead of confronting difficult situations.</p>	<p>The lion symbolises aggressive behaviour because it gets its way by scaring other animals. The lion does not consider the feelings of other animals.</p>	<p>The elephant symbolises assertive behaviour, because it walks slowly but with conviction and confidence. The elephant is very strong, but wise and respects the other animals.</p>

ACTIVITY BAS3: ASSERTIVE COMMUNICATION

Girls begin by discussing different communication styles that match the types of behaviour they learned about in the previous activity. Then, girls work in pairs to practice three different styles of communication through role-play. Finally, groups present an example of assertive behaviour and learn to give each other constructive feedback.

 <p>ALL AGES</p>	 <p>1 HOUR</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipchart • Markers • Handout BAS-C: The Art of Giving Feedback (one per girl) 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Expresses herself assertively and supports her peers to do the same. 
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KEY MESSAGES

- **Assertive communication is the best way to get a point across.** This means expressing one's needs while still taking into account the feelings and rights of others. Practicing with peers and giving each other feedback allows girls to improve their communication skills and to support each other in embracing an assertive communication style.
- **Communicating assertively will strengthen girls' self-esteem.** Even if girls are not successful in influencing their lives when they communicate assertively, clearly expressing their needs and claiming their rights will encourage them feel good about themselves.



TIPS FOR FACILITATORS

- In this activity, girls are introduced to the art of giving and receiving feedback. This is an essential skill in being assertive and in supporting her peers to also be assertive. Make sure to spend some time coaching the girls on this technique so that you can continue to refer to it throughout the rest of the program.



BEFORE YOU BEGIN

- Review the three steps of assertive communication in the 'Setting the Stage' section of this module. Think about a scenario that you can use to act out the three steps, or use the one included as an example in that section. Prepare to act this out and to explain the three steps.
- Copy the names of the three steps as listed in **Step #5** unto a flipchart. Keep the sheet covered until you are ready to use it.
- Carefully review **Handout BAS-C**, and make sure you understand and are prepared to explain the 'sandwich technique' and the others components of giving and receiving feedback in **Step #14**.
- Copy the activity's **Key Messages** onto a flipchart so that you can refer to them in **Step #22**. Keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

In Plenary: Introduction (15 min)

1. Welcome the girls to this new session, and ask them to report back on their take-away assignment:
 - Did they share the story of the lion, elephant and mouse (or three other animals) with a peer?
 - What did their peer think of it?
 - Did they get the chance to discuss how they can support each other to be like the 'assertive animal' more often?

Ask a few girls to share their experience.

2. Explain to the girls that an important way of expressing assertive behaviour is by communicating about our needs, rights and desires with others.
3. Ask: **How would you describe assertive communication?**

Take notes of key ideas on a flipchart.

TIP!

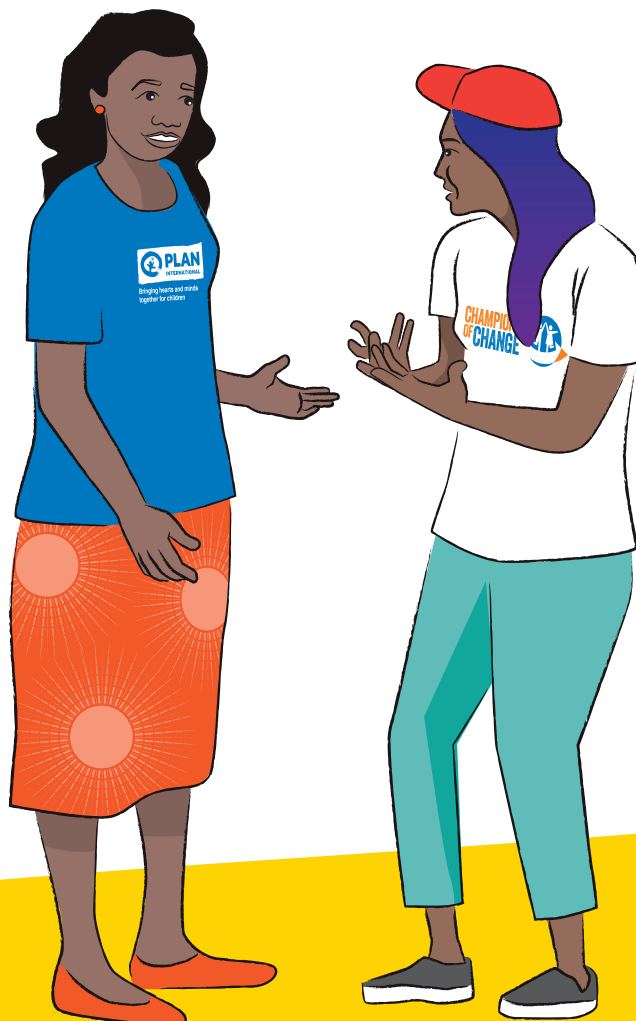
This part of the activity should serve as a review of what they learned in the previous activity. You can refer to **Handout BAS-B** to ensure girls mention all aspects of assertive communication.



4. Ask: **Who participates in assertive communication?**

Listen closely for any girl who mentions that it takes two or more people to communicate. Explain that communication takes a sender and a receiver. *Assertive* communication requires a confident sender and an *active* listener or receiver.

5. Use the flipchart you prepared ahead of time to support you in explaining the three steps of assertive communication:
 - a) State what you feel
 - b) Explain what is causing you to feel that way
 - c) Clearly state what you are asking for
6. Ask for a girl to volunteer to play the role of the mother, and act out the example you prepared, with you as the girl.
7. Explain to the girls that they will now work in pairs to practice assertive communication using these three steps.



STEPS TO FOLLOW:

In Pairs: Practicing assertive communication (15 min)

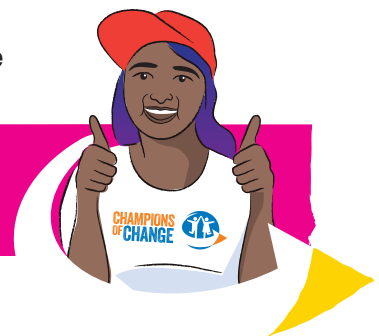
8. Invite the girls to select a partner for the next part of this activity.
9. Ask them to think about the example you just shared with them, and to take 3-5 minutes to identify and discuss a situation in their own lives in which they need to communicate with someone that is capable of changing something for them.
10. After they've chosen one situation to role-play, ask them to decide who will play which role and ask them to role-play the conversation, following the three steps of assertive communication.
11. When they are done, ask them to take five minutes to discuss what will most likely be the response of the receiver, and how they could deal with possible resistance. Based on this, ask them to determine what they could improve to make their communication style even more effective.
12. Finally, ask them to switch roles and try again, taking their discussion into account.

In Plenary: Presenting the skits and giving constructive feedback (20 min)

13. Explain to the girls that before you ask a few pairs to share their skits, you would like introduce them to a very important skill in supporting each other to be assertive: the art of giving and receiving constructive feedback.
14. Distribute **Handout BAS-C**, and ask the girls to follow along as you explain this skill. Answer any questions the girls may have about the 'sandwich technique' or about any other suggestion included in the handout.
15. Show the girls an example of the sandwich technique by asking one of the pairs to act out their role-play, and then giving constructive feedback based on the techniques in Handout BAS-C.
16. Ask another pair to present, and then select one girl to practice giving feedback. Listen closely to her feedback, and share your own comments on how well the girl used the technique, and on what she can improve. Also add any important feedback to the skit that the girl who gave feedback did not already mention.
17. Repeat with two or three more pairs, choosing a new girl to give constructive feedback each time.
18. Ask: **We have discussed giving feedback, how does it feel to receive feedback?**
19. Listen to the girls' thoughts on this question and explain that although it may be difficult at first to listen to other's comments on how well you are doing, being open to feedback from your club peers is an important way to support each other. Ask them to remain open to this practice, as it will benefit the entire group.
20. Explain to the girls that they will have many more opportunities to practice this skill throughout the Champions of Change programme.

TIP!

Suggest that the girls keep the handout in their journal so that they can refer to it every time they have a chance to give each other feedback.



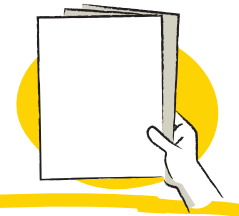
In Plenary: Wrap it up! (10 min)

21. Finish up the activity with a quick discussion. **Ask: Will you always get what you need or want if you communicate assertively?**
22. Wrap-up the discussion by presenting the activity's Key Messages, relating the second one to the question you just discussed, to ensure that girls understand.
23. End the activity by explaining the **take-away assignment**:



Spread the word! Ask the girls to share what they learned about assertive communication with someone in their family they feel will be receptive to this exercise and to practice the three steps together. Encourage them to write about the experience in their journal.

HANDOUT BAS3: THE ART OF GIVING AND RECEIVING FEEDBACK



RECEIVING FEEDBACK

Receiving feedback can help you to improve your skills, therefore it is important to be open towards it and consider it as way of support, even if it is constructive feedback (feedback about what you could do better). What are some things to keep in mind when you're receiving feedback?

- **Always assume the best.** Your peers in the girls' club are your friends, and care about you. If they offer you constructive feedback, it's because they want you to be the very best you can be!
- **Remember that there's always room for improvement.** We all have our own amazing skills and talents, but no one is perfect! Using constructive feedback is a great way for you and your peers to support each other to get even better at the things that make you a Champion of Change.

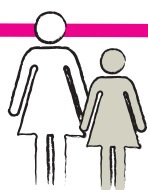
GIVING FEEDBACK

When giving feedback, it is important to be considerate in the way you express it—you want to encourage your peer to do well, not to be disappointed about her performances. How can you make sure your feedback is as helpful as possible?

- **'Sandwich' your suggestions for improvement between two comments about what was done well.** If you have a suggestion—something a person can improve upon—always start by mentioning something they did really well, then say where is room for improvement and finish with an encouraging statement. This will balance out your feedback with compliments, which will help lift your peer's self esteem.
- **Comment on facts, rather than opinions.** For example, say something like: 'You were moving around a lot' instead of 'I saw you were nervous'. We cannot know what our peer is feeling or why she did something; we can only speak about what we saw.
- **Be as specific as possible.** For example, say something like: 'Your voice was really soft' instead of 'I couldn't understand you'. That way, your peer can have a clear understanding of what she can work on to improve.
- **Only comment on something they have the ability to change.** Your peer will get frustrated if you point out something she cannot change (for example, a stutter).
- **Make sure your words and tone are positive and respectful.** Communicating in a way that makes it clear that you respect your peer and want to support her will make her more responsive and willing to improve.

ACTIVITY BAS4: BUILD THE HOUSE – BUILD THE TEAM⁷

Girls begin by discussing what it means to be a 'team'. Then, the group is divided into two teams: one group is blindfolded and must work together to create the outline of a house while the other group observes their teamwork. Finally, girls come together to discuss how what they learned in this activity relates to teamwork in their club.



ALL AGES



1
HOUR

WHAT YOU NEED

- Flipchart
- Markers
- 7 pieces of thick rope (each piece should be at least one meter/3 feet long)
- 7 blindfolds
- Large cards
- Masking tape



LINKS TO KAPS

- Values her girls' club as a team that works together to reach common goals



KEY MESSAGES

- **Learning to work well in a team is a key skill of assertive girls.** Girls need to be able to work as a group and support each other in order to overcome the challenges they will face in their journey to empowerment.
- **Teams work best when they are made up of a diverse group of individuals who each play a different – but equally important – role.** Some girls thrive as leaders, while others are more comfortable in a supportive position. Some girls are good at speaking in public, while others are better at making posters and planning activities. All roles are important for a team to be the best that it can be.
- **To build a strong team, girls need to speak up, work together, participate actively, and build trust.** Girls clubs offer girls the time and space to practice these skills while they build their team.



TIPS FOR FACILITATORS

- The first three activities in this module focused on being an assertive individual. This activity focuses on the importance of working together as a team. As you prepare to facilitate this activity, think about examples you can use to speak to the girls about the importance of teamwork. Maybe something positive has happened in their communities or in their schools as a result of teamwork. Or maybe you can refer to a popular children's story or fable that promotes teamwork that the girls are familiar with.



BEFORE YOU BEGIN

- This activity requires a wide, safe, and flat space where people can move around blindfolded without tripping over anything. Make sure a place like this is available, or adjust the space you usually work in (for example, by removing the chairs or tables).
- Copy the activity's **Key Messages** onto a flipchart so that you can refer to them in **Step #19**. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Messages** onto a flipchart so that you can refer to them in **Step #22**. Keep the sheet covered until you are ready to use it.

7. Adapted from Let Girls Lead curriculum, Activity 9

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls to the activity, and ask them about their take-away assignment:
 - **Did they share what they learned about assertive communication with a peer?**
 - **Were they able to try out the three steps of communicating something they need assertively? How did they feel doing this?**

Make sure to ask a few girls to share their experience.

2. Explain to the girls that so far they have been working on how to be assertive individuals, but that being assertive also involves working with others for shared goals. Mention that this is also important for them as they are going to work together as a team for many months, and hopefully many years!
3. Explain that in this activity they will take a close look at what it means to be part of a team.

4. Ask: **What is a team?**

After a few girls give their answer to this question, suggest the following definition, emphasizing the bolded key words:

- A team is a **group** of two or more people that **work together** to accomplish **shared goals**.

5. Ask: **Is this girls' club a 'team'? What are your shared goals?**

Make notes of key words on a flipchart titled 'Our Goals'. If they don't mention 'having fun' and 'having interesting meetings', make sure to suggest them.

6. Point out that their list of goals is likely to grow as they learn about different issues that affect their lives. What will not change is the need to work together. So it is important now to take some time to reflect on what it means to be part of a team.

In Two Teams: Building the house (30 minutes)

7. Ask for five volunteers for this part of the activity. Ask them to stand together, and explain that they will be the group of 'builders'. Turn to everyone else and explain that they will be the group of 'observers'.

TIP!

Ideally, some of the girls who volunteer will be outgoing and others will be a little shy. If this is not the case, invite one or two other girls who can bring a little diversity into the group to also be 'builders'.



8. Bring out the ropes, and explain that the 'builders' will use these ropes to build the outline of a house on the floor. But wait! There is a catch: the builders will be blindfolded. Do not allow the 'builders' to discuss a strategy for building their house.
9. Explain to the 'observers' that they also have an important task: they will watch everything that happens and be prepared to discuss it once the game ends. Also, observers must look after the blindfolded builders to make sure they don't get hurt.

TIP!

Underline the importance for the observers to make sure the blindfolded girls are safe. If needed, they can step in and direct a girl away from danger.

STEPS TO FOLLOW:

10. Before the builders begin, ask an observer to draw the shape of a house on a flipchart to give the builders an idea of the house the observers want.
11. Bring out the blindfolds and ask several observers to help blindfold the builders. When all the girls have their eyes covered, an observer will lead them over to a different spot in the room. If you feel the group of builders would welcome a bigger challenge, you can tell the observers to carefully spin the builders around a couple of times.
12. Give the girls five minutes to try to build their house. Make sure the observers are paying attention and not talking, giggling or making any noise.
13. When the time is up, ask the builders to remove their blindfolds and look at the house they created.
14. Ask everyone if the house looks anything like the drawing. Then, lead a brief (five minute or so) discussion using these guiding questions:

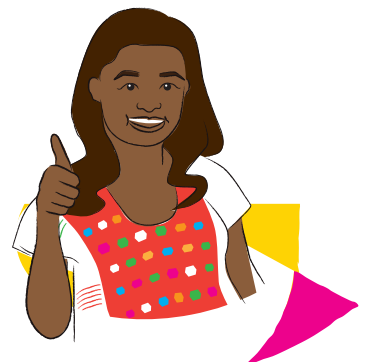
Ask the observers:

- **What happened?**
- **Was somebody leading? How did you notice?**
- **How did the group communicate? Who was talking?**
- **Did the group collaborate? How so?**

Ask the builders:

- **How did you feel being blindfolded?**
 - **What happened during the work?**
 - **Where you leading or following?**
 - **What worked and what did not work? Why?**
15. After the discussion get five more volunteers to become builders, and repeat the exercise. Do this as many time as time allows so that as many girls as possible get to be builders. In every discussion, be sure to point out whether the girls are getting better at working as a team an learning from the previous group, or not.

TIP! Make sure to manage time well. You probably will not need to ask every question each time.



In Plenary: Reflecting on teamwork (15 minutes)

16. Put away the ropes and the blindfolds and invite the girls to sit around a circle.
17. Distribute large cards and markers and ask each girl to write the one thing they learned in this activity about how they want their club to be.
18. After a few minutes, go around the circle and ask each girl to read what she wrote.
19. Present the activity's Key Messages, relating them to the lessons from the game that the girls brought up. If any of these messages did not come up in the girls' comments, spend some time discussing them with the girls. Help the girls to arrive at a clear understanding that good collaboration, trust and communication will be important throughout their work together.

In Plenary: Wrap it up! (5 minutes)

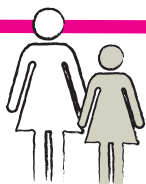
20. To wrap up the activity, explain that an important element of becoming a team is to have a name for the club that they can all identify with. Finish by presenting the following take-away assignment.



Write it up! Invite the girls to think about how they wish their club to be, and to write these wishes in their journal. Ask them to also try to think of a name for the club and to bring it to the next meeting, where they will all agree on what to call their team. Suggest that they come up with a name that says something about what they hope to achieve or do in their club.

ACTIVITY BAS5: A STORY ABOUT POWER

Girls begin by discussing three different forms of power. Then, they hear the story of a young girl and work to recognize the different forms of power in her story. Next, they prepare skits to represent the girl's story, adding details that are relevant to their own lives. Finally, they discuss how boys and girls have different experiences with power, and how being aware of different forms of power can help them in their own journeys to empowerment.



ALL AGES



**1 HOUR
& 20 MINUTES**

WHAT YOU NEED

- Flipchart
- Markers
- **Handout BAS-D: Recognising Power in All its Forms**
- A story about power (you can use **Facilitation Sheet BAS6-A: The story of Arcadia** or create your own)
- **Facilitation Sheet BAS6-B: Answer Key to Arcadia's Story** (if you're using **Facilitation Sheet BAS6-A**, or create your own Answer Sheet to the story you develop)



LINKS TO KAPS



- Understands different forms of power (over, with and within) and how each relates to her own experience with power.
- Recognises and values her 'power within' as well as her 'power with' other girls in her club.
- Identifies different forms of power in her family and her community.



KEY MESSAGES

- **As girls go on their journey to empowerment, it is important for them to understand that not all power is the same.** This awareness can support them in understanding who holds 'power over' them, and how they can be supported by their 'power within' and their 'power with'.
- **Building their 'power with' will support girls in becoming 'Champion of Change'.** As Champions of Change, girls can positively influence the people around them, gain support to collectively challenge gender norms, and encourages other girls to be assertive in their own lives.



TIPS FOR FACILITATORS

- Consider creating your own context specific story to use in this activity. This will make it easier for the girls to relate to the story and to recognize power over, within and with in their own lived reality. You might find it useful to use one of the Champions of Change characters as the base of your story.

LINK TO OTHER MODULES

See this curriculum's **Introduction** for a description of the Girls' Champions of Change characters.



BEFORE YOU BEGIN

- Make sure to review the definitions and examples for the three different forms of power included in the 'Setting the Stage' section of this module.
- Prepare to present the three different forms of power in **Step #3** of this activity. For example, you can prepare flipcharts or other visual aids.
- Copy the activity's **Key Messages** onto separate flipcharts so that you can refer to them in **Steps #5** and **#17**. Keep the sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 min)

1. Welcome the girls to the activity, and ask them about their take-away assignment:
 - **Did they journal about how they want their club to be? Who would like to share some of their wishes for the club? Make sure to ask a few girls to share their wishes.**
 - **Did they think about a name for the club? Go around the circle, and ask everyone for her suggestion. Then, try to reach a consensus on the name.**

TIP!

You can also make a suggestion, or combine several suggestions. If the group can't agree on a name, suggest something temporary neutral name, such as 'The (name of the community or school) Girl Power Club'. Remember to check with the girls in a few weeks to see if they want to change the name.



2. Introduce this activity by explaining that you are going to talk about 'power'. Ask: What is the first thing that comes to mind when you think about power? Listen carefully to try to identify the three different forms of powers in what the girls say. It may be useful to write key words from their answers on a flipchart.
3. Explain to the girls that there are different forms of power. Make a brief presentation to explain what 'power over', 'power with' and 'power within' are. Give examples of each.
4. Ask: **Which of these forms of power did you mention in our previous discussion? Support the girls in linking what they said to the different forms of power.**
5. Present the activity's first **Key Message** using the flipchart you prepared ahead of time:

As girls go on their journey to empowerment, it is important for them to understand that not all power is the same. This awareness can support them in understanding who holds 'power over' them, and how they can be supported by their 'power within' and their 'power with'.

In Plenary: A story about power (25 min)

6. Explain that you will read a story, and ask them to listen for examples of these three forms of power.

TIP!

You can invite them to take out their journals and a pen in order to take notes.



7. Invite the girls to sit comfortable in a circle around you. Read the story included in **Facilitation Sheet BAS6-A**, making sure to speak clearly and slowly.
8. When you are done, discuss the story using the following questions:
 - **Can you relate to this story? Why or why not?**
 - **What were some examples of 'power over' in the story?**
 - **What were some examples of 'power within' in the story?**
 - **What were some examples of 'power with' in the story?**

Check **Facilitation Sheet BAS6-B** to ensure the girls identified all the examples.

STEPS TO FOLLOW:

In Small Groups and Plenary: Role-playing with power (30 min)

9. Ask the girls to form groups of three or four girls.
10. Ask them to take 10 minutes to prepare a short skit based on the story about power, making sure that they include all three kinds of power. Explain that they do not have to perform the exact same story. Instead, encourage them to come up with new details about the story that are relevant to their own lives.
11. When time is up, invite a few of the groups to present their skits. Explain that you will ask the other groups to perform their skits throughout the next few sessions as energisers.

TIP!

Make sure you remember to invite other groups to present their skits throughout the following sessions of this module.



12. After each skit is presented, ask the girls in the audience if they recognize the three different forms of power. The performing group can confirm or compliment the examples identified by the audience.

In Plenary: Let's Talk About Power (10 min)

13. Facilitate a brief conversation about the differences in how girls and boys experience power, but remember that this is only an introductory conversation. You can use these questions:
 - **Can you think of any differences in how girls and boys experience 'power over'?**
 - **What about 'power with'? And what about 'power within'?**
14. Explain to the girls that you will spend plenty of time in the next module, *Being Gender Aware*, discussing the differences in how girls and boys experience power. Therefore, it is not necessary to finish this discussion here. Encourage the girls to begin to pay attention to these differences in their own lives.
15. Facilitate another brief conversation about how recognising the different forms of power can help the girls in their own journeys to empowerment. You can use these questions:
 - **Did you use to think power was only about controlling others? Is this a positive or negative use of power?**
 - **Had you ever thought about your own 'power within'? What will you do to continue to build this kind of power?**
 - **Is this club an example of 'power with'? How so?**
 - **How can we ensure that your 'power with' and 'within' continue to grow?**
16. Distribute **Handout BAS-D**, and encourage the girls to refer to it whenever they need to remember the differences between the different forms of power.

In Plenary: Wrap it up! (5 min)

17. Use the second **Key Message** to introduce the girls to the term 'Champions of Change' as understood by the programme.

Building their 'power with' will support girls in becoming 'Champion of Change'. Girls Champions of Change can positively influence the people around them, gain support to collectively challenge gender norms, and encourages other girls to be assertive in their lives.

18. End the activity by explaining the **take-away assignment**:

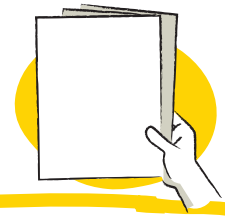
LINK TO OTHER MODULES

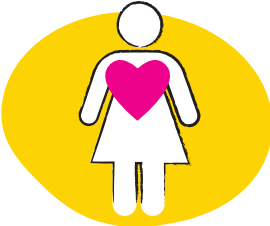
See this curriculum's *Introduction* for a more detailed description of what we mean by 'Champions of Change'.





Write it out! Ask the girls to reflect on 'power over', 'power with' and 'power within' in their own lives, and to write about some examples in their journals.

HANDOUT BAS-D: RECOGNISING POWER IN ALL ITS FORMS



POWER WITHIN	EXAMPLE	EXTRA CHALLENGES FOR GIRLS
<p>The individual skills and feelings of self-esteem, value and dignity that give someone the confidence to claim their own rights.</p> 	<ul style="list-style-type: none"> • A girl feels confident that she can express her needs and wants with her boyfriend. • A girl values her own intelligence and skills, and feel confident going to school. 	<p>Self-confidence is often encouraged in boys when society and adults show them preference over girls. In contrast, girls who are valued less by their families, schools and communities often develop low self-esteem.</p> <p>Girls are generally expected to be polite and kind, while boys are allowed to be noisy and imposing. This leads many girls to be shy and reserved, while boys learn to be assertive and to state their opinions freely.</p>

POWER OVER	EXAMPLE	EXTRA CHALLENGES FOR GIRLS
<p>This is the ability to control others, or to impose views, needs or desires over them or over a situation. This kind of power can be positive or negative, depending on how it is used!</p> 	<ul style="list-style-type: none"> • A teacher makes the girls in his class stay late and clean the classroom after school • A group of bullies threaten younger students in the schoolyard. • A politician makes decisions about social services that affect the citizens in a country. 	<p>Boys are more often encouraged to be leaders and to show authority over girls and other boys. In contrast, girls are usually taught not to question the authority that adults and boys have over them.</p> <p>Boys learn to impose their views and desire over girls—sometimes through violence—while girls are usually taught to let others make important decisions over their lives.</p>

POWER WITH	EXAMPLE	EXTRA CHALLENGES FOR GIRLS
<p>This is the power that is gained from working with others to claim our rights and to achieve collective goals. It refers to the power that we give each other when we cooperate, and when we use each other's different strengths, knowledge and ideas.</p> 	<ul style="list-style-type: none"> • A group of girls make a petition to get safer bathrooms at school. • Local workers get together to form a union, demanding better pay and shorter hours from their employers. 	<p>Boys often have many opportunities to play and socialize with each other. In contrast, girls generally have little time to socialize with others, because of domestic work and because they are not free to go out as much as boys.</p> <p>As a result, boys generally grow up with many opportunities to learn about group dynamics and practice their leadership and communication skills, while girls get less experience working in groups and building these skills.</p>

FACILITATION SHEET BAS6: THE STORY OF ARCADIA⁸



When Arcadia was 13 years old, her father became very ill and passed away. He left Arcadia, her mother and five younger siblings. They mourned because of the loss of their beloved husband and father, and also because they knew they would face many challenges without him.

A few days after the funeral, Arcadia's uncle came to their house and told her mother they had to leave the house. He claimed that she did not have the right to live there anymore now that her husband had died. Arcadia's mother had no other choice than to take her children back to her own family.

Every day, Arcadia got up very early to work on the land before going to school. There was very little food in the house, so after she was done working in the morning, she would walk the long way to school on an empty stomach. At school, she had problems concentrating because she was constantly tired and hungry. She once fell asleep in the classroom and her teacher got very angry. She made her get up in front of the class, and then she slapped her hand with a small piece of wood and told her to go home and only come back if she could pay attention in class.

Arcadia hoped to pass her exams this year, but her teacher continued to discourage her. "You might as well not even take the exams—a lazy girl like you will never pass," she told her. Arcadia felt very sad because of these words of her teacher. Her friends felt sorry for how sad this made her. They were afraid Arcadia might indeed not even give it a try.

Together they went to talk with her. "Arcadia, you should not give up, we have seen that you are a clever girl, so please try to do the exam," her friend Celia told her. And her friend Mary said: "Just ignore what the teacher is saying, what does she know? We know you better and we believe in you!" It made them laugh, because they knew how angry the teacher would get if she had heard what Mary had said.

When Arcadia walked home, she thought about the words of her friends and started to believe in herself again. The next day would be the first day of the exams, and she needed to prepare. When she arrived home, she asked her mother to let her study instead of helping with housework. Her mother replied, "Arcadia, how can you let your old mother do all the cooking and cleaning? You know very well I cannot do it without your help!"

But Arcadia replied, "Please, it is just for a few days. I want to study hard, pass my exam and continue my studies. That way I can earn an income when I'm older and take care of you."

Her mother was convinced and let her concentrate on her school for the rest of the week.

Continued on the next page...



FACILITATION SHEET BAS6: THE STORY OF ARCADIA⁸



Arcadia studied every day until late and put all her energy into writing the exams. Her friends were happy to see her this way. Three weeks later the results came in. When her teacher called out all the pupils that passed their exams, she looked surprised to see Arcadia's name on the list: "Maybe I was wrong about your attitude—congratulations, you did very well!"

Arcadia ran home to show her mother the results of her exam. Her mother was pleased for her, but then asked her to sit down so they could talk: "Arcadia, I'm so sorry to tell you this, but we won't be able to pay for the expenses of going to secondary school. I'm proud that you passed your exams, but I'm afraid this is where your education ends. I don't see another option." Arcadia was devastated. "But mother, what would I do the whole day if I don't go to school?" Her mother replied, "Well, we have to ask my brothers since we are living on their land, but they may want us to send you to the capital city to help out in your aunt's house."

Arcadia didn't say anything to her mother and didn't get angry, because she knew her mother could not change the situation. It made Arcadia sad, but she tried to hide it from her mother and continued to help her in the household and selling their produce in the market.

One day at the market, Arcadia saw her friend Celia. "Did you enrol for next year already?" she asked. Arcadia felt ashamed, but told her friend the truth: her mother did not have any money for uniform and books for next year, so she cannot go to school. Celia felt sorry for her, but was not ready to give up. "We should go to our teacher and ask for help, she was very pleased with your results!" she said.

Arcadia was not sure what the teacher could do, but her friend seemed so convinced that she agreed to go ask her. When they arrived at his house, the teacher was surprised to see them. Arcadia felt too ashamed to explain her problem, so Celia did it for her.

The teacher replied that there is an organization in the area that can pay for books and other materials, and give a stipend for transportation for students who would otherwise have to quit going to school. She said that she will go to speak with them and see if they can help Arcadia. The girls were hopeful, and returned home to wait.

A week later, when Arcadia was sweeping in front of her house, she saw the teacher arriving with a man from the organization. Arcadia's mother looked surprised when the teacher told her why they were there: "Arcadia! Did you tell the whole village about our problems?"

But the teacher replied, "No, please don't worry, she just passed by my house with her friend Celia. I would really like to see Arcadia continue with school because she has a very bright future, and this organization can help her."

Arcadia's mother felt relieved and very proud. "Ok Arcadia, great job! You will go back to school after the summer. I'm sure we can find a way to pay for the other expenses."

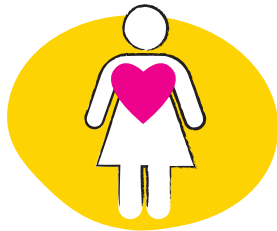
8. The story of Arcadia is inspired by Khadji's story from the Grass Roots Girls Book Club (<http://grassrootsgirls.tumblr.com/>)

FACILITATION SHEET BAS6: ANSWER KEY TO THE STORY OF ARCADIA



POWER OVER:

- When Arcadia's uncle tells her mother to leave her house
- When the teacher slaps Arcadia's hand and tells her to leave the classroom
- Arcadia's mother having control over what Arcadia does at home
- Arcadia's mother's brothers having the ability to decide Arcadia's life path



POWER WITHIN:

- When Arcadia's mother finds the strength to continue after the death of her husband;
- When Arcadia believes in herself and her ability to pass the exams
- When Arcadia assertively asks her mother to let her study for her exams
- When Arcadia's teacher takes it upon himself to find a way for Arcadia to continue school

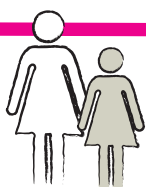


POWER WITH:

- When Arcadia's friends encourage her to continue studying for the exams
- When Arcadia and Celia go together to speak to the teacher
- The educational organization offering to pay part of Arcadia's school expenses

ACTIVITY BAS6: IMAGINING OUR FUTURE

After briefly discussing the meaning of agency, girls are invited to imagine themselves in one, five and ten years, both as individuals, and as a part of a group of girls and young women. Then they document their dreams by drawing or writing in their journals. Finally, they share their dreams and offer each other support in believing that they can all achieve their goals.



ALL AGES



1 HOUR
& 20 MINUTES

WHAT YOU NEED

- Paper
- Pens
- Markers
- Coloured pencils



LINKS TO KAPS

- Understands the links between agency and her ability to set goals and make decisions.
- Understands the links between her club's collective goals and her own life goals.
- Values her life-goals as a roadmap for her own life journey.



KEY MESSAGES

- **'Agency' is the ability to define one's goals, to make decisions that affect one's life, and to act upon them.** Being assertive and identifying one's 'power within' is strongly related to whether a girl experiences a strong feeling of agency.
- **A life-goal is something someone wants to accomplish in life – like a dream for the future.** Dreaming about the future can help people be aware of the decisions they need to make today.
- **Girl Champions of Change will also have collective goals for their work together.** Integrating these goals into life planning will support a commitment to shared dreams.



TIPS FOR FACILITATORS

- You may find that the girls either find it very difficult to start dreaming, or that they only come up with very unrealistic dreams, such as becoming president, a professional footballer, or a millionaire. Think about how you may be able to support the girls in allowing themselves to dream, while learning to put their dreams in the context of their own situation. It's also important to encourage them to appreciate taking 'baby steps'.
- One way of doing this is by actively participating in this activity. Think about your own goals and dreams, and be prepared to use them as an example by sharing them with the girls.



BEFORE YOU BEGIN

- Copy the definition of 'agency' included in **Step #3** unto a flipchart. Keep the sheet covered until you are ready to use it.
- Prepare to present your own dream in **Step #6**.
- Copy the definition of 'life goal' included in **Step #10** unto a flipchart. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Messages** unto a flipchart so that you can present them at the end of the activity. Keep the sheet covered until you are ready to use it.

This activity has been adapted from AMOR Girls and Boys Clubs Curriculum, Session C2.1

STEPS TO FOLLOW:

In Plenary: The Meaning of Agency (20 min)

1. Welcome the girls to the activity, and ask them about their take-away assignment:
 - **Did they get the chance to reflect on the different forms of power?**
 - **Which kind of power did they have the most examples for?**Make sure to ask a few girls to share their experience.
2. Next, ask: **Have any of you heard the word 'Agency'?** Girls will likely relate it to different meanings; listen for any girl who relates it to her own power within.
3. Explain the following definition, relating it to the comments the girls made:
'Agency' is the ability to define one's goals, to make decisions that affect one's life, and to act upon them
4. Lead a brief introductory conversation by asking: **How strong would you say your agency is?**
5. Explain that in this and the next activity, we will take a closer look at two key elements of agency: setting goals and making decisions.
6. Invite the girls to think about the self-portrait they made of themselves in the first activity of this module. Remind them that they made this portrait after thinking about who they are, what they like to do and what they are good at.
7. Ask: **What do you remember about your portraits?**

TIP!

The girls may have their portraits with them, particularly if they attached it to their journals as you suggested. If so, ask them to bring it out.



8. Explain that now that they remember how they see themselves today, they will think about their wishes for themselves over the next few years.
9. Ask: **Who can tell me what a 'life goal' is?** Ask a few girls to explain their understanding of this concept.
10. Explain the following definition for 'life goal' using the flipchart you prepared ahead of time. Make sure to relate what the girls said to this definition:
 - A life goal is something that you want to accomplish in your life – it is like a dream that you have for yourself.Then go through the rest of the bullet points on the flipchart:
 - The more specific a goal is, the easier it will be to identify what steps you will need to take to achieve it.
 - Having life goals makes your 'power within' stronger.
 - You can also have *collective* goals with your friends or others.
 - Both individual and collective life goals can be more easily reached if you have support and use your 'power with' each other.

TIP!

Give some examples of collective goals, such as: "We want girls to be more respected in school", or "We want to start our own small business".

NOTE

Make sure girls understand that life goals should be something that is possible for them to achieve. For example, 'growing wings' could not be considered a life goal. A life goal could be something like "I want to be a nurse" or "I want to take over my fathers' farm", or "I want to move to a big city".

STEPS TO FOLLOW:

11. Tell the girls that it is good to have goals in our lives and a plan to reach them. They can help us to work hard and to keep away from things that might prevent us from reaching our goals.
12. Take some time to explain that they should feel free to dream about their future. Acknowledge that there may always be obstacles to reaching their goals, but ask them not to focus on these obstacles just yet.

Individually: Imagining our life-goals (30 min)

13. Ask the girls to sit down comfortably and close their eyes. You will guide them through the process of thinking about their dream for the future, by reading through the following script:

- "First think about the picture you made of yourself in the self-image activity: **what do you like about yourself and what do you like to do?**
- Now, imagine how you would like to see yourself a year from now. How old are you? How do you spend your day? What do you like to do? What are you good at? How do you look? Do you have the same friends? What do you do together? Remember this image for later.
- Okay, now try to imagine how you would like to see yourself five years from now. How old are you? Where do you live and with whom? What are you doing every day? What are you good at? What do you wear? Who are you spending your time with? What do you do together? Remember this image for later.
- Now think about how you would like to see yourself in ten years from now. How old are you? What are you doing every day? What are you good at? Who are your closest friends? What do you do together?
- Try to make the picture of yourself in ten years more concrete, by imagining yourself in a specific situation: you wake-up, you get ready for your day: what are you doing today? Are you getting ready to go somewhere? You see the people who are around you: who are they? Are you married? Do you have children? You see your house: what does it look like? Where is it? How do you feel? Remember this image for later.
- Now open your eyes."



14. Before you begin a discussion, invite the girls to take some time to describe their dream in their journals.

NOTE

As facilitator you might find that younger girls (10-14) may be more interested in drawing and older girls (15-18) may be more interested in writing it down. Emphasise to the girls that any way, or combination of ways, is fine.

STEPS TO FOLLOW:

In Plenary: Sharing our goals (25 min)

15. Have the girls come back together and explain to the girls that one way to overcome the obstacles they may face in achieving their life goals is to use their 'power with' other girls and women, in this club and beyond.
16. Next, ask everybody to share briefly (1 minute) the most interesting thing they found out about their dreams.
17. After each dream, invite another girl to react to the dream by describing a way that they or other girls can use their 'power with' support her in her dream.

TIP!

You can give an example for the first girls, such as: "Thank you for sharing that you want to become a teacher, I believe we can support you to become a teacher by studying together and by helping you speak to anyone who isn't convinced about how important it is for you to stay in school."



In Plenary: Wrap it up! (5 min)

18. Wrap-up the activity by reviewing the Key Messages using the flipcharts you prepared ahead of time.
19. Finally, explain the **take-away activity**:

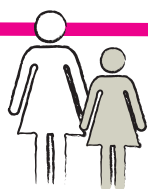


Write it out! Ask girls to reflect on what concrete steps they will need to take to reach their life goal. For example, if their dream is to become a doctor, they can take some time to find out about what school or university they want to go. Have them write these steps in their journal, and to refer back to them as part of their longer-term plan.



ACTIVITY BAS7: LEARNING TO MAKE DECISIONS

Girls begin by discussing examples of decisions big and small that they make in their own lives. Then, girls engage in an interactive story of two young people that have to make decisions. Finally, girls discuss the decisions that the characters in the story made, drawing lessons from their decision-making process.



ALL AGES



1
HOUR

WHAT YOU NEED

- Flipchart
- Markers
- **Handout BAS-E: 3 Key Steps for Good Decision Making**
- **Facilitation Sheet BAS7: A Story full of Decisions**



LINKS TO KAPS

- Makes decisions that are consistent with her life-goals



KEY MESSAGES

- **Every girl has the right and the ability to make her own decisions.** Even if she faces barriers to act on her decisions, knowing what she wants is an important step in being assertive and empowered.
- **Everyday decisions can have important consequences for achieving one's life-goals.** It is important to take time to reflect on possible consequences and before taking a decision.



BEFORE YOU BEGIN

- If you created your own story for **Activity BAS4**, make sure you have an example of a life-changing decision from that story ready for Step #5 of this activity.
- Review **Handout BAS-E**, and prepare to present the suggested steps for making important decisions.
- Review **Facilitation Sheet BAS7** and make any needed adaptations to ensure that it is relevant to the girls' context. Consider changing names, places and situations.
- Copy the activity's **Key Messages** onto a flipchart so that you can refer to them in **Step #17**. Keep the sheet covered until you are ready to use it.



This activity has been adapted from AMOR Girls and Boys Clubs Curriculum, Session C2.1

STEPS TO FOLLOW:

In Plenary: Introduction (20 min)

1. Welcome the girls to the club, and ask them about their take-away assignment from the last activity: Did they get the chance to think of concrete steps they need to take to achieve their dreams? Invite a few girls to share the steps they came up with, asking them to first remind us of their goal.
2. Next, tell the girls that in this activity we will talk about a very important skill for being assertive: decision-making. Explain that now that they have named some of their life-goals and thought about the steps they will need to take to reach them, they need to also learn about when and how to make decisions that can contribute to this goals.
3. Ask the girls to think about their day, from the moment they woke up to this very moment. What kinds of decisions have they made already?
4. Explain to the girls that we make small decisions all day long, but we often don't think about them. To illustrate, share an example of a decision you made today: perhaps you decided to leave house early today so you could stop by a store before going to meet them, or you decide to stay home longer than usual to prepare for this session.
5. Ask a few girls to describe one decision she made.
6. Explain that there are decisions that have a big impact on our future. These are decisions that can influence our ability to achieve life-goals. To illustrate, present an example from the story you shared with them in **Activity BAS5**, either Arcadia's story, or the one you developed. In Arcadia's case, an important decision was when she and her friend decided to go of the house of the teacher to ask for help.
7. Ask: **What impact did that decision have? Let a few girls answer the question.**
8. Ask the girls to think about a time when they've made a difficult decision. Ask them to think about that decision and what the consequences were, and have a different set of girl to share their story.

TIP! Make sure not to force any girl to share a story if they are not offering to do so.



9. Use the information included in **Handout BAS-E** to explain that one way of making good important decisions is to follow three steps (write them on a flipchart as you describe them):
 - A. **Stop and think**
 - B. **Know the facts**
 - C. **Consider the consequences of your decision.**
10. Take some time to discuss these steps with the girls, asking to consider why these steps might help them make better decisions.

TIP! Take the time to make sure that each step is clearly explained to the group – use the explanations included in **Handout BAS-E** and give examples from your own life. Try to make connections between some of the goals that were mentioned in the previous activity and the decisions the girls may need to make in order to achieve them.



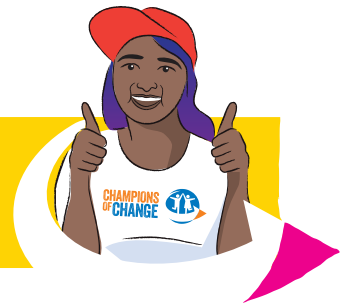
STEPS TO FOLLOW:

In Plenary: The Story of Ximena and George (25 min)

11. Explain to the girls that we are now going to practice the skill of good decision-making together.
12. Explain that you are going to read a story about Ximena and George. Explain that whenever you stop the story and clap your hands twice, it means that Ximena and George have a decision to make. The girls will work as a group to make a decision. If necessary, they can vote to decide what they want Ximena or George to do.
13. Ask for two volunteers to play 'Ximena' and 'George'. Ask the girls to act out the story as you tell it, and to freeze on the spot when you clap your hands.
14. Read the story, following the steps described above. Every time you clap, **coach the girls** on following the three steps for making good decisions using the questions included in **Facilitation Sheet BAS7**, as well as all additional questions that the girls bring up.
15. When you get to the end of the story, have a brief discussion using these questions:
 - **Were some decisions easier to make than other? Why?**
 - **Which decisions had better consequences? Why?**
 - **Do the three steps make it easier to trust that you are making the right decision?**

TIP!

If you have extra time when the story ends, you can go through the other options of the story together, to show possible consequences for other decisions girls could have made.



In Plenary: Wrap it up! (15 min)

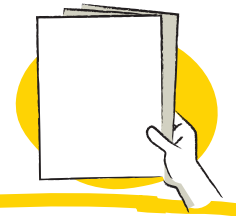
16. Wrap-up the activity by discussing the activity using these questions:
 - **Did you like this activity? Why or why not?**
 - **What did you learn about decision-making?**
 - **How can you help your peers to make good decisions and to act upon them?**
 - **How does good decision-making relate to being assertive?**
17. Use the flipchart you prepared ahead of time to present the activity's Key Messages, linking them to the girls' comments from the wrap-up conversation.
18. End the activity by distributing **Handout BAS-E** and explaining the take-away assignment:



Spread the word! Invite the girls to review the handout and to share the three steps to good decision making with another girls who is not in this club. Underline the importance of giving a good example when explaining the tool. Encourage her to practice following the steps every time she needs to make an important decisions over the next few days.

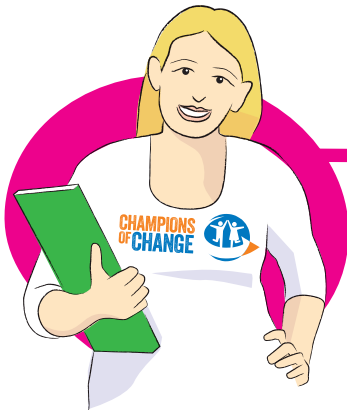
HANDOUT BAS-E: 3

KEY STEPS FOR GOOD DECISION-MAKING



Being able to make your own decisions and act upon them is an important skill to work towards being assertive and achieving your life goals. However, girls and young women might often find that important decisions are taken for them or that, due to gender expectations of their families and communities, they are less capable of making their very own decisions.

This is why learning about decision-making, acting upon your decision and understanding the consequences of a decision is an important step in the journey of a girl to become an agent of change. Following these three steps will help girls as a tool for making decisions.



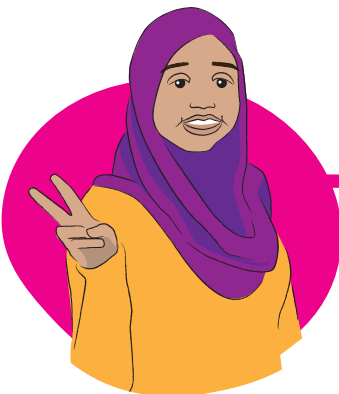
1: STOP AND THINK

Some decisions are easy and don't really need that much thought – like what to have for dinner, or whether to wear a sweater outside or not. But many decisions are important and need to be thought about carefully – like whether to finish school or whether to have sex. The first thing we should do when faced with an important decision is to STOP and THINK. Taking time to make a decision allows us to look at all the important factors.



2: KNOW THE FACTS

A good decision is an informed decision. We always need to look at all the information that we have before making a decision. Sometimes we have only a little information, and that can be an important factor in our decision-making too. For example, getting a ride with someone we don't know might not be a good decision because we don't have enough information. It is important to look at all the facts that we know as we weigh a decision – and not just the facts that we want to see.



3: CONSIDER THE CONSEQUENCES OF YOUR DECISION

Every decision has consequences – if you don't wear a hat outside and it rains, your head will get wet. Some consequences are not very important – your head will dry! But others can make a big difference in your life – for example deciding to have unprotected sex. Although something might seem like a good idea at the present moment, when we consider the consequences we might see that it is not what we want – or that the pleasure that we get from the action is not worth the consequences we might face as a result. It is also important to remember that there could be many consequences to a decision – some more obvious and some less obvious. In order to make a good decision, we should think of all the consequences of a decision, including how it will affect other people.

FACILITATION SHEET BAS7: A STORY FULL OF DECISIONS



A.

A girl named Ximena is just starting secondary school and she is very excited. The walk to school is about 2 hours each way and she often walks with friends from her village.

One day, Ximena is late leaving school and has missed her friends who left earlier. She is walking quickly along the road because she must get to her house before dinner to help her mother. An older boy from her school, George, stops his motorbike to talk to her. She recognizes him from school. He asks her if she wants a ride. **CLAP! CLAP!**

1: Stop and think: Ximena needs to make a decision!

2: Know the facts:

- What does Ximena know about George?
- What does she know about others who have accepted rides from George or from other boys?

3: Consider the consequences of your decision:

- What could happen if Ximena gets on the bike with George?
- What can happen if she doesn't accept the ride?

Decide: What should Ximena do, walk home, or accept the ride?



OPTION 1: WALK HOME

Ximena decides that she won't accept the ride and instead will walk home by herself. As she continues her walk, it is getting darker and she knows that she's going to be late for dinner. **(Go to B.)**

OR

OPTION 2: ACCEPT THE RIDE

Ximena decides to take the ride. She explains to George that she is grateful for the ride because she is late for dinner. **(Go to C.)**

B.

There is a shortcut that she could take that passes by some shops and a bar that is popular with the men in a neighbouring village. **CLAP! CLAP!**

1: Stop and think: Ximena needs to make a decision!

2: Know the facts:

- What does Ximena know about the shortcut? Is it easy or hard to walk through it? How much time will it save her?

3: Consider the consequences of your decision:

- What could happen if Ximena takes the shortcut?
- Are there any dangers?
- What will happen if she does not take the shortcut?

Decide: What should Ximena do, take the shortcut or take the long way home?

OPTION 3: TAKE THE SHORTCUT

Ximena takes the shortcut. She walks past the shops and reaches the bar. As she passes the bar, the men who are drinking harass her. She feels scared and unsafe. She makes it home safe, but feels upset and shaken. **(End)**

OR

OPTION 4: TAKE THE LONG WAY HOME

Ximena decides that it might not be safe to take the shortcut and she takes the long road home. She safely walks home and is a little late for dinner. Her mother is not upset because Ximena explains why she is late and that she was trying to stay safe. **(Go to C.)**

End of the Story! Ask the girls if they want to see what could happen if Ximena had decided to take the ride. If so, then move back to **Option 2.**

C.

George had planned on stopping along the way at a friend's house and he'd like to take Ximena. **CLAP! CLAP!**

1: Stop and think: George needs to make a decision!

2: Know the facts:

- Will his friend expect him to stay long?
- Will Ximena get in trouble if he makes her late?

3: Consider the consequences of your decision:

- If George stops at his friend's, will Ximena make it home on time if they stop?
- Is it appropriate for him to ask her to stop?
- Will she feel pressured or unsafe?

Make a Decision! What should George do? Ask Ximena to stop, or take her straight home?

OPTION 5: ASK XIMENA TO STOP

George decides to tell Ximena that he wants to stop at a friend's house. He says she should come because it will be fun and they can stay for only a few minutes. **(Go to D.)**

OR

OPTION 6: TAKE HER STRAIGHT HOME

George decides that he'll go to see his friends another time. He doesn't want to make Ximena feel pressured or to make her more late getting home. He likes Ximena and hopes that he might get a chance to see her again. **(End)**

D.

1: Stop and think: Ximena needs to make a decision!

2: Know the facts.

- What does Ximena know about George's friends?
- How much later will she be getting home if she says yes to stopping?

3: Consider the consequences of your decision.

- If she is alone in a house with boys she does not know, will she be in danger?

Decide: What should Ximena do? Ask to go home or go into the house?

OPTION 7: ASK TO GO HOME

Ximena tells George that she does not want to stop and asks that he take her straight home. George is disappointed but respects her decision and takes her home. **(End)**

OR

OPTION 8: GO INTO THE HOUSE

Ximena tells George that she'll go into the house. George keeps talking with his friend, it makes her a bit uncomfortable that she is on her own with two older guys. She just wanted a ride and now she is here waiting for over an hour and she will be late at home anyway. **(End)**

ACTIVITY BAS8: ANALYSING OUR CONTEXT AND SUPPORTING EACH OTHER

Girls discuss their life goals with each other and revisit the steps they need to take to reach them. Then, they work in small groups to envision what may support or challenge them in achieving their life-goals. Finally, they share this vision with the group and commit to supporting each other in reaching their life-goals. The activity includes a final section that serves as a closing exercise for the *Being Assertive* module.



ALL AGES



**1 HOUR
& 20 MINUTES**

WHAT YOU NEED

- Loose flipchart paper
- Tape or pins to post the paper on the wall
- Pencils
- One set of a red, a green and a black marker for each small group
- A ball of yarn or twine
- Scissors
- **Handout BAS-F: Key Messages on Being Assertive** (one copy per each girl)



LINKS TO KAPS

- Identifies who and what can support or challenge her in achieving her life goals.



KEY MESSAGES

- **Achieving one's goals may be challenging, but there are always others out there who can support us.** Preparing to overcome the challenges girls may face includes identifying, friends, family members, and community members that can support them in achieving their goals.



TIPS FOR FACILITATORS

- The bracelet the girls make at the end of this activity can be a very useful tool for coming activities in other components. Try to refer to it in the coming modules whenever it seems fitting, to remind girls of the commitment they made to each other. Keep the rest of the yarn or twine in case a girl loses hers, so that you can cut her a new one that will still match the rest of the group.



BEFORE YOU BEGIN

- Familiarize yourself with the example for **step #5**, and make sure you will be able to clearly explain to the girls what their drawings should look like. Have some examples ready of supportive and challenging factors within the girls' context.
- On a flipchart, write a summary of the group work instructions included in **steps # 4, 5 and 6**, for girls to refer to as they work together.

STEPS TO FOLLOW:

In Plenary: Introduction (10 min)


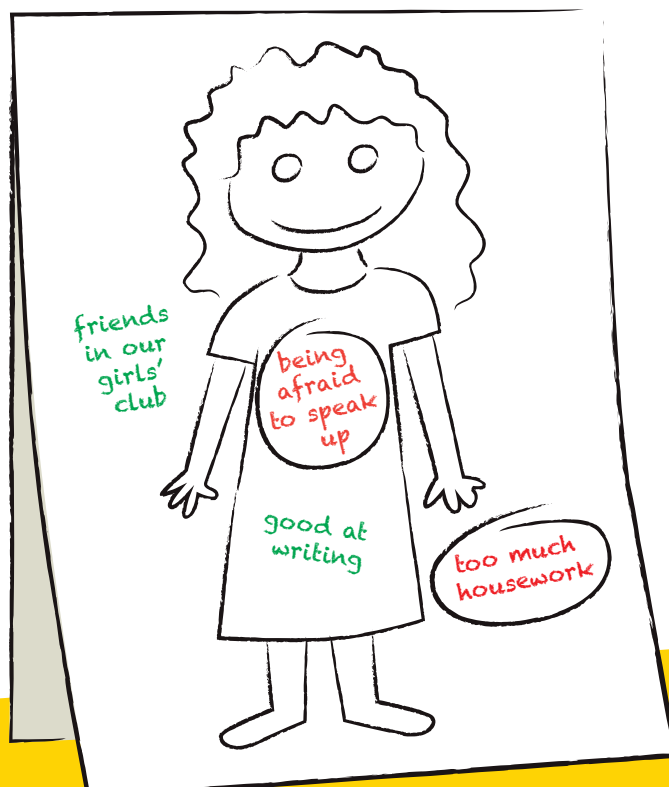
1. Welcome the girls to the activity, and ask them about their take-away assignment:
 - **Did they get the chance to share what they learned about making decisions with a peer?**
 - **Did they practice using the three steps for making decisions? Were these steps useful?**

Make sure to ask a few girls to share their experience.

2. Ask the girls to think about the two activities where they learned about life-goals and decision-making (**activities BAS6 and BAS7**). Explain that in this activity they will continue to think about their dreams, their sources of support and potential challenges, and how they can support each other in reaching their dreams.

In Small Groups: Finding our support (30 min)

3. Use fun way to form groups of 4-5 girls. Ask all groups to find a comfortable spot in the room where they can do their work.
4. Explain that the girls will have 10 minutes to discuss their individual and collective life goals, and the steps they will need to take to reach them. Encourage them to look through their journals to remember some of the details about their goals.
5. When time is up, give each group a sheet of flipchart paper, a black, a green and a red marker, and explain that the groups will have an additional 10 minutes to complete the following steps:
 - With the black marker, draw an outline of a girl that will represent them as a group.
 - First, identify all the things that are *within* themselves that can *support* of them to achieve their life-goals. Use a green marker to write these supportive factors inside the girl. Then, identify all the things that are within themselves that can *challenge* them in achieving their life-goals. Use a red marker to write these challenging factors inside the girl.
 - Finally Identify factors that are *outside* them that can either support or challenge them in achieving their life-goals? Think about persons, resources available, and rights they are entitled to. Write the challenges in red and the supportive factors in green outside of the girl.



TIP!

Regarding 'persons', encourage them to think both about somebody who can practically support them, and also about somebody who inspires them.

STEPS TO FOLLOW:

- When 10 minutes are up, explain the final step in the group work. Ask girls to think about each of the factors they identified, and determine which of these they *have the ability to influence*. Have them use the black marker to draw a circle around these factors and discuss what they can do to influence them.

In Plenary: Sharing our characters (20 min)

- Ask all the groups to post their flipchart on a wall in the meeting room. Invite them to take a gallery walk by spending a few minutes taking a close look at each flipchart.

TIP!

It may be helpful to explain that the purpose of a gallery walk is to clearly see and identify the similarities and differences in what the groups came up with.



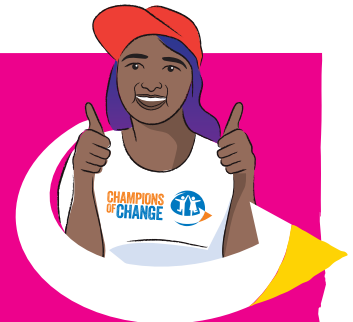
- After about 10 minutes, invite all the girls to join you in a circle to discuss the group work using these questions:
 - What was it like to identify supportive and challenging factors within and outside them? Was it fun, difficult, and/or easy? Why?**
 - What similarities and difference did you find in the gallery walk?**
 - How does what you discovered in this exercise relate to 'power over', 'power with' and 'power within'?**
- Spend some time explaining that as they noticed, there are some challenges a person can influence, and others they cannot. It is important for girls to focus on the factors they are able to change and how they and their peers can support each other to do so.

In Plenary: Wrap it up! (10 min)

- Facilitate a brief conversation about:
 - How can we find support in our girls' club for our life goals?**
 - What concrete thing can we start doing today in our club to support each other?**
- Make a list of what girls say they will do on a flipchart.

TIP!

You may need to suggest some examples to get the conversation going. Use these examples, or think of your own: Remembering our peer's life-goals and asking about them; Discussing the difficulties we may face—for example by starting every session with a question about our life goals, such as: "What challenge did we face this week?"; Working on our communication skills by including a short communication exercise in every session; or always complimenting our peers when they do something well.



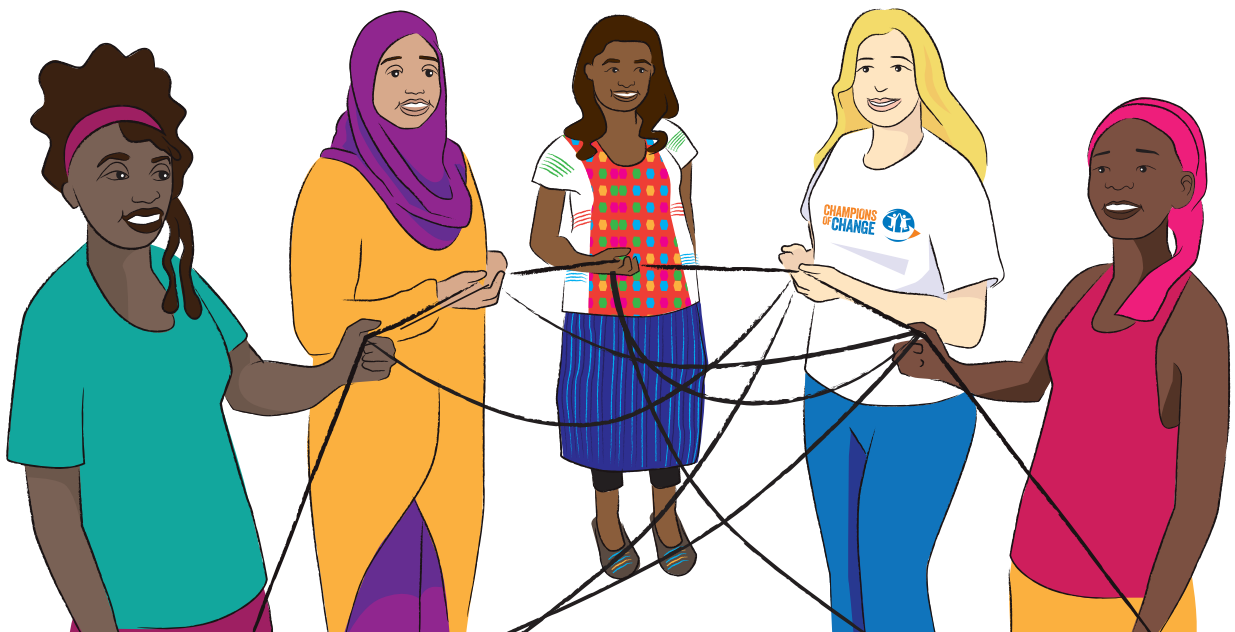
- Explain to the girls that this was the last activity in the **Being Assertive** module. Distribute **Handout BAS-F**, and invite girls to keep it in their journals so they can refer to the module's **Key Messages** whenever they need to.
- Introduce the **take-away assignment**.

STEPS TO FOLLOW:

Closing the Being Assertive module:

In Plenary: The Group Bracelet – a Network of Compliments (15 min)

14. Invite the girls to stand around a circle.
15. Holding onto the ball of yarn, explain that in order to demonstrate one of the skills we learned in this module, we are all going to give and receive a compliment.
16. Take the first turn: walk across the circle to where a girl is standing, and give her a compliment on her work in the club. Then give her the ball, but hold the beginning of the yarn, and go back to your place.
17. Then the girl with the ball gives another girl a compliment, holds on to the thread and hands the ball to the girl she complimented.



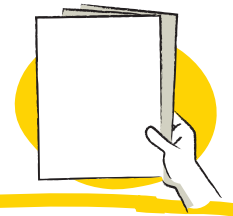
TIP! Make sure girls are giving compliments to others who are not standing next to them—this will make it more of a 'network'.

18. Continue until all girls have given and received a compliment. This will create a visible 'network of compliments'. The last girl will give the first person (you) a compliment, to complete the network.
19. Ask the girls to look at what they just created: **What does it look like?** Listen for someone to say 'a web' or 'a network'. Explain to the group that this network symbolizes the connections they are making with each other and the strength they have as a group.
20. Then, cut the network of threads into pieces that are long enough to make a bracelet. Girls can help tie the thread around each other's wrist.
21. Wrap-up by inviting the girls to keep this bracelet on as a reminder of everything they learned in this module and of how they can support each other. In other words: you hope that when they see it, it will remind them of their power *within* themselves and *with* each other.
22. Congratulate them on finishing the first module in the Champions of Change programme!



Write it out! Ask the girls to browse back through their journals to reflect on all activities of this module and to write or draw something about which activity they liked best and what was the most important they learned from all the activities.

HANDOUT BAS-F: KEY MESSAGES ON BEING ASSERTIVE



Self-image is the way people see themselves, and is linked to self-esteem. High self-esteem means feeling good about oneself, being confident of one's own worth and abilities, and having high self-respect.

The way someone is treated by others can have a strong influence on their self-esteem. Positive attention and compliments will help girls to grow self-esteem, whereas negative attention or lack of attention can lower their self-esteem.

The way people behave can roughly be divided into three different types: assertive, aggressive and passive. Passive behaviour may seem polite, but it leads to disempowerment. Aggressive behaviour may seem empowered, but in fact it is a form of violence. Assertive behaviour is the most empowered way of interacting with others while still respecting everyone's rights and feelings.

Being assertive is important for girls to live happy lives and to reach their potential. Therefore, embracing assertive behaviour is key for girls to begin their journey to empowerment.

Girls can support each other in being assertive. In many communities, girls learn that they are supposed to be submissive and obedient and that they should not speak out for themselves. Girls need each other's support to challenge these rules and stand up for themselves.

Assertive communication is the best way to get a point across. This means expressing one's needs while still taking into account the feelings and rights of others. Practicing with peers and giving each other feedback allows girls to improve their communication skills and to support each other in embracing an assertive communication style.

Communicating assertively will strengthen girls' self-esteem. Even if girls are not successful in influencing their lives when they communicate assertively, clearly expressing their needs and claiming their rights will encourage them to feel good about themselves.

Learning to work well in a team is a key skill of assertive girls. Girls need to be able to work as a group and support each other in order to overcome the challenges they will face in their journey to empowerment.

Teams work best when they are made up of a diverse group of individuals who each play a different – but equally important – role.



Some girls thrive as leaders, while others are more comfortable in a supportive position. Some girls are good at speaking in public, while others are better at making posters and planning activities. All roles are important for a team to be the best that it can be.

To build a strong team, girls need to speak up, work together, participate actively, and build trust. Girls clubs offer girls the time and space to practice these skills while they build their team.

As girls go on their journey to empowerment, it is important for them to understand that not all power is the same. This awareness can support them in understanding who holds 'power over' them, and how they can be supported by their 'power within' and their 'power with'.

Building their 'power with' will support girls in becoming Champion of Change. As Champions of Change, girls can positively influence the people around them, gain support to collectively challenge gender norms, and encourages other girls to be assertive in their own lives.

'Agency' is the ability to define one's goals, to make decisions that affect one's life, and to act upon them. Being assertive and identifying one's 'power within' is strongly related to whether a girl experiences a strong feeling of agency.

A life-goal is something someone wants to accomplish in life – like a dream for the future. Dreaming about the future can help people be aware of the decisions they need to make today.

Girl Champions of Change will also have collective goals for their work together. Integrating these goals into life planning will support a commitment to shared dreams.

Every girl has the right and the ability to make her own decisions. Even if she faces barriers to act on her decisions, knowing what she wants is an important step in being assertive and empowered.

Everyday decisions can have important consequences for achieving one's life-goals. It is important to take time to reflect on possible consequences and before taking a decision.

Achieving one's goals may be challenging, but there are always others out there who can support us. Preparing to overcome the challenges girls may face includes identifying, friends, family members, and community members that can support them in achieving their goals.

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