



MODULE 3

CHAMPIONS OF CHANGE

BEING BODY CONFIDENT

Because **I am a Girl**





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 activities 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 BODY CONFIDENT

This module focuses on increasing girls' awareness of bodily integrity in order to build confidence and encourage acceptance. All activities in this module are meant for all ages.



SETTING THE STAGE

Topics include: Body confidence & integrity, beauty standards & stereotypes, the media, diversity, health & self-care.

CONNECTING TO THE JOURNEY

GLOSSARY

GENERAL NOTES ON FACILITATION

OUTLINE OF ACTIVITIES

Activity BBC1: Body Image.

Girls draw a portrait of their peer and describe what is positive about their looks.

Activity BBC2: The Beauty Myth.

Girls make a representation of the beauty standards in their community and deconstruct it by reflecting on different cultures and unrealistic stereotypes from the media.

Activity BBC3: From Saturn to Jupiter.

Girls respond to statements about different characteristics of their identity and discuss the importance of diversity.

Activity BBC4: Taking Care of Yourself.

Girls analyse all the different aspects of taking care of themselves and reflect in groups on the way they take care of themselves.

Activity BBC5: The Female Cycle.

After a short explanation of the natural process behind the female cycle, girls discuss the best options in their community for menstrual hygiene.

Activity BBC6: Who Decides Over Girls' Bodies?

In groups, girls draw the outline of a man and a woman and analyse who makes decisions over the different parts of their bodies.

Activity BBC7: Communicating Body Confidence.

Girls work in teams to practice their non-verbal communication skills.

BEING BODY CONFIDENT

SETTING THE STAGE

WHAT IS BODY CONFIDENCE?

“When we have **body confidence**, we accept, and are happy with, how we look and what our bodies can do.”¹ We feel comfortable and free in our body. We don't try to achieve the perfect body, but embrace the one we have. When we have body confidence, we understand how our body works and are pleased with all its functions. We take good care of it. We feel that we are in control of our own body and that we can decide over our own body. When we have body confidence, we don't feel ashamed about our body and therefore it never keeps us from doing something. Instead, we appreciate our body in all its glory: its shape, height, size, colour and everything our body can do. We realize we need to value and take care of our body, because it is an integral part of ourselves that allows us to achieve the things we want in life.

WHAT ARE BEAUTY STANDARDS?

For various reasons, girls and young women around the world suffer from worrying about the way they look. Often, they are responding to pressures from society that prescribes a narrowly defined and impossible to achieve image of what they should look like in order to be considered beautiful. These are called '**beauty standards**'. Beauty standards are socially constructed and vary across cultures and societies, and are often maintained by the media and influenced by racial stereotypes and discrimination.

WHAT ROLE DOES THE MEDIA PLAY IN IMPOSING BEAUTY STANDARDS?

Both the mainstream **media** and the **beauty industry** overload adolescent girls every day with images of girls and women who look like they fit these narrow standards of beauty. This puts pressure upon adolescent girls to look the same as these models. However, these images are not realistic. The models have to work very hard to look the way they do, exercising for hours each day and starving themselves to keep thin, are covered in make-up, and often have plastic surgery done to make them look a certain way. Even after all this, their images are manipulated using editing software like Photoshop to make them look even thinner or with features that better fit the beauty standard. So, in fact, the women and adolescent girls that are presented in the media do not actually exist. This is why this impossible standard of beauty as presented by the media can be referred to as '**the beauty myth**'. It is called a myth because it is not real: even the women in the images we compare ourselves to are manipulated by a combination of makeup, plastic surgery, and Photoshop to achieve that 'perfection'.

Activity BBC2: The Beauty Myth introduces this concept and leads girls to work together on challenging the 'beauty myth' in their own community and around the world.

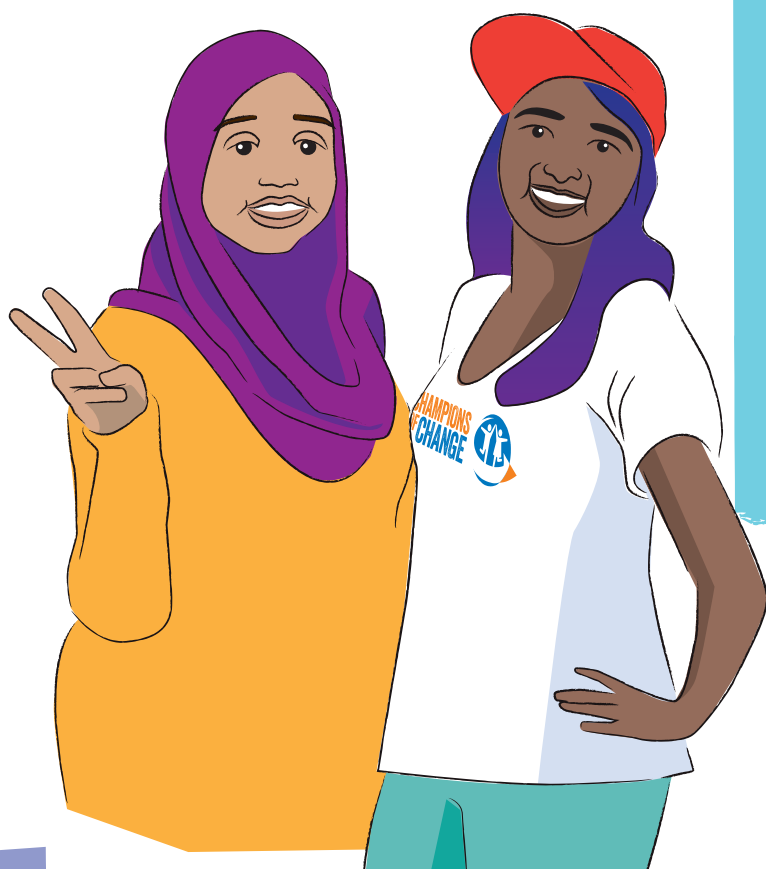


1. Dove and World Association of Girl Guides and Girl Scouts. (2014). Free Being Me: Activity guide for Leaders and Volunteers.

HOW DO RACIAL STEREOTYPES AFFECT BEAUTY STANDARDS?

Due to the power of Europe and the United States in the international arena, the history of colonialism throughout the world, and the fact that most media is produced in these Northern countries, the beauty-standard presented by the media is a very 'white' ideal. 'Beauty' is commonly associated with light skin, blue or green eyes, narrow hips, thin bodies and long straight hair. In this way, the media upholds and disseminates existing **racial stereotypes** around beauty.

Racial stereotypes can also cause girls and young women to feel hugely insecure about their appearance. Girls from ethnic backgrounds with physical characteristics that do not fit this stereotypically 'white' ideal of beauty may feel that their natural looks are not 'beautiful'. All over the world, this results in girls and young women being unhappy and insecure about their body and physical appearance. This unhappiness and insecurity is harmful in itself, and can also result in harmful practices in an attempt to change their bodies. **BBC Box 1** describes a short film on skin bleaching as an example of a harmful practice associated to the 'beauty myth'.²



BBC BOX 1. 'YELLOW FEVER' – A FILM BY NG'ENDO MUKII

This short animated film by a Kenyan artist explores the lengths women will go for lighter skin, risking their health by using dangerous skin bleaching creams. In it, Mukii ponders the hatred on a global scale which black women feel towards their own skin color, linking it to a history of colonialism, oppression, racism, and sexism. In a world where 'white' has been made synonymous with beauty and power, many women and girls in Africa, Latin America and Asia feel that their dark skin and curly or coarse hair is 'not beautiful'. This 'fever', she explains, is then passed on to our children. This is made clear in conversations with her young niece in the film:

Mukii: "So, if you had magic, you would do what?"

Niece: "I would change myself into white hair and white skin."

And later:

Mukii: "If you're here, saying that you want to be white, how does that make you feel about the way you look when you're looking in the mirror?"

Niece: "It makes me feel... a little bit uncomfortable."

At the end, Mukii concludes: "we are all just a little bit uncomfortable."

2. Mukii, N. (2012). Yellow Fever. March 18, 2015.

The activities in the *Being Body Confident* module aim to support girls in feeling comfortable in their own bodies. An important step in becoming more body confident is to reveal the impossibility of the beauty myth and recognize the beauty in diversity instead. Respect for diversity is about valuing the many differences between people so that everyone can feel proud of who they are, their physical appearance, their physical abilities, their individual tastes, their lifestyle, their beliefs, the way they dress, speak or think.³

Rather than considering one narrow type of adolescent girl or woman as beautiful, we should realize how boring it would be if we were all the same. We should aim to celebrate the diversity between us and between all people in the world, and to appreciate how every body is beautiful in their own way. Feeling beautiful and confident inside and out can help girls be empowered to speak out and do things they would otherwise be afraid of trying. Therefore, building body confidence with girls is an important step for them to experience and enjoy the feeling of 'power within'.

LINK TO OTHER MODULES

For a description of the different kinds of power: 'over', 'with', and 'within', see page 9 in the *Being Assertive* module.



Activity BBC3: From Saturn to Jupiter supports girls in developing respect and appreciation for diversity, both within the group and in the world around them.



WHAT IS THE RELATIONSHIP BETWEEN BODY IMAGE AND SELF-ESTEEM?

People who are body confident generally don't worry too much about what their bodies look like. They focus more on the positive things their bodies can do, for example, walking to get somewhere, playing sports or dancing. They are comfortable with their body and take good care of it.

On the other hand, people who have a negative body image generally have low body confidence. They tend to worry a lot about what they look like, and this can prevent them from wearing the clothes they want or engaging in activities for which they have to use their bodies, like swimming or dancing.

In this way, body image and self-esteem are interrelated: positive body image helps us to have higher self-esteem, and vice versa.

LINK TO OTHER MODULES

In the *Being Assertive* module, we learned all about self-image and self-esteem and why these are important for girls. Check out the **Setting the Stage** section to refresh your memory!



Having low body confidence and self-esteem can have a serious negative effect on adolescent girls. It can prevent them from engaging in important activities like going to school or going to the doctor. They may find it difficult to speak up for themselves or share their opinion because they are afraid to be at the centre of attention. A lack of body confidence can prevent girls from reaching their full potential and from taking up leadership positions, simply because they are too worried about how their bodies compare to the beauty standard.

It is important to note that boys can suffer from having low body confidence as well. Therefore, fostering body confidence is fundamental for our work with young people: for both girls and boys.

Activity BBC1: Body Image invites girls to reflect on their own body image and to support their peers to have a positive body image.



3. Equitas. (2008). Play it Fair! Human rights education for children. Montreal: Equitas.

HOW DOES BODY CONFIDENCE AFFECT GIRLS' HEALTH?

Being body confident helps adolescent girls stay happy and healthy. If they value their body for what it can do, they are more likely to take good care of it, for example by eating well, going to the doctor when they feel ill and practicing good personal hygiene. Taking care of oneself and one's body can be referred to as '**self-care**'.⁴

To understand the importance of self-care, it is necessary to have a complete understanding of health. 'Being healthy' is more than the absence of disease, and it refers to more than just our physical state. Health is also about our mental and social well-being.⁵ It is important to understand that physical, mental and social well-being are interrelated. For example: people who feel depressed or sad (mental health) often find it difficult to take good care of their bodies (physical health) and may avoid being around other people (social well-being).

“CARING FOR MYSELF IS NOT SELF-INDULGENCE, IT IS SELF-PRESERVATION, AND THAT IS AN ACT OF POLITICAL WARFARE.”

AUDRE LORDE, FEMINIST WRITER AND ACTIVIST

An important aspect of girls' lives where it is essential to bring awareness around body confidence and self-care is the female cycle and menstruation. Cultural contexts vary, but too often girls are taught to feel ashamed by their period and are misinformed about their own cycle. They may learn that **menstruation** blood is 'rotten blood' or even 'toxic' and are told to hide it away and not talk about it. When girls don't know exactly what is happening in their body, these myths around menstruation can make girls feel insecure and confused. Having their period can even prevent girls from participating in their usual daily activities like going to school or playing sports.

Activity BBC5: The Female Cycle invites girls to talk about menstruation, moving away from embarrassment and shame to help girls feel comfortable with this natural function of their bodies.



It is the state's duty to set up a functioning healthcare system, but it is also everyone's own responsibility to do what they can to stay healthy. Unfortunately, self-care is sometimes confused with self-indulgence, as if it is selfish and excessive. Adolescent girls and women in particular are taught to always take care of others before they take care of themselves, making their self-care come last, after their husbands, brothers, and other family members. This is especially true where resources are limited. For example, in many contexts an adult woman and her daughters always eat last, to make sure the family's men and boys are well nourished and healthy. Additionally, women and girls rarely have time to relax or engage in leisure activities, which is harmful to their physical, mental, and social health as well.

Society's gender norms are more accepting towards men when it comes to taking care of themselves and to enjoy recreational and social activities. Therefore, it is important to support girls in believing that taking good care of themselves is a good thing – both for them and for the people around them. It will help them stay happy and healthy, and it will help them work towards reaching their dreams. Furthermore, it will make them a positive presence to the people around them and will empower them to support others if they need it.

Activity BBC4: Taking Care of Yourself invites girls to reflect on how they take care of themselves and where there is room for improvement.



4. This description of self-care is adapted from: Let Girls Lead. (2014). LGL guide to girl-centered advocacy.

5. This definition of health is adapted from: Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

WHAT IS BODILY INTEGRITY?

Gender inequality and stereotypes prevent girls from claiming an essential right: the right to have their body and its boundaries respected and to not have others force them to do or experience something they do not want.⁶ This is bodily integrity. The right to bodily integrity does not only relate to one's sexual and reproductive organs, but to one's entire body. When a person has bodily integrity, they feel empowered to answer questions such as: What do you think? What do you feel? What work can you do? Where can you go? Do you feel comfortable with and proud of your own body?

“EACH TIME A WOMAN STANDS UP FOR HERSELF, WITHOUT KNOWING IT POSSIBLY, WITHOUT CLAIMING IT, SHE STANDS UP FOR ALL WOMEN”

MAYA ANGELOU, AUTHOR, POET, AND AMERICAN CIVIL RIGHTS ACTIVIST

LINK TO OTHER MODULES

You will learn more about the concept of bodily integrity, and how it relates to violence, in the [Living Free from Gender Based Violence](#) module.



In many societies, gender discrimination requires girls and women to take on attitudes and behaviours that make them submissive, and requires that their families or husbands make decisions over their bodies. Although cultures, communities and households vary, there are gender norms all over the world that threaten girls' and women's bodily integrity. For example: the social acceptance of violence against women and domestic violence, having to ask permission to leave the house or travel; not being allowed to speak up and give her opinion; and privileging her partner's pleasure over, or in place of, her own in sexual relationships.

6. Promundo. Program M: Working with young women.
7. Adapted from: Akina Mama wa Afrika. (2010). Sexual and Reproductive Health and Rights and Violence Against Women in conflict-affected African contexts: An AWLI Training Guide.

BODILY INTEGRITY RELATES TO OUR FULL BODIES⁷

Head and mind
(thought, knowledge, information): Who decides what we can think and learn? For example social norms might prevent girls from going to school and developing a critical opinion.

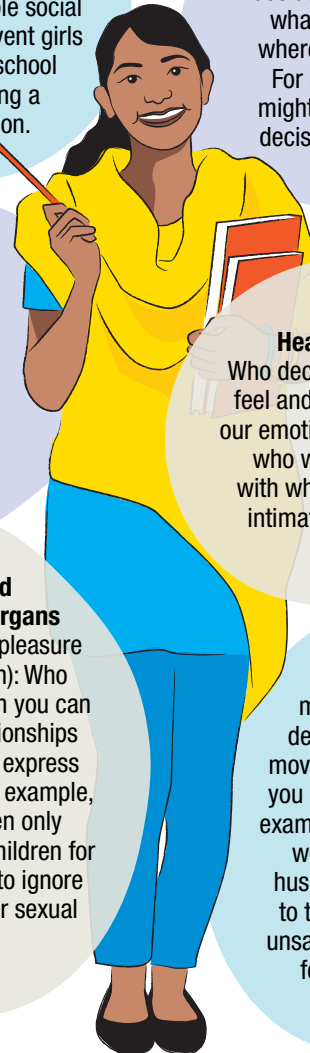
Lips and mouth
(speech, voice, participation): Who decides if we can speak, what we can say and where we can say this? For example, women might be excluded from decision-making within a family.

Hands
(work, actions): Who decides what work you do? For example, there are very few women who are truck drivers or Presidents.

Sexual and reproductive organs
(sexuality, sexual pleasure and reproduction): Who decides with whom you can have sexual relationships and how you can express your sexuality? For example, a woman is often only expected to bear children for her husband and to ignore her own needs for sexual pleasure.

Heart (feelings): Who decides what we can feel and how we express our emotions? For example, who we can love and with whom we can have intimate relationships.

Feet (physical movement): Who decides about your movements and where you are able to go? For example, in some places women need their husband's permission to travel or it may be unsafe or inappropriate for women to go places alone.



Although bodily integrity is personal and individual, collective action is needed in order to challenge existing norms and structures that control what individual bodies do. In this way, sport, physical activity and games can be an important start for girls to reclaim their right to bodily integrity.

In Activity BBC6: Who Decides Over Girls' Bodies? girls begin to analyse who makes decisions over different parts of their bodies and what they are able to be and do.



HOW IS BODY CONFIDENCE COMMUNICATED?

When a girl is body confident, she values her body and its boundaries and is better able to speak up when somebody forces her to do or experience something she doesn't want. She is not afraid to make clear her presence and voice her opinion.

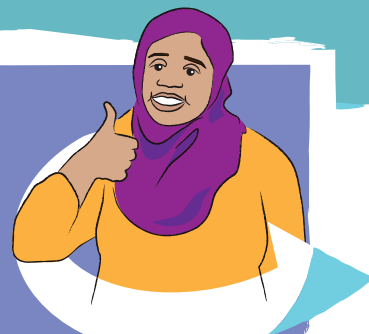
Being aware of the right to full respect of bodily integrity is an important first step in being able to stand up for oneself and for others. Strong verbal and non-verbal communication skills are crucial in claiming and enjoying this right.

LINK TO OTHER MODULES

In the *Being Assertive* module, we focused on verbal communication: what girls should say in order to communicate assertively.



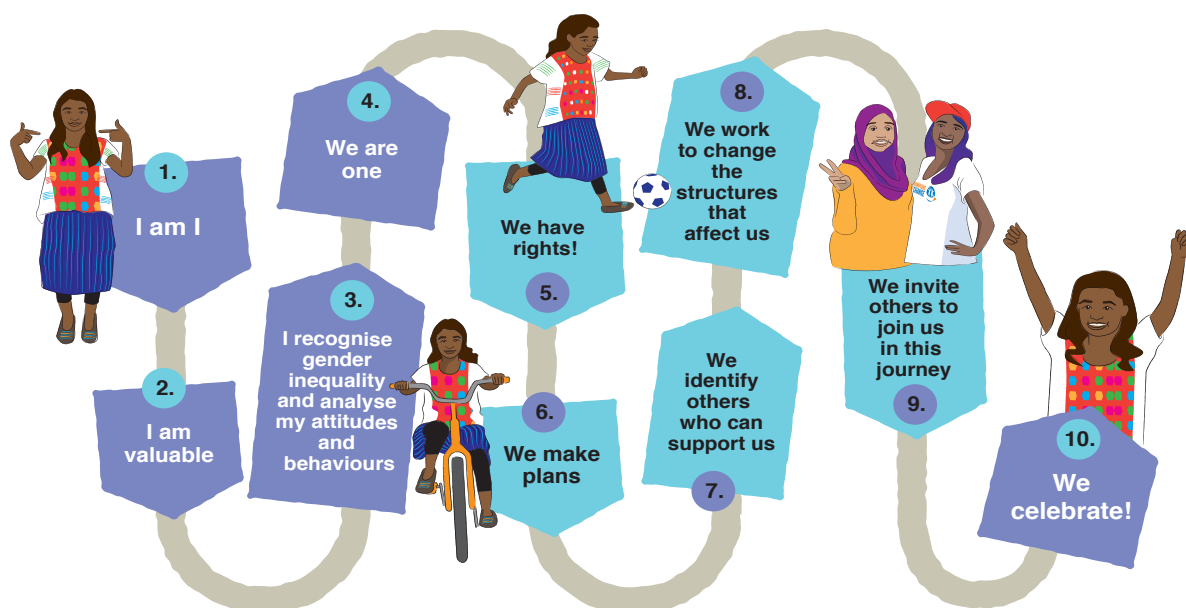
In Activity BBC7: **Communicating Body Confidence** girls are able to practice their non-verbal communication skills in a safe and supportive environment.



As this module is on the physical body and body confidence, we will focus on non-verbal communication: our body movements, posture, eye contact, tone and volume of voice, distance, facial expression and physical contact.⁸ When a person is body-confident, they are more capable of making their verbal and non-verbal communication styles match. For example: If you tell somebody "Please, don't block the road for me, I want to pass through" with a strong voice, while standing straight up and looking the person in the eyes, it will probably be more effective than saying the same words but with a soft voice and looking down.

CONNECTING TO THE JOURNEY

The activities in the *Being Body Confident* module contribute to several steps of the girls' journey to empowerment. Girls continue to appreciate their sense of self and to say 'I am I' (1), through activities that invite them to learn about the female cycle and to take good care of themselves. Girls practice giving and accepting compliments to and from each other about what they do well as a way of strengthening their sense of 'I am valuable' (2), and to build their trust for each other as part of 'we are one' (4). Their collective identity is also strengthened through the appreciation of diversity. Girls unpack the beauty myth and discuss who decides over girls' bodies, understanding how these issues link to 'recognising gender inequality'. (3) Girls also recognise gender inequality in the way they have been taught to express themselves, and go on to practice communicating assertively. Finally, the module ends with an opportunity to 'celebrate' (10) everything they have learned about being body confident.



8. Types of non-verbal communication adapted from: Skills You Need. (2015). Non-Verbal Communication. [Online]. Available from: <http://www.skillsyouneed.com/ips/nonverbal-communication.html#ixzz3Qltl8hFx> [Accessed: 17 October 2015]

BBC BOX 2. SPORT AND PHYSICAL ACTIVITY AS A TOOL TO BUILD BODY CONFIDENCE⁹

Sport, physical activity and games are an important tool for adolescent girls to build confidence and a sense of autonomy about their bodies. Essential life skills such as teamwork, cooperation, problem solving through communication and relationship building are inherent to sport and also crucial for adolescent girls to realise their full potential throughout their lives. For this reason, there is growing interest in focusing on sport activities as a programmatic strategy for girls' empowerment. In many of these programs the teams also gather for other sessions, for example on sexuality education. The organisation Women Win is supporting many girls and women's sport programs all over the world. You can visit their website to learn more about using sports to guide programs for girls: www.womenwin.org. The following is a list of why sports is a useful tool to building body confidence adapted from Women Win's publication referenced below:



1. SPORT ENCOURAGES BOUNDARY SETTING

All games have rules. Most sport settings have boundaries. Part of playing the game revolves around learning the rules, abiding by them and demanding that others do as well. Practicing boundary setting in the field will support girls to recognize what is acceptable behaviour on and off the field, and how to effectively speak up about this.

2. GIRLS' PARTICIPATION IN SPORT TRANSFORMS GENDER NORMS

Unequal power relations between men and women, and between girls and boys, is at the root of why adolescent girls have little body confidence and are afraid to speak up when their rights are violated. Most societies have created rules about what are appropriate physical activities for woman versus what is appropriate for men. For example, activities that demand more physicality and strength such as football are male dominated. Challenging gender norms on the field can have a strong effect on gender norms in families and communities, over and society as a whole.

3. SPORT MAKES GIRLS MORE AWARE AND IN CONTROL OF THEIR BODIES

When a girl plays sports, she gains awareness of her body. When she is running, she recognizes her lungs expanding, she notices beads of sweat forming on her face. If she is playing basketball, she learns to feel the ball on her fingertips, learns what her body feels like when she jumps, runs, becomes fatigued, and gets stronger. Her performance within sport relies, in part, on her ability to not just sense her body, but to control it. This awareness and control can have empowering effects. If a girl considers her body her own, she is more likely to become aware of, understand and demand bodily integrity. Adolescent girls who have experienced physical or sexual violence often disassociate from their body during the abuse as a survival mechanism and afterwards they often see their bodies as vessels for the violation. When handled with expertise and sensitivity, sport can help develop resiliency within adolescent girls, aiding in the healing process.

4. SPORT TEACHES GIRLS TO ASK FOR HELP

No one can score a goal or win a game alone. An inherent lesson in team sports participation is mutual reliance. Sport teaches girls that they are not alone, that they are responsible for each other, and that success means being able to ask for and accept help.

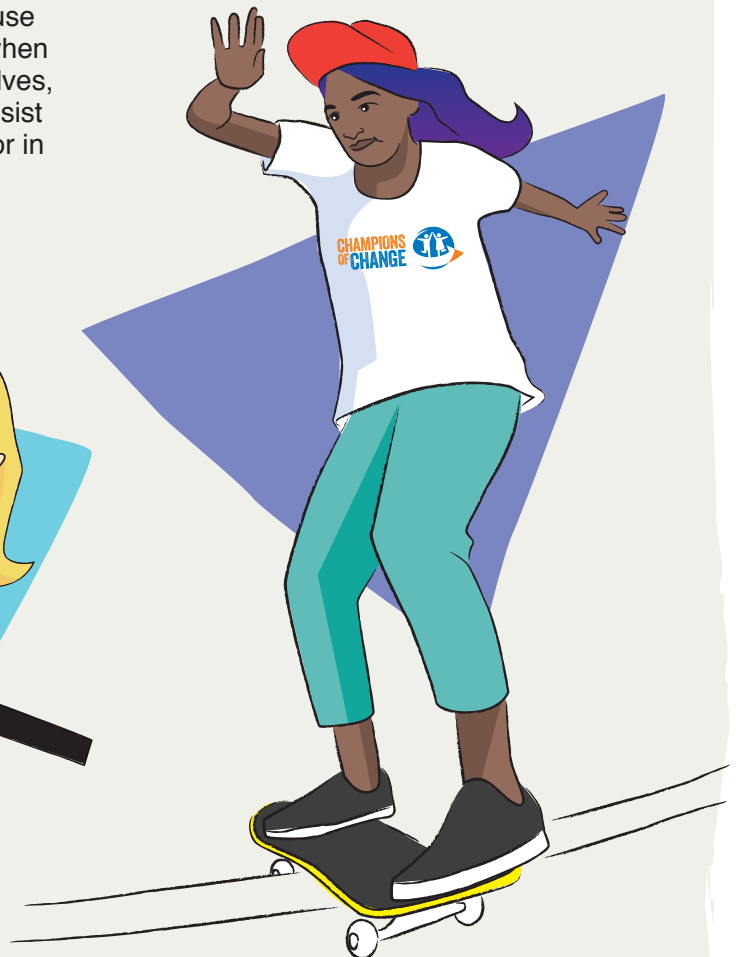
5. SPORT LESSONS ABOUT LEADERSHIP TRANSLATE “OFF THE FIELD”

Given positive coaching, sport can be filled with lessons on self-esteem and confidence building. Girls are afforded opportunities to become leaders, to build physical strength, to be exposed to strong role models, to witness and be applauded for their own progress and to use their voices. And that’s important, because when adolescent girls feel positively about themselves, they are much more likely to, for example, resist pressure to have sex before they are ready or in a way they are not comfortable with.



6. SPORT IS A COURAGE BUILDER

Whether it is swimming for the first time, going up against a tough opponent or sparring with a bigger boxer, sport offers athletes a chance to look challenge in the eyes. It also offers athletes a chance to develop courage and overcome fears. Reporting an abuse, standing up to a perpetrator, and saying “no” to unwanted sexual advances takes more courage than any sporting endeavour. However, the confidence a girl develops in her sport experience can help in overcoming the fear of reporting or seeking services and resource in other areas of her life.



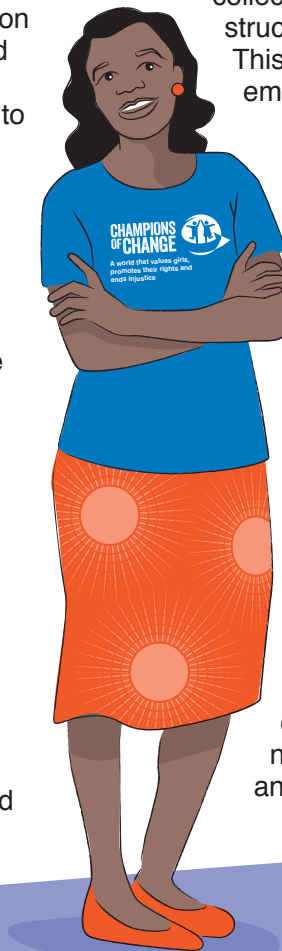
9. This box is adapted from: Women Win. “Why Sport to Address SRHR” in the Guide to Addressing Girls’ Sexual + Reproductive Health + Rights through Sport. Available at: <http://guides.womenwin.org/srhr/introduction/why-sport-to-address-srhr>

GLOSSARY

Beauty industry	The production and selling of products such as cosmetics, perfume, skin and hair care, which promise to make the user look and feel more beautiful.
The beauty myth	An impossible to achieve standard of beauty for girls and woman that is constructed and spread by the media.
Beauty standards	Narrowly defined ideals of what 'beauty' looks like in a particular context.
Bodily integrity	The right to have one's body and its boundaries respected and to not have others force one to do or experience something one doesn't want.
Disability	A long-term physical, mental, intellectual or sensory impairment which, due to various physical or institutional barriers, attitudes, and policies, may hinder a person's full and effective participation in society on an equal basis with others.
Diversity	The recognition and exploration of differences along the dimensions of race, ethnicity, gender, sexual orientation, class, age, ability, origin, religious beliefs, political beliefs, in a safe, positive, and nurturing environment.
Menstrual hygiene management	The way in which women and adolescent girls deal with their menstruation, including how to capture menstrual blood and how to manage pain and discomfort.
Menstruation	A natural process in adolescent girls and women that is related to the reproductive cycle of women and causes a monthly discharge of blood and tissue from the inner lining of the uterus through the vagina.
Non-verbal communication	What is communicated without the use of language: our body movements, posture, eye contact, tone and volume of voice, distance, facial expression and physical contact.
Self-care	The act of taking care of one's own physical, mental and social health and well-being.

GENERAL NOTES ON FACILITATION

- **On contextualization:** It is very important to make this module specific to the context of the girls you will be working with. Prepare for this module by identifying and reflecting on the beauty standards and myths that the girls are exposed to in their environment.
- **On ability:** There may be girls in the group with a disability. A disability can be caused by an accident, violence, or an illness; or someone can be born with a disability. Both the disability itself, as well as (in some cases) the trauma which may have caused the disability, can be a very sensitive topic for the girl. Therefore, as facilitator it is important you deal with disabilities in a sensitive way:
 - ✓ In your language towards her and the group, avoid the words “handicapped” or “disabled”: a disability may lead to a limitation, but these limitations do not define the girl. So, instead of saying a girl is disabled, it is better to think of her as ‘having a disability’. We all have many parts to our identity, and a disability is just one of these features. Besides, if the person has access to tools, infrastructure and support to undertake the task in a different way, they might be fully able to accomplish whatever they attempt.
 - ✓ Do not assume anything about what a girl with a disability can or cannot do or about how she wants to be treated. Before the club starts get together, speak with her in a sensitive way – preferably in a private conversation – and ask about what she is comfortable with in terms of participating in activities, and discuss what she may need to feel supported in the group.
 - ✓ This module on body confidence can bring an extra challenge for a girl with a disability, as it might be difficult for her to be happy about her body and all it’s functions. If you see she is struggling, ask her privately what can help her to feel supported. Make sure you discuss how she too can be proud of and pleased with her body.
- **On sensitivity:** Note that bodily image and body integrity is a sensitive topic for most people: it is about one’s body, which is very personal, particularly in societies that have strict norms that seek to control girls’ and young women’s bodies and how they feel about them. Always remember that it can be a painful process for girls to gain awareness of the many ways in which others decide for them over their own bodies, and be ready to support them in what they need.
- **On programmatic focus:** Depending on the specific programme that uses this module, there is likely to be a focus on a specific aspect of bodily integrity. For example, in the case of a child marriage project, the focus will be on the right to decide if, when and whom to marry. As you prepare, think about how to focus on an area of bodily integrity, so that you can explain how the program contributes to collective action to challenge norms and structures that affect that specific aspect. This will help you to get to a positive and empowering note.
- **On physical activity:** This module aims to build girls’ skills and knowledge to develop body confidence and to support their peers to be happy with their own bodies. Besides unpacking the “beauty myth” and recognizing the beauty of diversity, an important step to being happy and confident with one’s body is to focus on what it can *do*, instead of just *how* it looks. Therefore, whenever possible, it is essential to combine the activities in this module with physical warm up exercises, with playing sports and with other physical activities such as dancing. This will go a long way in supporting the girls in building body confidence while challenging social norms that teach them to be passive and to sit still.



BBC OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BBC1: Body Image	1 hour + journal assignment	<ul style="list-style-type: none"> Understands the importance of a positive body image and of valuing one's body for what it can do, instead of focusing on what it looks like. Supports peers to have a positive body image. 	<p>A girl is 'body confident' when she has a positive image of her body. The opposite is also true: having low body confidence will negatively influence her image of herself.</p> <p>Respecting one's body for what it can do is a key step in being body confident. To often, people spend too much time thinking about what they look like instead of appreciating what their bodies can do.</p> <p>What others say about a person's body or about how they look can have a huge effect on their body confidence. Girls can support their peers to have a positive body image and to be body confident by complimenting them and by encouraging them to focus on all the things they are able to do.</p>	<p>Girls begin by working in pairs to draw a portrait of their partner, highlighting the things they appreciate about her looks and what she can do. Next, they share their portraits with the group. Finally, they discuss how positive comments can affect someone's self image and confidence.</p> <p>As a journal assignment, girls are asked to compliment a peer and to journal about it.</p>
Activity BBC2: The Beauty Myth	1 hour and 15 minutes + take away assignment	<ul style="list-style-type: none"> Understands what 'The Beauty Myth' is as well as the power it has over girls' body confidence. Avoids the pressure of aspiring to beauty standards, and supports her peers in doing the same. Rejects the media's definition of what is 'beautiful'. 	<p>Beauty standards change from culture to culture, but in all places they make girls and women feel like they have to alter the way they look. Sometimes this requires risky surgeries, unhealthy diets and other harmful and painful practices.</p> <p>The 'beauty myth' is an impossible standard of beauty for girls and women that is constructed and spread by the media. It is called a "myth" because the women in the images we see don't exist as we see them: their bodies and their pictures are manipulated to make them look the way the media want them to look.</p>	<p>Girls begin by drawing what they have learned is a 'perfect woman' and then use their drawings to discuss the beauty standards that are prevalent in their communities. They begin to reject these standards by reflecting on how arbitrary these standards are in different cultures and how media images of perfect men and women are unrealistic and stereotyped. Finally, they discuss how the 'beauty myth' negatively affects their own lives and the lives of those around them, as well as what they can do to change this.</p>

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
			The 'beauty myth' can have a negative effect on the body-confidence of girls. Understanding the 'beauty myth' can help girls to reject these standards and to embrace a more inclusive definition of beauty thus decreasing the power of this myth over their lives.	As a take-away assignment, girls are asked to share what they have learned about the beauty myth with a girl who is not in the club, and to discuss how they can stand up to this myth.
Activity BBC3: From Saturn to Jupiter	45 minutes + journal assignment	<ul style="list-style-type: none"> Respects and celebrates diversity in the girls' club. Promotes respect for diversity in her community. 	In order for everyone to feel welcome and happy in this group and in their communities, it is important to acknowledge, respect and celebrate diversity. In any group or community, there are similarities and differences between individuals. These differences can be in the way we look, in our physical abilities, in our lifestyle, in our beliefs and preferences, in our origin, and in the language we use, among many other sources of diversity.	<p>After briefly reviewing the take home assignment, girls play a game that asks them to identify the similarities and differences between them. Then, the girls come together in a circle to reflect on the differences among them, how they feel about being different, and why it's important to celebrate diversity.</p> <p>As a journal assignment, girls are asked to reflect on the similarities and differences among her friends, and on what they do to show they respect the diversity amongst them.</p>
Activity BBC 4: Taking Care of Yourself	1 hour + take home assignment	<ul style="list-style-type: none"> Understands the importance of taking good care of herself. Values her own body. Practices the best self-care she can within her circumstances, and encourages others to take care of themselves. 	<p>'Being Healthy' is about more than just 'not being ill'. Being healthy also requires feeling happy and confident about one's body, feeling well emotionally, and feeling happy and supported in one's relationships.</p> <p>'Self-care' implies taking care of oneself and one's body. If girls value their body for what it can do, they are more likely to take good care of it. This includes eating well, resting, exercising, enjoying good times with friends and family, nurturing their own body image, doing what they can to avoid getting sick, going to the doctor when they feel ill and taking good care of their personal hygiene.</p>	<p>In this activity, girls begin by discussing what they know about 'health' and about 'self care'. Then they brainstorm the things they already do to take care of themselves. Finally, they work in groups to take a deeper look at how they can improve their self-care practices and at how they can support others in taking good care of themselves.</p> <p>As a take-away assignment, girls are asked to share what they have learned about self-care with a girl who is close to them.</p>

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BBC5: The Female Cycle	1 hour + journal assignment	<ul style="list-style-type: none"> • Understand menstruation as a natural process that is part of the female cycle. • Identifies and rejects myths about menstruation prevalent in her communities. • Practices the best menstrual hygiene management that is available to her and talks about it with peers. 	<p>Girls can strengthen their body confidence by speaking with other girls and women they trust about the female cycle. Experiencing their first menstruation might be a bit of a shock, especially if girls are not told what to expect or what is happening with their bodies. Girls can support each other by discussing menstruation as a natural process for adolescent girls and women.</p> <p>The things girls and women do to stay comfortable during their menstruation are referred to as 'menstrual hygiene management'. It is important to reflect on what are the best options available to manage menstruation effectively and hygienically. Managing menstruation well will help girls to experience their period not as a burden but as an opportunity to appreciate their cycle as a normal part of their everyday life.</p>	<p>The activity begins with a brief explanation of the female cycle. Next, girls discuss the best options in their community for menstrual hygiene management.</p> <p>As a journal assignment, girls are asked to write a letter to a younger girl where they share the information they learned.</p>
Activity BBC6: Who Decides Over Girls' bodies?	1 hour	<ul style="list-style-type: none"> • Understands her right to full respect of bodily integrity. • Acknowledges she should be able to make her own choices regarding her body. • Recognizes the norms in her community and family that influence her ability to make her own choices. 	<p>Bodily integrity is the right to have our body and the boundaries we set around it respected. Nobody has the right to force anyone else to do or experience something they don't want.</p> <p>Social rules influence girls' abilities to make the choices that affect their lives. These social rules are enforced by family and community members who try to determine what girls should think, say, feel, do and where they can go.</p>	<p>Girls begin by drawing what they have learned is a 'perfect woman' and then use their drawings to discuss the beauty standards that are prevalent in their communities. They begin to reject these standards by reflecting on how arbitrary these standards are in different cultures and how media images of perfect men and women are unrealistic and stereotyped. Finally, they discuss how the 'beauty myth' negatively affects their own lives and the lives of those around them, as well as what they can do to change this.</p>

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
			<p>Understanding the power that others have over girls' lives can be upsetting for them, but it can also be the first step towards their empowerment. In order to have more control over the decisions that affect them, girls must first be aware of who and why has been making these decisions for them and about the potential of working together to change social rules.</p>	<p>In this activity, girls draw the outline of a girl and a boy to discuss who makes decisions that affect the different parts of their bodies. Then, they engage in a group discussion about why this is and what it means for girls and women in their communities. Finally, they make links between these decisions and their right to bodily integrity.</p>
<p>Activity BBC7: Communicating Body Confidence</p>	1 hour	<ul style="list-style-type: none"> • Can communicate her interests and needs regarding her bodily integrity effectively and with body confidence to family and community members. 	<p>When a girl is body-confident, it shows in the way she acts and carries herself when interacting with others. Strong non-verbal communication skills are as important as strong verbal communication skills when it comes to being heard.</p>	<p>Girls begin by discussing different elements and examples of non-verbal communication. Next, they break into pairs to practice communicating body confidence and giving feedback to each other. Finally, they agree to support each other in developing these skills and reflect on the conclusion of the <i>Being Body Confident</i> module.</p>

ACTIVITY BBC1: BODY IMAGE

Girls begin by working in pairs to draw a portrait of their partner, highlighting the things they appreciate about her looks and what she can do. Next, they share their portraits with the group. Finally, they discuss how positive comments can affect someone's self image and confidence. As a journal assignment, girls are asked to compliment a peer and to write about it.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipcharts
- Markers
- Thin coloured markers (a set for each girl)
- Large sheets of paper (A3 or tabloid size - one per girl)



LINKS TO KAPS



- Understands the importance of a positive body image and of valuing one's body for what it can do, instead of focusing on what it looks like.
- Supports peers to have a positive body image.



KEY MESSAGES

- **A girl is 'body confident' when she has a positive image of her body.** The opposite is also true: having low body confidence will negatively influence her image of herself.
- **Respecting one's body for what it can do is a key step in being body confident.** To often, people spend too much time thinking about what they look like instead of appreciating what their bodies can do.
- **What others say about a person's body or about how they look can have a huge effect on their body confidence.** Girls can support their peers to have a positive body image and to be body confident by complimenting them and by encouraging them to focus on all the things they are able to do.



TIPS FOR FACILITATORS

- Be very conscious of how girls are relating with each other. If girls are interacting in an overall positive and supportive way, it is ok for girls to work with their friends and to select their own partners for this activity – this will likely make giving each other compliments easier. However, if you notice that some girls are being excluded, it may be better for you to assign partners.
- Pay close attention to the kinds of compliments girls give each other, and be prepared to guide them to give supportive compliments, i.e. compliments that are meant to encourage each other. Note that girls will likely focus some of their compliments based on beauty standards. If this happens, encourage them to look beyond appearances, and let them know that you will be unpacking beauty standards in the next activity.



BEFORE YOU BEGIN

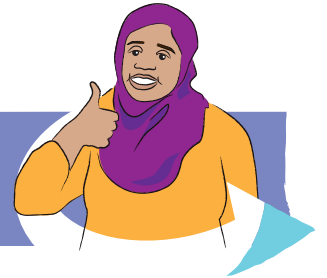
- Review the introductory questions on self-image in the *Being Assertive* module, and prepare to relate this concept to body-confidence in this activity.
- Copy the questions included in **Step #2** onto a flipchart so that the girls can refer to them as they are drawing each other.
- Copy the activity's key messages onto a flipchart so that you can refer to them in **Step #6**. Keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

In Plenary and in pairs: What we see (25 minutes)

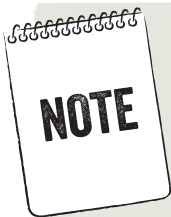
1. Remind the girls about the activity on self-image that they did in the *Being Assertive* module. Ask them what they remember of this activity. Allow a few girls to answer. Explain that in this exercise we are going to reflect on how *the way they relate to their own body* influences their self-image.
2. Invite the girls to select a partner and to sit comfortably in front of each other. Distribute paper and coloured markers. Explain that they will draw a full-body portrait of their partner, and that the portrait should answer these questions:
 - **What does she look like?**
 - **What do you like about how she looks?**
 - **What is she good at doing with her body?**

TIP! Walk around to ensure that girls are drawing each other's bodies as well as their faces. Encourage girls not to share their drawing with their partner or with other girls as they are working on it.



In Plenary: Sharing our portraits (30 minutes)

3. Invite all the girls to sit in a circle. Ask them to take turns sharing the portrait they made briefly highlighting what they find beautiful about their partner, and what they think she is good at. If the girls are not focusing on these two aspects, make sure to ask follow up questions such as: "So what does she do well according to your picture?"



Girls may feel uncomfortable giving or receiving compliments, particularly if they don't feel good about themselves or if they associate compliments to being harassed. If this happens, explain that it is normal for them to feel uncomfortable, and explain that complimenting each other is an important step in noticing each others' strengths and talents and supporting each other's self esteem.

4. When all the girls have presented their portraits, lead a conversation using these questions:
 - **Was this a difficult exercise? Why or why not?**
 - **How did others' compliments influence your body image?**
 - **Did their compliments help you to reflect on what your body can do?**

In Plenary: Wrap it up! (10 minutes)

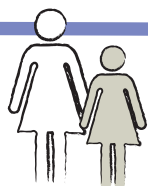
5. Wrap up the activity by and presenting the activity's key messages from the flipchart you prepared ahead of time. Pause after you read each one to ask girls how the different things they said in their previous conversation or as they were presenting their portraits relate to each message.
6. Explain the activity's take-away assignment and answer any questions that the girls may have about it.



Write it out! Invite the girls to give a compliment to a peer who is not in this club: on her looks and on what she is good at, and to write about this experience in their journal.

ACTIVITY BBC2: THE BEAUTY MYTH

Girls begin by drawing what they have learned is a 'perfect woman' and then use their drawings to discuss the beauty standards that are prevalent in their communities. They begin to reject these standards by reflecting on how arbitrary these standards are in different cultures and how media images of perfect men and women are unrealistic and stereotyped. Finally, they discuss how the 'beauty myth' negatively affects their own lives and the lives of those around them, as well as what they can do to change this. As a take-away assignment, girls are asked to share what they have learned about the beauty myth with a girl who is not in the club, and to discuss how they can stand up to this myth.



ALL AGES



1 HOUR
& 15 MINUTES

WHAT YOU NEED

- Flipcharts
- Markers
- Coloured pencils
- Scissors (at least one for every small group)
- Glue (at least one for every small group)
- Magazines with advertisements that promote beauty standards
- **Handout BBC-A: Beauty Standards Around the World** (one copy per girl)
- **Handout BBC-B: The Girl in the Magazine** (one copy per girl)



LINKS TO KAPS



- Understands what 'The Beauty Myth' is as well as the power it has over girls' body confidence.
- Avoids the pressure of aspiring to beauty standards, and supports her peers in doing the same.
- Rejects the media's definition of what is 'beautiful'.



KEY MESSAGES

- Beauty standards change from culture to culture, but in all places they make girls and women feel like they have to alter the way they look. Sometimes this requires risky surgeries, unhealthy diets and other harmful and painful practices.
- The 'beauty myth' is an impossible standard of beauty for girls and women that is constructed and spread by the media. It is called a "myth" because the women in the images we see don't exist as we see them: their bodies and their pictures are manipulated to make them look the way the media want them to look.
- The 'beauty myth' can have a negative effect on the body-confidence of girls. Understanding the 'beauty myth' can help girls to reject these standards and to embrace a more inclusive definition of beauty thus decreasing the power of this myth over their lives.

TIPS!

TIPS FOR FACILITATORS

- It is very important for this activity to be context-specific. Prepare for this activity by identifying the beauty standards that are prevalent in the communities where the girls live. Think about how beauty standards have affected your own perceptions of what is attractive, and be prepared to share these reflections with the girls.
- This activity is longer than most. It may be helpful to plan for a short break after completing **Step #8**.

Portions of this activity have been adapted from activities in: Dove and World Association of Girl Guides and Girl Scouts. (2014). Free Being Me: Activity guide for Leaders and Volunteers. And: International Sexuality and HIV Curriculum Working Group. (2009). It's All One Curriculum. New York: Population Council.



BEFORE YOU BEGIN

- Look for local magazines and/or advertisements that represent local beauty standards. Select some images and prepare to present them in **step #5**.
- Copy the activity's key messages on separate flipcharts so that you can refer to them in **Steps #14, 18 and 21**. Keep the sheets covered until you are ready to use them

STEPS TO FOLLOW:

In Plenary: Introduction (15 minutes)

1. Remind the girls how in the previous activity of this module we learned we learned that compliments can make you feel good about yourself and your body and that negative comments can lower your body confidence.
2. Take some time to ask about the assignment:
 - **Did they all remember to compliment a peer who is not in this group?**
 - **How was this compliment received?**
 - **How did it make them feel to do this?**
 - **Will they do it more often?**
3. Explain that another factor that might lower a person's body confidence is when they see images of unrealistically beautiful people in the media – for example in television or in magazines.
4. Take some time to explain the following facts:
 - ✓ All these images we see in the media create an image of what the 'perfect woman' should look like.
 - ✓ This can make us feel insecure because we don't look like that. However, these images are unrealistic and no one can ever look like this 'perfect woman'. Not even the woman whose picture we are looking at!
 - ✓ This socially constructed and unrealistic image is called the '**beauty myth**'.
5. Use the images you collected from the local media to illustrate these points.
6. Explain that in this exercise the girls will explore the beauty standards in their culture and compare this with beauty standards in other places in the world.

In Groups: The 'perfect woman' (15 minutes)

7. Use a fun way to make up groups of 4-5 girls. Distribute the magazines, scissors and glue to each group.
8. Ask the groups to work together to make a collage of a 'perfect woman'. In other words, a woman that fulfils the 'beauty standard' according to the general opinion in their community.
9. When time is up, ask the groups to post their collages on a wall near them.

In Plenary: Discussing the beauty standard in our community (15 minutes)

10. Invite the girls to take 5 minutes to do a gallery walk of the collages that represent the 'perfect woman'.
11. Working in plenary, ask the girls to identify what most collages had in common, and take notes on key words on a flipchart. This will help them to identify the 'beauty standards' that are prevalent in their communities.
12. Start a discussion about the beauty standard in Ask the group:
 - **Is this beauty standard realistic? Can a woman ever fulfil it?**
 - **How does this beauty standard influence women?**
 - **What do women do to look like this 'perfect woman'?**
 - **Are there beauty standards for men as well? How do we think they influence men?**

NOTE

It is important for girls to realise that boys and men are also influenced by beauty standards, but that due to gender norms it might be even more difficult for them to admit that their own self esteem is affected by them. It will often be easier for them to see how beauty standards influence what they consider to be beautiful women.

In Plenary: Beauty standards around the world and in the media (20 minutes)

13. Tell the girls that you will now look at different beauty standards around the world. Give each girl a copy of **Handout BBC-A**, and go through the different examples together, one by one.

TIP! If girls are comfortable reading out loud, ask for a volunteer to read each example to the group.



14. After reading all the examples of beauty standards, ask them:
- **Which examples surprised you the most?**
 - **What do these examples tell you about beauty standard in our own culture?**
15. Read the first key message, and relate it to what girls said when answering the previous questions:
- Beauty standards change from culture to culture, but in all places they make girls and women feel like they have to alter the way they look.** Sometimes this requires risky surgeries, unhealthy diets and other harmful and painful practices.
16. Tell the girls that you will now look a bit closer at how the media contributes to having unrealistic beauty standards.
17. Give each girl a copy of **Handout BBC-B**, and go through the different examples together.
18. After looking at the different examples of manipulated pictures, ask them:
- **Did you know that all pictures in advertisements are manipulated?**
 - **What do these pictures say about what the media wants us to believe is beautiful?**
19. Read the second key message, and relate it to what girls said when answering the previous questions.

The 'beauty myth' is an impossible standard of beauty for girls and women that is constructed and spread by the media. It is called a "myth" because the women in the images we see don't exist as we see them: their bodies and their pictures are manipulated to make them look like the media want them to look.

In Plenary: Wrap it up! (10 minutes)

20. Wrap-up the activity with a brief conversation based on the following questions:
- **How do beauty standards and the 'beauty myth' influence you?**
 - **What can you do to be less influenced by it?**
 - **How can you help others to be less influenced by it?**
21. Present the final key message using the flipchart you prepared ahead of time, and relating it to the previous conversation:
22. The 'beauty myth' can have a negative effect on the body-confidence of girls. Understanding the 'beauty myth' can help girls to reject these standards and to embrace a more inclusive definition of beauty thus decreasing the power of this myth over their lives.
23. Before girls leave, introduce the **take-away assignment**.



Spread the word! Ask girls to talk with a peer who is not participating in this club about the beauty myth. Have the girls explain to her and ask if she feels influenced by it. Finally, ask her to discuss what they can do to reduce the influence that beauty standards have over them.



HANDOUT BBC-A: BEAUTY STANDARDS AROUND THE WORLD



FULL LIPS

In the United States and Europe, full lips are considered youthful looking and beautiful, and many women have a liquid called Botox injected into have them look bigger and fuller.



GAINING WEIGHT

Mauritanian women are lauded for gaining weight, to the point that young girls are sometimes sent to camps where they are forced to eat 15,000 calories a day (more than 6 times what is needed to maintain current weight) in an effort to 'fatten them up'. Being bigger makes women more desirable as wives, because a larger wife is seen as a status symbol for her husband.



STRAIGHT HAIR

In many Caribbean countries where girls and women have naturally curly hair, they use chemical products to straighten their hair. Girls are taught from an early age that natural hair is 'ugly', 'dirty' or 'bad'.



LONG NECKS

Women of the Kayan tribe in Thailand and Myanmar start wearing brass rings around their necks when they're just five years old, adding more rings as they grow older to elongate their necks. A super-long neck is considered beautiful and elegant in this region, and women may wear over 20 pounds of rings as adults.



BIG EYES AND FACIAL RECONSTRUCTION

In China and South Korea, many women undergo extensive plastic surgery in order to have more 'Western' looking features, including eyelid surgery for bigger eyes, nose reduction surgery, breast implants, and facial reconstruction.



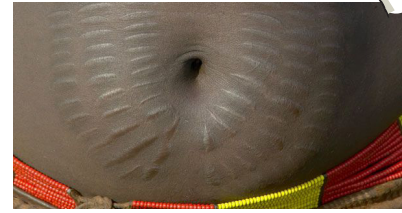
TANNED SKIN

In countries like Australia, England and the United States, many people want to look like they have been in the sun, so they darken their skin with creams or sunbeds or spend hours lying in the sun.



TATTOOS

In New Zealand, the Maori people consider women with tattooed lips and chins to be beautiful. A woman with full, blue lips is considered the most beautiful and desirable.



SCARS

In Ethiopia's Karo tribe, scars on women's torsos and chests are considered both attractive and sexy. The practice of self-inflicted scarring is a form of adornment cherished by the people of this culture.



LIGHT SKIN

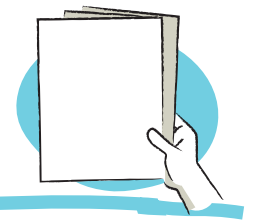
In many places in Asia, Latin America and Africa, lighter skin is often considered more attractive. Some people believe they will be more successful with whiter skin. Women use lotion with bleach in an attempt to whiten their skin and avoid exposing themselves to the sun.



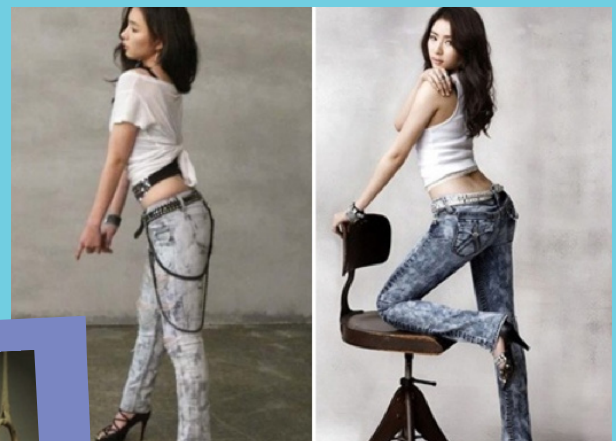
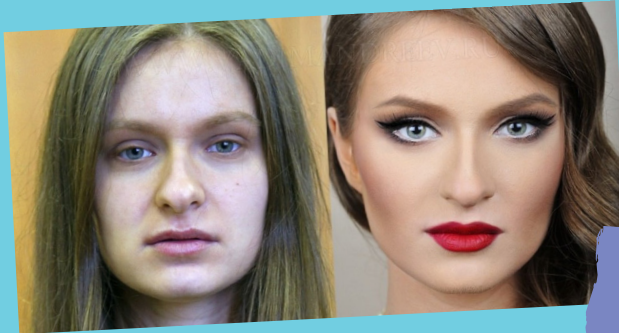
EXTREME DIETING

In countries like Australia, and the United States, many women and girls want to look slim or even really skinny. They put themselves on strict diets and exercise regimes to get the looks they want. Sometimes they develop eating disorders such as anorexia because they don't believe they are thin enough.

HANDOUT BBC-B: THE GIRL IN THE MAGAZINE



The Beauty Myth—Nobody can look like the girl in the magazine, even the girl in the magazine doesn't look like the girl in the magazine!¹⁰



ACTIVITY BBC3: FROM SATURN TO JUPITER

After briefly reviewing the take home assignment, girls play a game that asks them to identify the similarities and differences between them. Then, the girls come together in a circle to reflect on the differences among them, how they feel about being different, and why it's important to celebrate diversity. As a journal assignment, girls are asked to reflect on the similarities and differences among her friends, and on what they do to show they respect the diversity amongst them.



ALL AGES



45
MINUTES

WHAT YOU NEED

- Flipchart
- Two objects to mark where the planets are, such as cones or sticks
- **Facilitation Sheet BBC3: Statements for 'From Saturn to Jupiter'**



LINKS TO KAPS

- Respects and celebrates diversity in the girls' club.
- Promotes respect for diversity in her community.



KEY MESSAGE

- **In order for everyone to feel welcome and happy in this group and in their communities, it is important to acknowledge, respect and celebrate diversity.** In any group or community, there are similarities and differences between individuals. These differences can be in the way we look, in our physical abilities, in our lifestyle, in our beliefs and preferences, in our origin, and in the language we use, among many other sources of diversity.



TIPS FOR FACILITATORS

- Make sure the girls understand that the purpose of this game is to identify the similarities and differences there are within the group, and to understand the importance of respecting and celebrating diversity. This is why neither planet is 'better' or 'worse' than the other.



BEFORE YOU BEGIN

- Review **Facilitation Sheet BBC3** and replace some statements with other statements that are more specific to the context of the girls. However, make sure to balance statements that relate to sensitive topics (such as "Like / Do not like your body") with more "neutral" statements (such as "Like/ Do not like bananas").
- Prepare a sign that reads 'SATURN' and another sign that reads 'JUPITER'.
- Prepare the space by placing one stick or cone in one end of the room, and the other about 30 steps away. Label each one with the signs you prepared.
- Copy the activity's key message on a flipchart so that you can refer to it in **step #11**. Keep the sheet covered until you are ready to use it.

This activity is adapted from: Equitas. (2008). Play it Fair! Human rights education for children. Montreal: Equitas.

STEPS TO FOLLOW:

In Plenary: Introduction (5 minutes)

1. Welcome the girls to the activity, and ask them about the take home assignment:
 - **Did they manage to speak to a girl about the beauty myth?**
 - **How did it go? How did the girl react?**

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

In Plenary: From Saturn to Jupiter (20 minutes)

2. Tell the girls that today you are going to play a game about diversity.
3. Explain that there are two planets in this game: Saturn and Jupiter and that the two sticks or cones and signs that you placed in the room represent where these planets are.
4. Explain that you will read several statements to them and they will go to the planet to which they 'belong' according to these statements. Ask them not to speak with each other as they are travelling from planet to planet, but to focus on what they can observe and how they feel throughout the game.
5. To check if the girls understood, give them an example: "Those of you who are wearing blue today, go to Saturn; those of you who are not wearing blue today, go to Jupiter." And ask them to go to the corresponding planet. Check that all girls went to the correct planet.
6. Read the statements included in **Facilitation Sheet BBC3**, adapted for your context, one at a time, giving enough time for the girls to move to the corresponding planet after each statement.

TIP! Encourage the girls to move quickly from planet to planet, and remind them not to discuss the statements as they are moving from planet to planet.



In Plenary: Reflections (15 minutes)

7. When you finish going through the statements, ask the girls to sit around a circle to discuss the game.

TIP! Never start the reflection of this game while still standing in different planets. It is very important for the girls to feel safe, together and equal while discussing diversity.

8. Begin by discussing how the girls **felt** using the following questions:
 - **How did you like the game?**
 - **Were you ever alone on your planet? How did you feel then?**
 - **How did you feel when you were part of a large group on the same planet? Why?**
9. Next, discussing what the girls **thought** about the game using the following questions:
 - **Were there times when you did not know which planet to go to? Why?**
 - **Was one planet better than the other in this game? Why or why not?**
 - **In what ways are we all alike in our group? In what ways are we different?**

10. Finally, discuss how this game might ***influence*** the girls using the following questions:
- **Do you like having friends who are different from you? Why or why not?**
 - **What can you do to get to know each girl in the group better?**
 - **What can you do to make sure everyone feels welcome in our group?**
 - **Why is it important to celebrate diversity amongst us?**

In Plenary: Wrap it up! (5 minutes)

11. Wrap up the activity by assigning the **take-away assignment**, and presenting the activity's key message using the flipchart you prepared ahead of time, relating it to the previous discussion.



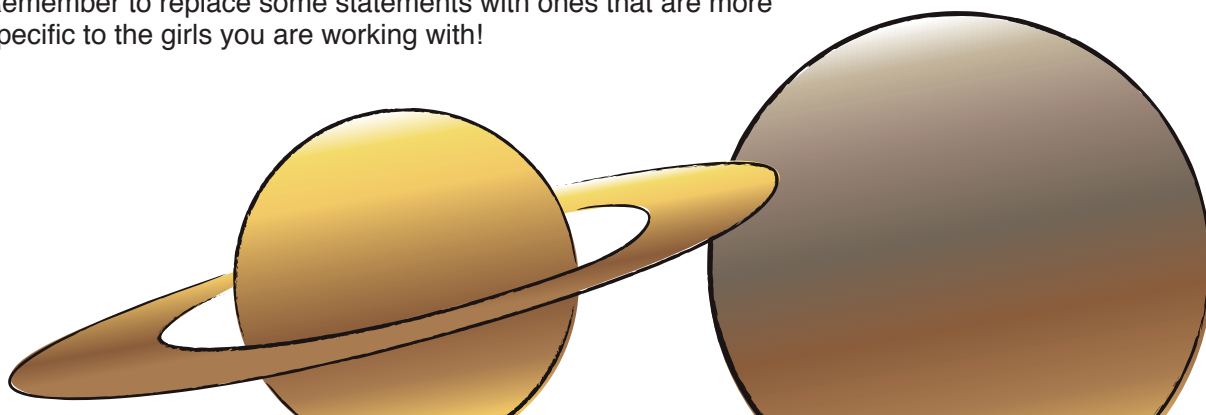
Write it out! In their journals, invite the girls to reflect on the similarities and differences among her friends, and on what they do to show they respect the diversity amongst them. As an alternative, they can chat with a friend about this instead.



FACILITATION SHEET BBC3: STATEMENTS FOR 'FROM SATURN TO JUPITER'





Use this sheet to facilitate the game, 'From Saturn to Jupiter'.
Remember to replace some statements with ones that are more specific to the girls you are working with!



SATURN	JUPITER
Have a brother	Do not have a brother
Know how to play a musical instrument	Do not know how to play a musical instrument
Speak only one language	Speak more than one language
Have curly/kinky hair	Do not have curly/kinky hair
Like soccer	Do not like soccer
Slept well last night	Did not sleep well last night
Like bananas	Do not like bananas
Do not like to talk with boys	Like to talk with boys
Were born in this community	Were born in a different community
Want to get married	Do not want to get married
Cover their hair	Do not cover their hair
Do not like mathematics	Like mathematics
Ride a bike	Do not ride a bike
Like to dance	Do not like to dance
Have not been to another country	Have been to another country

ACTIVITY BBC4: TAKING CARE OF YOURSELF

In this activity, girls begin by discussing what they know about 'health' and about 'self care'. Then they brainstorm the things they already do to take care of themselves. Finally, they work in groups to take a deeper look at how they can improve their self-care practices and at how they can support others in taking good care of themselves. As a take-away assignment, girls are asked to share what they have learned about self-care with a girl who is close to them.

 <p>ALL AGES</p>	 <p>1 HOUR</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipcharts • Markers • Coloured pencils • Handout BBC-C: Taking Good Care of Myself (one copy per girl) 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Understands the importance of taking good care of herself. • Values her own body. • Practices the best self-care she can within her circumstances, and encourages others to take care of themselves.
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KEY MESSAGES

- **'Being Healthy' is about more than just 'not being ill'.** Being healthy also requires feeling happy and confident about one's body, feeling well emotionally, and feeling happy and supported in one's relationships.
- **'Self-care' implies taking care of oneself and one's body.** If girls value their body for what it can do, they are more likely to take good care of it. This includes eating well, resting, exercising, enjoying good times with friends and family, nurturing their own body image, doing what they can to avoid getting sick, going to the doctor when they feel ill and taking good care of their personal hygiene.



TIPS FOR FACILITATORS

- In this activity, girls might realise that their living conditions pose challenges for them to take good care of themselves – for example the availability of healthy and sufficient food. Be sensitive to this and support the girls in identifying alternatives, but try to focus on what is possible and what they can accomplish through self-care and by taking care of each other.



BEFORE YOU BEGIN

- Review the three versions of **Handout BBC-C: Taking Good Care**, and choose the one that is most fitting for your local context. Note that these handouts are meant to be general, so take some time to familiarize yourself with the sheet and notice where it does and does not correspond to the context of the girls you are working with, and what is missing or different.
- Copy the activity's key messages on separate sheets in a flipchart so that you can refer to them in **steps #4 and 9**. Keep the sheets covered until you are ready to use them.
- Copy the questions listed in **step #10** on a flipchart, and keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

In Plenary: Introduction (20 minutes)

1. Invite the girls to tell the group about their journal assignment by asking a few girls to share their reflections on:
 - **What did they discover about diversity among their friends?**
 - **Did they have the chance to chat about it with a friend? What did they discover?**
2. Remind the girls about what they have discussed so far in this module about body image. Explain that in this exercise you will ask them to continue to reflect on their bodies in relation to their health and about what it means to take care of themselves.
3. Lead a brief conversation about what it means to be healthy, using these questions:
 - **What is 'health'?**
 - **When are you healthy?**
 - **Why is it important that be healthy?**
 - **What can you do to make sure you are healthy?**
4. Support the girls in understanding a broad definition of **'being healthy'**. At the end of the conversation, share the first key message of the activity:

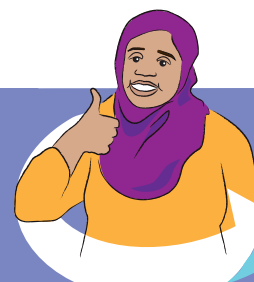
'Being Healthy' is not only about not being ill. Being healthy also requires feeling happy and confident about one's body, feeling well emotionally, and feeling happy and supported in one's relationships.

5. Lead a brief conversation about the meaning of **'self-care'**, using these questions:
 - **What does 'self-care' mean?**
 - **What does it mean to take care of yourself?**
 - **Why is it important to take good care of yourself?**
 - **How does it relate to health and your body?**
 - **How does self-care relate to your body image?**
6. Support the girls in understanding the meaning of 'self care': The act of taking care of your own physical, mental and social well-being. Take time to help the girls to make the connection between body image, knowledge about your body and self-care. Help them see that if they have a positive body image, they will appreciate their body, and they will be more likely to take good care of it. In addition, taking good care of their body will help them appreciate their body more.

In Plenary and Small Groups: Taking Care of Ourselves (30 minutes)

7. Give each girl a copy of **Handout BBC-C: Taking Good Care of Myself**. Explain that there are many things they can do to take care of their body and of their health. Ask them to look at the drawing and to look of examples of things they can do that are represented in the drawing.

8. Lead a brainstorm of self-care practices (5 -10 minute). Begin by asking: **What do you do to take care of yourself?** The girls will likely bring up some or all of the following aspects. When they do, ask them to describe what that looks like. Make sure to bring up any topic that the girls don't mention:
 - **Eating well:** the importance of eating sufficient healthy foods. A complete and balanced diet helps develop girls' growing bodies and a full stomach improves concentration and memory.
 - **Exercise:** the importance of taking on physical activity, whether through sports, dancing, play, or even walking or biking to get places. This not only helps to build muscle and keep bodies healthy, it can help girls get a good night sleep!
 - **Hygiene:** the importance of keeping clean. This includes washing hands with soap regularly, especially before eating, to protect from disease; having a bath regularly; wearing clean clothes; and taking extra care during menstrual periods.
 - **Play and relaxation:** the importance of having time to relax and of having fun with people you enjoy being around, like family and friends.
 - **Sleep:** the importance of giving time for your body and mind to recover during sleep and to make sure you wake up with energy for the day.
 - **Body image:** the importance of having a positive body image. If you feel positive about your body, you feel valuable and you are more likely to take good care of yourself and your body.
 - **Prevention:** the importance of preventing common diseases, for example by using mosquito nets. Ask girls if they can think of other preventative measures they can take.
9. Support the girls in developing a broad understanding of everything they can do to take care of themselves. At the end of the brainstorm, share the second key message of the activity:
 - **'Self –care' implies taking care of oneself and one's body.** If girls value their body for what it can do, they are more likely to take good care of it. This includes eating well, resting, exercising, enjoying good times with friends and family, nurturing their own body image, doing what they can to avoid getting sick, going to the doctor when they feel ill and taking good care of their personal hygiene.
10. Use a fun way to form groups of 4-5 girls. Ask them to take 20 minutes to discuss different ways of taking care of their bodies. Show the list of questions on the flipchart you prepared ahead of time, and ask each girl to think about and share:
 - **What am I doing well to take care of myself?**
 - **What could I do better?**
 - **Who can I ask for help to improve my self-care?**
 - **What can I do to help other girls in my group to take care of themselves?**
11. Invite the girls to use their copy of **Handout BBC-C** to make notes on what they learn in their conversation about taking good care of themselves.



TIP!

Explain the questions with an example for each one. For example: I always make sure I drink enough water every day. I could eat more vegetables because I know they are good for me. I could discuss with my family about growing more vegetables. I can talk to my friends about the importance of washing our hands with soap before we eat.

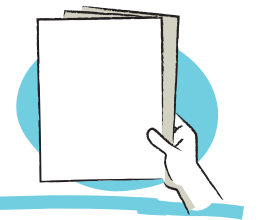
In Plenary: Wrap it up! (10 minutes)

12. Once the time is up for group discussion, invite the girls to come back to the main group.
13. Ask them: **What was the most important thing you learned from each other about taking care of yourself?**
14. Invite them to remind each other of taking care of themselves and to support each other in doing so.
15. Before girls leave, introduce the **take-away assignment**.



Spread the word! Ask the girls to share their handout with another girl who is close to them and start a conversation about self-care. This should preferably somebody from her household or close to her household, so they can remind and support each other to take good care of themselves.

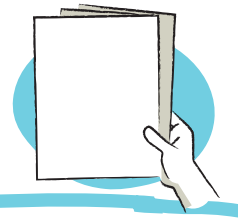
HANDOUT BBC-C: TAKING GOOD CARE OF MYSELF



Can you name everything Ximena does to take care of herself? Take some notes while you are discussing with your group, so you can remind yourself of all the ways you can take good care of yourself!



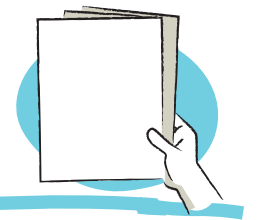
HANDOUT BBC-C: TAKING GOOD CARE OF MYSELF



Can you name everything Sara does to take care of herself? Take some notes while you are discussing with your group, so you can remind yourself of all the ways you can take good care of yourself!



HANDOUT BBC-C: TAKING GOOD CARE OF MYSELF



Can you name everything Zaratou does to take care of herself? Take some notes while you are discussing with your group, so you can remind yourself of all the ways you can take good care of yourself!



ACTIVITY BBC5: THE FEMALE CYCLE

The activity begins with a brief explanation of the female cycle. Next, girls discuss the best options in their community for menstrual hygiene management. As a journal assignment, girls are asked to write a letter to a younger girl where they share the information they learned.



ALL AGES



1 HOUR
& 15 MINUTES

WHAT YOU NEED

- Flipcharts
- Markers
- **Handout BBC-D: The Female Reproductive System and Cycle** (one copy per girl)
- **Handout BBC-E: Common questions and answers about managing menstruation** (one copy per girl)
- **Facilitation Sheet BBC5: Options for Menstruation Hygiene Management**



LINKS TO KAPS



- Understand menstruation as a natural process that is part of the female cycle.
- Identifies and rejects myths about menstruation prevalent in her communities.
- Practices the best menstrual hygiene management that is available to her and talks about it with peers.



KEY MESSAGES

- **Girls can strengthen their body confidence by speaking with other girls and women they trust about the female cycle.** Experiencing their first menstruation might be a bit of a shock, especially if girls are not told what to expect or what is happening with their bodies. Girls can support each other by discussing menstruation as a natural process for adolescent girls and women.
- **The things girls and women do to stay comfortable during their menstruation are referred to as 'menstrual hygiene management'.** It is important to reflect on what are the best options available to manage menstruation effectively and hygienically. Managing menstruation well will help girls to experience their period not as a burden but as an opportunity to appreciate their cycle as a normal part of their everyday life.



TIPS FOR FACILITATORS

- Note that this activity includes a lot of information for the girls. The take home activity is very important because it will give the girls an opportunity to reflect on this information.



BEFORE YOU BEGIN

- Review **Handout BBC-D** and prepare to present the contents. It would be helpful to draw large copies of the illustrations on flipcharts.
- **Handout BBC-E** presents possible questions the girls may have about managing their menstruations, along with some answers you may present. Review this sheet thoroughly.
- **Facilitation Sheet BBC5** presents an overview of all options for menstrual management, along with the advantages and disadvantages of each option. Make sure you identify which of these options are available to the girls in their communities. Remember that the price of products is a crucial aspect of access.
- In preparation for **Step #10**, identify common myths about menstruation in the girls' communities.
- Copy the activity's key messages on separate sheets in a flipchart so that you can refer to them in **steps #4** and **9**. Keep the sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Ask the girls about the take home assignment: did they get the chance to talk with somebody from their household – or close to their household – about self-care? Invite a few girls to share their experiences.
2. Explain that in this activity we will look more closely at a specific part of self-care: menstrual hygiene management.
3. Explain that **menstrual hygiene management** describes what girls and women can do to manage their menstruation. Explain that **menstruation** is the monthly discharge of blood from the uterus through the vagina of non-pregnant girls and women during their reproductive ages. Menstruation is often called “your period” or “monthly period”.
4. Note that it is important to begin by establishing common language about menstruation. Ask:
 - **What words do women and girls in your families and communities usually use to refer to menstruation?**
 - **Do girls use different words than adult women?**
5. Reflect on the why a girls’ menstruation is referred to in different ways by asking:
 - **Why are there so many words to name the same thing?**Help them to understand that people are sometimes embarrassed to use the word “menstruation” because of the myths and taboos around menstrual blood and women’s bodies.
6. Explain to the girls that in this activity we will speak in an open way about menstruation, because it is a natural process that we all share. In fact we can all be proud of it! It is a monthly reminder of what are bodies can do. It is important to be open about it because it helps us to practice good menstrual hygiene management that is important to stay healthy.

In Plenary: Our cycles (30 minutes)

7. Explain to the girls you will first give them some basic information on menstruation and the female cycle.
8. Distribute **Handout BBC-D: The Female Reproductive System and Cycle**, and present the information using the visual aids you prepared ahead of time. Take some time to ask the girls if they have any questions about this information, and answer them to the best of your knowledge.

TIP!

Don’t be afraid to admit that you do not know the answer to a question. If a question comes up that you can’t answer, tell the girls that you will research the question and get back to them the next time.



NOTE

The girls may have questions about how this cycle relates to getting pregnant. Answer very general questions, and explain that you will take a closer look at reproductive health in the next module.

9. Ask: **Is menstruation seen as a natural and positive process in your families and communities?**

Take some time to take comments from different girls, encouraging them to share their own thoughts on menstruation.

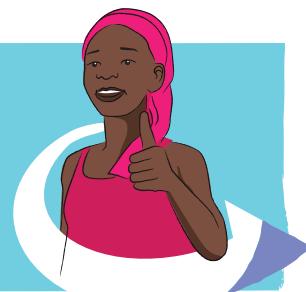
10. Explain that in many societies menstruation is associated with shame and rejection. This makes it difficult for girls and women to talk about it openly, which results in:
 - ✓ Girls and women having to hide they are menstruating and they might be humiliated or criticised when others see or smell the blood.
 - ✓ Girls and women having to hide their menstrual products. For example they cannot dry their reusable pads outside in the sun.
 - ✓ Girls and women feel embarrassed to talk about it, even among each other in private. This prevents them from being able to support each other.
 - ✓ In some places, there are norms that restrict girls and women to do their daily activities. For example they cannot do cooking or are not allowed to sleep in the same place as their husband. These norms are based on persistent myths on menstruation.
11. Ask the girls if they know some myths about menstruation that people in their communities believe. Have them share these in the group and discuss the facts behind them.
12. Support the girls in understanding that most myths are not based on facts and that they can reject these myths. At the end of the conversation, share the first key message of the activity:
 - **Girls can strengthen their body confidence by speaking with other girls and women they trust about the female cycle.** Experiencing your first menstruation might be a bit of a shock, especially if girls are not told what to expect or what is happening with their bodies. Girls can support each other by discussing menstruation as a natural process for adolescent girls and women.

In Plenary: Menstrual hygiene management (25 minutes)

13. Explain that you will now discuss **menstrual hygiene management**: the way girls and women deal with their menstruation. Together they will make a plan how girls in their community can best deal with their period.
14. Ask: **What do women and girls in your community do to capture the menstruation blood?**
15. After a few girls share their answers, explain the advantages and disadvantages of each option mentioned by the girls (**using Facilitation Sheet BBC5**).
16. Explain other options that are available to the girls, but that they did not mention. Make sure you also cover the information on keeping yourself comfortable and your menstrual products clean.
17. Ask: **What should a girl do the first time she gets her period?**
18. Take a few comments from the girls. Make sure to suggest the actions listed in **Handout BBC-E** if the girls don't bring them up themselves.
19. Next, ask the girls if they know what a girl can do to manage pain and feelings of discomfort during their period.
20. After a few girls share what they know and/or what works for them, suggest the actions listed in **Handout BBC-E** if the girls don't bring them up themselves.

TIP!

Listen carefully to all the practices that the girls bring up. If any of them reflect common myths about menstruation, make sure to point this out, and encourage them to challenge these myths. For example, if a girl suggests that a girl should stay home when she sees her first period to avoid being teased by her friends, explain that having a period should not prevent a girl from playing or from going to school.



In Plenary: Wrap it up! (10 minutes)

21. To wrap up the activity, ask the girls if they have any additional questions about the topics you discussed today. Take some time to answer any questions that come up. Distribute **Handout BBC-E**, and encourage girls to read it when they go home.

22. Share the key message of the activity:

The things girls and women do to stay comfortable during their menstruation are referred to as 'menstrual hygiene management'. It is important to reflect on what are the best options available to manage menstruation effectively and hygienically. Managing menstruation well will help girls to experience their period not as a burden but as an opportunity to appreciate their cycle as a normal part of their everyday life.

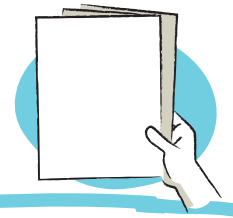
23. Before girls leave, introduce the **take-away assignment**.



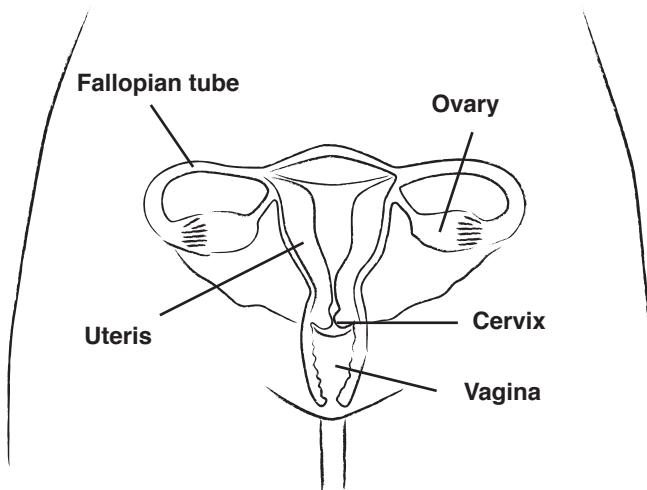
Write it out! Since today was a lot of talking and shared a lot of information, the take-away assignment is for reflecting on this information. Ask the girls to write a letter to a girl who will soon see their first period. They write to the girl with important information, but also to give her support that she should not be afraid or ashamed. Explain that it is normal within their group some girls might have started menstruating and some not. If they haven't started, they can consider it the letter as a note to themselves. If they did start menstruating already, they can write about your personal experience in the letter. They might have a younger girl in mind that they are writing to. They can give her the letter if they want, or read it to her.



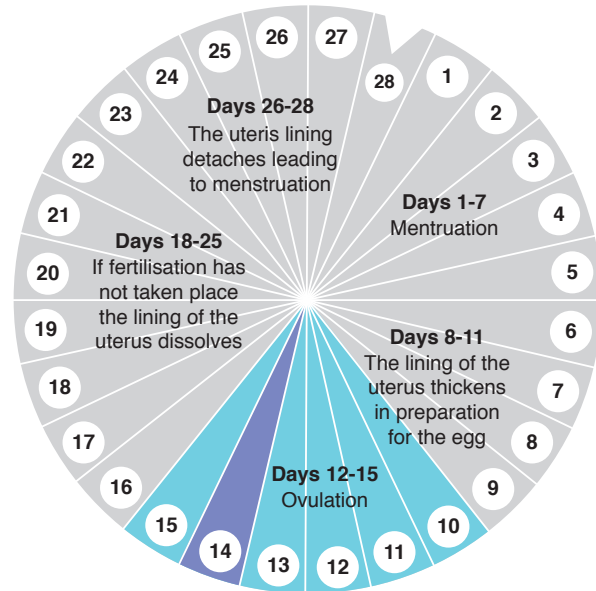
HANDOUT BBC-D: THE FEMALE REPRODUCTIVE SYSTEM AND CYCLE



THE FEMALE REPRODUCTIVE SYSTEM

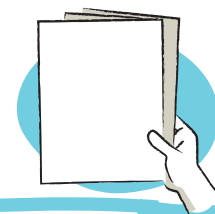


THE FEMALE CYCLE



- The menstrual cycle is usually around 28 days but can vary from 21 to 35 days.
- Each cycle involves the release of an egg that moves into the uterus through the fallopian tubes. This is called **ovulation**.
- Tissue and blood begin to line the walls of the uterus in case the egg is fertilised. If the egg is not fertilised, the lining of the uterus is shed through the vagina along with blood. This is called **menstruation**.
- Menstrual bleeding generally lasts between two and seven days, with some lighter and some heavier flow days.
- When a cycle lasts the same number of days every time, it is called **regular**. The cycle is often **irregular** for the first year or two after menstruation begins. Some girls and women have irregular periods for longer times.
- Most women and girls have some pain during their periods, and can also have nausea, feel very tired, have headaches and/or general discomfort. They can also feel sad, irritable or angry. All these symptoms vary from person to person and can change over time.
- Menstruation is a healthy, normal and vital process. It shouldn't prohibit women and girls from doing the things they want or need to do. When women and girls take the right menstrual hygiene measures, they should be able to continue with their usual everyday activities.
- If a period is extremely painful, unusually heavy, or very irregular, or is a period is missed, it is important to tell a trusted female adult and to go see a doctor, as these could be signs that something is wrong.

HANDOUT BBC-E: COMMON QUESTIONS AND ANSWERS ABOUT MANAGING MENSTRUATION



'HOW TO' QUESTIONS	POSSIBLE ANSWERS
How to manage your first period?	<ul style="list-style-type: none"> • Talk to other girls and women, such as your mother, sister, aunt, grandmother, female friend or an older woman in your community • Don't be afraid. It can be scary to see the blood on your underwear, but it is normal and natural. • If you are at school, tell the matron, a female teacher, or a fellow student. • Feel proud! Your body is developing!
How to capture the blood?	<ul style="list-style-type: none"> • Place a cloth, pad, cotton or tissue on your underwear. • Never insert the material inside your vagina. • Change the cloth, pad, cotton or tissue every two to size hours or more frequently if you think that the blood flow is getting heavy.
How to dispose of the cloth, pad, cotton or tissue?	<ul style="list-style-type: none"> • If you are re-using a cloth, put it into a plastic bag until you can wash it with hot water and soap and then dry it in the sunshine or iron it. • If you are using a pad, tissue or cotton, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be burned later. • If there is no other option, drop it straight in the latrine pit as long as it is not a water seal.
How to keep yourself comfortable during your period?	<ul style="list-style-type: none"> • Every day (morning and evening if possible) wash your genitals with water. • Keep unused cloths and pads clean (wrapped in tissue or plastic bag) for further use. • Pat the area dry with a cloth, and put a fresh cloth, pad, cotton, or tissue on your underwear. • Always wipe from front to back after defecation. • Never wash the inside of the vagina with water.
How to manage the pain from your period?	<ul style="list-style-type: none"> • You can put a bottle with hot water on your stomach area when you are resting. • Try to do some exercises and keep your body active • You can take pain medication every four to six hours on the most painful days.

FACILITATION SHEET BBC5: OPTIONS FOR MENSTRUATION HYGIENE MANAGEMENT





SANITARY PROTECTION OPTIONS	ADVANTAGES	DISADVANTAGES
Natural materials (eg. Mud, cow dung, or leaves)	<ul style="list-style-type: none"> • Free • Locally available 	<ul style="list-style-type: none"> • High risk of contamination • Difficult and uncomfortable to use.
Strips of sara, kanga or other cloth	<ul style="list-style-type: none"> • Easily available in the local market • Re-usable 	<ul style="list-style-type: none"> • If old cloths are not cleaned well they can become unhygienic • Users need somewhere private, with a water supply and soap, to wash and dry the cloths
Toilet paper or tissues	<ul style="list-style-type: none"> • Easily available in the local market 	<ul style="list-style-type: none"> • Loses strength when wet and can fall apart • Difficult to hold in place • May be too expensive • Generate waste, so not environmentally-friendly
Cotton wool	<ul style="list-style-type: none"> • Good absorption properties • Easily available in the local market 	<ul style="list-style-type: none"> • Difficult to hold in place • May be too expensive
Locally made reusable pads	<ul style="list-style-type: none"> • Locally available • Income generation opportunity • Cost effective as are re-usable • More environmentally friendly than disposable pads 	<ul style="list-style-type: none"> • Supply chain limitations may make it difficult to reach potential users • Users need somewhere private, with a water supply and soap, to wash and dry the pads
Locally made biodegradable, disposable pads	<ul style="list-style-type: none"> • Locally available • Income generation opportunity • Environmentally friendly as degrade on disposal • Natural products 	<ul style="list-style-type: none"> • Not always absorbent enough or the correct shape for higher-flow days • Less environmentally friendly than re-usable products
Commercially available re-usable pads	<ul style="list-style-type: none"> • Cost effective as are re-usable • More environmentally friendly than disposable pads • Available on the internet 	<ul style="list-style-type: none"> • Initial cost may be prohibitive • Users need somewhere private, with a water supply and soap, to wash and dry the pads • Most poor girls lack internet access
Commercially available disposable pads	<ul style="list-style-type: none"> • Often available, except in remote locations • Range of sizes and types available in some locations • Well designed through research and development • Hygienic, as a new one is used each time 	<ul style="list-style-type: none"> • Cost is prohibitive to many users • Generate a lot of waste to dispose of, so not environmentally friendly

Tampons (with or without applicators)	<ul style="list-style-type: none"> • Convenient and comfortable to use • Hygienic, as a new one is used each time 	<ul style="list-style-type: none"> • Not available in many countries • Cost is prohibitive to many users • Generate a lot of waste to dispose of, so not environmentally friendly • May not be culturally appropriate for adolescent girls, as need to be inserted into the vagina • Hygiene and availability of water and soap for hand-washing are particularly important, as need to be inserted into the vagina
Panties (also known as 'pants', 'knickers' or 'underwear')	<ul style="list-style-type: none"> • Useful for keeping a sanitary product in place • Good for keeping the vaginal area hygienic 	<ul style="list-style-type: none"> • Cost may be prohibitive to potential users • Cheap elastic can wear out relatively quickly
Period panties (panties with a rubber lining)	<ul style="list-style-type: none"> • Provide an additional level of protection against leakage during menstruation 	<ul style="list-style-type: none"> • May be sweaty to wear in hot climates • Not readily available to purchase in many regions • High initial cost
Menstrual cups	<ul style="list-style-type: none"> • Re-usable • Only need emptying, washing and drying 	<ul style="list-style-type: none"> • May not be culturally appropriate for adolescent girls, as need to be inserted into the vagina • Hygiene and availability of water and soap for hand-washing are particularly important, as need to be inserted into the vagina • High initial cost
Menstrual sponges	<ul style="list-style-type: none"> • Re-usable • Only need emptying, washing and drying • Natural product • Comfortable because they are flexible and soft and mould themselves to the shape of the vagina 	<ul style="list-style-type: none"> • May not be culturally appropriate for adolescent girls, as need to be inserted into the vagina • Hygiene and availability of water and soap for hand-washing are particularly important, as need to be inserted into the vagina • High initial cost • Last for a maximum of six months • Delicate and easily ripped

ACTIVITY BBC6: WHO DECIDES OVER GIRLS' BODIES?

In this activity, girls draw the outline of a girl and a boy to discuss who makes decisions that affect the different parts of their bodies. Then, they engage in a group discussion about why this is and what it means for girls and women in their communities. Finally, they make links between these decisions and their right to bodily integrity.

 <p>ALL AGES</p>	 <p>1 HOUR</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipcharts • Loose flipchart paper • Markers • Handout BBC-F: Who decides over our bodies? (two copies per small group) 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Understands her right to full respect of bodily integrity. • Acknowledges she should be able to make her own choices regarding her body. • Recognizes the norms in her community and family that influence her ability to make her own choices.
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KEY MESSAGES

- **Bodily integrity is the right to have our body and the boundaries we set around it respected.** Nobody has the right to force anyone else to do or experience something they don't want.
- **Social rules influence girls' abilities to make the choices that affect their lives.** These social rules are enforced by family and community members who try to determine what girls should think, say, feel, do and where they can go.
- **Understanding the power that others have over girls' lives can be upsetting for them, but it can also be the first step towards their empowerment.** In order to have more control over the decisions that affect them, girls must first be aware of who and why has been making these decisions for them and about the potential of working together to change social rules.



TIPS FOR FACILITATORS

- Note that bodily integrity is a sensitive topic for most people: it is about one's body, which is very personal, particularly in societies that have strict norms that seek to control girls' and young women's bodies and how they feel about them. Always remember that it can be a painful process for girls to gain awareness of the many ways in which others decide for them over their own bodies, and be ready to support them in what they need.
- Prepare for this activity by analysing the challenges to bodily integrity that the girls in the group might be experiencing. For example, how prevalent is violence against girls in their schools and in their communities? Are girls able to walk around on their own? Are they able to dress how they want? How are these issues being addressed? It would be good to speak to community facilitators who work in the girls' communities about these issues to develop a better sense of the girls' context.

This activity is adapted from: Akina Mama wa Afrika. (2010). Sexual and Reproductive Health and Rights and Violence Against Women in conflict-affected African contexts: An AWLI Training Guide.



BEFORE YOU BEGIN

- Review illustration of Nipa on page 8 of the 'Setting the Stage' section. Note that in this activity the girls will be asked to make similar illustrations.
- Copy the definition of 'bodily integrity' included in the module's Glossary so that you can refer to it in **Step #3**. Keep the sheet covered until you are ready to use it.
- Copy the activity's key messages onto separate flipchart sheets so that you can refer to them in **Steps #10, 12 and 13**. Keep the sheets covered until you are ready to use them.

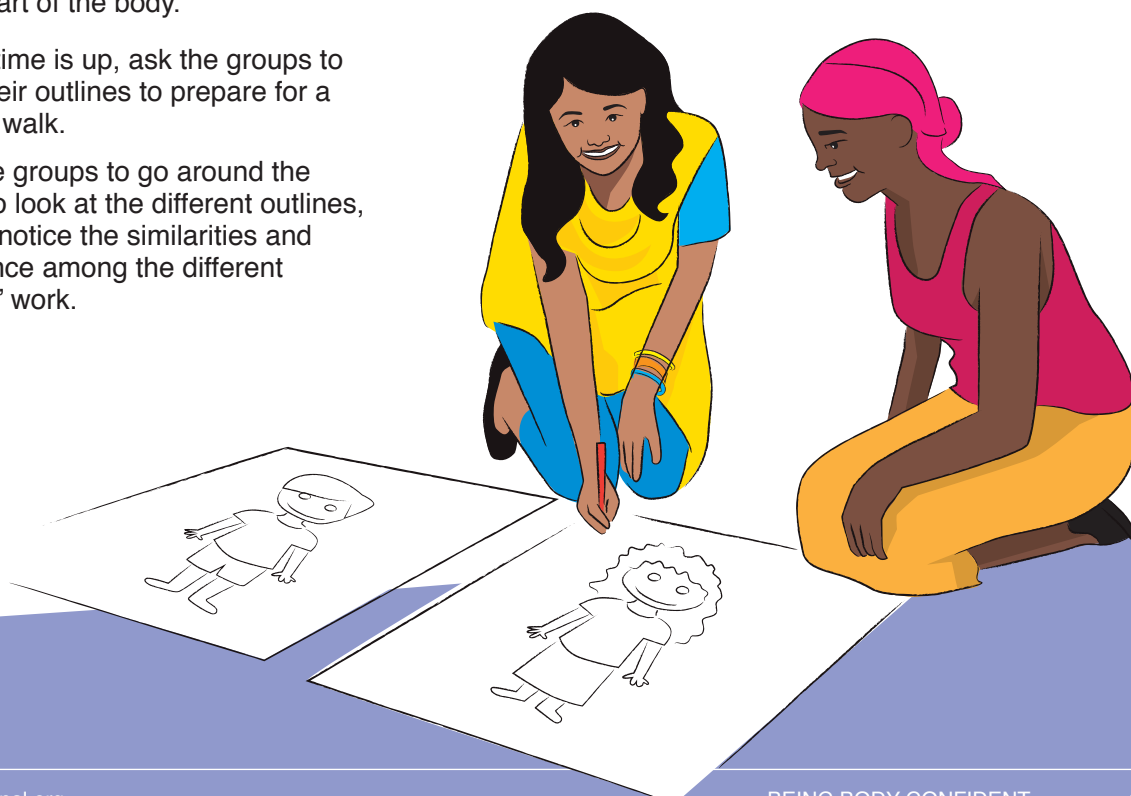
STEPS TO FOLLOW:

In Plenary: Introduction (15 minutes)

1. Ask the girls about the journal assignment: **did they get the chance to write a letter to a younger girl about getting their period for the first time? Did any of them actually deliver this letter?** Invite a few girls to share their experience.
2. Explain that in this activity we will analyse who makes decisions over different aspects of our bodies.
3. Share the definition of 'bodily integrity' from the flipchart you prepared ahead of time:
Bodily integrity: The right to have one's body and its boundaries respected and to not have others force one to do or experience something one doesn't want.
4. Lead a brief conversation about this concept by asking:
 - **What does this mean to you?**
 - **What are boundaries? Do you feel like people respect your boundaries?**

In Small Groups: Who decides? (20 minutes)

5. Use a fun way to form groups of 4-5 girls, and provide them with 2 sheets of flipchart paper, markers and 2 copies of **Handout BBC-F**.
6. Ask them to take 15 minutes to draw the outline of an adolescent girl on one sheet and of an adolescent boy on the other sheet. Then, ask them to discuss the questions listed in **Handout BBC-F** for each part of the body, and to write on their outlines who makes decisions that affect each part of the body.
7. When time is up, ask the groups to post their outlines to prepare for a gallery walk.
8. Ask the groups to go around the room to look at the different outlines, and to notice the similarities and difference among the different groups' work.



In plenary: Our bodies, our decisions (15 minutes)

9. Invite the girls to sit around a circle for a brief discussion of the group work. Ask the girls to share specific examples from their own lives to answer these questions:
 - **Did the different groups come up with very different perspectives on who decides on our bodies? What was similar and what different?**
 - **To what extent is what we do with our body controlled by others – like our family, community, religion?**
 - **Were there differences in who decide over boy's bodies and over girls' bodies? With what part of our bodies is this most notable?**
10. Support the girls in understanding that social norms play a strong role over what their bodies can and can not do by sharing the activity's second key message:

Social rules influence girls' abilities to make the choices that affect their lives. These rules are enforced by family and community members who try to determine what girls should think, say, feel, do and where they can go.

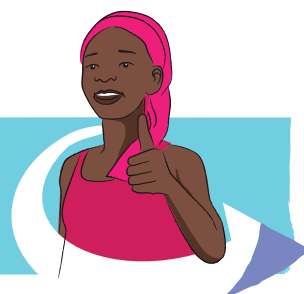
11. Invite the girls to think about the potential for change by asking:
 - **How can we change the way our bodies are controlled by society and culture? In other words: How can we have more control over our own bodies?**

Make sure the following points are included in the conversation:

- ✓ If our family members are open to discussing social rules, we can try to speak to them about our right to make choices.
- ✓ However, even though we are discussing the power to make individual choices, collective action is needed to challenge social rules that affect all girls.
- ✓ Tell the girls about how this project seeks to change social rules so that they can better enjoy their rights, including the right to bodily integrity. Support them in understanding that being in a girls' club is an important first step in this process.
- ✓ Remind the girls that there have always been powerful girls and women fighting for their right.

TIP!

Remind the girls of activity **GEN8** where they learned about courageous girls, women and movements that have fought for girls rights.



12. Support the girls in understanding that social norms play a strong role over what their bodies can and can not do by sharing the activity's third key message:

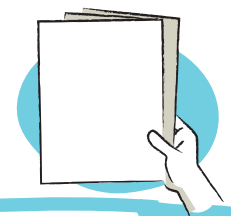
Understanding the power that others have over girls' lives can be upsetting for them, but it can also be the first step towards their empowerment. In order to have more control over the decisions that affect them, girls must first be aware of who and why has been making these decisions for them and about the potential of working together to change social rules.

In plenary: Wrap it up! (10 minutes)

13. Wrap-up by underlining that respect of bodily integrity is a right we all have – although this right is often and in many ways not fully respected. Share the first key message of the activity to underline bodily integrity as a right:

Bodily integrity is the right to have our body and the boundaries we set around it respected. Nobody has the right to force anyone else to do or experience something they don't want.

HANDOUT BBC-F: WHO DECIDES OVER OUR BODIES?






1. Start by drawing the outline of a girl and of a boy in separate sheets of paper.
2. Then, discuss who decides over each part of the body for girls and for boys by discussing the questions included for each part of the body.
3. Then, write who decides over each part next to the corresponding part of the drawings.
4. When you are done, post your drawings on a wall.

PART OF THE BODY	QUESTIONS FOR DISCUSSING WHO DECIDES
Head (what we think and what we know)	<ul style="list-style-type: none"> • Can you think and learn about whatever you want? • Who decides over what you think? • Who decides if you go to school? • Who decides if you can listen to the radio or use the internet?
Lips (what we say)	<ul style="list-style-type: none"> • Can you speak your mind? • Who decides when and where you can speak?
Heart (what we feel)	<ul style="list-style-type: none"> • Are you free to feel what you want and express your feelings? • Can you show it when you feel vulnerable? • Who decides about what emotions you can show?
Hands (what we do)	<ul style="list-style-type: none"> • Who decides what kind of work you do? • Who decides what your role in family is?
Sexual and reproductive organs (how we live our sexuality and reproductive capacity)	<ul style="list-style-type: none"> • Are you free to tell someone that you like him or her? • Are you free to decide if, when and how to have sex? • Are you free to decide if, when and how to have children?
Feet (where we can go and how we get there)	<ul style="list-style-type: none"> • Can you decide to go visit a friend or a family member? • Do you need to ask permission to go out? • Is it safe for you to walk to school or to a friend's house?

ACTIVITY BBC7: COMMUNICATING BODY CONFIDENCE

Girls begin by discussing different elements and examples of non-verbal communication. Next, they break into pairs to practice communicating body confidence and giving feedback to each other. Finally, they agree to support each other in developing these skills and reflect on the conclusion of the *Being Body Confident* module.

 <p>ALL AGES</p>	 <p>1 HOUR</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipcharts • Handout BBC-G: Key Messages on Being Body Confident (one copy per girl) 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Can communicate her interests and needs regarding her bodily integrity effectively and with body confidence to family and community members.
 <p>KEY MESSAGE</p> <ul style="list-style-type: none"> • When a girl is body-confident, it shows in the way she acts and carries herself when interacting with others. Strong non-verbal communication skills are as important as strong verbal communication skills when it comes to being heard. 			



TIPS FOR FACILITATORS

- Although non-verbal communication is of crucial importance for getting your message across, most people are not aware of it. If girls find it challenging to understand the different elements of non-verbal communication, give them examples of what you mean by exaggerating your non-verbal communication. For example: if you want to discuss gestures, show them exaggerated versions of different gestures that you can make to stress a point.
- This is the last activity of the *Being Body Confident* module. Plan a brief celebration for the end of the activity to congratulate the girls for their dedication to learning together.



BEFORE YOU BEGIN

- Non-verbal communication is culturally specific. For example it might not be appropriate in some contexts to look somebody in the eyes or to make physical contact. Make sure to review this activity and to make adjustments so that it takes cultural sensitivities into account. However, be aware that social rules about communication tend to be different for males and females, and so communicating assertively may imply challenging gender norms.
- In this activity, girls will be asked to give each other feedback. Make a few copies of **Handout BAS-C: The art of giving and receiving feedback** so that you can remind the girls about basic tips for giving each other supportive feedback.
- Copy the activity's key messages on a flipchart so that you can refer to it in **Step #12**. Keep the sheet covered until you are ready to use it.

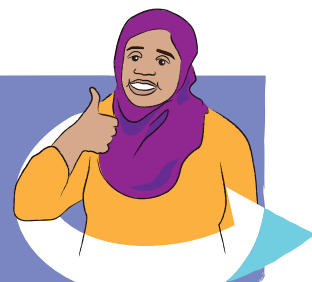
STEPS TO FOLLOW:

In Plenary: Introduction (20 minutes)

1. Invite the girls to remember the activities on “taking care of yourself” and “bodily integrity”. Remind them that in those activities they thought about what they would like to change about how they take care of themselves, and about making the decisions that affect their bodies. Ask: **What are some of the things you want to change?**
2. After a few girls share their answers, highlight that communicating your needs to others is an important step in taking good care of yourself and in claiming your right to bodily integrity. Explain that we have already discussed what you want say, so in this activity we will look more closely at how you say it.
3. Explain that a lot of our communication is done without even speaking. This is called non-verbal communication. Ask: **How can we communicate without language?** Take a few suggestions from the girls, and write them on a flipchart.
4. Discuss each form of non-verbal communication, asking for ‘good’ and a ‘bad’ example of each. Make sure you cover all of these types of communication, adding to the list the ones that were not mentioned by the girls:
 - **Body movements/gestures**
 - **Posture**
 - **Eye Contact**
 - **Tone of voice**
 - **Distance (closeness or personal space)**
 - **Facial expression**
 - **Physical contact**

TIP!

Remember that what constitutes ‘good’ and ‘bad’ ways of communicating non-verbally depends on the cultural context, but can also reflect gender norms. Make sure you take the opportunity to reflect on how girls are often expected to communicate in a submissive way and to discuss strategies for adopting more assertive communication styles.



5. Finish this section of the activity by underlining that non-verbal communications is also important if you are listening instead of talking. To explain this point, go back to some of the elements and ask for examples of how to communicate with your body that you are listening actively.

In Pairs: Practicing body confidence (20 minutes)

6. Ask the girls to select a partner for this part of the exercise.
7. Explain that they will work in pairs to practice communicating with body confidence. Take some time to help the girls to select what they want to talk about in their practice:
 - Ask the girls to think about a recent situation in which they wanted to communicate something about their health, self-care, or about their personal boundaries. Encourage the girls to choose a situation that might come up again so that what they practice today can help them in the future. *Give them a few minutes to select a topic.*
 - Ask them to think about who they were trying to communicate with, and about what was his/her reaction. *Give them a couple of minutes to discuss how the person reacted.*
8. Next, ask the girls to role-play this interaction using assertive verbal and non-verbal communication. Remind them that both sides (the speaker and the listener) need to show non-verbal communication.

9. Invite the girls to take a few minutes to give each other supportive feedback.

TIP!

Remind the girls that in the *Being Assertive* module they learned about the art of giving and receiving feedback. You may need to take a few minutes to make sure they remember the basic rules of supportive feedback.



10. Ask the girls to switch roles, and to repeat the role-play, taking into account the feedback they gave each other.

In Plenary: Wrap it up! (20 minutes)

11. Ask the girls to come back to a circle, and invite them to share their reflections on the role play exercise by asking:
- **What did you learn from this exercise?**
 - **Was it easy or difficult to communicate with body confidence? Why?**
 - **How can you continue to support each other to develop strong non-verbal communication?**
12. Wrap-up by sharing the key messages of this activity, using the flipchart you prepared ahead of time.
13. Explain that this was the last activity in the *Being Body Confident* module, and that you would love to hear their reflections on:
- **What was the most important thing you learned in this module?**
 - **How will you use this in your daily life?**
14. Distribute **Handout BBC-G** and invite the girls to keep them handy so that they can review the module's key messages whenever they need to.
15. Remember to take some time to celebrate!!



HANDOUT BBC-G:

KEY MESSAGES ON BEING BODY CONFIDENT



A girl is 'body confident' when she has a positive image of her body. The opposite is also true: having low body confidence will negatively influence her image of herself.

Respecting one's body for what it can do is a key step in being body confident. To often, people spend too much time thinking about what they look like instead of appreciating what their bodies can do.

What others say about a person's body or about how they look can have a huge effect on their body confidence. Girls can support their peers to have a positive body image and to be body confident by complimenting them and by encouraging them to focus on all the things they are able to do.

Beauty standards change from culture to culture, but in all places they make girls and women feel like they have to alter the way they look. Sometimes this requires risky surgeries, unhealthy diets and other harmful and painful practices.

The 'beauty myth' is an impossible standard of beauty for girls and women that is constructed and spread by the media. It is called a "myth" because the women in the images we see don't exist as we see them: their bodies and their pictures are manipulated to make them look the way the media want them to look.

The 'beauty myth' can have a negative effect on the body-confidence of girls. Understanding the 'beauty myth' can help girls to reject these standards and to embrace a more inclusive definition of beauty thus decreasing the power of this myth over their lives.

In order for everyone to feel welcome and happy in this group and in their communities, it is important to acknowledge, respect and celebrate diversity. In any group or community, there are similarities and differences between individuals. These differences can be in the way we look, in our physical abilities, in our lifestyle, in our beliefs and preferences, in our origin, and in the language we use, among many other sources of diversity.

'Being Healthy' is about more than just 'not being ill'. Being healthy also requires feeling happy and confident about one's body, feeling well emotionally, and feeling happy and supported in one's relationships.

'Self-care' implies taking care of oneself and one's body. If girls value their body for what it can do, they are more likely to take good care of it. This includes eating well, resting, exercising, enjoying good times with friends and family, nurturing their own body image, doing what they can to avoid getting sick, going to the doctor when they feel ill and taking good care of their personal hygiene.

Girls can strengthen their body confidence by speaking with other girls and women they trust about the female cycle. Experiencing their first menstruation might be a bit of a shock, especially if girls are not told what to expect or what is happening with their bodies. Girls can support each other by discussing menstruation as a natural process for adolescent girls and women.

The things girls and women do to stay comfortable during their menstruation are referred to as 'menstrual hygiene management'. It is important to reflect on what are the best options available to manage menstruation effectively and hygienically. Managing menstruation well will help girls to experience their period not as a burden but as an opportunity to appreciate their cycle as a normal part of their everyday life.

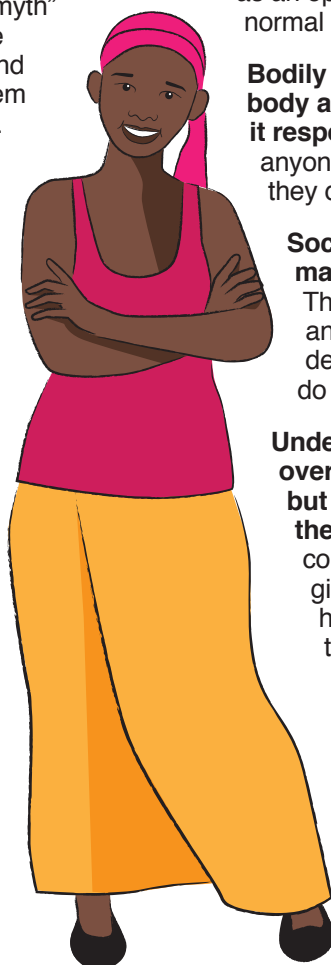
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These social rules are enforced by family and community members who try to determine what girls should think, say, feel, do and where they can go.

Understanding the power that others have over girls' lives can be upsetting for them, but it can also be the first step towards their empowerment. In order to have more control over the decisions that affect them, girls must first be aware of who and why has been making these decisions for them and about the potential of working together to change social rules.

When a girl is body-confident, it shows in the way she acts and carries herself when interacting with others. Strong non-verbal communication skills are as important as strong verbal communication skills when it comes to being heard.



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